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A collection of resources

The results of the learning activity for teachers from Romania and Greece carried out in Malta during 15 – 19 May 2023 within the project "The inclusion of students with few opportunities into the European dimension",

No. 2022-2-RO01-KA210-SCH-000095715

- an online guide –

- 5 new methods of teaching and 10 lesson plans -

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ERASMUS+ K210 PROJECT

"THE INCLUSION OF STUDENTS WITH FEW OPPORTUNITIES INTO THE EUROPEAN DIMENSION"

No. 2022-2-RO01-K210-SCH-000095715

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The methods of teaching

1. Learning by teaching

This teaching method that we have been able to discover during the classes we have attended is similar to the jigsaw technique, a method often encountered when it comes to new modern teaching methods. During the lessons we observed that students understand and master knowledge better when they can explain it clearly. When presenting, they might memorize beforehand and speak aloud what they remember, but in order to teach their peers, they need to understand the problem in detail.

Students can take the lead in this activity by choosing their area of interest within the topic. Giving students this kind of autonomy helps them develop a sense of ownership over the subject matter and responsibility for teaching it correctly.

You will also find that giving students the chance to teach their classmates increases their confidence, encourages independent study and improves presentation skills.

Innovative teaching approaches are much more than teaching or learning in the classroom. We can apply them in many other areas, such as peer feedback time after a lesson.

Giving and receiving constructive feedback with an open mind and appropriate manners are essential skills that students need to learn. Help your class by teaching them how to give their peers more meaningful feedback (such as using a feedback grid) and make it a routine.
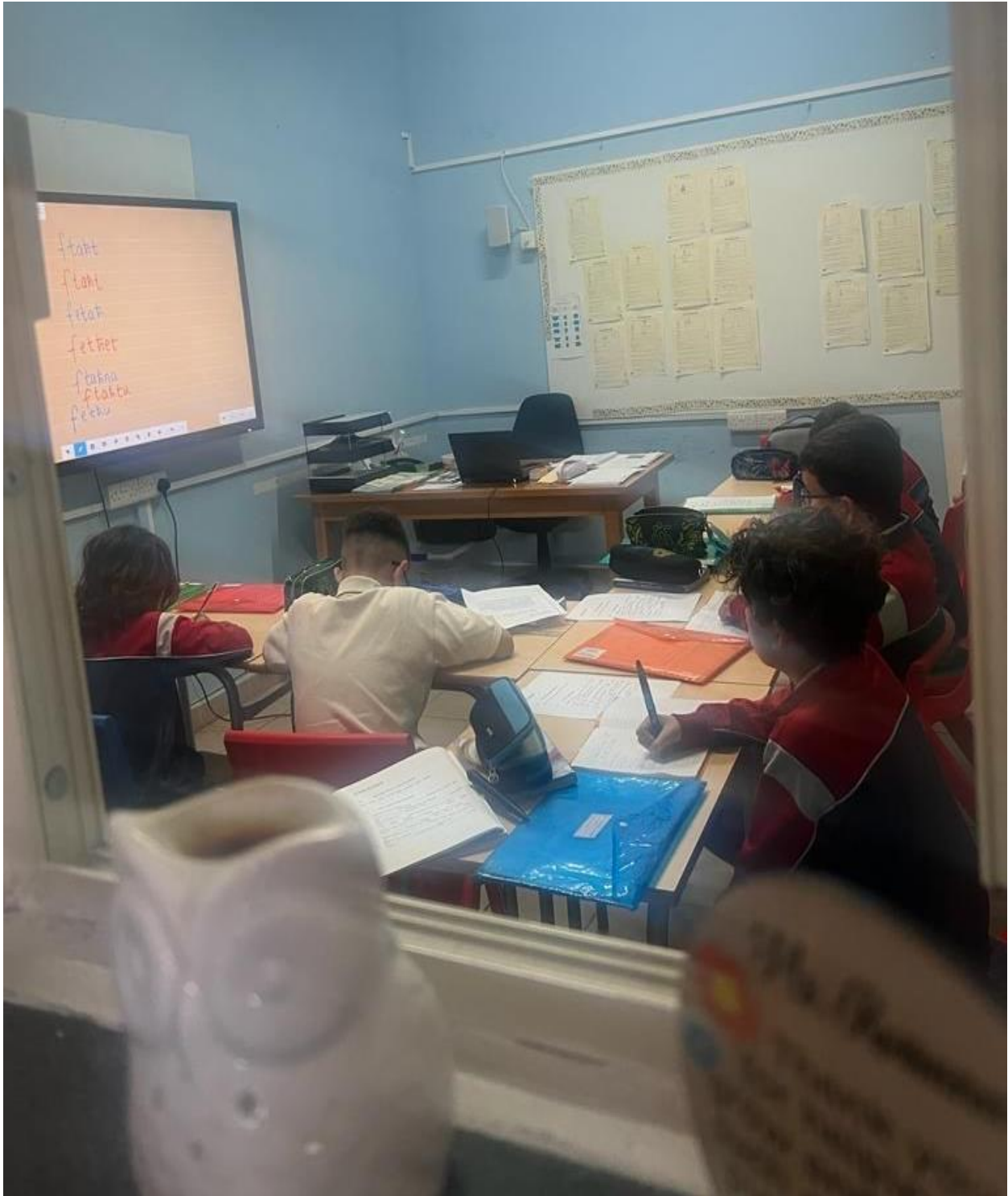
Interactive polling tools, especially those with live word cloud features, make it easy to conduct a quick peer feedback session. Afterwards, you can also ask students to explain their comments or respond to the feedback they receive.

While one strategy works for some students, it may not be so effective for another group. For example, group activities are great for extroverts, but can be a nightmare for super introverted students.

This method adapts the learning process of each student. Although allowing more time for planning and preparation helps students learn according to their interests, needs, strengths and weaknesses to achieve better results.

Each student's learning journey may be different, but the end goal remains the same; to acquire knowledge that will equip that student for their future life.
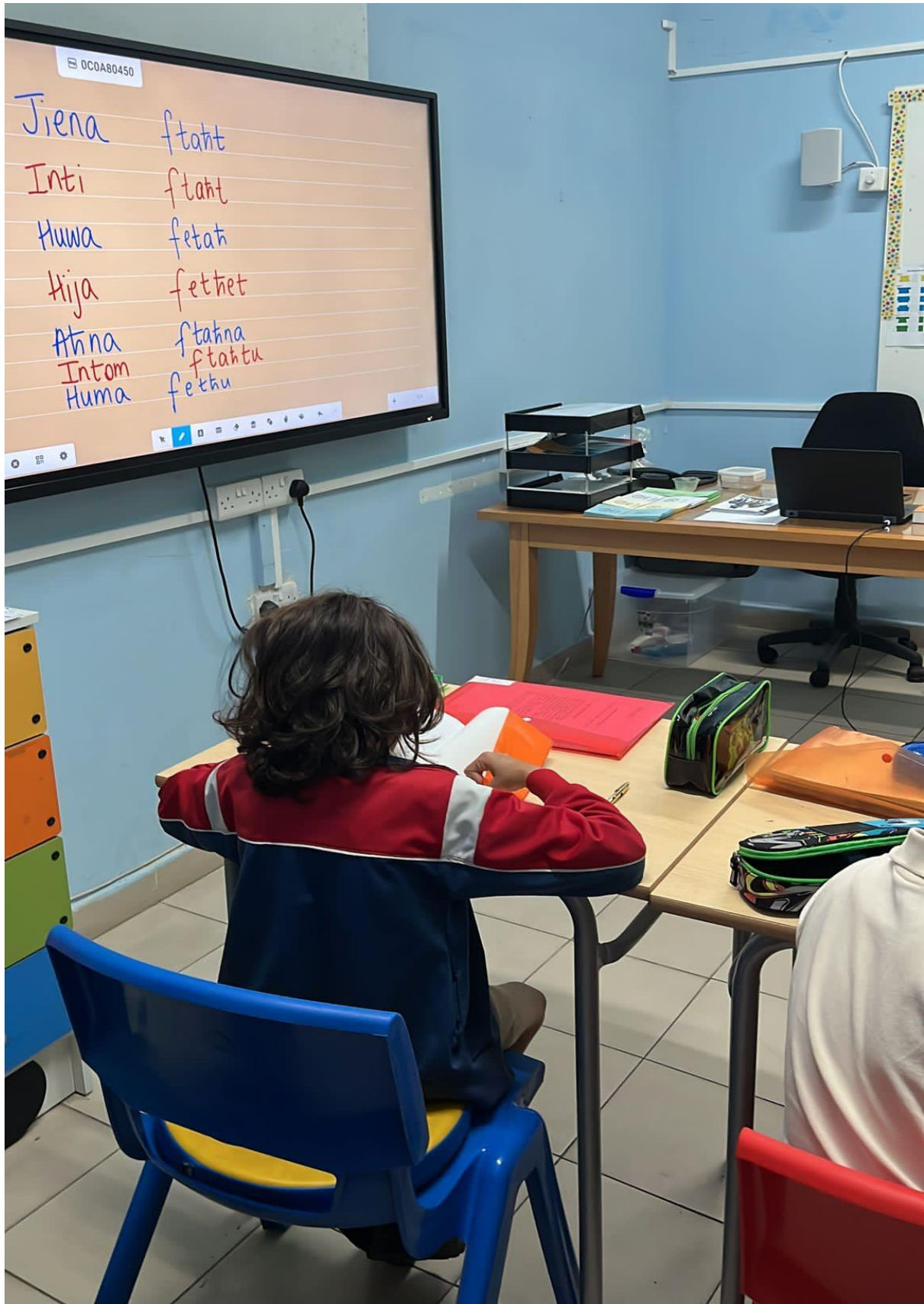
2. Individual Learning

In general, learning is not a linear process. Teachers cannot expect all students in the classroom to learn in the same way and at the same pace. Personalizing the learning experience means that each individual gets the right kind of education based on how they learn and what interests them.

This type of learning involves an educational environment and curriculum that revolves around the needs and abilities of each individual student. Implementing such a program in schools does not result in changing academic standards, only different methods and speeds of learning that may vary from student to student. But each pupil must reach a certain level in each subject by the end of the school year.

THE BENEFITS OF USING AN INDIVIDUAL EDUCATION PROGRAMME

Students learn skills that go beyond school and will help them in the future, because individual learning involves students in decision-making, they also learn other vital skills that will benefit them throughout their lives. Learners in an individual learning programme improve their knowledge significantly.

STRATEGIES FOR IMPLEMENTING INDIVIDUAL LEARNING IN YOUR SCHOOL

1. Teach teachers how to assess students and personalize their experience

The first step to creating a one-to-one learning program is educating teachers. When teachers fully understand the process, methods, assessments, technology and objectives, one-to-one learning can work, no problem. However, when teachers are not properly trained, the program will not work. So, before you start, get teachers together to discuss ideas, to study methods of one-to-one learning, and to determine the steps needed to implement such a program together.

2. Give learners the opportunity to be part of their own learning experience

Learners who are allowed to have a say in their own learning experience develop essential skills such as self-support. When they are given the chance to take part in setting classroom goals, students are more motivated to achieve them.

Allow students to choose whether to take notes online, on paper or audio-record them. Allowing this type of individual learning gives students the opportunity to choose the process that best suits their needs.

3. Gives students multiple opportunities to show what they know

While standard tests and essays should not be neglected, giving students other ways to show what they understand about a subject helps them take responsibility for their education.

Constantly assessing students as they go through the material gives teachers a unique insight into each student's level of knowledge. Knowing that a student is struggling with a topic today, teachers can help them understand it tomorrow in a one-on-one session.
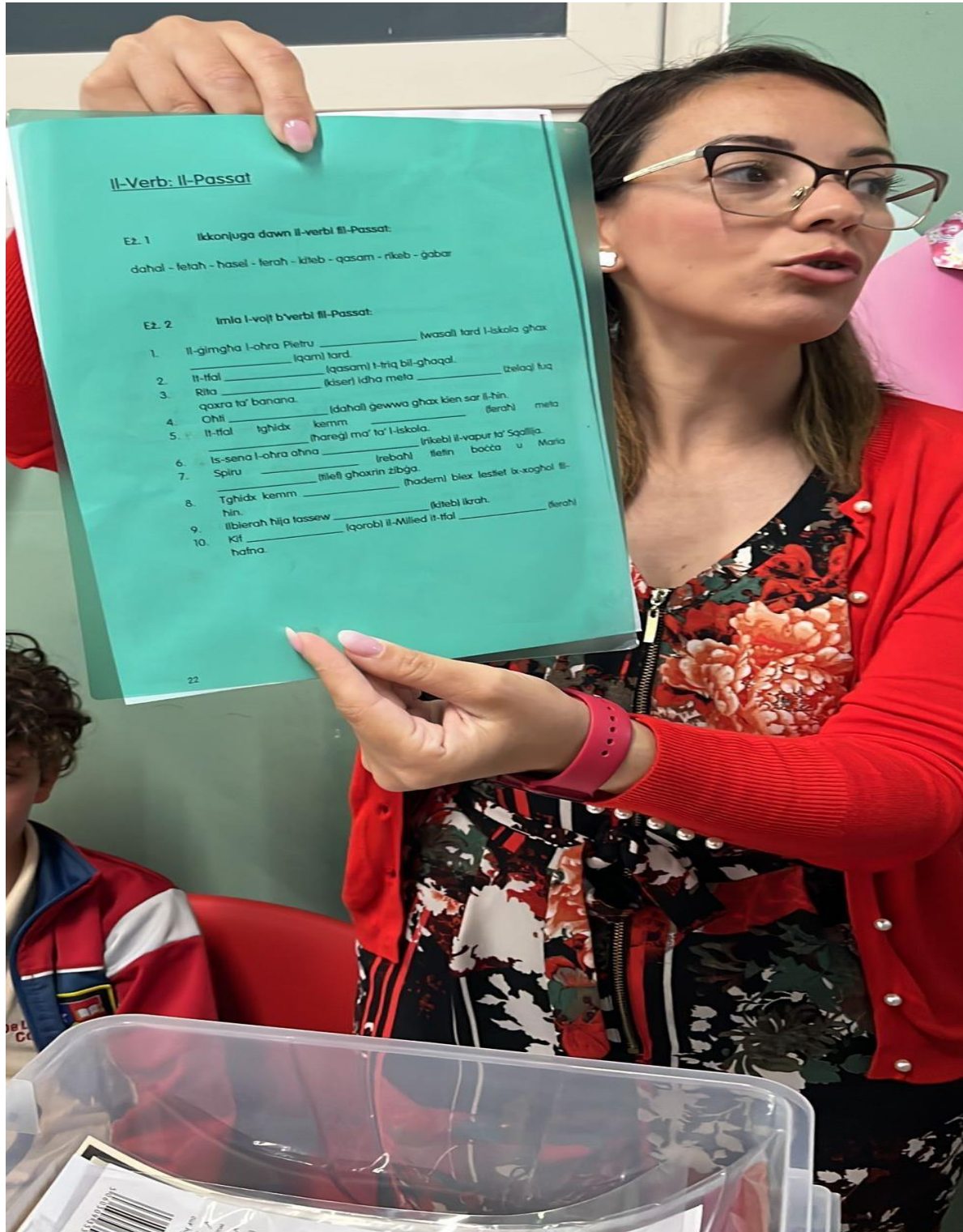
4. Flexible class

Flexible seating arrangements have become more popular in recent years and for good reason. After redesigning their classrooms in a more flexible way, teachers have noticed benefits such as:

- Decreased discipline problems;

- Improvements in class attendance and grades;

- A more positive classroom atmosphere;

- More comfort for students, leading to better concentration.

Another way of individual learning is seen in a flexible classroom with rotating stations. Having specific stations that address personalised learning playlists allows students to focus on the right tasks in the right place. This encourages collaboration, and makes it easier for teachers to work with smaller groups for targeted instruction.

Every child in your school learns at a different pace. Each has needs and interests specific to their unique learning style. Implementing an individual learning programme gives everyone the opportunity to learn at their own pace and in the way that suits them best.
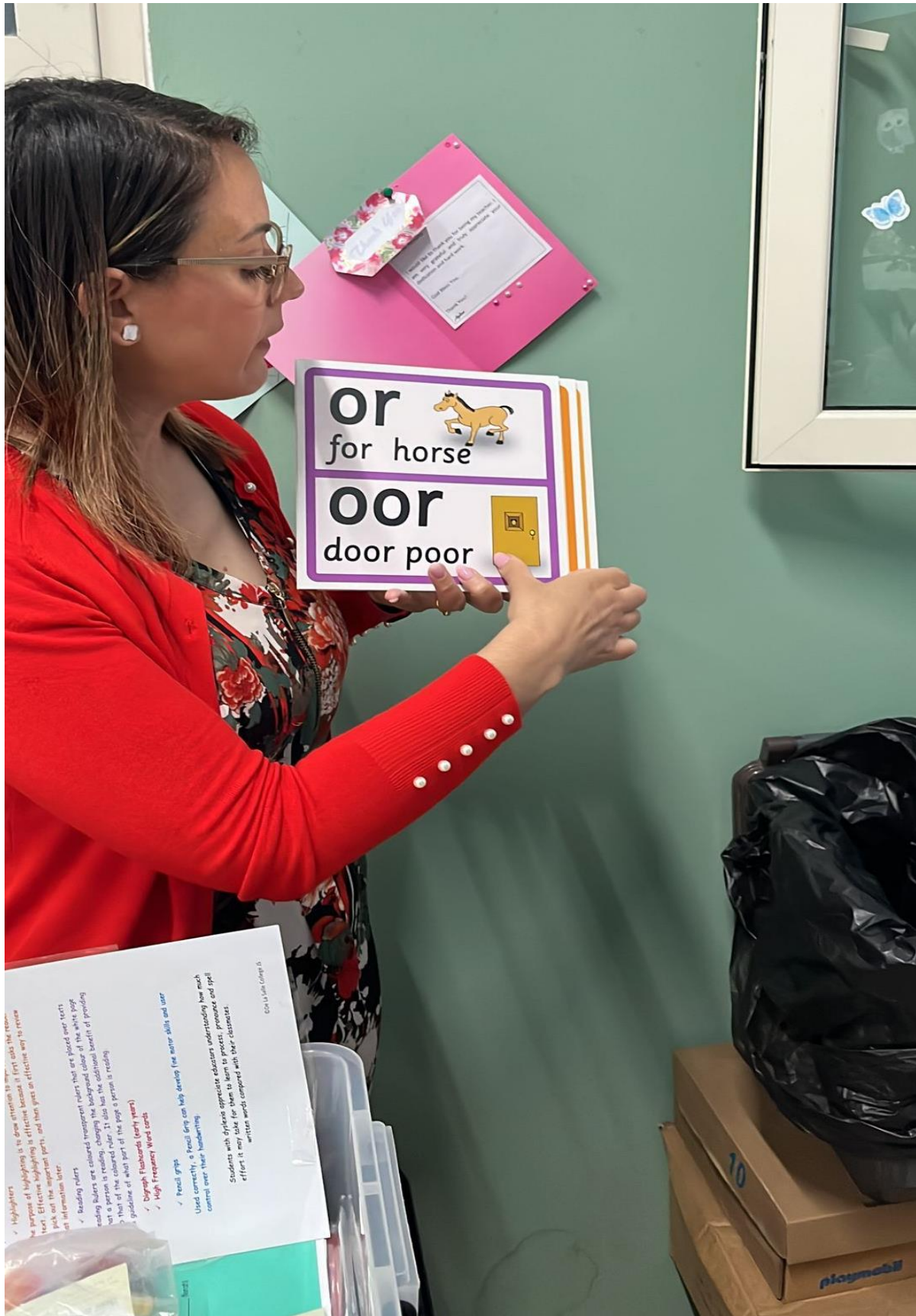
3. Dyslexia in lower primary school children
- for the development of the skills necessary to learn writing - reading –

The teacher pays special attention to the development of phonological processing skills, whatever stage the child is at. The teacher will design some activities in the form of a game, and these games will be aimed at:

1. recognizing rhyming words and then giving examples of words that rhyme with the word found

2. the next step used: the teacher tries to establish the number of words in the sentences together with the students, and these sentences, having an equal number of words - starting from the word recognised in the previous exercise - and fill in the missing sentences.

3. the teacher specifies that the task is to identify words specific to the Maltese language by making connections with English vocabulary.

When selecting the words given to the pupils for analysis, the teacher takes into account the degree of difficulty of the words, so that the pupils are able to identify these words in a natural cursive way.

Because the objective is to understand the content of the text as a working tool, the teacher will use the reading done in class or the use of a voice synthesizer. He can also accompany the reading by showing students images via a video with guided explanations.

In this way, the teacher replaces the dyslexic child in reading the text, so that the child can concentrate all his energy on listening and comprehension.

Before asking the student to identify the rhyming words, the teacher, as an objective, makes sure that the student has formed an idea, even if it is a general one, of what he has heard. In this way, they are asked to already remember everything they know about the topic, and the rhyming words will be easily identified.

The final stage can end with questions: what is this text about, what did they understand from what we have read, and the final task can be to compose short sentences with the rhyming words identified in the story (2-3 sentences related or not to the text that has just been read).

This method, whereby students use the knowledge they have already acquired by connecting it with new knowledge through the identified rhyming words, helps them in the process of memorization as well as comprehension.

The materials used by the teacher are crayons, bright colors and it is very important to write on a sheet of paper the rhyming words that the child used when making short sentences.
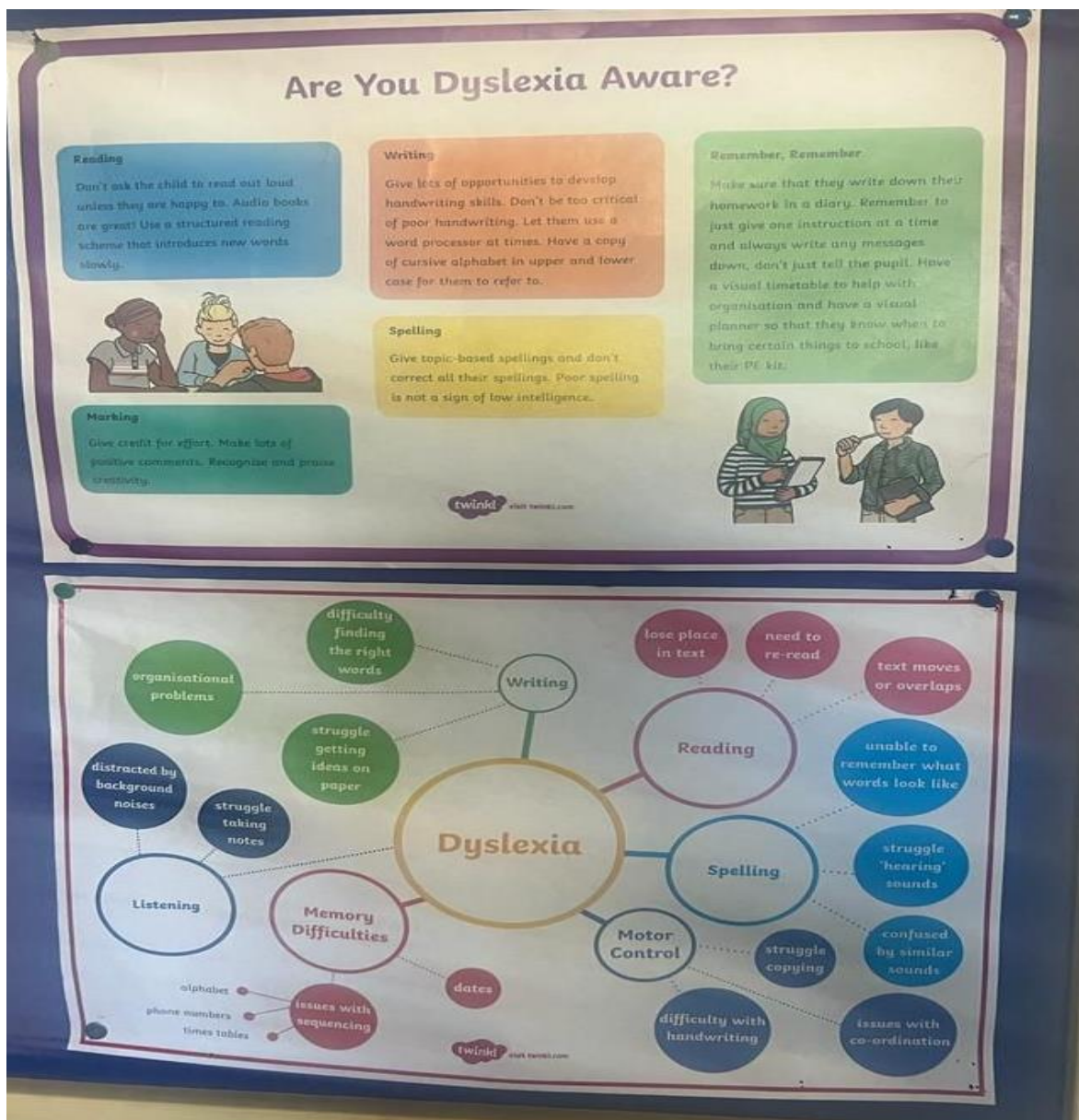
Literacy Strategies for Pupils with Dyslexia

- Use highlighters in comprehension tasks to avoid having to look for information again.
- Have a visual nearby with letter formation reminders to help with letter reversals.
- Use a coloured overlay if the text does not seem clear or appears to jump around.
- Have a visual nearby for the different graphemes for vowels or consonant digraphs.
- Use a multi-sensory approach for learning spelling words – alphabet arc, chunky letters, writing in sand/foam, actions connected to tricky words or spelling games.
- Use mnemonics for spelling tricky words.
- Try an ACE dictionary.
- Have a key vocabulary mat nearby during writing activities.
- Have an anchor chart or bookmark with reading strategy prompts during reading activities.
- Use a reading ruler to keep place while reading.
- Have mini whiteboards or a notepad at the desk to check if spelling looks right before writing in a jotter.
- Use mind maps to organise and record ideas.
- Use writing plans, writing frames or story boards to plan pieces of writing.
- Use a computer to type work.
- Improve typing skills by playing typing games.
- Try computer software or apps that read text aloud.
- Try orally recording ideas using apps or other recording devices.
- Break long tasks down into shorter chunks.

twinkl

4. Collaborative learning

Definition:

Collaborative learning is a teaching method that involves groups of learners working together in order to solve a problem, complete a task or create a product. This method follows socio-cognitive and socio-cultural learning theories and helps to develop meta-cognitive skills in learners.

It is a learner – centered method, which contributes to the development and autonomy of the young individual. Students are divided into groups of four to six and are assigned to carry out a project /task assigned to them by the teacher.

The teacher proposes to the groups a task with the characteristics of an open problem, so that different opinions and solutions can be presented. In this way, each member is given the opportunity to express themselves and contribute to the final solution. Additionally, there is always the possibility of redefining the final proposal or solution.

The role of the teacher:

He/she discreetly monitors the work of the groups, identifies weaknesses, intervenes when asked, and generally provides any kind of assistance. Note that it is advisable not to answer students questions directly, but to give hints or ask intermediate questions, so that the students can put their critical thinking into action. In plenary, when presenting the students' final products, listen carefully to what the students have produced and synthesize the contributions, answer any questions and highlight new knowledge. In other words, the teacher acts as a mediator between scientific knowledge and the ideas and perceptions of his/her students.

Conditions for the success of the collaborative method:

In order for teaching to be successful, positive interdependence between group members is required, which is achieved in various ways, such as sharing the activities assigned to members or including individual and group work to evaluate students' individual work.

In addition, personal communication between team members is required, but also individual and collective responsibility: members must help each other in order for all to acquire knowledge. Finally, heterogeneity in the formation of groups and a limited number of members (the 4 – 6 student format is suggested) and the decentralization of authority are essential.

Benefits of collaborative learning

In the social field, collaborative learning helps students to integrate into the learning group and to adapt easily to the classroom. Sharing the work increases the degree of the acceptance of the individual by the group. The importance of cooperation is appreciated and an attitude of tolerance towards others who are considered "different" is developed. The individual learns to resolve conflicts of opinion smoothly and develops empathy, in the sense that it enables him/her to see things from the point of view of others. As a consequence, the individual becomes addicted to active participation process and democratic processes in general.

In the psychological field, students feel accepted by their peers, have lower levels of anxiety and higher self – esteem. Classes become more cohesive and a positive psychological climate is generally promoted, which helps the smooth running of teaching and the resolution of any interpersonal problems.

In the cognitive domain, the collaborative group method offers students opportunities to practice effective thinking strategies, and gives them opportunities to describe, explain and justify their thoughts, developing their meta – cognitive capacity. Moreover, students in the group develop their critical thinking skills to a greater extent, but also overcome the egocentric way of thinking. Finally, cooperative group teaching enhances the students' language competence qualitatively, because it enables students to talk more with each other.

Review

Reservations have been expressed as to whether it is appropriate to educate in a collaborative climate for students who will tomorrow as adults live in a highly competitive society.

The answer is that the cooperative climate is more complex than the competitive one and, consequently, individuals who are effective in the teamwork process may be able to cope with the demands of competition. Besides, the teacher can ensure competitive relationships between

equivalent groups. The problem remains the time pressure and the teacher's workload in organizing his/her teaching.

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5. Experiential Learning

This term is essentially an "umbrella" term, which includes a number of student-centered methods, the main aim of which is to involve students in the learning process and the cultivation of positive emotions. The emphasis is on the student's activities, while the teacher organizes the activities, encourages and guides. Dialogue is used and free movement is encouraged, as well as expression and the development of group activities. The main benefit of the method is the cultivation of empathy.

The method belongs to the socio-cultural and humanistic theories of learning, while techniques of differentiated teaching and learning based on the multiple intelligences are adopted. These techniques are also valuable in classrooms with children with special needs.

<u>Basic techniques:</u>

Role play - drama:

Students re-enact a real or fictional story by playing roles in the context of a script.

The objectives are for students to approach a hypothetical communicative situation with critical judgement, to express their thoughts and feelings without stress, engage in playful activities in order to develop problem-solving skills.

For example, in the Odyssey lesson, a scenario can be applied where students are encouraged to play the role of Odysseus and write or express his thoughts, feelings and dreams. Similarly, after teaching literary texts, students can play the role of the main characters in the story.

In order for the technique to be effective, it is necessary to follow the following steps: First, the teacher creates the script, defines the roles and starts preparing " role cards" with the necessary information (characters, problem, etc.). If time is available, he /she can demonstrate how to apply the technique. The teacher then organises the groups of pupils to work together, distributes the script and the role cards and asks the pupils to choose their roles. At the end, he/she encourages the students to reflect on the process, comment and draw conclusions.

Simulation

In this technique the students keep their real identities and have more freedom of movement while dealing with open-ended issues. And in this case, however, students reflect on real life issues (social, professional, etc.) by activating their critical and creative thinking. Simulations are mainly used in physics, as students understand the concepts better when they use more of their senses.

This technique becomes effective when there is a link between the objectives and the interests of the students, when there is a climate of trust between the members of the group and when the teacher acts as an instructor and coordinator.

Site visit – direct experience

By the term **"site visit"** we mean any visit to a site, such as museums, galleries, libraries, observatories, research and technology institutions etc. These activities serve as a direct experience as students are exposed to an authentic environment.

In order for a site visit to be successful, it is essential that there is a preparation in advance by the teacher, but also the accompanying activities after their return to the classroom. At first the teacher informs the students for the purpose of the visit so that they will be better prepared for the visit. Then the students visit the site. There is usually a person in charge to inform, but the teacher can also take on the role of the guide. The pupils may already be provided with worksheets, so they work on them. In any case, they are constantly encouraged by the teacher to express their thoughts and feelings about what they are watching.

After the visit, activities can be carried out inside the school, in order to assimilate the new knowledge, e.g. report on the visit, share the answers to the worksheets in plenary, creative writing activities etc.

Gamefication

This technique is preferred in small classes, but it can also be used in older ones. The aim is to create pleasant emotions in the students, who will develop soft skills in an experiential and creative way (cooperation, communication, empathy and honesty).It can be applied not only in language courses, but also in science.

The games can be simple, with behavioral type questions and answers or more complex ones of a conceptual type. They can also be computer games. However, they must be linked to the units taught, in order to enrich the ideas of the students. There should be clear instructions for the games on behalf of the teacher and a time limit. After the game is completed, record scores and do not skip the stage of feedback for the students, so that they can check if something could have been carried out better.

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Other photos from the learning activity in Malta, *De La Salle College Sixth Form:*

The lesson plans

1. THE INCLUSION OF STUDENTS WITH FEW OPPORTUNITIES INTO THE EUROPEAN DIMENSION

Title of lesson: Eating habits

Designed by: 1st Junior High School, Didymoteicho

Subject Area: English Language, Project

Objectives: Students will:

have enhanced their vocabulary by using the language they have been taught in a new context.

Investigate the eating habits in terms of religion, culture and climate

become aware of intercultural exchanges in food

improve the skills of listening, speaking, reading and writing

work across the curriculum involving Home Economics, Art, Music, Culture, Geography, ICT

improve their critical thinking

use the information they gather in a creative way

be encouraged to collaborate with each other during the task, enjoy teamwork and partnership

Time needed: Approximately two (2) teaching hours.

Materials needed:

Student's coursebook (Think Teen 1st Grade Junior High School)/Digital School,

Whiteboard, Computer Science Laboratory, printer, photos, short texts, recorded material, cardboard, pencils, crayons, pencil crayon, markers, glue stick, a pair of scissors.

Age level: 12-14

Number of participants per group: 20 Students, 4 students per group

Step-by-step description of activity:

Step 1: (10 minutes)

Students read the theme of the project,"Eating Habits" which consists of two parts.

After reading and explaining the instructions of both parts, students decide which one they are going to deal with.

Step 2:(5 minutes)

The class is divided into five groups, 4 students per group and each one is assigned the role of a

coordinator, a secretary, an artist and a presenter.

Step3: (30 minutes)

➢ The **1st** and **2nd group** of students who have decided to do the first part of the project are asked to choose one of the following dishes such as : ***Fish soup, Pita Souvlaki,*** **Greek** ***Salad , Spring rolls*** or one of their choice and then they go back on page 31 of their coursebook (1st Grade of Junior High School - Advanced) ,look at the food pyramid, and find out what there is in the dish from each food group. They have to decide whether the dish is healthy or not and make a drawing of the dish.

➢ Students who have decided to do the second part of the project, will have to choose one of the following topics:

Food and Religion, Food and celebrations, Food and Climate

Each group of four students should have to find information on the Internet or in Geography and other school books, encyclopedias, newspapers, magazines etc.

➢ ***Food and Religion:*** The **3rd group** of students choose a certain religion and find information about eating habits, food they are allowed or they are not allowed to consume, food they are accustomed to eating during certain days/periods of the year. They may enrich their presentation with photos, drawings, collage even songs and hymns.

➢ ***Food and celebrations:*** The **4th group** of students may choose a feast and focus on foods prepared in different parts of the world. They approach the topic cross-culturally. They may enrich their presentation with photos, drawings, collage even songs and pictures of clothes & costumes worn by people during the holiday season.

➢ ***Food and Climate:*** The **5th group** of students will deal with a hot or cold country and how climatic conditions affect people's daily diet and the type of food produced. In addition, they can briefly mention the impact of climate change on food production by giving examples, comparing the present with the past. They may enrich their presentation with photos, drawings, collage and pictures of utensils used in the production of the specific food.

Step 4: (45 minutes)

The presenter of each group will present the result of their research to the rest of their classmates and their work will be posted on the notice board and on the school blog.

Evaluation:

The project will be evaluated in terms of content, information, creativity, and final presentation.

Students may vote for the most interesting project.

Questions such as the below, asked by teacher checking that the objectives were met:

1. Which school subjects helped you find information about your theme.

2. How was the cooperation within the team members in order to achieve the final result?

3. According to what you have learned, can you give any examples of eating habits in your country in relation to climate, religion and celebrations?

Notes to the teacher:

The learners should be familiar with vocabulary related to food and healthy diet, nouns and quantifiers, modals expressing obligation, prohibition, absence of obligation.

Also, they should be supervised when they use devices to access the Internet.

Furthermore, students who are less confident should be allowed to choose a role in the group which enables them to get involved in the project.

Suggestion for follow-up activities:

Students discuss, share their experience and interview members of the other groups.

Students who come from other countries or different religious background can deliver a classroom presentation of their customs, their food habits and healthy dishes.

Also, students may use the knowledge they have acquired to recapitulate it whenever they come across with celebrations throughout the year or even create a video.

Appendices:

Think Teen Student's Book 1st Grade of Junior High School, *Advanced*,

Unit 3: Lesson 1 *Food for thought*

Diophantus Institute of Computer Technology and Publishing

2. THE INCLUSION OF STUDENTS WITH FEW OPPORTUNITIES INTO THE EUROPEAN DIMENSION

Title of lesson: The glasses of diversity / Various forms of racism

Designed by: 1st Gymnasium of Didymoteicho

Subject area: Greek language

Objectives:

Students will:

1. interact with the concepts of racism and diversity in their various forms
2. become aware of stereotypes and prejudices
3. practice spotting these types of behaviors
4. understand that stereotypes limit human thinking and must be revised
5. practice arguing against such types of behaviors
6. develop a positive attitude towards the Other, the different
7. cultivate their social awareness and act in support of the victims
8. casually acquire the consciousness of an active citizen who defends human rights
9. learn to cooperate and work collaboratively
10. cultivate and improve their language competence and performance

Time needed: 2 hours

Materials needed: computer with internet connection, projector, colored markers, cardboard.

Age levels: 12 years (1st grade)

Number of participants per group: 4 students per group (total 20 students)

Step – by- step description of activity:

Starting point (10 minutes) :

The teacher shows three videos in the classroom on the projector. The videos are:

The glasses of diversity, Disability and child protection (UNICEF) and Anti – racist short film "Jafar".

All three videos deal with different aspects of diversity and the accompanying racism the victims experience.

After watching the videos the teacher starts a discussion around topics related to the videos. The discussion can be based in the following questions:

1. Which categories of people in these videos are different from the rest?

2. Do you believe that life is easy for these people?

3. How do you think they feel?

4. In your opinion, which is the subject of our lesson today?

Our goal is for the students to identify the concepts of "diversity" and "racism".

2nd step (10 minutes):

The result of the discussion will be the creation of a Frayer diagram on the blackboard concerning the concept of "racism". The diagram will contain: definition, forms, examples, non examples. One student can take notes on the blackboard, but all the students will submit their ideas with the method of brainstorming.

3d step (30 minutes):

The students are divided into 5 groups of 5 and undertake different projects according to their interests and abilities, in order to differentiate the lesson.

The first group will write a dialogue in which take place an incident of intolerance to the different and the feeling of the victim is highlighted.

The second group dramatizes another incident in which racism against a certain category of our fellow human beings is highlighted again. In this case however the victim reacts with arguments.

The third group of students is creating a painting with an antiracist theme.

The fourth group is writing an article for the newspaper, where it condemns the racist treatment experienced by some categories of citizens and proposes solutions to improve the situation.

The last group will create a questionnaire in which their classmates' attitudes towards the different will be explored and recorded. In a second face, the research will be contacted throughout the school.

The students are working cooperatively for 30 minutes.

4th step (15 minutes):

Students present their work and they are self and peer assessed.

The teacher asks them how they felt during the project.

5th step (25 minutes):

The teacher gives colored markers and cardboard to the students. Each group writes anti-racist messages. The groups exchange views. The final products will be posted on classroom walls.

Evaluation:

The groups evaluate the presentations of the other groups (peer evaluation).

The teacher evaluates the students through observation of their learning performance and their participation.

Questions asked by teacher checking that the objectives were met:

1. What is racism for you?
2. Can you give me forms of racism?
3. What should be the correct reaction to incidents of racism and prejudices?

Notes to the teacher:

The scenario will be implemented in a classroom of the 1st grade consisting of 25 students. Among them there are 3 Roma and 1 student originated from Sri Lanca.

The school has a student with mobility difficulties and a female student who has declared her different sexual orientation.

Suggestions for follow – up activities:

After the scenario is implemented, the teacher can proceed with the teaching of a literary text related to racism, in order to complete and reinforce the learning of the students.

3. THE INCLUSION OF STUDENTS WITH FEW OPPORTUNITIES INTO THE EUROPEAN DIMENSION

Title of lesson: The boat of immigration

Designed by: 1st Gymnasium of Didymoteicho

Subject area: Soft Skills (Subject: I am interested and active – Social consciousness and responsibility)

Objectives:

The students will

1. come into contact with the concepts of "refugee" and "stereotype"

2. record stereotypes and prejudices against immigrants

3. develop social consciousness by recognizing difficulties that these people may encounter

Time needed: 45 minutes

Materials needed: projector, cardboards, markers and crayons

Age levels: 12-15

Number of participants per group: 25 students divided into 5 groups of 5 students

Step – by- step description of activity:

Step 1:

The teacher projects the following images on the classroom projector:

She explains that they are pictures of a "live" artwork titled "Immigrants" made by High School students in Cyprus for a competition under the name "Crisis – Challenge".

She then asks them to implement the thinking routine "I see - I think – I wonder":

She applies the following worksheet:

I see	I think	I wonder

She explains that the students individually must fill the fields according to the following instructions and questions:

1) Look carefully at the pictures and describe the artwork.

2) What are you thinking? What happened to these people? Why are they in these positions?

3) What are you wondering? Is there something you don't understand and you would like to know more about?

After five minutes the students announce their results and the teacher writes the basic keywords on the blackboard. This activity aims to activate the young students and involve them in a first acquaintance with the concepts of refugee and immigration.

Step 2:

Students are divided into heterogeneous groups. Each group has its own workstation and the teacher distributes a large piece of cardboard and markers to every group.

The teacher gives the instruction to draw the shape of a boat on the cardboard. We believe that every team is capable of doing this because the ark shape is an easy shape for everyone to do. The alternative is to have the cardboards already printed to the shape of a person (in this case we will assume that he is a refugee).

When this is done, the teacher instructs the students to write <u>inside the boat</u> the feelings and thoughts of the refugees, and <u>outside the boat</u> the feelings and thoughts of others about the refugees.

That way the students get into contact with the concept of "stereotypes": the goal is for them to understand that there is a gap between the refugees' reality and the believes of others about them. The teams work cooperatively and the teacher gives them help if necessary.

The last ten minutes the teams present their work, they discuss their feelings and the cardboards are hanged at the walls of the classroom.

Evaluation:

The first step must be considered as the initial assessment, because the teacher will perceive from the students' responses their different readiness in relation to the specific subject.

The final assessment is peer assessment. The teams evaluate the work of the other teams and they express their feelings.

The teacher at all times evaluates the students through observation of their learning performance and their participation.

Questions asked by teacher checking that the objectives were met:

 1. Are there similarities (or identification) between the feelings of the refugees themselves and the feelings of others towards them?

2. Do you recognize the stereotypes?

Notes to the teacher:

The class in which this scenario is going to be implemented does not have any refugee, but Evros is a region in the Greek – Turkish boarders where many refugees pass by. This fact justifies the necessity of implementing the scenario and many others similar to that.

Suggestions for follow – up activities:

The scenario can be continued in the Language lesson with the "Beginning – Middle – End" technique.

The students are divided into three groups. The first group has to write a story assuming that the pictures shown the previous hour were the beginning. The second group has to assume that the pictures were the middle of the story and they have to write what happened before and after. Finally, the last group has to assume that the pictures were the end of the story, so they have to write the story from the beginning.

4. THE INCLUSION OF STUDENTS WITH FEWER OPPORTUNITIES INTO THE EUROPEAN DIMENSION

Title of lesson: Living in a multicultural society – Getting to know Roma culture

Designed by: 1st Gymnasium of Didymoteicho

Subject area: Greek language and Literature

Objectives:

Students will:

1. come into contact with the concept of multicultural society, inclusion and social integration

2. understand the cultural characteristics of the Roma (focusing on the Roma students in class) and the positive role that cultural diversity has in a society

3. recognize stereotypes against the Roma culture

4. recognize the importance of the Roma culture in place and time

4. cooperate effectively by expressing feelings and thoughts on the subject

Time needed: 2 hours

Materials needed:

Projector, five computers, internet connection, electronic worksheets, blackboard.

Age level: 15 years old (3d grade)

Number of participants per group: five groups consisting of 5 students (every group has at least one Roma student)

Notes to the teacher:

The classroom, in which this lesson plan should be implemented, must be a classroom in which the Roma students themselves have no problem to express their identity. Additionally, an environment of safety and trust should already be established, so that Roma students can "expose" themselves in situations of interaction with the rest of the students in the classroom.

Step by step description of activity:

On the occasion of World Roma day on April 8th, Marias' Danezi documentary film "Sam Roma" is shown at school. On the same day in the language lesson, the teacher decides to implement a lesson plan in order to raise awareness of the issue of Roma inclusion.

1st step (15 minutes):

The students are transferred to the computer lab and are divided into 5 groups of 4 students. Every group includes at least one Roma student. That way the members of the outgroup (Roma), while interacting with the rest of the students, become members of the ingroup (the rest of the Greek students).

At the beginning the teacher displays at the projector of the computer laboratory pictures related to multicultural society, social integration and inclusion, such as the ones below:

The discussion that follows provides a general introduction to the concepts of multicultural society and its characteristics. The teacher asks the groups:

1. to give a definition of the concept "multicultural society"

2. to identify three characteristics of this multicultural society

3. to list three possible difficulties that people may face in it.

Students present their work as a group, but individual participation is also requested at will.

The teacher notes on the blackboard key words, which serve as an introduction to the topic.

Afterwards, the teacher shows the last two paintings:

The paintings are:

1. Markey Robinson, Gypsy Camp

2. Nikolaos Gyzis, The gypsy woman who throws the cards

The teacher introduces the real theme of the lesson, which is "Getting to know the Roma community". He asks the students about the social characteristics of the Roma. The students use in their answers information from the documentary film and the pictures they saw before. The Roma students feel free to give personal information.

2nd step: (30 minutes)

The groups sit at the computer stations and they work collaboratively on the electronic worksheets, which are posted on the computers' surface.

The first group's mission is to search the internet for 5 famous Roma people and present a power point with the life and work of one of them.

The mission of the second group is to identify, through specific articles, acts of the Roma that occupied public opinion. They should separate these actions into positive and negative and investigate which side dominates. They will then speculate as to the reasons for this.

The third group has to research Roma customs and traditions, such as marriage, and present photographic material from the internet or the families of the Roma students.

The fourth group will investigate the history of the Roma tribe with reference to specific periods of time (for example the Roma holocaust). The results may lead us to a discussion on issues of discrimination and racism, and in a way, it can connect the past and the present. Mainly, it will prove that the Roma have basically the same problems as the rest of the people that live in the country.

The fifth group will write a story about the daily life of a Roma. The aim of this paper is to cultivate social awareness and consciousness. In this group the Roma student will describe orally one day of his life and the rest of the group will put it into writing words. In this way the personal experience of the Roma will be exploited.

3d step: (45 minutes)

The groups present their work. Every time one group finishes its presentation, the other groups express their opinion and feelings.

Evaluation: (10 minutes)

The last 10 minutes the teacher applies the 3-2-1 technique. He asks the students to write down in paper:

• 3 things they learned

• 2 things they liked about the lesson and they would like to know more about

• 1 question about what was said and it was not fully understood.

This technique cultivates their meta- cognitive skills and the teacher can evaluate the assimilation of what has been learned.

Questions asked by teacher checking that the objectives were met:

1. What are the characteristics of a multicultural environment?

2. What are the basic characteristics of the Roma culture?

Suggestions for follow up activities:

The Roma students can give more information about their culture, such as food recipes, music or their religion. By doing that, school practice will be connected with the cultural and family environment of the Roma students.

Notes to the teacher:

The scenario will be implemented in a class of the 3d grade consisting of 25 students. Five of the students are Roma with good level of language skills. They feel proud of their cultural heritage and they keep good relationships with the other students of the class.

5. THE INCLUSION OF STUDENTS WITH FEW OPPORTUNITIES INTO THE EUROPEAN DIMENSION

Title of lesson:

Problem of calculating the height of an object using Thales' Theorem or similar triangles.

Designed by:

Triantafyllou Evangelia

Subject Area:

Mathematics

Objectives:

- Students will understand the usefulness of Thales' theorem, as well as similar triangles, by applying them to a problem from everyday life and to realize that mathematics is not something abstract that they don´t need, but that it is inextricably linked to many practical issues they will need to deal with.
- Also, the students will learn the use of length measuring instruments.

Time needed:

1 hour

Materials needed:

Paper, pencil, eraser, ruler, tape measure, rope

Age level:

14-15

Number of participants per group:

Five groups of four students

Step-by-step description of activity:

First, the teacher will ask his students the following problem:

«A father and his son, a 3rd high school student, want to cut down a very tall tree in their yard at noon on Sunday. But they are worried about its length when it will fall. "How nice it would be if we could measure his height," said the father. "Do we have a tape measure?" asked his son and added "The shade of the tree will help us". How do you believe that the son thought to solve their problem? »

The teacher will divide his students into 5 groups of 4 children and give them ten minutes to think about the solution suggested by the son or suggest their own way of solving the problem. A discussion will follow, where each group will present their thinking.

Then, they will all go out together in the school yard and try to verify Thales' theorem by calculating the heights of various objects, such as trees, buildings, etc.

Finally, the teacher will show them a video about Thales' theorem, which can be found at the link below :

http://photodentro.edu.gr/v/item/video/8522/1440

Evaluation:

By asking students to calculate without any tools or with the help of technology, the heights of various objects using only knowledge of geometry, our goal is for them to understand that mathematics is not something abstract but has great application in our daily lives.

Appendices:

http://photodentro.edu.gr

6. LESSON PLAN

Objectives: Students will:

1. Have an understanding of Marx's concepts of capitalists and workers.
2. Become aware of the inequalities between groups.
3. Be able to use and reflect upon the concepts of capitalism and free market, inequalities, as well as also think of ways that society can be more inclusive.

Time needed: 1 or 2 lessons is lesson is to be a stand alone or more if it is to be part of a series of similar exercises.

Materials needed: Large sheets of paper.

Small pieces of paper with numbers written on them

Coloured paper [or textured paper] cut into small squares to be used as coins.

Age level(s): 12 - 17

Step-by-step description of activity:

1. Warm up activity: The teacher is to introduce Marx and his ideas by providing a brief historical overview of the 19th century or the Industrial Revolution. The lesson can also be one of a series of history lessons linked to this period.

2. Show the students short video clips on life during the times of Marx [Refer to Appendix 1 for a list of links to short videos]. Start asking students questions so that they are able to evaluate what they see. These questions are meant to make them think of how life was at the time for the average person, how tough life was, and whether life was different for persons who had different backgrounds, or different amount of money.

3. From this group discussion, the teacher can introduce the concept of capitalism and the inequality which ensued, and as can be represented through different groups such as the or capitalists and workers.

4. Introduce the exercise which the class will be involved in. The teacher explains to the class how during Marx's time there were no rules or laws related to capitalism and that this led to further inequalities. The teacher is to pass a paper with a number to all students. Randomly the teacher is to call out a few numbers from the list [the numbers should be roughly one fourth of the class]. The teacher subsequently explains to the students that the students which have been randomly selected are assigned the role of capitalists, while the rest will be workers.

5. The teacher is to randomly hand out between 20 to 50 coins to each student who has been assigned a role of a capitalist.

6. The teacher is to then randomly hand out between 5 to 15 coins to each student who has been assigned a role of a worker.

7. Explain to the students the game which is to unfold:

   For the capitalists: Each capitalist can buy raw materials [if there is another teacher or adult in the classroom, these raw materials can be bought from this person]. Each unit of raw material costs 20 coins. The raw material is a different coloured or textured paper which is to be divided into 8 very neat squares which are to be subsequently sold. The capitalists

cannot work on the raw materials themselves and must employ workers to do so. Each square can then be sold again for 5 coins each.

For the workers: The workers form part of the workforce. The workers need to decide on how many coins will they agree to work for in return for their work. The workers agreeing to work at the cheapest wage will be guaranteed a job. [The workers here have to not price themselves out of the market.]

8. The teacher explains that the capitalists must decide how many units of raw material they want to buy, while the worker must decide how many coins they are willing to work for.

9. Once the work is assigned to the worker, the capitalists collect their raw material and pay for it in cash. The workers then state the rate of their wages.

10. The capitalists can take it in turns to employ one worker each. The workers with the cheaper rates will be employed first and there will also be workers who will have no work. During the wage negotiations, the teacher is to allow time for the workers to change their rates.

11. The work which is assigned to workers has to be finished in 2 minutes. This means that the quality of the work will vary. The capitalists are to monitor the work and if they see that the work is defective, they can opt to not pay workers.

12. The final products are brought to the teacher. The teacher purchases the best quality raw materials at 30 coins per item. Note to teacher: It is important here that the teacher does not buy everything. The raw material not purchased by the teacher will be kept as stock by the capitalists.

13. At this point, each student will hand in 10 coins to the teacher to represent the cost of living. Any student without coins or who is still unemployed will be considered to have died and the game is over for them.

14. Depending on how many lessons are to be spent on this exercise, the teacher can vary the exercise by offering a pair of scissors for auction, and allowing capitalists to join forces for them to raise enough money. Another variation could be that the teacher pays less than 30 coins per raw material, explaining to students that the market is not doing so well.

15. Warm down: The teacher is to exchange all coins for something to be consumed in class, like sweets or chocolates. The teacher is to start a discussion by highlighting the main differences between the capitalists and workers; how the students felt with their assigned role; whether it was uncomfortable for them to put wages down; whether there were any students who ended up with no money; and to discuss whether this society was an inclusive one.

16. A group discussion is to follow to encourage students to come up with ideas with regards to how can society become more inclusive? What rules can be added in order to make society fairer? Use the large sheets of paper to list the points discussed. The teacher can also show the students the last link in order to evaluate Marx.

Evaluation:

Questions such as the below, asked by teacher checking that the objectives were met.

- Has this exercise made you think about the different categories of people in society?

- How important is it to have an inclusive society?

Suggestions for follow-up activities:

Depending on the students age group, other follow up lessons can be planned highlighting inequalities and lack of inclusion in other countries. These can then be linked back to the ideas of Marx and the students' ideas of what rules or policies can be created to be more inclusive. Other

lessons can be developed from the ideas the students mention in the context of creating a more inclusive society.

List of videos [Linked to point 2].

https://www.youtube.com/watch?v=xLhNP0qp38Q	A brief 4 minute history of the Industrial Revolution
https://www.youtube.com/watch?v=W0GFSUu5UzA	A brief 4 minute introduction to Marx
https://www.youtube.com/watch?v=TMmDebW_OBI	Short video highlighting some ideas Marx highlighted are still present.

7. LESSON PLAN

Lesson Topic		
Othello as a typical Shakespearean tragic hero: 1.5 Hours		
Subject	**Class**	**Curriculum Links**
English	6th Form (17-18 year old students)	English ICT
Context		
Project Name	***The inclusion of students with few opportunities into the European dimension,***	
Links with *previous* lesson(s)	Revision of notions of tragedy	
Links with *future* lesson(s)	Preparation for the writing of a literature essay	
Cross curricular links *before* the lesson	Digital skills, theatre in Shakespeare's time, life in Elizabethan times, notions of race and racism – links to citizenship	
Cross curricular links *after* the lesson	Digital skills. Public speaking skills	
Learning Objective:		
1. Revising notion of tragedy vis-à-vis the tragic hero 2. Pooling of ideas in relation to this 3. Using Padlet 4. Illustrating ideas 5. Planning of essay and requirements of literature essay writing at this level 6. Writing of essay and feedback 7. Catering for visually impaired student – hence inclusivity		

Learning Outcomes:

1. Understanding what a tragic hero is in Shakespeare's plays
2. Revising vocabulary associated with tragedy
3. Being able to work in a group
4. Being able to use padlet
5. Being able to give a presentation, hence developing skills in debating and public speaking
6. Learning process writing skills
7. Learning how to illustrate in a literature essay
8. Learning vocabulary, linking words needed for a literature essay
9. Learning how to structure a literature essay
10. Writing a good literature essay
11. Including all students

Pre-Lesson Preparation	ICT Resources
Setting up of padlet, dividing of students into groups. Vusually-impaired student is also placed in a group together with his Learning Support Assistant	Projector, screen, laptop

Prior Learning / Assessment to inform planning

For example:

Testing knowledge of plot through questioning in previous lessons

Knowledge of students' characters and competences to ensure proper division of work in groups

Key competencies development:

1. **Linguistic competences: a. Listening:** Listening and understanding native speakers' discourse b. **Speaking:** Expressing ideas clearly and develop speaking in front of an audience c. **Reading:** Understand the given task and skim through the play – learning support assistant guides the student at this point d. **Writing:** of points on topic, writing a literature essay
2. **Personal, social and leaning to learn competence: working in a team, collaborating together, dividing of tasks, discussing, experimenting on padlet together**
3. **Citizenship competence**: Othello as a great general and racism in his regard. Discussion of this area in the course of the lesson
4. **Cultural awareness**: choice of setting and differences between Venice and Cyprus as presented in the play. Theatre in Shakespeare's day – mention of Globe theatre
5. **Digital competence**: use of padlet
6. **Literacy competence**: ability to understand the text and write an essay set on a topic

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
7mins	**1,2,4**	**Ice-Breaker and lead -in**		Students work in groups and write.	*see Appendix 1
10mins	**1,2,3,5**	Notions of tragic hero are revised and vocab appertaining to tragedy is revised. Certain words are revised: circumstance, flaw, destiny, fate, brought about, downfall, hubris Mind map on padlet. Regarding notion of tragedy	Students work in groups and specific students write mind maps - learning support assistant guides visually-impaired student	Specific students are asked and report to the whole group	Paper, text

25mins	**1,2,3,4,7**	Process writing starts from now: on padlet teacher creates plan for essay based on what students say and in groups students on the padlet have to fill in with illustration from the text for each of the points: 1. Nobility at start 2. How character and circumstance combine to lead to downfall –	Students work in groups	Teacher goes round students asking questions	Internet connection, laptops, textbooks
		learning support assistant supports his student at this point who must also participate in groupwork 3. the downfall			

10 mins	1,2,3,4,5,7	Students in groups look at /listen to what their peers have written and fill in points that may have been left out by their peers whilst mentioning them aloud in class	Groupwork		Padlet, textbook
20 mins		PowerPoint presentation on the way to introduce and conclude a literature essay and on linking words to be used in literature essays – the slides are explained fully so that visually-impaired student is not at a disadvantage,			See appendix 2
3mins	1	Explanation of Homework			

Home Learning/Homework

In what ways is Othello a typical Shakespearean hero?

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Othello as a tragic hero	English
Evaluator	
English Department	

Evaluation
Pupil Learning & Progression
Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays. The visually-impaired student's work must also be satisfactory. If not, a one-to-one tutorial following the marking of the essay will be provided for the student together with his learning support assistant
Progress was observed in students' essays and in the debate especially in terms of vocabulary learnt.
Teaching & Classroom Management
The teacher created an environment where everyone is relaxed, encouraging and non-judgmental. Peer evaluation was encouraged and supported. The visually impaired student was included during all stages of the lesson and participated.
Planning & Subject Knowledge
In group work division of tasks was not evenly distributed.
More time needed for groupwork and planning of essay

Next Steps in Learning

Feedback on essays. Good introductions and conclusions will be read out and students asked to comment on what renders them satisfactory. More essay plans will be discussed in class.

APPENDIX 1

1. A SHORT CLIP OF A SCENE BETWEEN OTHELLO AND DESDEMONA IS PLAYED. Students need to listen and not watch. Visually-impaired student is not at adisadvantage

https://www.youtube.com/watch?v=gMZRP9hrbY4.

Pause on Othello – questions on his character. On padlet students in groups write adjectives to describe Othello at this point in the play. The learning support assistantwill write down the words his student provides. Vocab such as suffering, distressed, angry, suspicious etc. Students are asked why does Shakespeare present Othello inthis way?

POWERPOINT ON INTRODUCTIONS, CONCLUSIONS, LINKING WORDS AND

APPENDIX 2

FIRSTPART OF TOPIC SENTENCES

8. Let`s understand differences

Designed by: "NICOLAE TITULESCU" THEORETICAL HIGH SCHOOL

Areas: English Language

Objectives: Students will:

1. understand that simple appearances of different cultures may lead to wrong judgements;

2. be able to understand and accept and tolerate everyone who may seem different

3. individually complete several challenging tasks and understand what it is like to have different challenges.

4. explore what having a disability means to them and how persons with disabilities are perceived by others.

Time needed: 60 min

Materials needed:

  Sheet(s) of paper for each student

• Pens, Pencils

• Use Survey Monkey or Google Forms to format the questions and have the students answer the questions prior to class and be ready to discuss the results

Helpful Links

• Special Olympics Attitudes Research: https://bit.ly/3evJOlW

 • A Compelling Lesson in Perception: https://www.youtube.com/watch?v=VbMWJZfC7kI

 • Implicit Bias: http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

Age level(s): 14-15

Number of participants per group: 5/6

Step-by-step description of activity:

1. This activity can be done as a series of 2 or more lessons.

The themes covered in this lesson should be dealt with in a sensitive way:

• The teacher must be sensitive to the different cultural/ethnic backgrounds of your students.

• The teacher is starting the class by reminding students that they may feel uncomfortable talkingabout disabilities, and that is OK - they are free to give their opinions, but they must be respectful of everyone in the class.

• The teacher is monitoring discussions and activities.

2. The Teacher divides the class into groups of 4 /5.
    Steps:

1. The Teacher asks the students to define the word "perception" and briefly explain what "implicit bias" is. Use the above links if needed.

2. Lead the students through the above activity, giving them the alotted time to try to find a solution. At the end of the time, discreetly distribute answer sheets to a few students, but not others.

 3. Ask the class to provide the answers.

 4. Follow up group questions could be:

 • How many students sincerely tried to complete the challenge?

• How did the exercise make you feel?

• Did your frustration increase when some students received the answers, and you did not?

5. Next, give the students a new piece of paper, or have them use the blank side used in the first activity.

6. Have the students write down the first thing that comes to mind when you say the word "disability."

7. Write or have the students come up and write their responses on the board.

8. Reflecting on the responses written on the board, have the students discuss the following:

• Are most of the responses perceived as positive or negative?

• Did the responses emphasize having a disability as a strength or a weakness?

• Did the responses focus on a person's abilities or their disability?

• How would you describe your current perception of persons with disabilities?

As a conclusion to the lesson there must be stress on the importance of not misinterpreting other cultural traditions for the sake of European resilience and collaboration.

Strategies of teaching and learning: research, inquiry-based learning

Evaluation:

Questions such as the below, asked by teacher checking that the objectives were met.

- Have these lessons made you think about the conclusion projected on the board?
- Have these lessons enabled you to reflect on your own biases and prejudices?
- Have these lessons affected you in any way?

Notes to the teacher: Ensure that the students are divided well into groups – that each group is made up of students who are very sociable, who may be fluent in a foreign language etc.

Mentioned above – finding photos or videos of their country's methods to handle disabilities that may seem strange to people who may not understand the logic behind them.

9. Social Inclusion

Designed by: "NICOLAE TITULESCU" THEORETICAL HIGH SCHOOL

Areas: English Language

Objectives: Students will:

-will gain understanding of social inclusion

-will look at the inclusiveness of formal and informal settings within their classroom/school.

-draw conclusions about the personal and societal impact of basing someone's rights on something they cannot control.

- Reflect upon the difficulties of standing up for what is right, especially to one's own friends.

Time needed: 60-90 min

Materials needed:

• Internet Access

• Chart Paper and Markers

• Post-it Notes

Age level(s): 15-16

Number of participants per group: 2 to 3 students

Step-by-step description of activity:

Note:

Helpful Links

• Social Inclusion in Action: https://www.specialolympics.org/inclusion-in-action

• Meaningful Inclusion in Schools: https://www.generationunified.org/videos/evan-and-jay/ •

Example Icebreaker Activities: https://icebreakerideas.com/quick-icebreakers/

Steps

1. Introduce students to the term "social inclusion." Social inclusion in schools means all students are meaningfully engaged in formal and informal settings throughout the school including classrooms, hallways and playing fields; and they have meaningful opportunities to contribute to the school community.

2. Ask students to reflect on social inclusion in their school.

• Are all students treated fairly and respectfully despite their race, religion, economic status, gender, sexual orientation or disability?

• Do all students seem to have friends in the school?

• Do students with and without disabilities share meaningful friendships?

• What does the membership of school clubs look like? Are school clubs inclusive of students with and without disabilities?

• Are there students with and without disabilities on the same sports teams? Does the school have opportunities for all students to have an opportunity to play sports, such as intramural teams?

3. Divide the class into equal groups. Each group should develop an "icebreaker" type of activity, that takes no longer than 5 minutes, that can be used in their classroom to increase opportunities for students with and without disabilities to interact in meaningful ways.

4. Each group should share the activities with the class and discuss how these activities could be implemented at a building-wide level.

5. Optional: Compile the students' activities in a document that can be shared out to enhance school wide engagement.

6. Reflection: Give each student a post it note and have them finish this sentence: "People with disabilities…" Place them on the board in the front of the room.

Strategies of teaching and learning:

applied research; applied learning; collaborative learning; informal learning; creative application of acquired knowledge;

Evaluation:

1. Remind students about the importance of respecting each other notwithstanding our denomination, race, gender and religion.... the importance of tolerance that can transform the worls into a better place

2. Produce a float model that comprises theme, research and creative skills

Notes to the teacher:

1. During the discussion, the teacher is advised to stimulate the group into sharing and debating about what they understand by the word inclusion .
2. During the debate, the teacher is to remain on standby by providing hints and stimulating the students' creative vibes
3. Additional school lessons can help build up skills towards the activities, such as clay and papier-mache modelling basic course

10. Respect and Tolerance

Designed by: "NICOLAE TITULESCU" THEORETICAL HIGH SCHOOL

Area): English Language

Objectives: Students will

1. Identify the roots and consequences of non-inclusive, intolerant behavior.
2. Recognize ways to overcome intolerant behavior, with an emphasis on people with disabilities.
3. Influence others to help reverse the trends of intolerant, non-inclusive behavior.

Time needed: 2 hrs

Materials needed:

Index cards, 1 per student

Different colored markers or stickers

Copies of "How Do Rights Lead to Responsibility?" worksheet, 1 per student

Enough pencils/pens for each student

Age level(s): 14-15

Number of participants per group: 2 to 3 students

Step-by-step description of activity:

Before beginning the lesson, decide on a way to divide the class into random but equal groups.

Here are a few options:

• Put different colored dot or stickers onto index cards and have students select

• Have students pull a colored stick, clothes pin, or length of ribbon from a cup or bag • Have students pick randomly from a deck of cards

• Use the App "Team Handshake" These different groupings will represent one of the following categories:

 • Placed in an area where they have difficulty seeing or hearing you (i.e. faced away from the rest of the room, placed far in the corner, etc.)
• Not allowed to sit on chairs.
 • All members of one group must share one writing utensil.
• Given a homework pass.

Steps

1. As students enter the room, randomly assign students to random, equal groups using one of the methods above. Explain to the class what each group represents.
2. Distribute copies of "How Do Rights Lead to Responsibility?" which is found on the next page. Students should reflect on a famous quote and make connections with their own lives. 3. Give students time to complete the task and discuss their answers within their group, while still being treated differently based on their colored dots. Have each group share how they were made to feel differently based on the group they were placed in.
 4. At the conclusion of this part of the lesson, restore equal rights for all students. Discuss the exercise using the following questions as a guide.
If time allows, expand the discussion:
 • Why is it so diffuclt to stand up for people that aren't being treated equally?
• Have you done it? If so how did it feel?
• What did it feel like to have more or fewer rights?
 • For those who had more rights, did you try to fight for those with fewer rights? Why or why not?
• How would you relate the exercise to rights or treatment of those around the world based on skin color, religion, gender, or ability?
• What is the impact to individuals, the community and society as a whole when people are denied rights or treated differently based on things they cannot control?

-applied research; applied learning; collaborative learning; informal learning; creative application of acquired knowledge;

Evaluation

Remind students about the importance of respecting each other notwithstanding our denomination, race, gender, religion or disabilities.

As a group discuss specific ways of behaving of some people and what it can be done to improve the way of tolerance of people in general.

Notes to the teacher:

4. During the discussion, the teacher is advised to stimulate the group into sharing and debating

5. During the workshop, the teacher is to remain on standby by providing hints and stimulating the students' creative vibes

6. Additional school lessons can help build up skills towards the activities, such as clay and papier-mache modelling basic courses.

Appendix 1
WORKSHEET
"How Do Rights Lead to Responsibility?"
Throughout history, people have been awarded certain rights or treated differently based on things they cannot control. Their skin color. Nationality. Gender. Abilities. The quotes below express several people's opinions related to equal rights. Select one quote and answer the questions below it.

Quote #1: We could learn a lot from crayons: some are sharp, some are pretty, some are dull, some have weird names, and all are different colors...but they all have to learn to live in the same box. - Author Unknown

Quote #2: Give to every human being every right that you claim for yourself. - Robert Ingersoll, American lawyer and writer

Quote #3: I am the inferior of any man whose rights I trample underfoot. - Horace Greeley, American writer and publisher

Quote #4: He who passively accepts evil is as much involved in it as he who helps to perpetrate it. - Dr. Martin Luther King, Jr., American Civil Rights activist

Reflections

1. Choose one quote and put it in your own words. What do you think its author was trying to say?

2. Do you agree or disagree with the author? Why?

3. What actions (or inactions) have you witnessed or been a part of at your school or in your community that relate to the quote?

4. How might you take responsibility for how others are treated in your school or community?

11. Be the answer

Areas: English Language

Objectives: Students will:

- brainstorm how intolerance and prejudice can be reversed and create a product to influence their peers to show tolerance towards and acceptance of others who are different than themselves.

Time needed: 60-90 MIN

Materials needed:

Copies of "Be the Answer" worksheet, 1 per student

• Pens and Pencils

• 4 large poster boards or sheets of paper on the wall (marked individually with "Principal," "Teacher," "Parent," and "Student")

 • Additional paper for students to use for their "product"

 • Post-It Note

Age level(s): 16

Number of participants per group: 5/6

Step-by-step description of activity:

STEP

 1. Remind students of the definitions of intolerance, discrimination, and prejudice.

 2. Have students think about a situation or time that they witnessed intolerance, discrimination, or prejudice, and ask them how they would overcome this situation? What could be a solution?

3. Create a list of student-generated solutions and record them on the "Student" poster.

4. Assuming students believe that intolerance or prejudice toward those with disabilities is a problem at their school, in their community, or in society as a whole, whose responsibility is it to find solutions? Have students take the perspective of their principal(s), teachers, and parents, and record solutions on the appropriate poster.

5. Distribute the "Be the Solution" worksheet, which challenges student groups to create a product (such as a blog, Instagram post, or poster) to influence their generation to reverse intolerant, non-inclusive behavior toward those with disabilities. They can act upon one of the ideas from the list of solutions above or come up with a new one. Their product should be targeted toward their peers and should focus on (1) the power of inclusion related to those with disabilities; (2) the negative impact of prejudice or intolerance toward those with disabilities; (3) or both.

6. Reflection: Using the ideas generated in Step 4, ask students to reflect on the potential reaction of their peers to the project they've designed. Do they think their friends will be influenced to be more inclusive? What obstacles do they anticipate? How can they overcome these potential obstacles?

Strategies of teaching and learning: research, inquiry-based learning

Evaluation:

Questions such as the below, asked by teacher checking that the objectives were met.

- Have these ideas made you think about the conclusion projected on the board?
- Have these situations enabled you to reflect on your own biases and prejudices?
- Have these lessons affected you in any way?

Notes to the teacher: Ensure that the students are divided well into groups – that each group is made up of students who are very sociable, who may be fluent in a foreign language etc.

Suggestions for follow-up activities: Mentioned above – finding photos or videos of their country's traditions that may seem strange to people who may not understand the logic behind them.

APPENDIX 1

"BE THE ANSWER"

Unfortunately, prejudice and intolerance toward those with intellectual disabilities and others has been part of our society for many years. Through this lesson, you have explored and reflected upon many examples of this including:

• students bullying Daina,

• the hurtful use of derogatory language in school, community, and society,

• examples of intolerance and prejudice, and your own personal experiences.

The good news is that your generation, the Unified Generation, has the power to become part of the solution. For this activity, you will create a poster, song, blog, social media post, poem or announcement to influence your peers to help reverse the trends of intolerance and prejudice against those with disabilities. Your product should be targeted toward students at your school and should focus on:

• The power of inclusion related to students with disabilities, and/or the negative impact of prejudice or intolerance toward those with disabilities. For your project, think about the following:

1. What examples of intolerance and prejudice against those with intellectual disabilities have I experienced or witnessed at our school or in our community?

2. Why might the bullies from Daina's story have acted intolerant or prejudiced? What were their goals?

3. What might help or persuade them to change their behavior?

4. How can I use this information to create a persuasive project?