



---

# **Social Inclusion**

Activities Book

---



Erasmus+



The project focuses on education and social inclusion of refugees and immigrants. The main objective is to exchange good practices as to how we solve both pedagogical challenges as well as challenges in terms of social inclusion for minority students.

As a second motive, we want to focus on how ICT can be used to facilitate better learning and social inclusion for minority students.

Finally, the project will give participating students intercultural competence and further improve their English skills.

# Activity Plan 1: Let`s Draw

**Values to promote:** Cooperation, Persistence, Sharing and Discipline

**Objectives:**

To promote cooperation and creativity in order to get the message across;

Favor communication between stakeholders and analyze the limitations of one-way communication.

Number of participants: 4 to 30

Material: Pen or pencil; white paper; sheet with a drawing that must be copied

Class: Class time should be divided into two parts: the first to complete the tasks and the second to promote discussion and reflection among students

**Briefing:** The class is divided into pairs that stand with their backs to each other without touching. The teacher gives one of the students of the pair a drawing (chosen by the teacher taking into account the characteristics of the students).

Phase 1: The student viewing the drawing will attempt to describe the drawing to his partner without further comment; the student who draws must be silent. Communication between students is restricted to the description of the drawing. Wait for all pairs to finish and collect the drawings (identify the sheets) and distribute new sheets.

Note that: It must be made very clear that until the end of the first phase, the student who is drawing cannot look at his colleagues or ask the colleague who is describing the drawing anything. The one who is describing the drawing must make an effort to use clear and convenient language so that it is understood without misunderstandings.

Phase 2: Without showing the original drawing, the student who described the drawing can now be face to face with his colleague and will have to describe the same drawing again; now the two students can communicate freely.

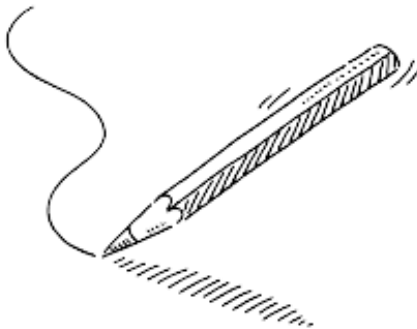
Note that: the greater the complexity of the original drawing the more suitable for older students. It is suggested that students switch tasks (describe/draw) and partner.

The discussion/reflection in relation to values and competences developed with the activity is assumed as a fundamental tool.

**Debriefing:** Here are some questions that the teacher can use to promote discussion and reflection:

- How did you feel just listening? / How did you feel just describing the drawing?
- How did you feel without seeing your colleague's face?
- What are the main differences (positive and negative) between the first part and the second part of the task?
- In view of the task you have developed, what do you think is essential to happen in a communication between two or more people?
- What are the most common mistakes you see in your day-to-day life that people, and you, make? How do you think this can be improved? What do we have to do differently?

Note that: The teacher must use the drawing done by the students and compare the drawings done in both phases (can compare the time they took to make them, as well as the rigor of execution).



# Activity Plan 2: Communication Stick

**Values to promote:** Trust, Sharing, Solidarity, Tolerance and Persistence.

## **Objectives:**

**Pedagogical:** Favor body communication and trust in the other.

**Practical:** Walk around the room without dropping the stick

**Material:** 30cm sticks, music player

**Time:** 15m

**Briefing:** Students are grouped in pairs. Each pair has a stick measuring approximately 30 cm.

Each element holds the stick with just one finger on the end.

The pairs circulate around the room, to the rhythm of background music without dropping the stick. If it falls, they return to the starting position.

In a next phase students circulate around the room, to the rhythm of background music with eyes closed or blindfolded, without dropping the stick.

**Debriefing:** Did you experience difficulties in carrying out the exercise?

What did you do not to drop the stick?

What happened when the stick fell?

Who couldn't close their eyes and for what reasons?

What is the importance of trust, solidarity, tolerance and persistence in the relationship with the other?

This exercise can be performed in the warm-up or closing of a set of other exercises. The cooperative character of the exercise should not be reinforced, allowing student to come to that conclusion on their own. It must be ensured that there will be no recrimination if an element causes the downfall of the stick.

Sticks can be replaced with pens, pencil cases, rulers or other similar objects.

Alternatively, opt for increasing the size of the groups, instead of using pairs.



Adapted from the LED on Values program

# Activity Plan 3: Volleyball Game

**Values to promote:** Cooperation, Excellence, Discipline and Competitiveness.

## **Objectives:**

**Pedagogical:** to favor cooperation in order to achieve the proposed objective. Promote discipline in the game.

**Practical:** Get the most points.

**Number of participants:** Minimum: 4 participants

Maximum: 24 participants

**Time:** 10 to 30 minutes

**Material:** Towel or sheet

Volleyball or other (rubber, beach ball, etc.)

Volleyball court or elastic band/rope (to make the volleyball net), or room area with chairs and tables against the wall.

**Briefing:** The rules are almost identical to a volleyball game. Divide the class into two teams and place each team on one side of the field.

Each student must hold a part (points) of the towel or sheet.

The students can't touch the ball directly, they have to catch it and throw it through the towel/sheet.



This applies to both the service and the rest of the game.

When a team is unable to stop the ball thrown into its court or throws it out of the boundaries of the field, the opposing team gains possession of the ball and the respective Score.

If the ball thrown on the service hits the rope/elastic band dividing the field, the team can repeat service once.

If the foul is repeated, the point and possession of the ball passes to the opposing team.

**Debriefing:** What did it take to win the game? Why did they win the game?

What difficulties arise in communication between everyone when they are playing?

What did you feel was most important?

Did a leader emerge?

When they were losing what did the team feel?

Did you win? How or why?

A tournament can be designed if there are more than two teams. In order to speed up the game, you can set attack time. In case the team exceeds this time, the opposing team gains possession of the ball or may even earn a point.



# Activity Plan 4: Collaboration with letters

**Values to promote:** Cooperation, Creativity and Sharing.

## **Objectives:**

Pedagogical: Foster team spirit and cooperation, stimulating creativity and imagination.

Practical: Being able to form the letters with the body.

Participants Minimum: 6 participants

Maximum: 25/30 participants

Time 5 to 30 minutes

**Briefing:** Divide the class into groups with an equal number of participants.

Groups are asked to elect a captain, who will be responsible for leading the group on the task.

All captains are called aside, indicating the letter that the whole group has to form with the set of bodies of the elements of its group.

At the teacher's signal, the captains inform the team which letter they have to form and they start drawing it. The construction of the letters can be done vertically or horizontally, standing, kneeling or lying on the floor, respectively.

The exercise can be carried out with the objective of cooperation having a group that has to build the letters or a sentence while the others guess what is written.

Alternatively, competition can be introduced. In this case, in the same group there are students who build and students who guess.

The criteria for evaluating the group's performance may vary: Speed, Spelling (spelling correctly), Team Organization, Originality.

The greater the difficulty created in the exercise, the better it is.

**Debriefing:** Did you feel that they were important for the construction of the words?

What did you think of the captain's task? Was it necessary?

Did the captain's instructions work?

Did you feel that everyone contributed to the result?

Did they play as a team?

What were the biggest difficulties you felt?



# Activity Plan 5: Clean the lake

**Values to promote:** Participation, Environmental Service, Sustainability, Environmental Responsibility and Integrity.

## **Objectives:**

Pedagogical: promote environmental awareness and responsibility.

Practical: Cleaning a (simulated) lake contaminated by the debris that people pour into it.

Participants Minimum: 4 participants

Maximum: 25/30 participants

Time 15 to 30 minutes

Material: balls, disposable material: plastic bottles, cans, papers, etc. Adhesive tape to delimit the lake space  
Cardboard boxes (make a recycling bin)

**Briefing:** The objective of the exercise is to clean a polluted (simulated) lake.

With the adhesive tape, a circle is marked on the floor, whose diameter will depend on the number of participants, their age group and corresponding skills and abilities.

Inside the circle are different disposable materials: cans, plastic cups, boxes of yogurt, etc.

The teacher divides the available balls and explains to the group that he is around a lake that it was contaminated by assorted garbage that humans dumped on it.

The contamination is endangering the lives of fish, so the group's goal is to clean the lake in the shortest possible time.

As it is not possible to enter the lake, the students stand outside the circle, and cleaning will be done by throwing the balls against the objects that "float" in the lake to try to take them to the margin.

The exercise ends when the group has finished cleaning the lake.

Continuing the exercise, each group uses the material that came out of the lake and places it in the ecopoint, at the respective location.

At the end, the errors of each group are counted.



**Debriefing:** What do you know about recyclable materials?

Who does recycling at home?

How important is recycling and waste care?

It is interesting to reflect on what strategies the group used to reach its objective, which problems arose and how they were resolved, etc.

We can also talk about the contamination of the environment and the consequences for the human beings and for animal and plant life.

Ask for the testimony of students who have good ecological practices - interesting stories in the their families or group of friends.



Adapted from the LED on Values program

# Activity Plan 6: The other gender is...

**Values to promote:** Trust, Solidarity, Tolerance, Respect and Responsibility.

## **Objectives:**

To analyze personal and cultural attitudes toward other gender.

To clearly and cogently express ideas and emotions in writing.

To present written work verbally to an audience.

To improve listening skills.

To develop healthy, equitable, and realistic attitudes toward the other gender.

Time: 100 minutes

It is best if written work is assigned as homework. If written in classroom setting, peer influence may inhibit honest and thorough effort; also, responses may be more self-conscious.

**Briefing:** the objective of this writing-based activity is to explore preconceptions, attitudes, and anxieties concerning the "opposite" gender.

Ask students to discuss in writing their feelings and opinions about the "opposite" gender.

Give a required length to insure some thought and uniformity for reading time when used as a classroom activity. Example: 150 words. Students may want to consider the following questions in their essays:

- In what ways are you different from other students in your class?
- How are you the same as other students in your class?
- Is friendship with the other gender different from same gender friendship? How and why?
- Do you change your actions and activities when you're in the presence of the other gender? How and why?

Separate students according to gender for presentation of essays. Each student reads his/her paper to the group.

Have listeners respond in two ways:

- A. Write a short response to the reader.
- B. Offer verbal responses. Ask students to find points they agree with. Explain that responses and viewpoints need to be kept positive.

**Debriefing:** Bring class back together. Have students volunteer to read their essays.

Allow free discussion. Ask students to consider the following: Was the discussion different with the whole class present? Why or why not?



At the end of the discussion, ask students for positive statements about the other gender and record them on the board under male or female headings. Point out commonalities.

Ask students to list the statements that could be switched to other gender column.



# **Activity Plan 7: Are you acting like a man or a woman?**

**Values to promote:** Tolerance, Respect and Citizenship.

## **Objectives:**

To help students understand gender roles and expectations that are learned in our society.

To understand and analyze gender role stereotyping and origins.

To examine the effects of gender role stereotyping on career choices for both males and females.

To provide encouragement to those students who are contemplating or have chosen "nontraditional" courses or careers.

To challenge and minimize and/or eliminate stereotypical perceptions and actions towards the "other" gender.

To accept and support those career and life choices made by peers, even if they may challenge gender role stereotypes.

Time: 55 to 100 minutes

## **Material:**

Newsprint or large sheets of paper divided into three sections.

Markers.

**Briefing:** Divide students into small groups no larger than 6 students. Groups can be gender same or mixed groups.

Give each group the piece of newsprint divided into three columns. On the top of the middle column either write "Act Like A Man" or "Act Like A Woman". Ask students to make a list of what it means to act like a man or woman in this column. Each group will have a different heading.

On the left column, ask students to write down what people might "say" or "do" if someone does not act like a man or woman as defined in the middle column. This portion of the activity can generate a lively and graphic use of words and discussion. Remind students to be respectful.

Divide the right column in half and ask students to list the jobs one would choose if they acted like the descriptions listed in the middle column. For example, the "traditional" female role and career choice might not include welder, construction worker..., a "traditional" male role and career choice might not include elementary teacher, nurse...

Hang up the lists for students to view and contemplate.

**Debriefing:** Ask each group to make a few comments about their lists.

Assist students with analyzing these lists. Possible questions for discussion include:

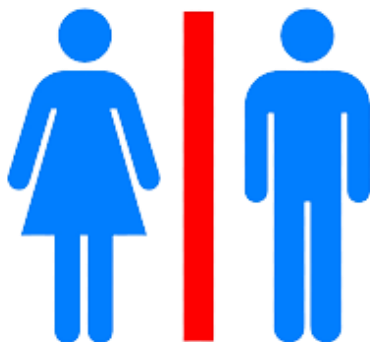
How and where do we learn our perception of male and female roles?

Do these roles and descriptions limit or enhance us in life choices?

Have you or someone you know ever acted differently from how your gender is "supposed" to act?

Have you or someone you know ever stood up for a person who challenged the gender stereotypes?

What other conclusions/statements do you have about this topic?



Adapted from Gender Equity Activities

# Activity Plan 8: Men's work or women's work?

**Values to promote:** Tolerance, Respect and Citizenship.

**Objectives:**

To identify and analyze traditional career paths.

To recognize nontraditional career opportunities.

To listen attentively and with an open mind to all viewpoints.

To present ideas and information clearly and concisely.

To develop independent thinking regarding standardized gender roles.

**Material:**

Occupation checklist

Overhead projector if available

Library and Internet resources

**Briefing:** the objective of this activity is the discovery and discussion of persistent gender stereotyping, with its wage and status implications, in terms of career opportunities.

Introduction: Defining the occupations.

Hand out copies of "Occupation Checklist" to individual students.

Read off the listed occupations.

Describe any jobs that students might not be familiar with.

Have students fill out checklist, matching jobs and careers to 'Male,' 'Female,' or 'Both' by circling the correct response.

Using a projector, poll the students on each occupation and write the result on the master checklist.

There are many approaches to conducting the following class survey in a meaningful way:

Poll students on how and why they answered the way they did.

Have students conduct research of the occupations. You may want to divide students into groups and assign each group several occupations for them to discuss about.

**Debriefing:** The class, with instructor's help, answers the following questions. Ask for a student volunteer who will plot the results of the questions on the board.

Which group "male" or "female" had the largest number?

Which jobs require working with people? Which group had the larger number?

Which jobs have the most "status," and, of those, how many are designated "males" and how many "females?"

Which jobs offer the most salary potential, and, of those, how many are designated "males" and how many "females?" This will require research to complete.

Which jobs require the most/least amount of education, and, of those, how many are designated "males" and how many "females?" Will also require research.

Class should discuss any issues concerning gender as they arise. The focus should always be steered to "WHY?" Why are some jobs traditionally gender designated? Why is there an inequity of wage and status along gender lines?



# Female/Male Occupation Check List

<b>JOB</b>		<b>GENDER</b>	
Construction Worker	M	F	BOTH
Flight Attendant	M	F	BOTH
Social Worker	M	F	BOTH
Secretary	M	F	BOTH
Elementary Teacher	M	F	BOTH
Hair Stylist	M	F	BOTH
Model	M	F	BOTH
Store Clerk	M	F	BOTH
Veterinarian	M	F	BOTH
Physical Education Teacher	M	F	BOTH
Cook	M	F	BOTH
Photographer	M	F	BOTH
Nurse	M	F	BOTH
Computer Analyst	M	F	BOTH
Machinist	M	F	BOTH
Dental Assistant	M	F	BOTH
Artist	M	F	BOTH
News Reporter	M	F	BOTH
Telephone Operator	M	F	BOTH
NASA Technician	M	F	BOTH
CAD Specialist	M	F	BOTH
Pharmacist	M	F	BOTH
Baby-sitter	M	F	BOTH
Newspaper Editor	M	F	BOTH
Cashier	M	F	BOTH
Mechanical Engineer	M	F	BOTH
FBI Investigator	M	F	BOTH
Plumber	M	F	BOTH
Librarian	M	F	BOTH
Bank Teller	M	F	BOTH
Dietitian	M	F	BOTH



# Female/Male Occupation Check List

<b>JOB</b>	<b>GENDER</b>		
Licensed Practical Nurse	M	F	BOTH
Security Guard	M	F	BOTH
Day Care Worker	M	F	BOTH
Police Officer	M	F	BOTH
Bookkeeper	M	F	BOTH
Graphic Artist	M	F	BOTH
Technical Writer	M	F	BOTH
Lawyer	M	F	BOTH
Gardener Radio Announcer	M	F	BOTH
Forest Ranger	M	F	BOTH
Physical Therapist	M	F	BOTH
Occupational Therapist	M	F	BOTH
Speech Therapist	M	F	BOTH
Homemaker	M	F	BOTH
Accountant	M	F	BOTH
Musician	M	F	BOTH
English Teacher	M	F	BOTH
Auto Body Instructor	M	F	BOTH
Dairy Farmer	M	F	BOTH
Auto Mechanic	M	F	BOTH
Factory Worker	M	F	BOTH
Gas Station Attendant	M	F	BOTH
Pilot	M	F	BOTH
Computer Programmer	M	F	BOTH
Truck Driver	M	F	BOTH
Landscaper	M	F	BOTH
Bartender	M	F	BOTH
Clothing Designer	M	F	BOTH
Carpenter	M	F	BOTH
Physician	M	F	BOTH
Architect	M	F	BOTH

## Activity Plan 9: Interculturalism

**Values to promote:** Cooperation, mutual acceptance, solidarity, trust, tolerance, creativity, empathy.

### **Objectives:**

**Pedagogical:** To promote cooperation and creativity in order to manage multiculturalism

**Practical:** To get in touch with music of different cultures, to acquire respect for them, to practice recognizing music from different regions of the world, to learn the same phrase in different languages.

**Material:** cardboard, markers, cord, Christmas tree, computer/mobile phone, Internet access

**Prerequisites:** students from different countries (B1 level)

**Briefing:** Few days before Christmas holidays, we prepare a lesson which shows cultural differences and similarities of students. Students are divided in groups of two in order to prepare cards with same wishes about the day of New Year in their language ("Happy New Year", "Health", "Love", "Happiness"). They cooperate in order to decorate their cards. After that they hang them on the Christmas tree.

Students are now divided again into two large groups (according to first letter of their name (A-L and M-Z)).

In the center of the class we position a number of chairs. The chairs should be one less than the students.

The music starts to play and the students have to dance around the chairs. On each round we use a traditional song for New Years from the countries of the students.

Suddenly the music stops and every student has to take a sit. One of them remains standing. That student has to go to the tree and pick a card with wishes.

Then, the next game starts. Students of this team have to stand in a line, one next to the other. The first one has to silently tell the next one the wish on the card. Everyone must do the same until the wish reaches the last one. If they are able to pronounce it correctly then they win the round. The play is repeated as many times as the number of cards on the tree.

At the end of the game, they should be able to tell the wishes in every different language. Then follows a discussion about New Year's customs in their place.

**Debriefing:** Here are some questions that the teacher can use to promote discussion and reflection:

How did it feel to hear the wishes in your own language from your foreign language classmates?

How would you describe your collaboration with your classmates?

Did you feel comfortable dancing in front of others?

Do you feel that you now know your classmates better?

Did you find it difficult to use another language?

Note: The activity could be applied for every vocabulary we need to prepare them.



# Activity Plan 10: The Sun is Shinning on...



**Values to promote:** Cooperation, mutual acceptance, solidarity, respect, empathy.

## **Objectives:**

The students discuss serious questions in an informal and "fun" setting.

The aim is to get students to "loosen up" and talk to each other about serious and maybe even personal questions.

By getting to know each other better, the students will include each other to a larger extent.

**Briefing:**All students sit on a chair in a circle in the classroom, one person (either a student or the teacher) stands in the middle of the circle. When the person in the middle gives a command, some or all of the students have to get up and find a new chair to sit on. The commands can be whatever the person in the middle can think of.

## **Examples:**

- ♦ "The sun is shining on everyone with black shoes!"
- ♦ "The sun is shining on everyone who has had a shower today"

**Debriefing:** When the students have played the game for a while, the teacher interferes and asks everyone to turn to the person they are sitting next to (teacher pairs them up) and ask them to discuss various questions.

**Examples:**

- Do you feel included in this class?
- What can we do to make all students in our class feel included and appreciated?
- Tell me about your background

If there are many minority students in class:

- Tell me about the country you come from.
- Do you miss your home country?
- What can I do to make you enjoy school and help you learn?

Whenever it goes quiet, the teacher says “The sun is shining on” and you play for a while before you stop again and discuss more questions.



# Activity Plan 11: Spider Web



**Values to promote:** Cooperation, communication, solidarity, empathy.

## **Objectives:**

Help students to express themselves and to know more about the others.

Promote a good relationship and communication in the classroom.

Material: ball of wool.

**Briefing:** All students stay in a circle. One student has the ball of wool and starts.

A student say something positive or relevant about himself/herself and throw the ball. The one who gets it repeat the same action.

Make them realize about the importance of holding the thread.

**Debriefing:** When the spiderweb is finished we ask the students some questions:

What do you think about the activity?

Did you learn something about you?

Did you learn something about your colleagues?

# Activity Plan 12: Art and Identity



**Values to promote:** Cooperation, communication, importance of cultural heritage and cultural understanding.

It is important that minority students feel that their cultural heritage is taken seriously at school, and that knowledge about the culture in the country they have left behind is valued as equally important as knowledge about the culture in the country they migrate to. In this activity we encourage the students to use artwork as a starting point for cultural understanding.

## **Objectives:**

Develop the students' sense of cultural identity\*

Help the students to get to know each other and each other's cultural background.

\* Cultural identity is the identity of belonging to a group. In this task, it mainly refers to your nationality and how the culture in the country you live in (and countries you have lived in earlier in your life) is part of who you are.



**Briefing:** Visit your nearest art museum. Use smartphones to take photos of artwork (paintings or other artwork). Try to find artwork that in your opinion says something about cultural identity in the country that you live in. You can include as many pieces of art as you like.

Choose one of the pieces of art that you have photographed and search the internet for background information. Write down at least three facts about the artwork/artist.

If you were born in a different country than the one you live in now, use the Internet to find a painting or a piece of art from the country you were born. Write down at least three facts about the artwork/artist from your home country.

**Debriefing:** Upload pictures of the artwork and keywords to your group's document in Google classroom.

Meet your international learning partner in your groups meeting room in GOOGLE MEET:

Present the artwork you have found to each other. What does the artwork say about your home country / the country that you live in?

Discuss differences and similarities in the artwork you have found and the artwork that your international learning partner has found.

Make notes in your group's document about differences and similarities between the artwork you have found.

Your finished document should contain:

- ◆ Pictures of the artwork you have found and three facts about the artwork/artists
- ◆ A short summary of the discussions that you and your learning partner has had about differences and similarities in the artwork.

**Example:**

**Brudeferden i Hardanger  
(Bridal Procession on the Hardangerfjord)  
Artists: Adolph Tidemand & Hans Gude**



Three facts about the artwork:

- ◆ Gude painted the landscapes and Tidemand painted the Bridal party
- ◆ The painting was made in the winter of 1847–1848
- ◆ The painting is famous example of what we call Norwegian National Romanticism

Example of how the artwork reflects Norwegian cultural identity:

- ◆ The bridal party is wearing bunads - the national costume of Norway.
- ◆ The painting shows wild and beautiful Norwegian nature. Nature, being outside and enjoying a walk in all kinds of weather is still an important part of Norwegian culture.





Fyllingsdalen vgs.  
Vestland fylkeskommune



SECONDARY SCHOOL  
OF GENNADI



Agrupamento de Escolas  
de São João da Talha

IES El Sobradillo

