

INCLUATION

Education for everyone

Good practice

Annuntiata Veurne ■ Belgium

Agrupamento de Escolas Gil Eanes ■ Portugal

2nd Gymnasium of Amaroussion ■ Greece

I.E.S. Castillo del Águila ■ Spain



Erasmus+

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Preface

Out of a common need, secondary schools from Veurne (Belgium), Lagos (Portugal), Maroussi, Athens (Greece), and Villaluenga de la Sagra, Toledo (Spain) wanted to improve social inclusion in their schools. All these schools have a number of pupils for whom it is very difficult to get integrated into the regular education system. Students with social/economic problems, with a different cultural, religious, or language background, or with learning disorders.

During the project working methods and activities in which all students, also from our target group, participated, were discussed, developed, implemented, and shared. We got rid of prejudices, discrimination and intolerance. As such, we created better inclusive schools, i.e. schools where all pupils are welcome and where initiatives are taken to adapt learning methods to every student, also the ones from our target groups. In other words, schools that focus on inclusive education or which offer our newly created word “inclusion.” With our project, we enabled success for all students.

The participants in the project were pupils from the four schools between 13 to 16 years old, with or without a problem or disorder. They were monitored by a team of enthusiastic teachers and staff in each school. To achieve our objectives, we organised four learning, teaching, training meetings, one in each school. In these meetings we organised different activities during which special attention was drawn to inclusion. In this e-book you can find an outline of the most successful activities we organised.

In Belgium, these were: making an inclusive chain, a hackathon, shine the light and a walking quiz about social inclusion. In Greece, passages. In Portugal adapted surfing and an APP workshop. In Spain, where unfortunately the meeting and as such the implementation and evaluation of the activities could not take place, because of the worldwide Corona-pandemic, a Christmas Lipdub, an escape room and a Ghymkana.

Our activities created more awareness for inclusion, succeeded in raising the profile of English in order to increase global intercultural understanding and appreciation, and developed better social and communication skills.

Acknowledgements

This e-book could not have been established without the help of many. First of all, we would like to thank Erasmus+ for the financial support and the principals and staff from the four schools for their mental and practical support.

Second, the teachers and staff who organised, coordinated or collaborated with one of the good practices suggested.

Third, all the students who participated in one or more of the presented activities.

Special thanks to Arne Timperman, who created, out of the numerous texts and photographs, this nice looking e-book.

Last but not least, the coordinators from the four partner schools. Without their effortless work, the whole Erasmus+ project INCLUation would never have been possible.



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1. Make an inclusion chain

An activity we did during the project-meeting for students in Veurne, Belgium. All partner and host pupils worked together, guided by Annuntiata's pupils from the fashion department, to create a beautiful INCLUation chain.

1.1 Objectives

1.1.1 Students

- Improve social skills: work together with students with different social, cultural or religious backgrounds and/or one or more learning disorders
- Improve English knowledge and skills.
- Improve creative skills.
- Getting to know the sewing machine and not being afraid of trying to use it.
- Taking into account timing when working.
- Working together.
- Respect each other, cooperate.
- Taking responsibility and increase self-confidence.

1.1.2 Teachers

- Learning other teaching methods and techniques for inclusive education
- Learning to know students in another way and as such improve the relationship with students
- Improve creativity

1.2 Duration

3 hours

1.3 Preparation

- Big room where students can sit around big tables. Preferably this is the sewing department of the school.
- In the same room there are 30 sewing machines, threaded (in the 3 colours) and ready to use.
- We used 3 colours of fabric: black, red and yellow, These colours refer to the colours of the Belgian flag, the country where they are now. The students can choose 1 colour to make one link of the chain.
- The fabric was already cut into the right size: 25 cm by 10 cm.
- Velcro: 5 cm of each side for each switch.
- Fluffy filling (one big bag)

1.4 Procedure

Students come into the sewing-classroom and are given a warm welcome.

They listen to the instructions of the teacher:

- What will they do?
Everyone will make a link, in the colour they prefer: The colours are a symbol of the Belgian flag. The foreign students can spread out into the classroom where a Belgian student will help them.
- How will they do it?
The Belgian students (about 25) that usually have a sewing class at that moment are ready at the sewing machine to welcome one or two foreign students at the sewing machine. This way everyone gets a chance to talk and to interact with each other. The Belgian students show how to sew the chain: fold the piece of fabric together and sew evenly around at 1 cm, keeping an opening.
Turn around the fabric through the opening.
Fill up the link. Sew the Velcro onto the link and close the opening.

After everyone finished the link, we went outside and connected the links with the velcro to each other, so we had a big connecting chain. A beautiful symbol for this project, captured on camera.

1.5 Evaluation

1.5.1 Students

All Belgian students were very enthusiastic. They especially liked the fact of interacting with a foreign student.

All foreign students were very enthusiastic of getting to know a sewing machine. They overcame the fear of something new and especially the fact that other students in the same age category showed them how it worked, challenged them to try it as well.

They learned to know fellow students in another way. Every person was respected for his/her talents.

They stated that their English skills had improved, because they were forced to speak English to make themselves understandable.

1.5.2 Teachers

The teachers noticed a majority of students whose self-confidence grew as the time went by.

The teachers also noticed a big improvement in the students' social skills. Students listened to each other, respected each other, took responsibility and acted as a group the whole time.

The teachers learned to know the students in another way. So called introvert students turned out to be much more talkative during the whole activity.

The English skills improved a lot, as students were forced to speak English the whole time to make themselves understandable.

Also for the teachers it was a positive experience to be a part of the group and not the leader of the class.

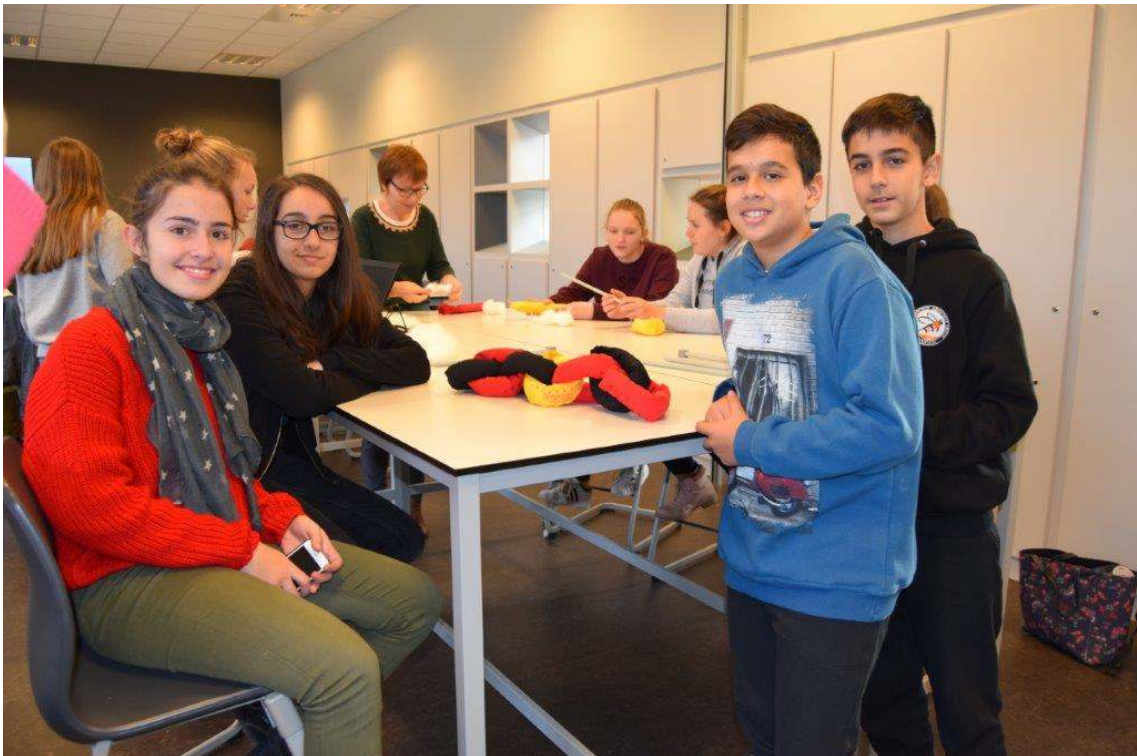


Figure 1.1: Example of a chain link



Figure 1.2: Final result: the chain



2. Hackathon: a multicultural food-truck festival

A two-day activity we did during the project meeting for pupils in Belgium. A new way of cooperation between pupils and teachers with a terrific result that was presented during a meeting for parents and other people invited.

2.1 Objectives

2.1.1 Students

- Improve social skills: work together with students with different social, cultural or religious backgrounds and/or one or more learning disorders
- Improve English knowledge and skills
- Improve ICT knowledge
- Improve planning strategies
- Agree upon tasks and share them among the members of the group taking into account talent and interest of each member in order to reach the best result
- Taking into account timing when working
- Use accountancy basic skills
- Use creativity and think out of the box
- Work independently
- Respect each other, cooperate and take decisions
- Taking responsibility and increase self-confidence

2.1.2 Teachers

- Learning other teaching methods and techniques for inclusive education
- Learning to know students in another way and as such improve the relationship with students
- Improve creativity and thinking out of the box

2.2 Duration

Two days

2.3 Preparation

2.3.1 Day 1

- Big room where students can sit at tables, walk around, make their logos. Preferably this is a room away from the normal school context
- White t-shirt for every participant
- Laptop per group of 5 or six students
- Internet connection
- Ballpoint pens, markers, aerosol paint, big sheets of paper, normal noteblocks, cardboard, retractable knives, cutting mats
- Catering

2.3.2 Day 2

All the previous +

- Budget to buy all ingredients
- Several kitchen units
- Hall where the food-truck festival takes place
- Extra tables, panels etc. to prepare the stands for the companies.

2.4 Procedure

2.4.1 Day 1

Morning

Students in groups of 6 with a teacher as coach do a brainstorming: how to make an appropriate stand for a multicultural food-truck festival. To the food-truck festival about 100 people are invited. (45 min)

After the brainstorming they work out their idea with the help of experts (teachers or external people). They have to create a company name, logo, slogan and video to present their company and choose a multicultural dish, which they are going to prepare on the 2nd day. It is important that the teacher does not play the teacher-role, but acts as a member of the group. The more ideas come from the students the better. On the other hand, it is important that the teacher draws their attention to problems which may arise when taking certain decisions. (150 min)

The students can also choose for themselves when they want to have a break.



Figure 2.1: Hackathon preparation

Afternoon

Spray the logo on the white t-shirts. These t-shirts will be worn during the food-truck festival. Make a detailed shopping list for the multicultural dish. What ingredients do they need, quantity, price, where to buy etc.

Also all details for the company videos need to be discussed and agreed upon. All members of the group have to take part in the video. Texts are made, they agree where to shoot the video, how they will record the video, who will edit the video etc.

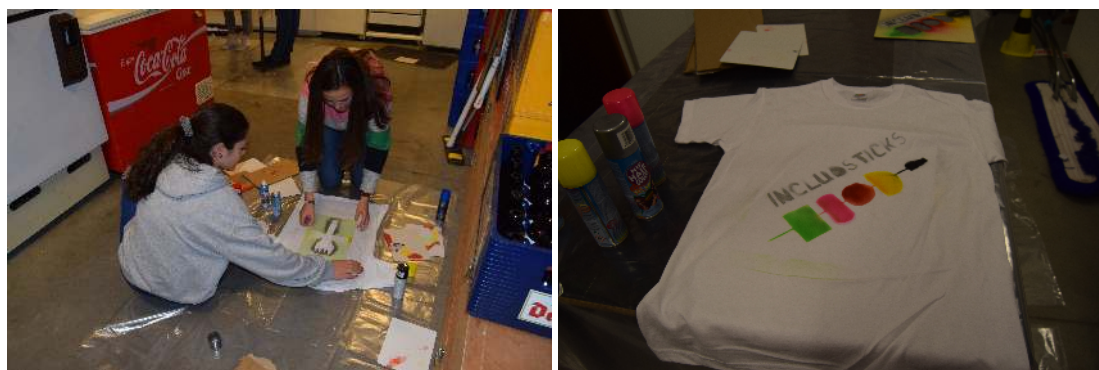


Figure 2.2: Preparing the t-shirts

2.4.2 Day 2

Morning

Students record the videos. Each group goes to the person responsible to show its shopping list. This person checks whether no mistakes have been made. Each group has to sign a contract before receiving the budget it asked for. Students go to the supermarket and/or local market to buy all

ingredients. They ask for and carefully keep their receipts because they have to give a detailed report (Excel file) of all expenses.

Afternoon

Some members of the group start preparing the stand in the hall where the event takes place. The other members prepare their multicultural dish in the kitchens with help of older students and teachers, e.g. from the Care department.



Figure 2.3: Preparing multicultural dish

Evening

Presentation of the Food-truck festival. Possibility for one or more speeches by principal, responsible person, external people etc. Presentation of the companies by means of their videos. Presentation and tasting of all multicultural dishes. The guests can ask questions or more information about the company and/or its presented multicultural dish. After the festival all students help to clean the hall and all kitchens and kitchen equipment.



Figure 2.4: Foodtruck festival



Figure 2.5: Speech mayor

2.5 Evaluation

2.5.1 Students

All students were very enthusiastic about these working methods. They especially liked the role of the teacher/coach who acted as a member of the group. They learned to know fellow students and/or partners in another way. Every person was respected for his/her talents. They were very much in favour of the idea that they could choose tasks which responded to their talents and interests. They stated that their English skills had improved a lot, because they were forced to speak English to make themselves understandable. They also said that they better learned to take responsibility. They knew that when they did not do their tasks properly, this would have an effect on the group's result.

2.5.2 Teachers

The teachers noticed a majority of students whose self-confidence grew as the time went by. The teachers also noticed a big improvement in the students' social skills. Students listened to each other, respected each other, took responsibility and acted as a group the whole time. The teachers learned to know the students in another way. So called introvert students turned out to be much more talkative during the whole activity. The English skills improved a lot, as students were forced to speak English the whole time to make themselves understandable. Also for the teachers it was a positive experience to be a part of the group and not the leader of the class.

padlet

Ana Oliveira • 20 • 3 maanden

Students and host families remarks

"InclusiOn" 1st Students exchange - Veurne, Belgium, 18th to 24th November, 2018

Erasmus

The week of Erasmus was a great experience. I learned a lot of Portuguese and we did so many things. Even the free time in Brugge was amazing. We made a lot of friends from all the countries. I loved it, it was a really great week.

Awesome trip to Veurne

I loved the experience. It was the first time, I loved to meet all of new students and teachers of the city. Especially the family that received me for 7 days. They were amazing, kind and generous. I hope that I can see you all again someday. Lucas, Portugal

Amazing

It was very nice to meet you all! I've got an incredible time. I miss you!
I hope to see all of you again!
Luna, Belgium

My experience about Erasmus+ in Veurne, Belgium. Thank you

I had a great time and a great experience last week. I met a lot of different people and made a lot of friends. I think it is a very good project because children have the choice of knowing more about the world, cultures, traditions, and having a great time "escaping" from the routine. I have to thank my family as well for taking care of me and also my teachers. I miss the time we had and the people we met but anyway I'm sure we'll see each other again. Javier, Spain

Thank you for this nice week, I was very happy to meet you all. Thank you for this chance. Hope to see you again.

Nikita, Belgium

our trip to veurne

This trip was one of the best experiences in my life so far. My host family was super kind and hospitable. Also, I made many new friends from Spain, Belgium and Portugal and I hope to see them all again one day. It was a perfect project and I think it will contribute in the communication between different cultures.

Fay

Erasmus first trip

It was a great week. We learnt a lot of things and we met a lot of people there. Everyone was so friendly and kind. Thank you all for this beautiful experience. Hilaris Gykos

Incredible

It has been an incredible week with lovely people that I have taken a lot of love. I liked everything and I will never forget it. This experience that we have lived, I wish, could be lived all over the world. Patricia, Spain

Incredible!!!!

I have enjoyed a lot this trip. I would repeat it. I had a very kind hosting family, it was fascinating to be with them during one week and I have met a lot of friends, we will stay in contact and visit each other. I love them so much and miss all of them too. Thanks for everything that you have taught me and for being so kind, you've made this week one of the best week of my life. CAROLINA, SPAIN.

My trip to Veurne

I am missing right now one of the best weeks I have ever lived. Thanks to the project Erasmus +, I have learnt lots of things. For instance, I have known about new different cultures and awesome cities that I would like to go sightseeing again, like Brussels. In addition, how to live with a family who was like mine, they all were very friendly and took care of me. And the best and the most important thing is that I have made lots of new friends that I will never forget. I hope to see all of you again, thanks for all!
Ivan, Spain

An unforgettable week!

Moments

This week was one of my favorite things in the world. I met a lot of people. I have made new friend and I will never forget this week.

This project definitely was a good idea, because we are children and we are the future of the world and this way, we have the change to know what is really happening in present and we have hope to opportunity the world.

Marta Ribeiro, Portugal

Top Week

I had a very good week I would love it to this again Ivan was very nice every body of Spain, Greece and Portugal ended in one big group this was the max everybody was nice and friendly most people became good friends with everybody I hope no one forget this week I won't forget this

Bo, Belgium

My experience in Veurne

This trip was one of the best in my life. I had learnt a lot of things about other cultures, styles of life, and of course, english. Thanks for all the people that made this trip the best of my life. You're amazing !!

Marcelo Spain

Unforgettable

It was an amazing experience for the whole family. We met a lot of other people. Learn to leave in an another way. We saw our son even growing and he has now more confidence than before. From now on we have new friends and a new son. e hope see them all again. We would do it immediately again and even for a longer time. Mom and dad from Bo, Belgium

Erasmus week in Veurne

It was a fantastic week. So incredibly happy that I met all these lovely and nice people. It was the best week ever! Thank you for everything! Hopefully I'll see you again. Harlies, Belgium

Unforgettable!

I would repeat this experience a million times. This experience has taught me a lot of things for example how are others' cultures, another method of education and the lifestyle. Also, it has helped me to improve my english. I'm so grateful to my host family because they treated me like if I was one more in the family. I miss a lot the friends I've made there and I hope I will see them someday.

Amazing!

I had an amazing experience!! I miss my friends there!! - Silvia, Spain.

I had an amazing week! Thank you very much, I miss you!

Helena, Belgium

My stay in Veurne

It was a pleasure to finally meet the family and the other students. I loved every single place we visited and I made many new friends. I have to say that I was a little bit nervous before coming but when I arrived all my concerns flew away... My host family was so kind and generous... Thank you all for this amazing experience...

Athina Feleskoura

Figure 2.6: Padlet: activities Veurne



3. Shine a light

Shine a light: passing along unity, strength and warmth to everyone who currently needs it. An activity we did to bring some light in the difficult and dark Corona-period. The results of all videos were shared in our Twinspace.

3.1 Objectives

- Pass along unity, strength and warmth to everyone who currently needs it
- Improve ICT skills (creating a video)
- Learn to be creative and to think ‘out of the box’
- Show willingness to participate in charity campaigns

3.2 Preparation

- Smartphone or camera
- Candle, lamp, ...
- Dark environment

3.3 Procedure

- Students and teachers make a short video in which they shine a light (candle, lamp, ...) from a dark environment.
See sample video: <https://vimeo.com/482716489>
- All videos are put together.
- Extra idea: for every video your school receives, you can donate €0,5 to charity.

SCAN ME





Figure 3.1: A cheque for charity

3.4 Evaluation

The students and teachers showed willingness to participate in this charity campaign. All videos were collected and were put together in one final video. After sharing the video in school and on social media, positive comments were posted. People got a warm and encouraging feeling while watching the video.

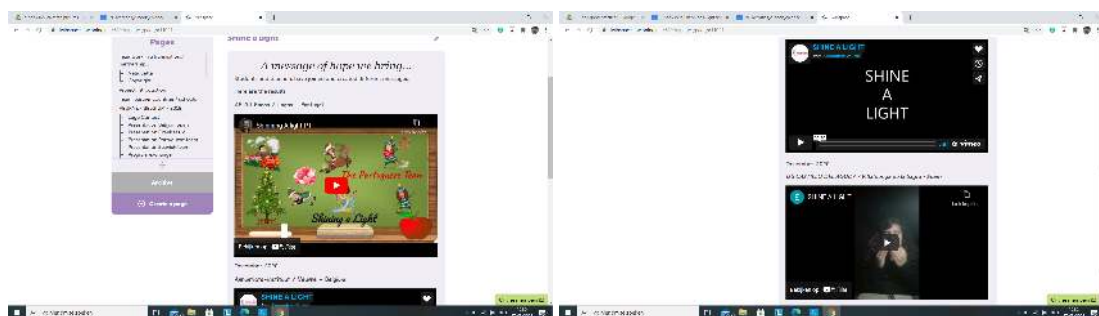


Figure 3.2: Video shine a light



An activity we did during the project meeting for pupils in Veurne. During the activity the pupils learned to know the historic city-centre of Veurne and this was combined with several visits which have directly to do with our project INCLUation.

4.1 Objectives

- Show respect for other cultures
- Learn to express views on socio-cultural issues
- Improve English knowledge and skills
- Improve social skills
- Respect each other, cooperate and take decisions
- Doing a walking tour in a historic city centre by means of a map and without help from teachers

4.2 Duration

A morning divided into different periods according to the groups formed.

4.3 Preparation

- Room at school to introduce the activity and to play the Kahoot! quiz
- Computer + beamer
- Kahoot! quiz (see questions below)
- Smartphone (students)

- Walking quiz with questions about the town
- Guided tour in social welfare organisation
- Opportunity to have a talk with a refugee

4.4 Procedure

- All students play a Kahoot! quiz about the topic: social inclusion. Statements (students can answer if they agree or don't agree)
 - Poverty is your own fault.
 - You can easily recognize someone who is poor.
 - Poor people set wrong priorities, make wrong choices.
 - Refugees do little effort to integrate themselves.
 - Refugees are easily accepted in a country they choose themselves.
 - Refugees easily get social security and payment.
- Students are divided into groups of 6 with one or two teachers as mentor.
- The students do a walking quiz to learn to know the town.
- During the walk the students visit a social welfare organisation (guided tour).
- During the walk the students have a conversation with a refugee.



Figure 4.1: A conversation with a refugee

- After the walk, the students play the Kahoot! quiz again to check if their opinion about this topic has changed.

4.5 Evaluation

The students learned about socio-cultural problems and were able during the Kahoot! quiz to share their opinion according to this topic.

They showed respect for other cultures, improved their social skills and improved their English skills while communicating.

During the walk, they got a different view on social welfare organisations and learned about the struggles of poor people and refugees.

For the students and the teachers it was a positive and educational experience.



5. Passages: A role empathy play about refugees

5.1 Objectives

5.1.1 Students

- Understand main ideas and details in different kinds of dramatic scripts over refugees' life before and after passing borders. Texts are based on real documents and stories which have been narrated by refugees.
- Participate in an open lesson, express themselves.
- Gain physical awareness and body awakening.
- Remove fears about a stereotype opinion on an issue.
- Getting out of the comfort zone.
- Learning to connect with others in a playful way.
- Read drama scripts and real stories of refugees in English.
- Improve speaking and writing in English in order to be able to communicate to an audience.

5.1.2 Teachers

- Acquire knowledge about drama methodology and improvisation theatre techniques.
- To learn how to design theatre-based lessons.
- To gain confidence to lead and run theatre-based lessons on the basis of empathy.
- To learn how to increase creativity, spontaneity, intuition and active listening in the classroom.

5.1.3 Participants

- Gaining empathy for the different and difficult conditions that refugees are going through.
- Feel the anguish caused by separation.
- See what drives people to seek asylum.
- Understand the events that lead them to refugee camps and beyond.
- Consider possible solutions to the problems of refugees, especially with regard to their integration in the country of asylum.
- Adopt a more positive attitude towards refugees living in their own country.
- Will be encouraged to take action in favour of refugees.

5.2 Duration

Depending on how many sections you want to deal with the activity can last from 1 hour till 4 hours.

5.3 Preparation

The game can be played to open air as well as at school

- cards for the game sections: the "Family Summary" sheet and the "Game Chart" sheet
- a whistle
- a stopwatch or a wristwatch
- an megaphone (electronic or not)
- a pair of scissors
- a pen
- a folder to have all the documents conveniently and in order during the play
- a military hat
- supplies to set up the border (6 small stakes, a hammer, 15 to 20 meters rope and anything that can be used to make a lot of noise, (like for example empty cans)

5.4 Procedure

Some terrible event or situation (war, civil war, persecution, famine. . .) forced men, women and children to leave their homes and their villages. The players in this game will follow the path of these people, adopting their roles and as such experience all hostility they face from the first moment of their "escape" till the time they return home.

Each section is representing a possible stage in a refugee's real life.

1. The families' stories (20-25 minutes) Players are first divided into "families" and must become familiar with their roles and their family history.

2. The escape and separation (15-20 minutes) The game represents a situation where, because of a bombing, people have to run.
3. Items that are needed in case of emergency (5-7 minutes) Before they leave home, most refugees must decide what to take with them. They usually only have a few minutes to decide which thing is - or will be - most useful to them.
4. The decision to abandon your country (15 minutes) What motives are their to leave the country?
5. Being temporary a refugee (15 minutes) Students can decide on the route the refugees have to take and what problems they are confronted with.
6. Crossing the border (10 minutes): What difficulties do the refugees have to cross the border?
7. Settlement in the camp (10 minutes) How's life in a refugee camp?
8. In contact with local people (15 minutes) People who want to help refugees, but also people who are opposed to refugees.
9. Sustainable solutions for any problems they might have staying in their country of asylum. (10 minutes)

Some drama educational techniques are used to perform each of the sections. For example in The family's stories, the students decide in groups the status and the type of families (the location, the members of the family, the reasons for their behaviour etc) and they perform with a frozen image as follows:

Step 1, establish rules

The teacher or the animator clearly gives the instructions according to the scenario students have to follow. Say something like: "When I say '1, 2, 3, Picture'" you will have to freeze in the shape of a picture. Be sure to emphasise that frozen pictures should always be poses that you can hold. No poses on one foot allowed!

Step 2, start with simple pictures

You may apply the technique for a part of the scenario where you need to express feelings, for example: how X felt after they had bombed his/her area and lost everything. (Notice that the example starts with a character, then adds an emotion, and finally adds plot.)

Step 3, add extras

Ask students to pose like the character of your story might feel, emphasising on face expressions.

Step 4, observe each other.

Give permission to pairs to look at one another's pose, but they also have to stay focused on their own pose as well.

Step 5, sequence the pictures

Ask the students to perform sequential frozen pictures of the story.

5.5 Evaluation

The conscious corridor can be used for the evaluation: after they performed their roles, students have the opportunity to reconsider their attitude about the topic and allow participants to express the emotions they felt and situations they experienced throughout the game. The final report stage

can also be an evaluation of the emotions before and afterwards.

How does it work?

Ask the group to form two parallel rows leaving a small corridor between them. A "character" (a hero from your story, for example a parent that has lost the rest of his/her family members) has to go through the corridor. While doing so, the other members of the group tell him/her:

- phrases they think this character has in mind
- thoughts this character might have about themselves
- thoughts they (as roles) have about the character passing in front of them.

Alternatively, on the side of the corridor stand the "angels" and on the other the "demons" so that the character who goes between is listening to both the positive and the negative thoughts.



Figure 5.1: Frozen images



6. Adapted surfing

In the current framework of educational equity, the system and educational practices must ensure the management of diversity. Portugal assumes the principles of inclusive schooling, basing its intervention on individualisation and personalisation, seeking to adapt to different types of learning and specific needs, ensuring a good level of education and social inclusion for all.

The challenge we set ourselves was to provide all the students and teachers who took part in this project with unique experiences, which we believe will help to break down some taboos that may still exist.

The "INCLUATION" project aimed to provide unique experiences and to combat exclusion. It aimed to acquire:

- A greater awareness of Special Educational Needs;
- A diversity of teaching methods;
- Best methodologies in joint work between the various international partners;
- An improvement in resources for inclusive educational approaches.

6.1 Objectives

6.1.1 Students

- To improve students with disabilities social skills;
- To work with peers from different social, cultural or religious backgrounds;
- To develop personal and social autonomy skills;
- To provide experiences and learning in context, outside the school environment;
- To respect the rhythms of each person;
- To take responsibility and promote self-confidence;

- To learn how to cooperate;
- To live other educational experiences;
- To develop language skills;
- To promote work between peers and/or groups, sharing responsibilities.
- To participate in activities common to the four partner countries.

6.1.2 Teachers

- To share knowledge and experience;
- To enhance the ability to create inclusive environments in the classroom and/or in different social contexts, regardless of the type of educational needs;
- To encourage the search for resources on inclusive educational approaches;
- To promote greater awareness and promotion of teaching methods, building better practices;
- To contribute to the importance of creating differentiated educational environments to enhance other essential learning.

6.2 Duration

The activity took place during one morning on Porto Mós beach.

6.3 Preparation

Day 1 - Morning

- Liaison with the school sports officer;
- Preparation of the space (changing room) where the material for the practice of surfing is kept;
- Choice of suits and boards;
- Learning the fundamental rules for surfing;
- Involvement of other surfing students;
- Involvement of the EE for the transport of the students to the place where they are equipped and where the activity took place.

6.4 Procedure

Day 1 - Morning (3h)

The students were distributed in two groups (20 students) and each 5 students were assigned 1 teacher and two fellow surfers. They had to learn how best to wear their costumes.

After everyone was equipped, they went down to the beach, we created a circle and there we defined the rules and the precautions to take in the sea.

The initial position to achieve balance on the boards was exemplified and some exercises to improve performance in the sea were performed.

Flagpoles were placed on land and sea and a cordon of senior students and teachers was created.

Students with special needs joined the group and some of them with more experience were also able to help.

One of the most important aspects of this activity is that everyone collaborates, both in the preparations for the activity and already at sea.

The teachers were on an equal footing with the students, most of whom had never experienced this before.

6.5 Evaluation

6.5.1 Students

All students were very enthusiastic about this activity, and for some it was the first time they had been able to experience this. They liked that the teachers also had the opportunity to experience an activity like this for the first time.

They were able to interact and get to know their colleagues and/or partners better while respecting each other's rhythm.

Each one of them was respected in their difficulties or capacities to practice the sport, showing their talents or asking for help.

They realised that this practice is not easy and requires perseverance. Accept the difficulty and learn to overcome it.

In addition, they improved and were able to practice their English and learn some Portuguese words.

They learned to take responsibility, to care about each other, to provide help, to collaborate. They knew that everyone has to look after everyone else when they are at sea.

They were able to have an out of school experience, fun and it was great to be on the beach and be able to walk in the sea and ride the waves.



Figure 6.1: Adapted surfing

6.5.2 Teachers

The teachers were able to experience an activity which is completely "out of the box", but which requires prior preparation and fosters a series of learnings.

They noted that most students were not even aware of which students had the greatest difficulties because most had difficulties as well. The teachers knew other facets in their students, such as perseverance, not giving up at the first difficulty;

The teachers also noted a great improvement in the ability to help and collaborate with each other during the activity;

The teachers also noticed that although the pupils did not all speak the same language, they showed

an ability to communicate using other forms of communication such as gestures, or drawing in the sand.

The teachers also realised that an activity such as surfing develops a range of essential personal and social skills; The ability to speak English has also seen significant improvements;

For the teachers it was also very positive to be included in the group, without the need to lead the activity.



7. APP workshop

The aim of this activity was to develop students' ability to look at a problem, experience it and build a possibility to help solve it. The main objective of the idea for building the APP was to be able, through an application, to include both those with disabilities (breaking down physical barriers) and to develop the ability to include those who are outside the group, the class, the school, for various reasons, and to try to reduce social isolation and loneliness.

7.1 Objectives

- To improve social skills by working together with students from different countries;
- To develop imagination;
- To learn how to integrate different skills;
- To work as a team, sharing ideas and reaching consensus;
- To apply different knowledge and strategies to solve problems;
- To improve English knowledge and skills;
- To learn how to use new technologies as a tool for inclusion;

7.2 Duration

The activity took place during the same morning as the Adapted Surfing.

7.3 Preparation

- The activity was presented by teachers and discussed among all students and teachers present;
- Students were divided into 4 groups of 5 elements, each one chosen by the students with teacher supervision;

- There was discussion about the best way forward for the presentation of the idea;
- The students were provided with an ICT room where they were able to discuss the way forward;
- For the filming they had to use their mobile phones;
- They could use materials to exemplify what they would like to convey;
- They could circulate around the school to make the video recordings of the proposals;
- Throughout the process, they were accompanied by teachers to clarify any doubts;
- They had to prepare a presentation of the project.

7.4 Procedure

The group of students and teachers were divided into two groups and while one group participated in the Surf, the other group stayed at school to prepare the presentation of the idea for the APP. They had a room with computers and materials available for them to build the idea. They were presented with the idea of building an APP and each group had to present at the end a hypothesis demonstrating the possibility of the APP being used as a facilitator for inclusion. After the presentations a vote was taken through the digital platforms. The idea that received the most votes would be the one most likely to be created.

7.5 Evaluation

7.5.1 Students

All students enthusiastically joined this activity, and for some it was the first time they could experience this kind of activity that appeals to creativity.

They also liked the support provided by the supervising teachers and for having some freedom of choice and various hypotheses put forward and discussed among all.

They were able to interact and get to know their colleagues and/or partners better while respecting each other's rhythm.

Each of them contributed something to the construction of the APP.

They realised that making an APP is not an easy process and requires knowledge in new technologies. To accept the difficulties and learn how to overcome them.

They were also able to practice their English and learn a few words in Portuguese.

They have learned to use other ways of communicating.

By experiencing some barriers to inclusion, they were able to realise that there is still a way to go, but that it is possible to alleviate the difficulties that may present themselves.

They learned to take responsibility, accept ideas with each other and collaborate. They knew that everyone had a role to play in building something that could be put into practice.

They overcame some retraction at having to present their ideas to the large group.

They learned that not everyone can win, but that everyone's work is valid.

7.5.2 Teachers

The teachers knew other facets in their students, such as perseverance, not giving up at the first difficulty;

The teachers noticed a great improvement in the ability to help and collaborate with each other during the activity;

The teachers also noticed that although the pupils did not all speak the same language, they showed

an ability to communicate using other forms of communication such as gestures, or drawing in the sand.

Teachers also perceived that an activity such as building an APP develops a range of essential personal and social skills, and promotes learning and the use of new technologies for other purposes than just for fun.

The ability to speak English has also seen significant improvements;

For the teachers it was also very positive to be included in the groups, supporting the activity, but in which the whole process was to support and/or direct the students to the possibility of looking for other paths.



Figure 7.1: App workshop preparation



Figure 7.2: Design App interfaces

padlet

Ana Oliveira • 1K • 3 jaar

Students and host families remarks

"Inclusion"-2nd Students exchange - Lagos, Portugal, 9th to 11th May, 2019

Unforgettable Memories

It was a fantastic week. Meeting other people is a great experience, no just for me but for all family's ,because you grow up in a different way. This week was an extraordinary opportunity to learn about other cultures. I ended up making an international family.
Marta Ribeiro, from Portugal

Taking part in this project was wonderful.Lola knows how much I thank her to have the possibility to have been in it. I thank all my colleagues too without exception , the seriousness which they have worked with, the warm welcome of our portuguese colleagues, the impeccable direction of Henk, and of course, the help that Sara and Alexandra offered me with my fail subject, English. I promise that , in our next meeting,I will have improved. I have already doubled the hours in my English lessons timetable a week. I hope to see you soon,colleagues. I send you some videos and pictures which I think you will find interesting. Hugs,
Marisa

An Unique experience

This week I had so much fun that I will remember it for the rest of my life! Me and my family loved to have Daniela here and we all became great friends! Also, we all had a lot of fun and made many activities together. It was amazing! I had the chance to meet some people again and also make new friends. It was a great experience. I will miss all of you!!


Hi all of you

unforgettable week

I think this week was unforgettable for all of us. I had the time of my life and I'm happy that I was able to experience it! you are all fantastic persons and I hope to see you all again! thank you for the week! Lots of greetings, Fleur (from Belgium)

Fantastic meeting

What a great meeting this was. The Portuguese team did an excellent job. We will never forget their hospitality, friendliness and of course punctuality ;-). I'm so happy to be the coordinator of a great team of teachers and enthusiastic students.
Henk



Fantastic week!

Hi everyone! Thank you all for this fantastic week, you are all soo sweet people. I'm going to miss you all. Greetings, Jade from Belgium

The Best Week!

Hi everyone! It was a wonderful week with fantastic people around me and it was an experience that I and my family will never forget. It's a shame it's over because I wish you had all stayed here longer :(I hope we can all be together once more and have fun.
MISS YOU ALL! ❤️
Maria, from Portugal

Amazing Inclusion!

It's been a really good experience for students and teachers. We have worked and learnt from each other a lot! Great personal experience!
Missing you all!
Lola, Spain

The best week of my life

For me, this week was extraordinary. When I come to the project I was very enthusiastic, but I never thought it would exceed my expectations. In this experience I met incredible people, and I know that some of them will lead to my whole life, both in friendship and in my heart. I miss you all very much.
I love you all!! ❤️
Filipa (from Portugal)

Fantastic oportunity!

It was an amazing week to meet new incredible people and a week with so much fun. It was an experience i will never forget!
Love you all!
David Crespo from Portugal.

Hi everyone, it was a wonderful week with you all, the activities were amazing. I hope to see you all again very soon. Miss you all. Lots of greetings, Emma (from Belgium)

Hi everyone! It was a beautiful experience, and we will never forget that! Thank you for this great week. We've all met new fantastic people! Many greetings,
Amina (Belgium)

Great memories!

I really enjoyed the trip to Lagos, Portugal! It was an amazing week! The INCLUSION activities were challenging and the workshops were very interesting. It's great to see how students and teachers respect each other. I loved the performances during the Open Day at school. It was such a great experience. I will never forget those memorable moments. Thank you so much!
Lovely greetings, Sofie from Belgium

I loved the week

This week was one of my favourite week ever, it was super fun , a make a lot of new friends, and the activities was nice. The thing that I most liked was the friends obviously. The activity that I most liked was go to Sagres.
I will never forget the week, and the friends. Another thing that I liked was the fact that nobody was rude our something like that.
I will never forget anyone.
Thanks for the wee 😊😊

Great experience!

Hi eveybody, I am a mum who received Guillermo, from Spain. He is a wonderful young person. My son and him had a very good relation. I think they will be friends for ever. His mother and I are in touch. Wonderful experience that gave us the opportunity to make new friends and learn a lot from different countries, different cultures. Congratulations for the excellent project!
Medalena Crespo

the best experience

Hello, everybody, this week was the best week I have had in my entire life I met new people from diffrent countries. I'm very sad because this week is over if I could choose to go back to school or stay I would know what I would have chosen. I hope we all meet each other soon again. I miss you all
Bo, from Belgium

6 of the BEST days in my life 🍷

I have really enjoyed this experience. I have met amazing and different people, I have had a lot of fun in the inclusive activities and I have also learned to be more independent. These days have helped me a lot to disconnect from the daily routine, but to connect with special people. I will always keep this beautiful experience in my heart. Missing you all!

💖 Love you 💖
🇪🇸 🇺🇰 🇩🇪 🇮🇹

Daniela(Spain) 🍷

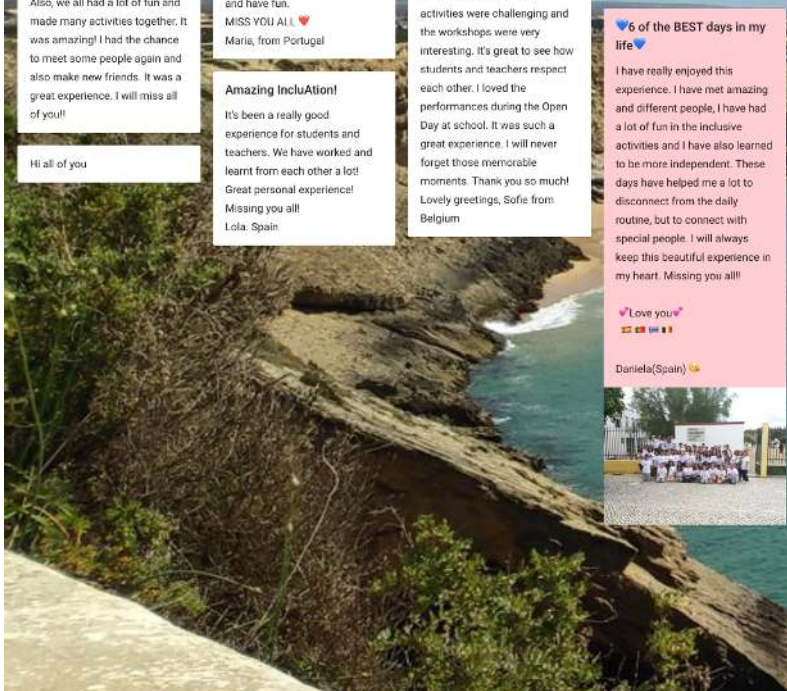




Figure 7.3: Padlet activities Portugal



8. Christmas Lipdub

An activity the Spanish partner prepared to send our best wishes at Christmas time to all partners .

8.1 Objectives

- Improve social skills working together.
- Collaborate and work as a team.
- Improve English knowledge and skills.
- Taking responsibility and increase self-confidence.

8.2 Duration

Five minutes maximum but everything will depend on the length of the song they are using for the lipdub.

8.3 Preparation

- Choose a song.
- Divide the song in different parts to be played and sung by the students.

8.4 Procedure

Before the recording students will watch a video with the song to be played so they become familiar with the pronunciation of the lyrics. They should have clear the part of the song to be sung and they record that part just moving their lips as if they were singing. After collecting all the parts of the song, it is time to put them together.

8.5 Evaluation

The activity was performed before Christmas time and sent to the partners. The lipdubs are also uploaded on e-Twinning.

8.5.1 Portugal

<http://youtu.be/Lwj8cxAMxdk>

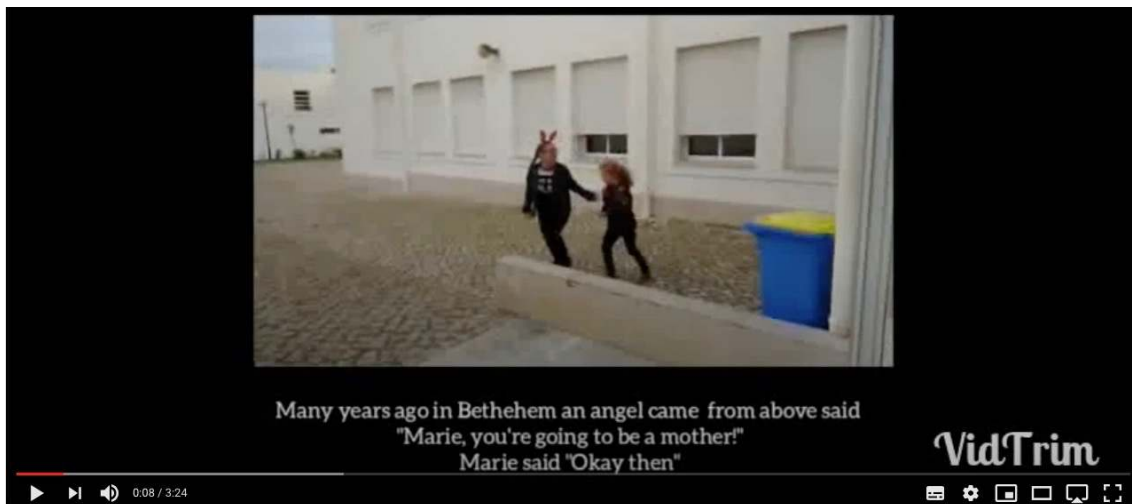


Figure 8.1: Lipdub Portuguese team

8.5.2 Greece

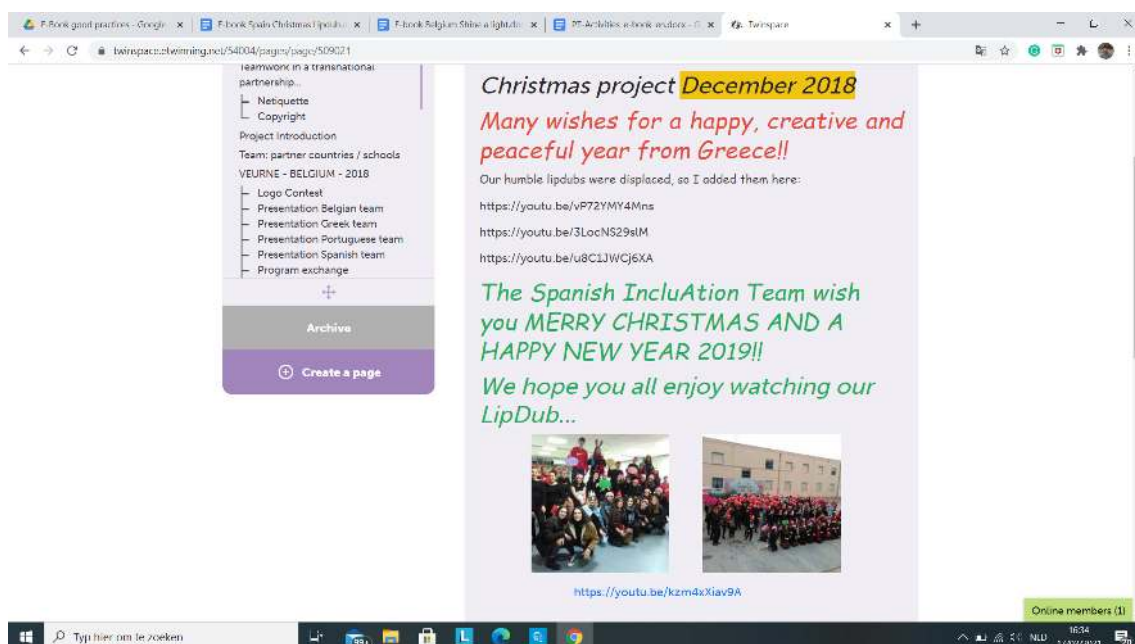


Figure 8.2: Lipdub Greek team

8.5.3 Belgium

<https://www.kizoa.com/Movie-Video-Slideshow-Maker/d240905379k5330035o111/lipdub-1>



Figure 8.3: Lipdub Belgian team

8.5.4 Spain

<https://www.youtube.com/watch?v=kzm4xXiav9A>



Figure 8.4: Lipdub Spanish team

8.5.5 Other links

You can see the results by clicking on the links below. Enjoy it!

- <https://youtu.be/3LocNS29s1M>
- <https://youtu.be/u8C1JWCj6XA>
- https://youtu.be/_KgGyd-UY18
- <https://youtu.be/vP72YMY4Mns>

ESCAPE ROOM

A hand holding a key next to a pocket watch on a textured background. The watch face is yellow with black numbers and hands. The key is silver and has a simple bit. The background is a textured, brownish-gold surface.

9. Escape room

Escape Room: a way to collaborate and have fun! An activity the Spanish partner prepared to be done during the project-meeting in Toledo. Unluckily we could not do the activity because of the worldwide Corona pandemic. Nevertheless, we wanted to include this fun activity in this e-book because it is a perfect example of INCLUation.

9.1 Objectives

- Improve social skills working together with students from different countries.
- Develop the imagination.
- Learn to think before you act.
- Collaborate and work as a team by bringing ideas and adopting consensus.
- Apply different knowledge and strategies for solving problems.
- Improve English knowledge and skills.

9.2 Duration

A morning divided into different periods (one hour lasting) according to the groups formed (also a teacher's group).

9.3 Preparation

- A large room where students/teachers can move freely.
- Envelopes to save the clues (7 per group; different colour each group).
- The seven clues printed.

- At least two mobile phones per group: one to move from one clue to the next and the other to help you with the clues.
- Internet connection
- Instructions and story to be read at the beginning.
- A box with a digits-lock, containing some sweets/candies as prize.
- One laptop for the regressive timer.

9.4 Procedure

9.4.1 The day before in the afternoon

- Number the envelopes in the same colour from 1 to 7.
- Put the clues into their corresponding envelopes.
- Hide all the clues through the room. Same numbers in the same place.
- Prepare the final box with the digits-lock and the prize.

9.4.2 Escape Room day in the morning

For each group (about 5 people per team):

- Choose a representative of the team. Only he or she will be the one who can ask any doubt to the instructor.
- The instructor read the story (based, for example, on finding a vaccine for the corona) and the instructions. Then the game starts.
- The team has 45 min to find the 7th clue (final clue), the one that opens the digits-lock.
- Remove all the envelopes and clues of the previous team before a new group comes into the room.

A regressive online timer can be found in: <https://learninglegendario.com/contador-online-escape-room-educativa/>

9.4.3 The clues

Clue 1: Hidden in the puzzle you will find 4 words that contain a message. You have to move the puzzle and look at it from different perspectives if you want to get the words. Once you have the four words, answer the message and find out the number that will open the lock.

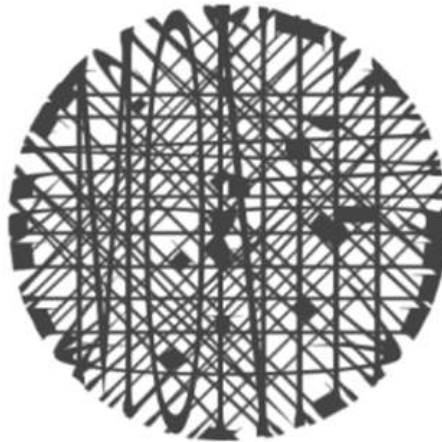


Figure 9.1: Clue 1

Clue 2: First complete the crossword and, after that, using the cells with the spot, unscramble the letters to find the hidden number.

Complete the crossword using the irregular past of the verbs

• Use the letters with the spot to discover the number

Created with TheTeachersCorner.net [Crossword Puzzle Generator](http://www.theteacherscorner.net)

Horizontal

1. subtracted or took something that is not yours
4. paid money to have something
7. made musical voice with the sound
8. got first position in a competition
9. said something to someone

Vertical

2. instructed or trained someone
3. travelled in a vehicle when you operate them
5. had an opinion about something
6. used the eyes, looked at
7. went below the water (for example a boat)

Figure 9.2: Clue 2

Clue 3: Solve the puzzle and answer the question.

λ ρ κ ϱ π ρ ρ ρ

σ ρ ε Á θ ≈ ς ρ θ

ϩ γ ρ ϩ

κ	ψ	δ	ρ	ρ	τ	ϖ	χ	γ	ω	□	ξ	ω
A	B	C	D	E	F	G	H	I	J	K	L	M
δ	ζ	ς	≈	ϩ	θ	ς	ς	σ	π	φ	λ	θ
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Figure 9.3: Clue 3

Clue 4: Find the hidden message. You can use one mobile phone to help you. (This clue was thought to be replaced by one of our students using the sign language).

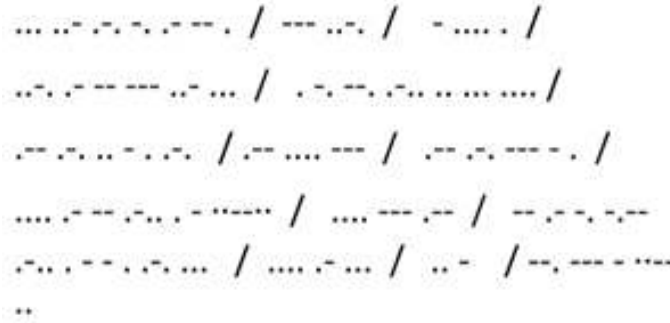


Figure 9.4: Clue 4

Clue 5: Watch the following video and answer the question. When did Lincoln establish Thanksgiving as a National Holiday? <https://www.youtube.com/watch?v=uG4XyNqUQxg>

Clue 6: You are almost there. Now you must scan this code and watch the video. How many times does the word “Ya” appear until the minute 1,25?



Figure 9.5: Clue 5

Clue 7: There are some pictures on the papers with the clues. Use them to find the final code.



Figure 9.6: Clue 7

9.5 Evaluation

The activity could not be performed because of the coronavirus pandemic.



10. Ghymkhana

An activity the Spanish partner prepared to be done during the project-meeting in Toledo. Unluckily we could not do the activity because of the worldwide Corona pandemic. Nevertheless, we wanted to include this fun activity in this e-book because it is a perfect example of INCLUation.

10.1 Objectives

- Improve social skills working together with students from different countries.
- Collaborate and work as a team by collaborating in the process and fulfillment of the different activities.
- Improve English knowledge and skills.
- Interact, develop and understand
- Respect each other and cooperate
- Taking responsibility and increase self-confidence

10.2 Duration

Two hours and half depending on the speed of the different groups in the way they fulfil the different activities and go through the different control stands.

10.3 Preparation

- Facilities in the high school where students/teachers can move freely.
- 5 control stands (2 students and a teacher in them; different colour and number to identify the stands)
- 5 groups of 6 students (international and mixed groups)
- Instructions will be explained by some of the Spanish students

10.4 Procedure

10.4.1 Before the Gymkhana

- Students will watch a video with some information prepared by our students about the different kinds of students we have in our school and their traditions.

10.4.2 During the Gymkhana

- Groups will be formed and they will be given the five different envelopes with the activities to be fulfilled
- Each group will start in one of the different stands
- The controllers will have a sheet of paper with the number and members of each group and a time controller device to sharply control the time they start and the time they arrive to the next control stand. And they will be doing that 'til they get the five stamps required to accomplish the gymkhana.

The first group in collecting the five stamps will be the winner of the social gymkhana.

10.5 Evaluation

The activity could not be performed because of the coronavirus pandemic.

Conclusion

We sincerely hope that with this e-book we can give our readers some new inspiration to organise activities where all students can participate and are valued for their qualities. We are convinced that all these activities can be easily organised, and that not much effort has to be done to prepare them. Therefore you can use and follow our carefully written outlines.

For the implementation of them you only need a team of enthusiastic teachers who are willing to give up their traditional way of teaching during these activities. We can only hope that you will try one or more of them and experience how motivated your students will be. Just give it a try.

