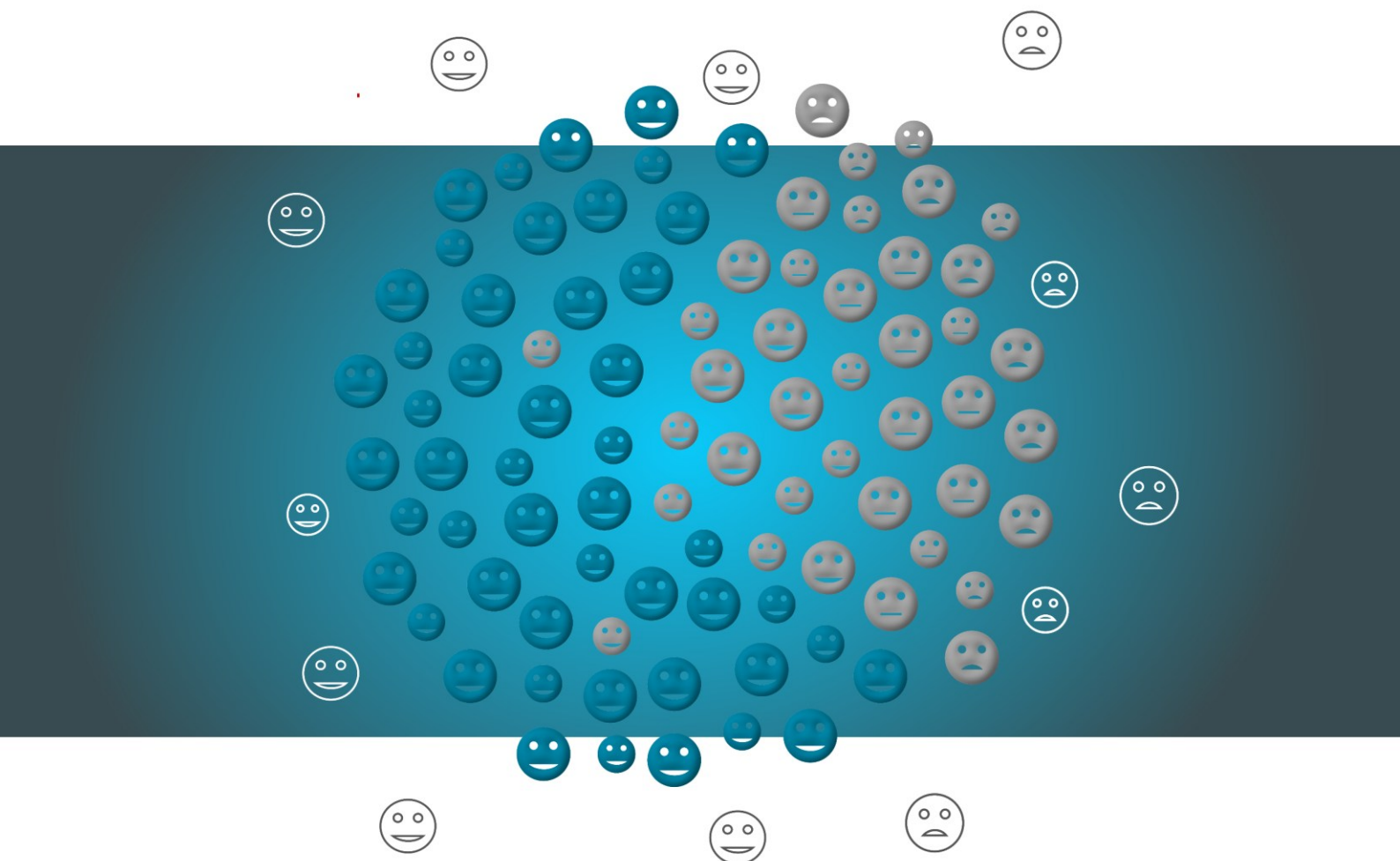


GUIDE FOR SOCIAL INCLUSION

e-ISBN: 978-83-68487-91-6



Kraków 2025



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Social Inclusion and Emotional Maturity of the society's youngest
participants helped by digitally competent teachers
project no.2023-1-PL01-KA220-SCH-000157246

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1. How to create an inclusive school culture

1.1.1. Best practices for social inclusion

Creating an inclusive school culture begins with a clear commitment to equity, empathy, and respect for diversity at all levels of the school community. This involves embedding inclusive values into school policies, classroom practices, and everyday interactions. Best practices for social inclusion include promoting cooperative learning, using culturally responsive teaching methods, and fostering a sense of belonging among all students—especially those from disadvantaged or marginalized backgrounds. It is essential to engage families and communities as partners, provide professional development for staff on inclusive education, and ensure that the school environment celebrates differences rather than simply tolerating them. Ultimately, inclusion is not a one-time effort but an ongoing process of reflection, action, and adaptation.

This chapter illustrates how thoughtfully chosen and applied digital tools can transform classrooms into inclusive, creative, and emotionally supportive learning environments. By integrating these best practices, schools can empower every child—especially the youngest—to feel seen, heard, and capable.

Best Practices for Social Inclusion Through Digital Tools

Creating an inclusive learning environment goes beyond physical access to education—it requires thoughtful adaptation of resources, teaching strategies, and digital tools to meet the diverse needs of all learners. Digital platforms and applications, when used intentionally, can play a crucial role in supporting social inclusion in the classroom. Below are best practices grounded in real-world applications, illustrated by examples that highlight how these tools foster inclusion, engagement, and emotional growth among young learners.

1. Adapting Visual Content for Accessibility: iloveimg

One effective inclusive practice is adapting visual content to make it accessible for all students, including those with visual impairments or learning difficulties. In Mr. Thompson's third-grade classroom, the image editing platform **iloveimg** plays a central role. To accommodate a range of needs, he compresses high-resolution images for faster loading across assistive devices, crops unnecessary backgrounds to help students focus, and creates large-print handouts and accessible PDFs with alt text. His use of batch processing ensures consistency and efficiency.

By making visual materials adaptable and readable, Mr. Thompson ensures that all students—regardless of ability—can engage meaningfully with the lesson content.

2. Creative Expression and Differentiation: Storybird

Another best practice for social inclusion is fostering creative expression through differentiated learning. In Ms. Johnson's class, **Storybird** transforms writing into an inclusive, imaginative process. Students select professional artwork to inspire their stories, allowing them to write at their own pace and skill level. For example, Emily, a shy student with writing difficulties, gains confidence by building a story around images of a girl and a robot, while Jake, an aspiring artist, thrives by combining storytelling with vibrant illustrations. The platform's visual nature benefits students with diverse learning styles, and personalized teacher feedback, peer collaboration, and even a virtual storybook fair bring students, parents, and educators together, reinforcing a community of support.

3. Personalized Learning for Diverse Abilities: Khan Academy Kids

Khan Academy Kids is a powerful example of a platform that enables personalized, inclusive learning. Its adaptable lessons and intuitive interface support children with varying levels of ability and learning styles. In the classroom, teachers use it to assign specific activities, track progress, and offer targeted support. Because the app is free and works across different devices, it is particularly valuable for students from low-income backgrounds, ensuring equitable access to high-quality content.

4. Inclusive Coding Education: ScratchJr

Introducing programming in early education through **ScratchJr** is another inclusive best practice. The platform's visual and drag-and-drop interface makes coding accessible to all children, including those with learning challenges or limited literacy. Teachers can design interactive lessons where students create simple games or stories linked to curriculum topics. This fosters creativity, encourages teamwork, and ensures each child can contribute based on their strengths. ScratchJr supports social inclusion by promoting collaboration and peer learning in a low-pressure, high-engagement format.

5. Collaborative Storytelling: Book Creator

Book Creator offers a flexible and inclusive space for students to collaborate on digital publications. In one classroom project, students worked together to produce a digital storybook about a class trip. The platform's simple interface allows children to add text, drawings, photos, and audio, accommodating multiple learning styles. By working in teams, students learn to value each other's contributions and build social-emotional skills. Because Book Creator is cloud-based, it removes technical barriers and supports continuous learning across home and school settings.

6. General Guidelines for Inclusive Digital Practice

Across all tools, certain general practices enhance their inclusive impact. These include:

- Offering clear instructions and language translations to break down barriers,
- Embedding opportunities for student choice and voice,
- Encouraging collaboration over competition,
- Using feedback to guide personal growth,
- Involving families to create a broader circle of support,
- Ensuring content is accessible in multiple formats.

As highlighted by educators using **Google Classroom**, inclusion is not achieved by the platform itself, but by how it is used. Educators must consciously adapt materials, support individual needs, and actively engage all students.

1.2. How to help pupils understand social exclusion

Helping pupils understand social exclusion requires age-appropriate, empathetic, and interactive approaches that encourage reflection and discussion. Teachers can use stories, role-playing, and real-life scenarios to illustrate what social exclusion looks like and how it affects others emotionally and socially. Encouraging students to put themselves in someone else's shoes builds empathy and awareness of unfair treatment or isolation. Classroom activities that highlight the value of kindness, cooperation, and diversity—such as group projects, peer mentoring, or inclusive games—can reinforce the message. It's also important to create a safe space where pupils feel comfortable sharing their thoughts and experiences, and where differences are openly discussed and respected. By guiding pupils to recognize exclusion and its impact, educators lay the groundwork for a more compassionate and inclusive school environment.

1.2.1. Anti-bullying workshops

1. Introduction to the Strategy

Objectives:

1. Students will be able to explain the different types of bullying
2. Students will demonstrate the ability to apply conflict resolution strategies in scenarios involving bullying or social exclusion.
3. Students will assess various responses to bullying situations, determining which strategies are most effective in fostering an inclusive environment.

Brief Description

Research indicates that school-based antibullying programs can effectively reduce both bullying perpetration and victimization by approximately 18-20% and 15-16%, respectively (Gaffney, Ttofi and Farrington, 2021). Workshops that incorporate interactive elements such as role-playing scenarios allow students to experience the perspectives of both victims and bullies. This experiential learning fosters empathy and understanding, making students more likely to intervene in bullying situations.

2. Main Steps:

1. **Needs assessment:** identify issues and gather data. You need to conduct surveys and/or focus groups to understand the specific bullying issues within the school. Also, analyse the existing data on bullying incidents and students' demographics to tailor the workshops.
2. **Set clear objectives:** establish clear and measurable objectives for the workshop and determine which groups will participate in the workshop (target audience).

3. **Develop the content of the workshops:** create engaging activities such as role-playing that allow students to explore real-life scenarios related to bullying and social inclusion. Ensure cultural sensitivity in your activities.
4. **Train the facilitators:** choose experienced facilitators in the field of conflict resolution, social-emotional learning and cultural competency. Ensure that they are well prepared to handle such sensitive topics and create a safe space for discussion.
5. **Implement Workshops:** organise workshops during school hours and engage participants by fostering an inclusive environment where everyone feels safe.
6. **Encourage Parental Involvement:** inform parents and offer resources to them to help them discuss social inclusion and bullying with their children at home.
7. **Evaluate the effectiveness of the workshops:** through surveys and/or interviews gather feedback from students and assess changes in attitude towards bullying, knowledge gained and any reported incidents of bullying before and after the workshops.
8. **Follow-up activities:** plan follow-up activities that continue the conversation around bullying and social inclusion. Establish ongoing peer-led groups where students can support one another.
9. **Adjust and improve:** review feedback and identify areas of improvement. Make necessary adjustments according to the school needs.

3. Teacher's Tips:

Practice mindful communication using THINK strategy, which asks students five key questions to filter out the inappropriate comments. "Before I speak, I think: Is this:

1. True?
2. Helpful?
3. Necessary?
4. Important?
5. Kind?

4. References:

Gaffney, H., Ttofi, M.M., & Farrington, D.P. (2021) 'Effectiveness of school-based programs to reduce bullying perpetration and victimization: An updated systematic review and meta-analysis', *Campbell Systematic Reviews*, 17(2). Available at: <https://doi.org/10.1002/cl2.1143> (Accessed: 29 November 2024).

1.2.2. Art Strategy

1. Introduction to the Strategy

Objective

This activity aims to help pupils understand the concept of social exclusion through creative expression. By using art (drawing, painting), pupils can explore and visualize what exclusion feels like, looks like, and how it impacts individuals and communities.

2. Main Steps

Step 1. Introduction to the Concept. The teacher tells pupils they are going to simulate visiting an Art Gallery or a Photo Exhibition. The paintings/ pictures displayed around the classroom depict kids being bullied or excluded from different games/activities. The pupils are asked to say what they think about the paintings/ pictures.



Brief Explanation: Explain what social exclusion means. You can say something like, *"Social exclusion is when someone is left out or made to feel that they don't belong. This can happen in groups of people, at school, or even in communities, and it can hurt people's feelings or make them feel isolated."*

Real-life Examples: Give some examples of exclusion they might relate to, such as being left out of a game, not being invited to a birthday party, or seeing someone being ignored or bullied for being different or belonging to vulnerable categories. Emphasize that exclusion can happen in many different forms.

Step 2. Discussion and Reflection. Before starting to draw, have a brief discussion about the emotional and social aspects of exclusion, by asking questions like, *"How would you feel if you were left out?"*, *"How do people usually act when they feel excluded?"*. Allow pupils reflect on these questions and share their thoughts, creating a safe space where they can talk openly.

Ask pupils if they would like to come in front of the class and show their colleagues how exclusion can be seen on someone's face or in their body language.

Step 3. Drawing Instructions. Give each pupil a piece of paper and some drawing materials (coloured pencils, markers, etc.). Explain the following drawing task:

Task 1: Draw a scene that shows someone being excluded.

Encourage pupils to focus on emotions, body language, and the overall atmosphere in the drawing. The idea is not to draw specific people, but rather to capture the feelings of exclusion. For example:

A person sitting alone on a bench while others are in a group.

A hand reaching out to someone who is ignoring it.

A group of people looking away from someone who is trying to join in.

You can make the task even more challenging if you ask the pupils to try drawing by not using their thumb or with a pencil in their less dominant hand (their left hand if they are right-handed). Thus, they can experience how others feel when they face difficulties.

Task 2: Draw a scene that shows inclusion or a way to stop exclusion.

Now, ask the pupils to draw a second picture that demonstrates inclusion or how exclusion can be overcome. For example:

A group of friends inviting someone to join their game.

A hand helping another person up from the ground.

A circle of people, arms linked, to show togetherness.

Step 4. Classroom Sharing and Discussion. Once pupils have completed their drawings, invite them to share them with the class and explain the choices they made. Ask the following questions to guide the discussion, *"What do you want others to notice in your picture?"*, *"How can we make sure that we don't exclude people in real life?"*, *"What would make someone feel included?"* This is an opportunity for pupils to reflect on how exclusion affects others, how they might contribute to inclusion, and how they can act in a positive way in social situations.

Ask pupils to replace the exclusion paintings/ pictures they could see during the visit to the Art Gallery/ Photo Exhibition at the beginning of the class with the inclusion ones drawn by themselves.

Step 5. Reflection and Extension. To wrap up, ask pupils to reflect on the activity with these prompts, *"What did you learn about exclusion today?"*, *"How can we make sure that everyone feels included in our class or group?"*

As an extension, you could also have pupils create posters or write short stories or poems based on their drawings, reinforcing the message of inclusion.

Step 6. Conclusion. End the activity by reinforcing the importance of empathy and kindness. Remind the pupils that we all have the power to make others feel included and valued, and that understanding exclusion can help us prevent it.

1.2.3. Cultural Competency

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCY: SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



Picture 1.2.1: .Social-Awareness | Social-Emotional Learning (@PBS LearningMedia):
<https://www.pbslearningmedia.org/resource/social-awareness-social-emotional-learning/social-emotional-learning-video/>

1. Introduction to the Strategy

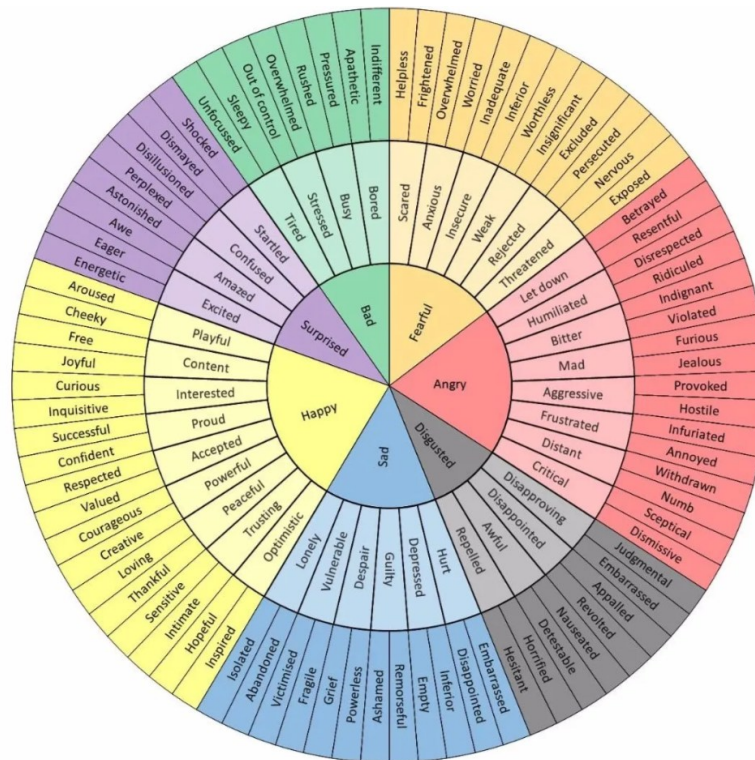
This strategy combines empathy-building exercises with Project-Based Learning (PBL) to help pupils recognise their emotions and appreciate diversity. By using tools like the "Emotions Wheel" and engaging in a PBL project about social issues related to diversity, pupils will practice understanding different cultural perspectives and develop empathy by putting themselves in others' shoes.

Objectives:

- Objective 1: Recognising and understanding emotions with the "Emotions Wheel".
- Objective 2: Appreciating diversity and developing empathy by seeing the world from others' cultural perspectives.

Brief Description

This strategy fosters empathy and cultural competence by encouraging pupils to understand their emotions and learn about diverse perspectives through collaborative exploration.



Picture 1.2.2: Plutchik's Wheel of Emotions. Image by @trainingsbyromy on Instagram.

2. Main Steps

Step 1: Introductions. Begin by introducing emotions and using the "Emotions Wheel" to help pupils identify and express their feelings. Discuss how emotions can vary based on cultural backgrounds.

Time: 5 minutes.

Materials: "Emotions Wheel".

Step 2: Empathy Role-Play Activity. Pupils watch a short story or video on a diversity-related topic (e.g., a story about someone being left out because of their culture or background). Afterward, in small groups, pupils will role-play the scenario. One pupil can act as the person experiencing exclusion, while others play the roles of classmates, teachers, or family members who respond with empathy, support, and inclusion.

Time: 10-15 minutes

Materials: Short videos or stories on diversity issues (e.g., inclusion, cultural prejudice).

Step 3: Reflection & Presentation. Pupils present their findings and reflect on how learning about diversity has changed their perspectives and improved their empathy towards others.

Time: 10 minutes.

Materials: Presentation tools.

3. Teacher's Tips

- **Facilitation:** Create a safe, open space for pupils to share their emotions and reflections.
- **Integration:** Incorporating the interactive stories developed by the SIEMdig project. These stories provide rich, cultural narratives that can enhance pupils' empathy by offering diverse perspectives.
- **Concepts to Address:** Empathy, emotional regulation, diversity, social justice.

Annex: Lesson Scenario/Lesson Suggestion

Pupils can explore migration stories, use the "Emotions Wheel" to express how they feel about migration, and present ways to make their school more inclusive for migrant pupils. Through role-play, they can discuss how a migrant pupil might feel and how others can offer support.

Inclusion: Extra activities cater to diverse needs.

Body Mapping: Provide a handout with an outline of a body and ask pupils to draw or colour where they feel emotions like excitement, fear, or sadness. For example:

- What colour is your feeling?
- Where in your body do you feel it?
- What kind of feeling is it?

Sensory-Based Activities for Neurodiverse Learners: Provide activities like emotion-matching cards for pupils under the Autism Spectrum Disorder. For example:

- Match "angry" with a red face, "sad" with a blue teardrop, and "happy" with a yellow sun.
- Discuss triggers: "Angry is when someone doesn't listen to me," "Sad is when I miss my family," and "Happy is when I play with friends."

4. References:

PBS LearningMedia. (n.d.). *Social awareness / Social emotional learning* [Video]. PBS LearningMedia.

<https://www.pbslearningmedia.org/resource/social-awareness-social-emotional-learning/social-emotional-learning-video/>

Interaction Design Foundation. (n.d.). *Wheel of emotion*. Interaction Design Foundation.

<https://www.interaction-design.org/literature/topics/wheel-of->

1.2.4. Daily Emotional Check-ins

1. Introduction to the Strategy

Objectives:

- Objective 1: Recognize and describe their own emotions using simple and appropriate language.
- Objective 2: Identify and differentiate one's own emotions from those of others, building social awareness.
- Objective 3: Develop self-control and respect for others, practicing emotional expression in a group context.

Brief Description

Daily Emotional Check-ins are short, daily moments when pupils express their emotional state through visual or verbal tools. This activity helps students recognize and manage their emotions. Through this exercise, students also develop empathy, as each pupil understands that others may have similar or different emotional experiences, all of which are valid.

2. Main Steps

Step 1: Introduction and Creation of Check-in Space.

Time: 5 minutes.

Materials: Emotion board (coloured emotive faces or emoji) or an "emotion wheel" where each pupil can choose their emotional state for the day. In alternative, try some apps, interactive whiteboards, or digital storytelling platform as alternatives to physical materials, like jamboards or mindmaps.

Step 2: Sharing Moment. Each pupil chooses an image or word that represents their emotional state and shares it with the class or a peer.

Time: 5-10 minutes (depending on class size and number of pupils).

Materials: Optional emotion cards with words (e.g., "happy," "sad," "anxious").

Step 3: Guided Discussion. Teachers can ask questions about how a pupil might deal with particular emotions or ask if anyone has had a similar experience. The following are suggestions of questions, but you can adjust and come up with others:

- "What can you do to feel better when you're sad?"
- "Has anyone else ever felt this way? How did you handle it?"

Time: 5 minutes.

Materials: None specifically (optionally a blackboard or whiteboard).

3. Teacher's Tips

- Facilitation Suggestions: Start with personal examples of emotions to help pupils feel comfortable sharing. Use simple examples and response models to guide them.
- Integration: Connect this exercise to discussions on topics like emotional diversity and respect. It's also useful to link it to other empathy-building activities, such as role-playing or active listening exercises.
- Concepts to Address: Emotional awareness, empathy, respect for others' emotions.
- Scenario/Lesson Suggestion: On days when there has been a conflict or misunderstanding in class, use the emotional check-in to review the incident and address it collaboratively and respectfully. It may occur that pupils are reluctant to share their emotions. In these situations, try non-verbal options like placing a sticker on an emotion chart or drawing.

1.2.5. Empathy Journals

1. Introduction to the Strategy

Objectives

- Objective 1: Enable pupils to organize and reflect on their own emotions and those of others, cultivating emotional literacy.
- Objective 2: Encourage empathy by recognizing diverse perspectives and learning to see situations from others' viewpoints.

- Objective 3: Foster emotional expression and personal insight, empowering pupils to make connections between feelings, thoughts, and behaviours.

Brief Description

Empathy Journals are daily or weekly personal writing exercises where pupils describe their own emotions, reactions, and thoughts about the experiences of others. This tool helps children explore empathy by connecting with their feelings and those of their peers, enhancing self-reflection and understanding. Through structured prompts, pupils practice expressing their thoughts about events and emotions, helping them develop a respectful attitude toward their own experiences and those of others.

2. Main Steps

Step 1: Introduction to the Journal Activity. Explain the journal's purpose as a private space to explore emotions and the value of empathy. Teachers can guide students with initial questions or examples.

Time: 5 minutes.

Materials: Personal notebooks or journals, pens.

Step 2: Prompted Journal Writing. The journal prompts should encourage pupils to explore different emotions and social interactions. While some children may be eager to write, others may feel hesitant or struggle with expressing emotions through text. Offering various formats for response can help all pupils participate.

- Empathy-focused: "Think about a time when you saw someone feeling sad. What did you do? How did you feel?"
- Conflict resolution: "Have you ever had a disagreement with a friend? How did you solve it? How did it make you feel afterward?"
- Self-reflection: "What was one thing that made you smile today? What is something that frustrated you?"
- Gratitude and perspective: "Write about someone who helped you recently. How did their kindness make you feel?"

Alternative Methods for Pupils Who Struggle with Writing:

- Drawing: Instead of writing, pupils can draw how they feel and discuss their drawing with the teacher or a classmate.
- Anonymous sharing: Pupils can write their feelings on small notes and place them in a "Feelings Box" to be discussed later in a group setting.
- Sentence Starters: Provide structured prompts like "Today I feel ____ because ____" to help reluctant writers begin their journal entry.

Time: 10-15 minutes.

Materials: Journal prompts written on the board or handed out.

Step 3: Reflection and Optional Sharing. After writing, pupils may choose to share their reflections with a partner or in a small group, fostering communication and empathy. This step is optional based on class comfort.

Time: 5-10 minutes.

Materials: None required.

3. Teacher's Tips

- Facilitation Suggestions: Model journaling by sharing a personal story or reflection to show how empathy can connect us with others. Encourage openness but respect privacy; students should feel their journals are a safe space.
- Integration: Combine with group discussions about emotions and experiences. Empathy Journals can be paired with storytelling exercises or role-playing to enhance understanding.
- Concepts to Address: Self-awareness, emotional expression, empathy, and perspective-taking.
- Scenario/Lesson Suggestion: For a class dealing with specific conflicts or misunderstandings, tailor prompts that allow students to reflect on feelings of belonging, kindness, and understanding toward others.
- Empathy journaling may be a new concept for young pupils, and some may feel unsure about how to start. To ease them into the practice, teachers can use guided introductions and structured frameworks.

Ideas for Making Journaling Comfortable:

- Model the Process: Teachers can write their own brief journal entry on the board to show pupils how it's done.
- Daily Warm-Up Question: Begin each session with a question like "How are you feeling today? Can you think of one word to describe it?" to spark ideas.
- Pair Sharing (Optional): Allow pupils to share their responses in pairs before writing to help them articulate their thoughts.
- Consistent Routine: Establishing journaling as a regular part of the day (e.g., every morning or after lunch) helps pupils feel comfortable with self-expression.

1.2.6. Identity affirmation

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCY: SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy



Picture 1.2.3: Self-Awareness | Social-Emotional Learning (@PBS LearningMedia):

<https://www.pbslearningmedia.org/resource/self-awareness-social-emotional-learning/social-emotional-learning-video/>

1. Introduction to the Strategy

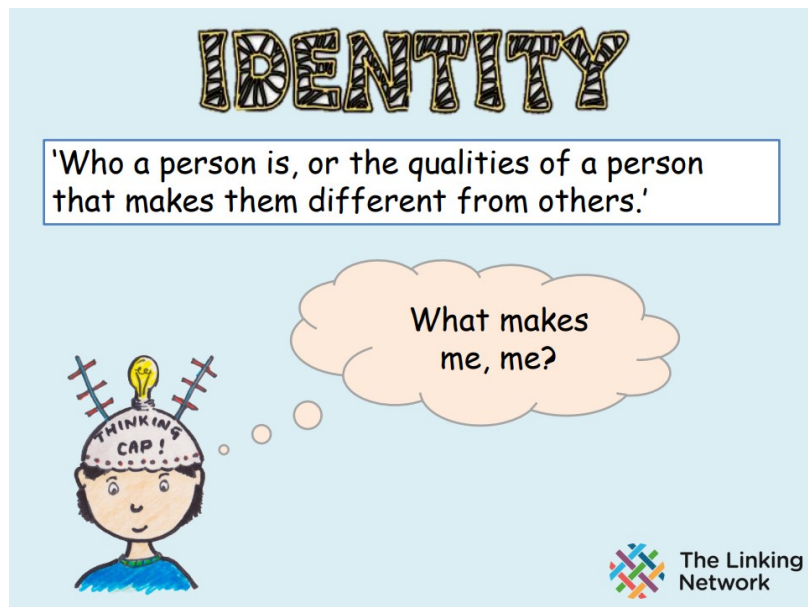
This strategy is grounded in Culturally Responsive Teaching (CRT), which focuses on recognising and validating pupils' cultural backgrounds, experiences, and identities while promoting respect and understanding of other cultures. By using activities like identity maps and family storytelling, children can explore and express their cultural identity, fostering self-awareness and empathy for others.

Objectives:

- Objective 1: Encourage pupils to create "identity maps" and share family stories to explore their cultural background.
- Objective 2: Help pupils recognise and articulate their emotions in relation to their cultural identity.

Brief Description

The strategy uses "identity maps" to encourage pupils to visually explore their family background, culture, and traditions. Teachers will guide pupils in creating these maps and sharing family stories to deepen their connection to their personal identity. This activity will also integrate discussions on emotions tied to these stories, promoting emotional self-awareness.



Picture 1.2.4: Picture©TheLinkingNetwork2020 (<https://thelinkingnetwork.org.uk/>).

2. Main Steps

Step 1: Introduction. Introduce the activity by explaining the importance of understanding and celebrating personal cultural identity. Briefly introduce the concepts of "identity maps" and family storytelling, explaining that pupils will be reflecting on their family, traditions, and culture.

Time: 5 minutes.

Materials: Paper, crayons/markers.

Step 2: Identity Map Creation & Sharing. Ask pupils to draw their "identity map," depicting key aspects of their family background, culture, and traditions. After completing their maps, invite pupils to share their identity maps with a partner or the class, explaining what each symbol or image represents.

Time: 10-15 minutes.

Materials: Paper, crayons/markers.

Step 3: Family Storytelling & Emotion Reflection. Ask pupils to share a short family story or tradition. Afterward, facilitate a discussion where pupils reflect on the emotions tied to their cultural stories (e.g., pride, joy, nostalgia). Encourage them to identify how these emotions influence their self-awareness and personal identity.

Time: 10 minutes.

Materials: Optional props (pictures, objects).

3. Teacher's Tips

- **Facilitation Suggestions:** Encourage an open and respectful environment where all pupils feel comfortable sharing. Acknowledge the diversity of experiences and validate all identities.
- **Integration:** Link the self-awareness gained in this activity to broader discussions on emotions (Plutchik's Wheel of Emotions), empathy and intercultural understanding (cultural competency lesson).
- **Inclusion Strategies:**
 - **Provide Clear Instructions:** Use simple, step-by-step verbal and visual cues (e.g., pictures or examples) to explain the activity.
 - **Offer Alternative Materials:** For pupils with fine motor challenges, provide pre-printed identity maps or templates that they can colour, stick images on, or label instead of drawing.
 - **Adapt Storytelling Options:** If verbal communication is challenging, allow pupils to express their stories through drawings, recorded audio or acting with props.
 - **Use Visual Supports:** Offer emotion cards or a simplified emotions chart to help pupils identify feelings (e.g., happy, sad, proud, confused). These can include relatable visuals like smiley faces, tears or hearts.

4. References:

The Linking Network. (n.d.). Home Learning Resources: It's Good to Talk. The Linking Network. Retrieved November 18, 2024, from <https://thelinkingnetwork.org.uk/wp-content/uploads/2020/05/Identity-Maps-1.pdf>

Alliance for a Healthier Generation (2021). Mapping your identity. Healthier Generation. Retrieved November 18, 2024, from <https://www.healthiergeneration.org/articles/mapping-your-identity>

1.2.7. Interactive Stories

1. Introduction to the Strategy

Objectives:

- Pupils will be able to identify and analyse instances of social exclusion and inclusion through interactive storytelling.
- Pupils will develop empathy by reflecting on the emotions and perspectives of the story's characters.



Brief Description

Interactive stories engage pupils in narrative scenarios where they can make decisions for characters, helping them to explore the feelings and consequences associated with social exclusion. By guiding the story's direction, pupils actively reflect on how different actions can either include or exclude others.

2. Main Steps

Step 1: Select a story with clear decision points related to social inclusion (e.g., helping a classmate, resolving a conflict, or including an outsider).

Time: 10 minutes.

Materials: Prepare props, character cards, or a digital storytelling platform to make the activity engaging.

Step 2: Introduce the Story and Characters. Set clear expectations, explaining that they will participate by guiding the characters' actions.

Time: 5 minutes.

Materials: Use visual aids like illustrations or digital slides to capture attention.

Step 3: Assign roles to pupils (narrator, characters, or group leaders).

Time: 5 minutes.

Materials: Provide a brief script or outline to ensure pupils understand their roles and the scenario.

Step 4: Pause for Key Decisions. Allow pupils to choose different paths for the story's outcome, discussing how each choice affects characters.

Time: 5 minutes.

Materials: Whiteboard for discussion prompts or feedback forms.

Step 5: Story Engagement (Role-Playing). Pause the story at decision points and ask pupils what the characters should do. Facilitate discussions on the possible outcomes of each choice, ensuring all pupils have an opportunity to share their thoughts. Use guiding questions to encourage reflection: "How might this decision make others feel?"

Time: 15 minutes.

Materials: Simple costumes or props (optional).

Step 6: Feedback and Discussion. After the story concludes, hold a class discussion to review the decisions made and their consequences. Use a simple feedback form or prompts like: “What did you learn about inclusion?”

Time: 10 minutes.

Materials: Reflection sheets.



3. Teacher's Tips

- **Facilitating Role-Playing:**
 - Create a welcoming environment where pupils feel safe to express themselves.
 - Ensure balanced participation by rotating roles and encouraging quieter pupils to take active parts.
 - Use props or costumes to enhance engagement.
- **Engaging All Pupils:**
 - Pair shy pupils with supportive peers or assign non-verbal roles, such as directing or assisting.
 - If a pupil struggles to articulate their thoughts, offer simpler prompts like, “What would you do if you were the character?”
- **Evaluating Understanding:**
 - Develop a short feedback form to assess pupils' understanding. Include questions such as: “What new ideas did you learn about inclusion?”; “How did the character's decisions make you feel?”
 - Use a reflection circle where pupils can share one takeaway from the activity.

- Linking to Broader Concepts:
 - Connect the story to real-life scenarios by asking pupils to share similar experiences from their lives.
 - Incorporate follow-up activities, like writing an alternative ending or drawing their favourite scene, to deepen their engagement.
 - Good Practice Reference: Link this activity with scenarios from WP3 for consistency.
 - Scenario Suggestion: Use the story "The Lonely Bench," where pupils decide whether to include a peer during recess, to foster discussions on empathy and kindness.

Annex: Lesson Scenario for Interactive Stories

Lesson Title: Understanding Inclusion Through "The Lonely Bench"

Grade Level: 3-4

Objective:

- Pupils will be able to *analyse* the feelings of social exclusion through a story-based scenario.
- Pupils will *evaluate* the impact of different actions taken by characters in the story to foster empathy and inclusive behaviour.

Materials Needed:

- Story script for "The Lonely Bench" (printed or projected)
- Whiteboard and markers
- Reflection sheets
- Optional: simple props or costumes for role-play (e.g., hats, scarves)

Time: 45 minutes

Lesson Overview:

In this lesson, pupils will engage with an interactive story called *The Lonely Bench*, where they help shape the story's outcome through their decisions. The story explores the feelings of a child who is often excluded during recess and what happens when another child makes a choice to either include or ignore them.

Step-by-Step Plan:

1. Introduction to the Story (5 minutes):

The teacher gathers pupils in a circle and introduces the story: "Today, we will hear a story about Sam, who often sits alone on the playground bench. One day, a classmate named Mia sees Sam. What do you think Mia should do?" The teacher briefly introduces the two possible paths: Mia inviting Sam to play or choosing to walk away.

2. Story Reading and Decision Points (10 minutes):

As the teacher reads the story, they pause at key decision points and ask pupils, "Should Mia invite Sam to play, or should she walk away?"

- a. Write the two choices on the board: *Invite* or *Ignore*.
- b. Allow pupils to discuss briefly and vote on which path to take.
- c. Proceed with the story based on the class's choice, describing what happens next.

3. Role-Play Activity (15 minutes):

Divide pupils into small groups and give each group a scene from the story to act out. Encourage them to explore both outcomes (Mia inviting Sam and Mia walking away).

- a. Groups perform their scenes for the class.
- b. After each performance, ask the audience how each character might be feeling in the scene.

4. Reflection and Discussion (10 minutes):

Bring the class back together and distribute reflection sheets. Ask pupils to write or draw:

- a. "How do you think Sam felt when he was left out?"
- b. "How do you think Mia felt when she chose to include him?"
- c. "What can we do to make sure no one feels like Sam at our school?" After a few minutes, allow some pupils to share their reflections with the class.

5. Conclusion (5 minutes):

Wrap up by discussing how small actions can make a big difference in helping others feel included. Remind pupils that they have the power to make their classmates feel welcome and valued.

Follow-Up Activity:

Throughout the week, encourage pupils to notice when others are sitting alone or feeling left out, and to take the initiative to include them, just like Mia did in the story. Revisit the story if a similar situation arises in real life, using it as a teaching moment.

1.2.8. Mentoring (Peer-to-peer)

1. Introduction to the Strategy

Objectives:

- Pupils will develop a better understanding of inclusion and exclusion by engaging in supportive and reflective peer discussions.
- Pupils will practice empathy and active listening while providing constructive feedback to their peers.
- Pupils will enhance their confidence and social skills by participating in structured, meaningful peer interactions.

Brief Description

Peer-to-peer mentoring is a collaborative activity where pupils pair up as equals to provide mutual support and guidance. By working in pairs or small groups, pupils discuss and reflect on scenarios

related to social exclusion, explore solutions, and practice inclusive behaviours. The approach fosters a sense of responsibility and shared learning, empowering pupils to be both learners and mentors.



2. Main Steps

Step 1: Pair pupils thoughtfully, considering their personalities and communication styles. Have each pair set shared goals for the session, such as identifying ways to promote inclusion in the classroom.

Time: Initial pairing session - 20 minutes.

Materials: Scenario cards with examples of social exclusion and inclusion.

Step 2: Clearly define the roles for each peer mentor and mentee during the activity. While these roles rotate, ensure participants understand the shared responsibility. Provide an example scenario to demonstrate the expected discussion format, such as: A new student feels left out during recess. What actions could peers take to help?

Time: 15 minutes.

Materials: Reflection prompts or worksheets for structured feedback.

Step 3: Engagement Through Structured Activities: Provide a list of structured tasks, such as:

- Role-playing situations to brainstorm inclusive actions.
- Using discussion prompts to explore emotions and solutions.
- Completing a “kindness action plan” to implement in their daily routines.

Time: 15 minutes.

Materials: Reflection journals.

Step 4: Reflection and Feedback: Allow time for pairs to reflect on what they learned from each other and how they can apply their insights. Facilitate a group discussion where pairs share their key takeaways.

Time: 10 minutes.

Materials: “Kindness action plan” templates for follow-up activities.



3. Teacher's Tips:

- Promoting Equality:
 - Emphasize that both participants in the pair are equals. Avoid assigning one as the “senior” mentor; instead, highlight shared responsibility.
 - Rotate pairs regularly to expose pupils to diverse perspectives and ideas.
- Facilitating Constructive Dialogue:
 - Provide pupils with sentence starters to encourage thoughtful discussions, such as:
 - “How do you think this situation made the person feel?”
 - “What could we do to include someone in this situation?”
 - Encourage active listening by modelling, paraphrasing and asking clarifying questions.
- Creating a Safe Environment:
 - Establish ground rules, such as mutual respect and confidentiality, to ensure a safe and supportive space for sharing.
 - Offer alternative participation methods, like writing or drawing, for pupils who may feel hesitant about speaking.
- Extending the Learning:
 - Encourage pupils to create a peer mentoring journal to document their discussions and action plans.
 - Incorporate follow-up activities, such as implementing one inclusive action from their “kindness plan” and sharing the outcome with the class.
- Using Stories and Good Practices:
 - Incorporate relevant examples from WP3 or real-life cases to enrich the discussion.

1.2.9. Mindfulness & Relaxation

1. Introduction to the Strategy

Objectives:

- Students will demonstrate the ability to apply conflict resolution strategies in hypothetical scenarios involving social exclusion. (Apply).
- Students will be able to assess different responses to instances of social exclusion (Evaluate).

Brief Description

Mindfulness and relaxation techniques can play a pivotal role in helping students understand social exclusion through Social-Emotional Learning (SEL) and it relates to two core SEL components self-awareness and self-management. Mindfulness practices encourage students to be present in the moment, fostering a deeper understanding of their own emotions and those of others, ultimately leading to improved social interactions and relationships.

2. Main Steps:

Step 1: Introductions. Simply explain to students how mindful practices will help them to become aware of and then embody their emotions, thought and bodily sensations. Using this methods students will be able to regulate their emotions.

Time: 10 minutes.

Step 2: Teach students to focus on their breath for a few minutes. Use the “blow out a birthday cake” or “blow up a balloon” technique. These techniques will allow them to connect the physical act of breathing with a visual image of engaging in an exciting activity. Use a script like: “When you're upset or worried, calm yourself with deep breaths. Imagine a birthday cake. Inhale through your nose to smell it (count to 5), then exhale through your mouth to blow out the candles (count to 5).”

Time: 10 minutes.

Materials: ballon/student.

Step 3: Use the “mindful jar” technique to teach a lesson on emotion regulation. Use a glass jar filled with water and glitter. Swirl the jar and show them how the glitter is spinning all over. Then, set the jar down and show the students how the glitter begins to settle. After this simple activity, use a metaphor and discuss with the young kids how our thoughts begin to settle when our body is calm and relaxed.

Time: 15 minutes.

Materials: glass jar, water, colourful glitter.

Step 4: Provide kids with small notebooks in which they are called to write down or draw their emotions and their feelings each day for a month. Provide guided questions for reflection such as “What did I notice about my feelings today?” “How can I show kindness to someone feels left out?”.

Time: 15 minutes/day for 1 month.

Materials: 1 notebook/students.

3. Teacher's Tips:

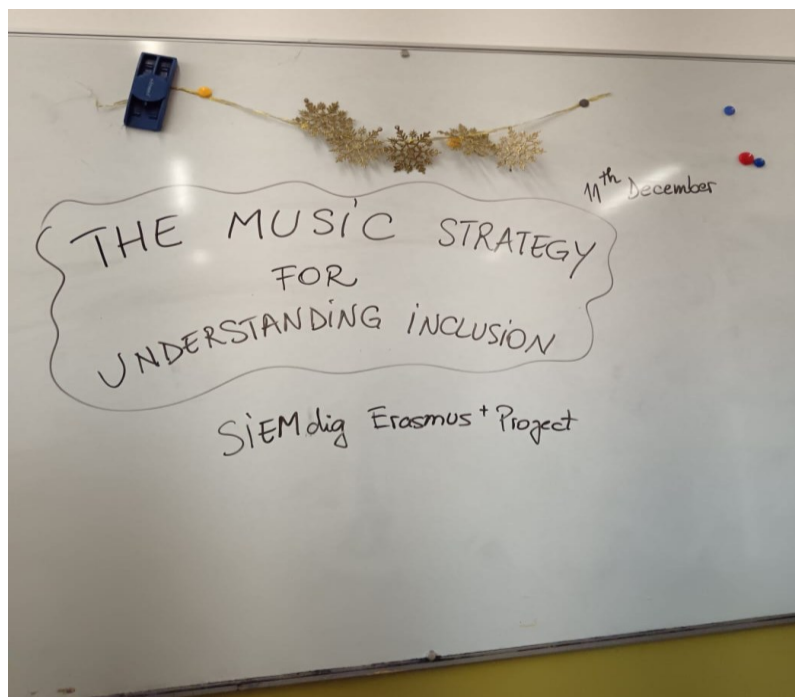
- **Be patient:** Mindfulness skills take time to be developed. Encourage consistent practice.
- **Engage Parents:** Share mindfulness resources with parents so they can reinforce these practices at home, creating consistent approach to emotional learning.
- Align mindfulness practices with established SEL frameworks to ensure comprehensive skill development.

1.2.10. Music Strategy

1. Introduction to the Strategy

Objective:

This activity uses music and sounds to help pupils understand the emotional impact of social exclusion. By listening to and creating music/ sounds, students can explore the feelings associated with being excluded and learn ways to foster inclusion and empathy.



2. Main Steps

Step 1. Introduction to the Concept of Social Exclusion. Explain Social Exclusion: Begin with a brief introduction to social exclusion. You might start with an example: "Imagine some of you are playing together, by holding hands and moving in a circle, while singing a song. One of your colleagues wants to join the circle, but none of you wants to include her in your game. How do you think your colleague feels when they are not invited or allowed to join in? *Possible answers:* Excluded, sad, disappointed, lonely etc." "Continue with the same game, but this time, include your colleague in your game. How does she feel now? *Possible answers:* happy, joyful, included etc."

Start a discussion about it, by saying, "Social exclusion is when someone feels left out or ignored by a group. It can happen in many ways, like not being invited to join in, or feeling like you don't belong."

Exclusion can make someone feel sad, lonely, or even invisible, whereas inclusion can make someone feel happy, joyful, not ignored."

Discuss Emotional Impact: Help pupils understand that exclusion isn't just something that happens on the outside—it also affects how people feel on the inside. Ask questions like, *"Has it ever happened to you to be excluded in any way? For instance, by not being invited to someone's birthday party or by not being asked to join a game during the breaks? How did you feel when it happened? How do you think someone feels when they are excluded?"*

Step 2. Exploring Emotions Through Sound. Explain to the pupils that they will use music and sounds to express the feelings of exclusion and inclusion. Music is a powerful way to communicate emotions, even without words. You can play a key role in guiding them through this process by modelling and discussing how different sounds can evoke feelings.

Activity 1: Explain that you would like to form a band with many instruments. First of all, the pupils are supposed to recognise the instruments by listening to different sounds on the internet, while sitting with their eyes closed e.g.

the guitar sound: <https://www.youtube.com/watch?v=Tniu5fr3wTw>

the piano sound: <https://www.youtube.com/watch?v=KA0Yh1OxJVI>

the violin sound: <https://www.youtube.com/watch?v=1o7lcC6CqMY>

the harp sound:

https://www.youtube.com/watch?v=7TO_oHxuk6c&list=RDQM1jYUvEaTBpM&start_radio=1

the drum sound: <https://www.youtube.com/watch?v=2ViZqQkddCc>



Secondly, the pupils who guess the correct instruments are invited in front of the class, in order to "perform" on stage with the newly-formed band.

Activity 2: The teacher excludes one of the instruments from the band and asks the pupils how they think that instrument might feel when excluded.

Task 1: *"Creating the Sound of Exclusion"*.

Objective: Help pupils create a piece of music or sound that represents exclusion—both the feelings of being left out and the silence that often accompanies it.

Materials: Instruments (if available), body percussion (clapping, snapping, tapping) or mouth sounds.

Play the game: The Machinery of Exclusion

Instructions: Ask pupils to imagine what exclusion might sound like. What emotions might music convey when someone is alone, left out, or ignored?

Divide them in groups of 3-4 and ask them to imagine they are a Machinery of Exclusion. Guide them to create a piece using dissonant (clashing) or sparse sounds to represent isolation. For example, you could suggest:

A single instrument playing alone, without accompaniment, to symbolize loneliness. A repeating, disconnected rhythm to suggest feelings of being left out of the group. Silence or pauses between sounds, representing the gaps created by exclusion. Encourage pupils to think about how silence in music can be as powerful as sound itself, representing the feeling of being ignored or unseen.

Task 2: "Creating the Sound of Inclusion"

Objective: Now, shift the focus to inclusion. pupils will create a contrasting piece of music that represents togetherness, support, and belonging.

Materials: Same as above.

Instructions: Ask pupils to think about what inclusion sounds like. What music makes them feel happy, connected, and part of something bigger? Ask them to hum those pieces of music, using La-la-la. Guide them to create a piece of music with harmony, rhythm, and texture. For example: Layering sounds or instruments together to represent unity and support. A rhythm where all instruments or sounds are playing in sync, showing how inclusion brings people together. Use major scales or upbeat melodies to express positivity and belonging. Emphasize the importance of rhythm and harmony in showing how working together can create something powerful and uplifting.



Step 3. Conclusion. End the lesson by emphasizing the key messages: *"Just like in music, inclusion means working together, listening to each other, and creating something beautiful as a group."*

1.2.11. Peer Support

1. Introduction to the Strategy

Objectives

This strategy aims to develop social and emotional skills, promote empathy, and foster a sense of responsibility among pupils through structured peer support activities.

- Objective 1: By participating in peer support roles, the pupil will be able to **differentiate** between supportive and unsupportive behaviours in classroom relationships.
- Objective 2: Through regular interaction with a peer buddy, the pupil will be able to **demonstrate** empathetic responses in common school situations.
- Objective 3: During the peer mentoring sessions, the pupil will be able to **construct** inclusive social interactions by actively listening and responding to their peers.
- Objective 4: By reflecting on peer experiences, the pupil will be able to **evaluate** their role in creating a supportive learning environment.

Brief Description

Peer support is a structured strategy where pupils are paired or grouped to help each other with academic, emotional, or social tasks. It can take the form of peer buddies, classroom helpers, or rotating support partners. This strategy encourages inclusive behaviour by developing social responsibility, empathy, and collaboration. It is especially beneficial for integrating students from disadvantaged or marginalized backgrounds.

2. Main Steps

Step 1: Introduction and Pairing. Explain the purpose of peer support and discuss with students what being a good peer supporter looks like.

Time: 30 minutes

Materials: Whiteboard, discussion prompts

Step 2: Training Mini-Workshop. Teach pupils simple skills like active listening, asking questions, and helping without doing the work for others.

Time: 45 minutes.

Materials: Worksheets with conversation starters, role-play cards.

Step 3: Assign Roles and Tasks. Create a buddy system or small groups with clear responsibilities (e.g., check-in partner, reading helper, class greeter).

Time: 20 minutes.

Materials: Role cards or badges.

Step 4: Weekly Check-Ins and Journaling. Set a regular time for peer pairs/groups to connect. Encourage short reflective journaling after each session.

Time: 10–15 minutes per week.

Materials: Journals or digital logs, timer.

Step 5: Teacher Monitoring and Feedback. Observe interactions, support struggling pairs, and give constructive feedback.

Time: Ongoing.

Materials: Observation checklist.

Step 6: Reflection and Sharing. Hold regular group discussions to share experiences and improve peer support practices.

Time: 30 minutes bi-weekly.

Materials: Talking stick or ball, reflective question cards.

3. Teacher's Tips

Facilitation Tips:

- Begin with low-stakes, easy tasks to build trust between peers.
- Rotate roles occasionally to allow all students to experience different forms of support.
- Model peer support behaviour through teacher-student interactions.

Personalization:

- Consider students' personalities, strengths, and social skills when pairing or grouping.
- Use visual aids or simplified scripts for younger children or those with language difficulties.

Integration Ideas:

- Combine this strategy with activities like "Empathy Journals" or "Circle Time Discussions."
- Link peer support to SEL (Social-Emotional Learning) or anti-bullying curriculum.

Concepts Addressed:

Empathy, collaboration, social inclusion, responsibility, communication skills, emotional awareness

Annex: Lesson Scenario (Optional)

Title: "Peer Buddy Monday".

Objective: By the end of the lesson, students will be able to describe and demonstrate at least two supportive behaviours in a peer partnership.

Activities:

- Brief role-play on "How to help a friend".
- Matching supportive behaviours to real-life scenarios.
- Journaling on how it felt to help or be helped.

1.2.12. Role-Play Activities

1. Introduction to the Strategy

Objectives:

- *Promote Empathy:* Pupils will be able to analyse and differentiate feelings of inclusion and exclusion by participating in and observing role-play scenarios.
- *Recognize and Reflect on Social Dynamics:* Pupils will be able to evaluate the impact of actions on others' emotions and recognize social exclusion dynamics.
- *Encourage Positive Social Actions:* Pupils will create constructive strategies to counter exclusion, fostering a collaborative and inclusive classroom environment.

Brief Description

This role-play strategy helps pupils understand social exclusion by engaging them in scenarios where they experience different social roles. Pupils will play both roles of inclusion and exclusion, enabling them to explore diverse perspectives and emotional impacts. The activity helps pupils recognize the impact of exclusion and learn empathy by seeing how it affects peers.

2. Main Steps

Step 1: Introduction to Social Exclusion. Explain social exclusion to pupils. Use simple examples and encourage discussion to ensure everyone understands the concept. Ask them to think of times when they felt left out or when they saw someone else being excluded.

Time: 10 minutes.

Materials: Whiteboard, markers, definition of social exclusion written on board or on handouts.

Step 2: Role-play Activity Setup. Assign roles to each pupil, explaining the role-play scenario (e.g., a group project where one person is left out). Ensure that everyone understands their role and the scenario's context.

Time: 5 minutes.

Materials: Pre-made role cards describing different roles (e.g., “excluded person,” “excluder,” “observer”), optional props if scenario-based.

Step 3: Role-play Execution. Facilitate the role-play, allowing pupils to act out the scenario. Observe and take notes, but let the pupils manage interactions organically within their roles.

Time: 10–15 minutes.

Materials: Optional props, timer.

Step 4: Debrief and Reflection. Lead a discussion about how pupils felt in their roles. Encourage pupils to journal or write about their experience and emotions. Guide them to identify and label feelings they observed in themselves and others, promoting emotional awareness.

Time: 15 minutes.

Materials: Journals or paper, pens.

Step 5: Solution Brainstorming. Ask pupils to brainstorm positive actions or strategies they could use in real life to prevent exclusion. Write down ideas and discuss them as a group to foster collaborative solutions.

Time: 10 minutes.

Materials: Whiteboard, markers.

3. Teacher's Tips

- **Facilitating Empathy:** Encourage pupils to express how they felt during each role, and validate their emotions. For those who may struggle to articulate feelings, provide examples or prompts.
- **Personalizing Scenarios:** Adjust scenarios based on class dynamics or specific issues observed within the group. Tailor role cards or situations to reflect realistic challenges pupils might face.
- **Follow-up Suggestions:** Integrate this role-play activity with journaling or storytelling exercises. For example, pupils could write a story about someone overcoming exclusion.

Reinforce the message by pairing this activity with discussions on historical or fictional stories involving social challenges.

Concepts Addressed:

Empathy, social dynamics, anti-bullying, inclusion, emotional intelligence.

1.2.13. Self-reflection

1. Introduction to the Strategy

Objectives:

- **Empathy Development:** By reflecting on their own and others' experiences, children develop empathy and understand how their actions affect others.
- **Social Awareness:** Reflecting helps students recognize social dynamics and learn how to act inclusively.
- **Self-Regulation Skills:** Self-reflection fosters awareness of their behaviour, which helps them control their responses and be more intentional in their actions.

Brief description

For teachers working with students in grades 1-4, self-reflection can be a powerful tool to help young children understand social exclusion issues in a developmentally appropriate way.

Using self-reflection in this way helps young students understand social exclusion in a manner that is appropriate for their age, while also fostering emotional growth and social skills.

2. Main Steps

Step 1: Start with Simple, Relatable Scenarios

- **Use Everyday Examples:** Begin by sharing simple scenarios that children can relate to, such as a student not being included in a game at recess or someone being left out of a group activity. These everyday examples help make the concept of social exclusion understandable and relevant to their experiences.
- **Ask Reflective Questions:** After presenting the scenario, ask questions that prompt students to think about how they would feel in that situation. For example:
 - "How do you think you would feel if you wanted to play but no one let you join?"
 - "Why do you think it's important to make sure everyone feels included?"

Step 2: Encourage Personal Reflection

- **Use "Think-Pair-Share":** Ask students to think quietly about a time when they felt left out or when they saw someone else being left out. Then, have them share their thoughts with a partner and, finally, with the whole class. This activity helps students connect their own feelings to the topic and learn from their peers.

- **Draw or Write About Feelings:** For younger students, drawing can be a helpful way to express their feelings. Ask them to draw a picture of a time when they felt included and a time when they felt excluded. For older students in this range, writing a few sentences about these experiences can also be beneficial.

Step 3: Use Stories and Books to Spark Reflection

- **Read Aloud Stories About Inclusion:** Choose picture books or short stories that feature themes of friendship, inclusion, and exclusion. After reading, ask the students reflective questions about the characters' experiences and feelings.
 - "Why did the character feel sad when they were left out?"
 - "What could the other characters have done to make everyone feel included?"
- **Connect the Story to Their Own Lives:** Ask the students if they've ever felt like one of the characters in the story and encourage them to share their thoughts.

Step 4: Reflect on Classroom Behaviour

- **Classroom Reflection Activities:** Use circle time or morning meetings to reflect on the day's interactions. Ask questions like:
 - "Did anyone see a friend being kind and including someone today?"
 - "Did we notice any times when someone seemed left out? What can we do differently next time?"
- **Create a "Kindness and Inclusion Journal":** Allow students to reflect on their behaviour by writing or drawing about times when they included others or when they saw someone being left out and how they helped.

Step 5: Set Goals for Inclusive Behaviour

- **Encourage Self-Set Goals:** Ask students to set small goals for including others in activities. For instance, "I will invite someone new to play at recess today," or "I will make sure to ask if everyone wants to join in a game."
- **Reflect on Progress Regularly:** At the end of each week, have the students reflect on how they did with their inclusion goals. What went well? What was challenging? How can they improve?

Step 6: Model Self-Reflection as a Teacher

- **Share Your Own Reflections:** Show students how you reflect on your behaviour by sharing examples of when you made someone feel included or missed an opportunity to do so. This modelling helps normalize self-reflection and shows that everyone can improve.
- **Acknowledge Mistakes Openly:** If you see an opportunity where you could have encouraged more inclusion, share it with the class and explain how you'll handle it differently next time. This teaches students that reflection and growth are ongoing processes.

3. Teacher's Tips

Age-Appropriate Self-Reflection Prompts:

- "How would I feel if I were in their shoes?"
- "What can I do to make someone feel included?"

- "Why is it important to treat others the way I want to be treated?"

We illustrate the above general strategy by a specific example based on one of our interactive stories, namely *The civil courage* featuring Eva and Adam.

Annex: Lesson Scenario- Understanding Social Exclusion Through Self-Reflection

Grade Level: 1-4.

Objective: To help students recognize social exclusion, understand the importance of taking responsibility, and develop empathy through the story of Eva and Adam.

Materials: The interactive story *Civil Courage*, paper, crayons or markers, a whiteboard, and a "Kindness and Inclusion Journal" (optional).

Step by step plan:

- The teacher begins the class by gathering the students in a circle on the carpet, saying, "Today, we're going to learn about a situation that could happen to anyone. It's about a girl named Eva, who is seven years old, just like some of you. She loves school, but one day, something happened that made her very upset."
- The teacher then introduces the interactive story *Civil Courage*, explaining the situation: "Eva was drinking some juice during a break when Adam, one of her classmates, accidentally bumped into her, causing the juice to spill all over her shirt. Eva got very angry because Adam didn't say sorry."
- The teacher asks the class, "Have any of you ever had an accident where someone hurt your feelings or made you upset? How did you feel?" The teacher allows a few students to share their experiences to make the situation relatable.
- The teacher continues the story: "Eva thought about hiding Adam's coat because she was so mad. It was cold and rainy outside, and hiding the coat would mean Adam couldn't go home without getting cold. What do you think about Eva's idea?"
- The teacher writes the words "Good Idea?" and "Not a Good Idea?" on the whiteboard and invites the students to share their thoughts on whether Eva should hide Adam's coat or not.
- The teacher then says, "Let's think for a moment. Have you ever done something you weren't proud of when you were upset? Maybe you said something unkind or did something to get back at someone? Close your eyes and think about a time when you felt like Eva. What could have been a better choice?"
- After a moment of quiet reflection, the teacher invites the students to share their thoughts with a partner, using the "Think-Pair-Share" method: "Talk to your partner about a time when you felt angry or upset and what you did. How did that make the other person feel? What do you think could have been a better way to handle it?"
- The teacher continues the story to the turning point where Eva decides to hide Adam's coat. "Eva hid the coat so well that no one could find it. Because it was raining outside, Adam's teacher had to drive him home since he didn't have a coat to keep him warm. The next day, the teacher asked the whole class if anyone knew who hid Adam's coat."
- At this point, the teacher pauses the story and poses a question to the class: "What should Eva do now? Should she admit what she did, or should she stay quiet?" The teacher writes the words "Admit" and "Stay Quiet" on the board and lets the students discuss what they think Eva should do.

- To deepen the reflection, the teacher asks, "How do you think Adam felt when he couldn't find his coat? How do you think Eva felt when she was hiding it? What would you do if you were in Eva's shoes?"
- The teacher then explains both possible endings to the story: "If Eva admits that she hid Adam's coat, she will apologize, and everything will go back to normal. But if she doesn't admit it, the teacher will lock the cloakroom to prevent more problems, which will make everyone unhappy because they won't be able to use it like before."
- The students are then asked to draw a picture of what they think is the best ending and what Eva should do. They can draw Eva admitting the truth and making things right, or they can draw what might happen if she stays quiet.
- After the drawing activity, the teacher brings the class together to share their drawings and thoughts. "Who would like to show their picture and tell us what Eva chose to do in your ending? How did it make the other characters feel?"
- The teacher concludes the lesson by saying, "Sometimes we all make mistakes, just like Eva. The important thing is to have the courage to make things right, even when it's hard. Being honest and including others helps everyone feel safe and happy."
- Finally, the teacher introduces the "Kindness and Inclusion Journal," explaining that students can use it to write or draw about times when they helped someone or showed courage in admitting their mistakes. The class will revisit these entries weekly to celebrate the efforts to make the school a kind and inclusive place.

Follow-Up Activity:

Throughout the week, the teacher encourages students to look for moments of courage, honesty, or kindness in themselves and others. The teacher might also refer back to the story if a similar real-life situation arises, using it as a teaching moment to reinforce the lesson on social inclusion and responsibility.

1.2.14. Six Thinking Hats

1. Introduction to the Strategy

The Six Thinking Hats technique, developed by Edward de Bono (1985), is a structured method for problem-solving and decision-making that encourages parallel thinking. This approach allows individuals and teams to explore issues from multiple perspectives, enhancing creativity and collaboration while minimizing conflict.

According to Bloom's taxonomy Six Thinking Hats technique belongs to the Analysis level (4th level) as it requires breaking down the problem and analysing it from multiple angles, which is the core of this level.

Overview of the Six Thinking Hats

Hat Colour	Focus	Description	Purpose in Social Exclusion Context
White	Data, facts, and information	What we know, and what we ought to find out	Gather data on social exclusion incidents and understand their context.
Blue	Manages the process	Listens directs attention, integrates, moves forward	Guide discussions and ensure all perspectives are considered.
Yellow	Sunshine and Positivity	Optimism, possibilities, upsides, potential	Explore the benefits of inclusion and the positivity impact of friendships.
Red	Feelings, Reaction and vibes	How we feel: gut instincts, honest emotions, intuition	Allow students to express their feelings about exclusion and bullying.
Green	Creativity and surprise	Alternates, reframing, out of the box ideas, what ifs	Encourage brainstorming of solutions to promote inclusivity.
Black	Caution and scepticism	Danger, threats, risks, drawbacks, worst-case scenarios	Identify potential negative outcomes of social exclusion and bullying.

Objectives:

- Students will be able to examine situations from multiple viewpoints to explore classmates' feelings and reactions.
- Students will be able to identify factors that influence empathy by comparing classmates' thoughts and feelings in various scenarios using each thinking hat.
- Students will be able to differentiate between positive and negative emotions by analysing peer responses through each thinking hat's perspective.

2. Main Steps:

Step 1: Introduce each hat to the students: use age-appropriate language and examples to explain each hat's perspective.

Step 2: Set a scenario: present a simple scenario and invite students to think about it from different perspectives.

Step 3: Assign Hats to each student, students can either take turns trying on different hats to explore different viewpoints.

Step 4: Discuss each perspective by focusing on feelings, creative solutions, risks and benefits from this situation.

Step 5: Reflect on students' responses: focus on how thinking from different perspectives helps the student to understand classmates better.

Step 6: Conclude with Insights: summarize how each hat helps students build empathy and how they can use these perspectives to support one another.

3. Teacher's Tips:

- Use familiar scenarios, and situations that are relevant to students' experiences.
- Create a safe space for students and remind them that all perspectives are respected.
- You can use visual aids showing each hat's colour and function to help students easily reference their roles and stay on track.
- Use simplified hat descriptions with age-appropriate language and provide them with clear examples.

4. References:

De Bono, E. (1985). Six Thinking Hats. Penguin Books.

1.2.15. Social Skills Group

1. Introduction to the Strategy

Objectives

Objective 1: to enhance students' social awareness and relationship skills, enabling them to identify instances of social exclusion and respond appropriately.

Brief Description

Social skills groups teach various behaviours, including perspective-taking, conversation, friendship, problem-solving, social competence, emotion recognition, and theory of mind. They also enhance interaction skills like initiating, responding, maintaining conversations, greetings, giving compliments, turn-taking, sharing, asking for and offering help, and including others.

2. Main Steps:

Step 1: Identify social needs: Consider the specific students you have in mind and identify the particular social skills they require the most. Begin with the most essential skills and gradually progress to those that are less critical.

Step 2: Give time to get to know each other: Give time to students to get to know each other, if they are not friends already by playing "Two truths and a dream". Students write two truths about them and one dream for their future. The other students should identify which are the truths and what is the dream.

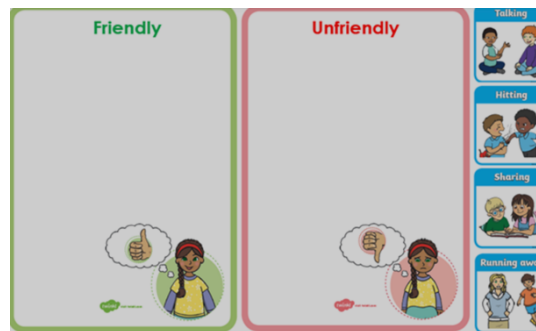
Time: 30 minutes.

Materials: paper and colourful crayons.

Step 3: Make cards similar to the image below and ask students to place them in the "Friendly" or "Unfriendly" table.

Time: 30 minutes

Materials: printed cards



Step 4: Reflection & Feedback: conclude each session with reflection activities where students can discuss what they learned.

3. Teacher's Tips

- **Use real examples:** incorporate real life situations that students can relate to when discussing social skills and inclusion scenarios.
- **Encourage Peer Support:** promote peer mentoring where students can help each other practice inclusion.
- **Collaborate with Parents:** Share insights with parents about the importance of social skills development at home and provide them with resources or activities they can do together with their children.

1.2.16. Storytelling

1. Introduction to the Strategy

Objectives:

- *Objective 1:* Pupils will be able to **identify** various forms of social exclusion by analysing characters and events in stories (Bloom's Taxonomy: Analysis).
- *Objective 2:* Pupils will **express empathy** by describing the emotions and experiences of characters facing exclusion (Bloom's Taxonomy: Application).
- *Objective 3:* Pupils will **reflect** on their own and others' feelings related to exclusion and belonging (Bloom's Taxonomy: Evaluation).

Brief Description

This activity uses storytelling to help pupils understand and discuss the theme of social exclusion. Pupils will listen to or read a story focused on themes of exclusion and belonging, discuss character emotions, and create their own reflective journals or stories. By engaging in storytelling, pupils will develop empathy and consider ways to foster inclusion.

2. Main Steps

Step 1: Introduce the Topic and Story. Briefly introduce social exclusion and share a story that illustrates its impact. Discuss main characters, plot, and emotions expressed in the story.

Time: 10 minutes.

Materials: Selected storybook or story text that illustrates social exclusion.

Step 2: Guided Group Discussion. Facilitate a discussion on how characters feel, why they feel excluded, and how others could help. Use open-ended questions to encourage pupils to think critically about characters' actions and motives.

Time: 15 minutes.

Materials: Whiteboard, markers, discussion prompts.

Step 3: Create an Empathy Journal. Pupils write a journal entry from the perspective of a character who experiences exclusion or belonging. They can describe how the character feels and what they might need from others to feel accepted.

Time: 15 minutes.

Materials: Notebooks, pens, or an empathy journal template.

Step 4: Storytelling Activity - "What Would You Do?" Pupils create a short story or comic where they depict a situation involving exclusion and how characters respond to it. This encourages them to think about actions that promote inclusion.

Time: 20 minutes.

Materials: Blank paper, colouring materials.

3. Teacher's Tips:

- **Facilitation Tips:** Encourage open dialogue and ensure a safe, non-judgmental environment. Use real-life connections to deepen understanding, helping pupils relate the story to their own experiences with inclusion or exclusion.
- **Integration Ideas:** Combine this activity with a role-playing exercise where pupils act out scenarios of exclusion and practice inclusive behaviours. This could serve as a follow-up to strengthen concepts.
- **Related Concepts:** This activity can introduce discussions on diversity, acceptance, kindness, and teamwork.
- **Good Practice Reference:** Link this activity with scenarios from WP3 for consistency.
- **Scenario Suggestion:** For a more structured lesson, use a scenario such as "A New Student in Class" where pupils role-play or write about ways to make the student feel included. Use the story "Ivan at a New School" where students decide whether to include a peer in a team game (volleyball) in physical education class. This offers concrete practice in applying inclusive behaviours and reinforces the lesson's key objectives.

This strategy leverages storytelling's emotional power to deepen pupils' understanding of social exclusion, fostering empathy and proactive inclusion in the classroom.

1.3. How to create supportive school environment

Creating a supportive school environment starts with building strong, positive relationships among students, teachers, and staff, where everyone feels valued, respected, and safe. This involves fostering open communication, setting clear expectations for respectful behaviour, and responding consistently to bullying or exclusion. Supportive environments also prioritize students' emotional well-being by incorporating social-emotional learning into the curriculum and providing access to counsellors or support staff when needed. Classrooms should be welcoming and inclusive, with flexible teaching strategies that accommodate diverse learning styles and needs. Celebrating students' achievements—academic and personal—and involving families in school life further strengthens the sense of community. Ultimately, a supportive school environment empowers all students to thrive, take risks in their learning, and feel confident in their place within the school.

1.3.1. Bullying

Prevention

To build a supportive school environment to combat bullying, the first step is **Prevention**. This phase involves developing a comprehensive anti-bullying policy that guides the entire school community in understanding, identifying, and proactively addressing bullying. This policy will set the foundation for a safe, inclusive, and respectful learning environment.

Policy Development for Prevention

A clear and structured anti-bullying policy should consider input from all relevant stakeholders, including teaching and administrative staff, parents, students, and external specialists such as counsellors and community advocates. This policy should cover:

- **Practice Area:** Defines where the policy applies, including all school property, events, and digital spaces related to the school.
- **Types of Bullying:** Outlines the different types of bullying (physical, verbal, social, and cyberbullying) to help everyone recognize them clearly.
- **Bullying Behaviours:** Describes behaviours associated with each type of bullying to create a shared understanding of what constitutes bullying.
- **Causes of Bullying:** Educates stakeholders on common factors that lead to bullying, such as lack of empathy, peer pressure, or personal struggles, to encourage empathy and intervention.
- **Reference System:** Establishes a reporting and referral system that allows any member of the school community to report incidents of bullying confidentially and safely.
- **Help-Seeking Channels:** Explains how students and staff can seek support or report incidents, including hotlines, guidance counsellors, or anonymous reporting boxes.
- **Roles and Responsibilities:** Clearly defines the roles of teachers, administrators, parents, students, and external staff in preventing, identifying, and responding to bullying.

- **Prevention and Intervention Measures:** Details proactive measures like supervision in common areas, the promotion of positive behaviour, and designated safe spaces, as well as reactive measures such as mediation and consequences for bullying behaviours.
- **Guidance and Advice:** Includes guidelines for how students, parents, and staff can promote a positive school culture and support peers.

Confrontation

Confronting bullying is essential to fostering a safe and respectful environment in schools and communities. By creating clear processes for identifying, reporting, and responding to bullying incidents, we can support those affected, and prevent future occurrences. The following steps outline a structured framework for effectively confronting and managing bullying in a way that promotes understanding, accountability, and continuous improvement. Informing the educational community about how to report the bullying events and how to confront them.

Steps for Confronting Bullying:

Step 1: Educate the Community: Inform students, staff, and parents on how to report bullying incidents and the steps for addressing them.

Step 2: Assess the Incident: Evaluate the situation thoroughly and define the specific actions to be taken.

Step 3: Communicate with All Parties: Inform everyone involved—students, staff, and parents—about the planned actions.

Step 4: Monitor and Adjust: Observe the effectiveness of the actions taken and plan any necessary corrective measures.

Step 5: Gather Family Feedback: Obtain feedback from the family to ensure the issue is being addressed holistically.

Step 6: Document the Incident: Keep a detailed record of the event, the response, and any outcomes.

Step 7: Implement Continuous Improvements: Use insights gained to improve future responses and preventive measures.

Establishing an antibullying network

Creating an internal network within the school to address bullying is essential to building a supportive and safe environment. This network should involve all stakeholders, including school staff, administrative staff, students, and parents, to ensure a collaborative and unified approach. The network will consist of two main components:

- **Mediator Team:** Made up of students from grades 5 to 12, this team will help mediate conflicts and support students in addressing bullying incidents among peers.
- **School Anti-Bullying Committee:** This committee will include the principal, teachers, the school psychologist, parents, and student representatives.

The goal of this network is to maintain the integrity of the anti-bullying process, ensure objective and impartial handling of incidents, and monitor the effectiveness of interventions within the school. By establishing this structure, the school can better evaluate and improve its efforts to confront bullying, providing both internal accountability and external support.

References:

<https://iep.edu.gr/el/odigoi-kai-ergaleia-m/sxoliki-diamesolavisi>

1.3.2. Cultural inclusion

Creating a supportive school environment that fosters cultural inclusion, particularly around the topics of eating, holidays, and festivities, is a great way to promote understanding, respect, and celebration of diverse cultural backgrounds.

Key Approaches to Supporting Cultural Inclusions

1. Promote Awareness through Education

- **Curriculum Integration:** Incorporate lessons that explore different cultural practices around food, holidays, and festivities. For example, discuss how different cultures celebrate major holidays, such as Diwali, Christmas, Easter, New Year or Indigenous Peoples' Day. Likewise, design lessons and assign tasks related to other celebrations, festivities or cultural events, such as Red Nose Day, Children's Day, Mother's Day, May Day, Halloween etc
- **Guest Speakers & Workshops:** Invite cultural representatives, community leaders, or parents to speak to students about their traditions and practices. For example, a chef might demonstrate traditional foods from their culture, or a community leader could share stories about festive celebrations. Another idea would be to organize trips in the countryside to find out from host farmers how bio healthy food products are made or go to different food festivals in the city.
- **Storytelling and Books:** Include books and stories from diverse cultures that feature food, holidays, and family celebrations. This allows students to learn about these traditions in a relatable and engaging way. Organize or encourage students' participation in contests related to the various ethnic communities' traditions.

2. Celebrate Diverse Holidays and Festivities

- **Inclusive Holiday Celebrations:** Instead of focusing on just one cultural holiday, host school-wide celebrations or events that represent a variety of holidays from different cultures. These could include activities like multicultural fairs, holiday craft-making, or food tastings.
- **Respectful Observance:** Acknowledge that not all students may celebrate the same holidays due to personal, religious, or cultural beliefs. Offer alternative activities or spaces for students who do not participate in a particular celebration. For example, during Christmas, offer a multicultural arts and crafts session that doesn't focus exclusively on one holiday.
- **Holiday Calendar:** Create a school-wide calendar that includes a variety of global holidays and celebrations. This can serve as an educational tool and a reminder that all cultures have meaningful traditions.

3. Incorporate Culturally Diverse Foods in the Cafeteria

- **Cultural Food Days:** Have themed lunch days where the school cafeteria offers traditional foods from different cultures. Students can try dishes from a variety of regions and learn about their cultural significance. For example, celebrate Lunar New Year with dumplings, or serve samosas for Diwali.

- **Educational Posters:** Display educational posters in the cafeteria or throughout the school explaining the origins of certain foods and the role they play in various celebrations and cultures.
- **Food Sensitivity:** Be mindful of dietary restrictions due to religious or cultural practices. Offer diverse food options that accommodate these needs, such as vegetarian, gluten-free options etc.

4. Encourage Student Participation and Empowerment

- **Student-Led Cultural Clubs:** Establish clubs or student groups where students can share and showcase their cultural traditions, including food, holidays, and festivities. Encourage students to organize multicultural events, potlucks, or presentations.
- **Showcase Diversity through Art and Performance:** Allow students to express their cultural identity through art, dance, music, and poetry. This could include a multicultural talent show or an art exhibit focused on holiday traditions and festive celebrations.
- **Peer Learning and Sharing:** Encourage students to share their cultural celebrations and festive traditions with classmates. For example, a student might give a presentation on how their family celebrates a specific holiday, or share a traditional recipe with the class.

5. Create an Inclusive School Environment

- **Cultural Competence Training for Staff:** Provide professional development for teachers and staff on cultural competence and inclusion. This ensures that all school staff are equipped to support diverse cultural practices in their classrooms, from food to holiday observances.
- **Inclusive Language and Practices:** Be mindful of the language used in school materials and events. Use inclusive terms that respect all cultures, and avoid assumptions or generalizations about specific holidays or celebrations. For example, don't assume that all students celebrate Christmas, or that everyone eats turkey on Thanksgiving.
- **Create Safe Spaces for Discussion:** Establish environments where students feel comfortable discussing their cultural traditions and asking questions about other cultures. This could be through open forums, class discussions, or even informal "cultural sharing" sessions.

6. Engage Families and the Community

- **Family Involvement:** Encourage families to share their cultural practices, recipes, and holiday customs with the school community. This can be done through events like "family heritage days" where students bring in traditional foods or artifacts that represent their cultural backgrounds.
- **Collaborate with Local Cultural Organizations:** Partner with local cultural organizations or cultural centres to host educational events, festivals, or workshops that introduce students to the rich diversity in their local community. Organize dance and music talent shows.
- **Cultural Ambassadors:** Designate cultural ambassadors within the school community who can lead efforts to promote understanding and inclusion across different cultural groups. These ambassadors can help ensure that all cultures are represented and respected.

7. Foster Respect and Empathy

- **Encourage Respectful Curiosity:** Teach students to ask respectful questions when they encounter new traditions or customs. This can be part of a broader curriculum on empathy, diversity, and global citizenship.

- **Address Stereotypes and Misunderstandings:** Actively work to dispel cultural stereotypes and misconceptions. This can be done through discussion, education, and creating opportunities for direct interaction with people from different backgrounds.
- **Focus on Shared Values:** While celebrating cultural differences, also emphasize the common values that unite people, such as family, generosity, love, and community.

8. Create a Welcoming Physical Space

- **Decorate with Cultural Significance:** Decorate classrooms and common areas with symbols, flags, or artwork that represent a wide variety of cultures and their celebrations. This helps students feel that their cultural identity is visible and valued within the school environment.
- **Multilingual Signage:** If possible, include multilingual signs and resources that reflect the diversity of the student body. This shows that the school values linguistic diversity and helps create an inclusive environment.

9. Evaluate and Reflect

- **Feedback from Students and Families:** Regularly ask for feedback from students and families to ensure that cultural inclusivity is being effectively promoted. This could be through surveys, focus groups, or informal conversations.
- **Reflect on Practices:** Continuously evaluate the school's cultural inclusivity practices. Make adjustments based on new information or evolving cultural dynamics within the school community.

Conclusion

Creating a supportive and inclusive school environment around eating, holidays, and festivities involves intentional efforts to celebrate diversity, educate students, and foster understanding and respect for all cultures. By integrating cultural education into daily school life, celebrating a range of holidays, and providing opportunities for students to share and learn from one another, schools can create a welcoming environment where all students feel valued and respected.

1.3.3. Digital Inclusion

Digital inclusion in primary schools ensures that every student, regardless of their socio-economic background or physical ability, can engage with digital resources equitably. With the rise of online learning and digital tools, primary schools play a crucial role in ensuring students develop essential digital skills and have access to adaptive resources when needed. By fostering digital equity, schools help bridge the digital divide, empowering students to succeed in modern learning environments.

Key Goals

- Equip all students with foundational digital skills.
- Ensure digital resources are universally accessible, especially for students with disabilities.
- Build a school culture where technology supports collaborative and inclusive learning.

Key Approaches to Supporting Digital Inclusion

1. Equitable Access to Technology

Schools can promote digital inclusion by ensuring all students have consistent access to digital devices and internet connectivity, creating equitable learning opportunities regardless of their backgrounds.

- **Device Availability.** Schools can establish device-sharing programs, where tablets, laptops, or desktop computers are available in shared “digital learning stations.” These stations can be integrated into daily lessons, allowing students to rotate through activities that build familiarity with digital tools.

Example: A primary school has established “technology corners” in each classroom, where students can use devices for interactive learning activities. Students are encouraged to explore educational games or create digital artwork during designated class times.

- **Digital Literacy Training.** Incorporating digital literacy as part of the standard curriculum helps establish a foundation of essential skills. For younger students, this may start with basic tasks like navigating a tablet or learning how to use educational apps. As students grow, schools can introduce typing, web navigation, and online safety lessons.

Example: During weekly “Tech Thursdays,” students practice basic digital literacy skills such as typing, navigating the school’s online learning platform, and using educational apps. Teachers introduce activities that reinforce these skills, allowing students to gain confidence and familiarity with digital tools.

2. Accessible Digital Content

Ensuring that digital materials are accessible to all students is essential for creating an inclusive environment. The Web Content Accessibility Guidelines (WCAG) 2.0 provide standards for making digital content comprehensible and usable by everyone, especially students with disabilities.

- **Colour Contrast.** High contrast between text and background is essential for readability, especially for students with visual impairments. WCAG 2.0 guidelines recommend a minimum contrast ratio of 4.5:1 for standard text and 3:1 for large text. Teachers and school staff can use tools like the [Coolors Contrast Checker](#) to verify the contrast of digital materials, ensuring that all students can easily read the content.
- **Characteristics of Accessible Text.** Readability is a key element of accessibility. To support students with visual or learning needs, it’s important to use clear, legible fonts like Arial or Verdana and avoid decorative fonts. Text should be left-aligned with adequate line spacing (at least 1.5) to enhance readability. Avoiding excessive use of uppercase letters is also important, as they can be challenging for some students to interpret.

Example: A first-grade teacher checks the colour contrast of a PowerPoint presentation to ensure that the text has sufficient contrast against the background. Using the Coolors Contrast Checker, they adjust colours to make the content more readable for students with visual impairments. The text is also set in a clear font with appropriate line spacing, enhancing the reading experience for everyone.

3. Developing Digital Skills for All Learners

Developing age-appropriate digital literacy skills ensures that all students can navigate online resources and use technology responsibly. By creating a structured approach to digital skills, schools can help students build a foundation of responsible and safe digital habits.

- **Age-Appropriate Digital Literacy Modules.** Introducing digital literacy modules tailored to primary students' developmental levels enables students to progress through increasingly complex skills as they grow. This could start with recognizing digital icons and basic commands, then moving to online research and responsible internet use in upper primary grades.

Example: In a second-grade classroom, students learn to identify basic icons like the “home” button on a tablet or desktop. By fourth grade, they’re using educational search engines to explore topics relevant to their curriculum.

- **Peer Learning Opportunities.** Encouraging peer support in digital learning helps students feel comfortable asking questions and sharing their knowledge. Schools can implement “tech buddies,” where students more comfortable with technology assist others, fostering a collaborative learning environment.

Example: A “Tech Buddy” system pairs older students with younger peers. Older students help teach basic skills, like opening a learning app or typing simple words, creating a supportive environment where students learn and grow together.

Detailed Strategies for Implementing Digital Inclusion

Digital Literacy and Responsible Use

Integrating digital literacy across various subjects can enhance learning and make digital skills a natural part of the school experience. Introducing internet safety and digital citizenship concepts helps students understand both the benefits and responsibilities of online participation. Teachers can include modules on safe browsing, recognizing trustworthy sites, and understanding the importance of privacy.

Example: In a unit on online safety, a teacher leads a discussion about identifying safe websites, avoiding suspicious links, and protecting personal information. Students then create posters about digital safety rules, which are displayed in the classroom to reinforce these important concepts.

Inclusive Digital Tools and Resources

Accessibility tools ensure all students can engage with digital content. Schools can provide tools such as screen readers, adjustable text sizes, and colour contrast adjustments, and train staff to integrate these tools into daily activities. Teachers should feel comfortable navigating these features to ensure they can support students with specific needs effectively.

Example: A teacher uses a screen reader for a student with visual impairments. The student actively participates in reading activities, contributing to discussions and benefiting from the shared learning experience. Meanwhile, students without accessibility needs gain awareness and understanding of adaptive technology.

Further Reading

For those interested in exploring additional resources on digital inclusion and accessibility, the following websites provide valuable insights and tools:

- [Set4Inclusion](#) - This resource focuses on infrastructure, tools, and technology that support inclusive education. It provides guidance on selecting and implementing accessible digital tools and equipment in educational settings.
- [Ecodigi](#) - Ecodigi offers educational resources and best practices for promoting digital inclusion, with a specific focus on environmentally friendly and sustainable digital education solutions.

- [DigitALL Project](#) - The DigitALL Project provides practical approaches for enhancing digital skills, especially for underserved communities. It emphasizes the importance of digital accessibility for ensuring inclusive and effective learning experiences.
- [Ideal Digital](#) - Ideal Digital is dedicated to fostering digital literacy and inclusion. The platform includes resources and strategies for creating accessible digital environments, making it easier for all users to engage with digital content.
- [The Good Manager](#) - This site offers training modules focused on digital skills for managers, including techniques for ensuring accessibility in digital communication and content, which can be useful for educators seeking to build inclusive digital spaces.
- [DigitInclusion](#) - DigitInclusion provides resources aimed at reducing the digital divide. The site includes information on accessible digital tools and methods for making digital resources more inclusive in educational contexts.
- [Skills4Parents Digital Skills Hub](#) - This hub offers guidance on developing digital skills for both educators and parents, with a focus on accessible digital practices. It provides tips on using digital tools inclusively to support learning at home and in school.

These resources offer in-depth perspectives and tools to support digital accessibility, helping educators and administrators create a more inclusive digital environment for all students.

1.3.4. External environment friendly to PWD

Creating a supportive and inclusive school environment for persons with disabilities (PWD) is essential for fostering equality, independence, and dignity for all students. A school environment designed to be accessible and welcoming helps PWD feel valued and included, which positively impacts their engagement and educational experience. This document provides a brief overview of the importance of external accessibility for PWD and outlines specific approaches and methods to create a more inclusive school environment for students, staff, and visitors with disabilities.

Overview of External Accessibility for Persons with Disabilities (PWD)

An accessible external environment is fundamental in ensuring that all individuals, regardless of their physical abilities, can navigate and interact with the school campus independently and safely. For many PWD, the external areas of a school—such as entrances, pathways, parking areas, and recreational spaces—are the first points of contact. Ensuring accessibility in these areas removes potential barriers and fosters a welcoming atmosphere. External accessibility requires not only the presence of accessible structures but also an understanding of the diverse needs of PWD, including those with mobility, visual, hearing, and cognitive impairments.

Approaches to Creating an Accessible and Inclusive External Environment

1. Conduct a Comprehensive Accessibility Audit

- Review the school's physical layout, identifying barriers to accessibility.
- Include key stakeholders in the process, such as accessibility consultants, PWD, and their families.

2. Provide Accessible Pathways and Entrances

- Designate accessible routes from parking areas to entrances, ensuring they are wide, clear of obstacles, and well-marked.
- Ensure that ramps, handrails, and elevators are available as alternatives to stairs.

3. Create Accessible Parking Areas and Drop-off Zones

- Allocate designated parking spots near main entrances and ensure they are clearly marked.
- Provide a safe and accessible drop-off zone for students, staff, and visitors with disabilities.

4. Enhance Wayfinding and Signage

- Use clear, visible, and tactile signage to guide PWD around the campus.
- Place wayfinding cues at accessible heights, incorporating Braille and large print for those with visual impairments.

5. Design Inclusive Recreational and Outdoor Spaces

- Include accessible playground equipment and benches that accommodate individuals with various disabilities.
- Design outdoor spaces with paths that accommodate wheelchairs and provide shaded areas for rest.

6. Ensure Proper Lighting and Safety

- Use adequate lighting along pathways, entrances, and parking areas, reducing glare and shadows for those with visual impairments.
- Install emergency call buttons and alarm systems designed to notify individuals with hearing impairments.

In-Depth Approaches to Key Accessibility Elements

1. Accessible Pathways and Entrances Creating an accessible pathway from the parking lot to the school's main entrances is essential. Accessible pathways should be wide enough to accommodate wheelchairs, scooters, or other mobility aids. Ramps should complement stairs, with slopes meeting existing standards. Handrails on both sides provide support for those who may need extra balance, and non-slip surfaces reduce the risk of accidents in wet weather.

2. Accessible Parking and Drop-Off Zones Accessible parking should be located close to main entrances and should be level, with curb ramps provided for seamless access to pathways. Parking spaces should be clearly marked with signs and blue-painted markings to ensure they remain available for PWD. For schools with significant vehicle traffic, a dedicated drop-off zone close to the entrance can be invaluable. This zone should include wide, level areas where students can safely exit or enter vehicles, with staff support if needed.

3. Enhanced Wayfinding and Signage Good signage is essential for helping PWD navigate the campus independently. Tactile signage (e.g., Braille), high-contrast colours, and large fonts are particularly useful for individuals with visual impairments. Signage should be placed at accessible heights for wheelchair users, and arrows should direct people clearly to essential locations like entrances, restrooms, and elevators. For added accessibility, digital wayfinding solutions—such as QR codes linked to audio guides or maps—can provide further orientation options for individuals with visual impairments.

4. Inclusive Recreational and Outdoor Spaces Outdoor spaces and playgrounds can be made accessible by including wheelchair-friendly play equipment, transfer platforms, and pathways with firm, smooth surfaces. Sensory play areas with textured materials, sound elements, and interactive features offer enjoyable options for students with sensory or cognitive disabilities. Additionally, ensuring that benches, tables, and other seating areas accommodate wheelchair users and provide spaces for social interaction fosters a truly inclusive environment.

5. Proper Lighting and Safety Measures Lighting is a critical yet often overlooked component of accessibility. Paths, entrances, and parking areas should be well-lit to ensure safe navigation, particularly for individuals with visual impairments or limited depth perception. Glare-reducing lights and consistent illumination help PWD feel safe when moving about the school grounds. In addition, emergency call buttons and alarm systems with visual signals (such as flashing lights) can help individuals who are hearing-impaired recognize alerts. These devices should be located at accessible heights and tested regularly.

Conclusion

Creating an accessible and supportive external school environment requires thoughtful planning, collaboration, and ongoing commitment to meeting the diverse needs of all individuals on campus. By addressing external accessibility through audits, structural adjustments, and the inclusion of accessible pathways, entrances, parking areas, wayfinding, and outdoor spaces, schools can establish a welcoming and inclusive atmosphere. By implementing these recommendations, administrators, teachers, and staff can contribute to an environment that respects the dignity and independence of PWD, ensuring they feel valued and able to participate fully in school life.

1.3.5. Inclusive Classroom Language and Communication Practices

This strategy focuses on creating an environment where students feel safe, respected, and understood by emphasizing positive and inclusive communication.

Key Elements

- **Use of Inclusive Language:** Training teachers to use language that is respectful and recognizes diversity in terms of gender, race, ability, and cultural background. For example, avoiding stereotypes, using gender-neutral terms, and recognizing each student's identity.
- **Active Listening and Student Participation:** Creating opportunities where every student can voice their opinions or share experiences without fear of judgment. Teachers can implement regular class discussions or "sharing circles" where students are encouraged to speak openly about topics related to diversity, inclusion, or any concerns they may have.
- **Respectful Conflict Resolution:** Equipping students and staff with conflict resolution skills that emphasize empathy, understanding, and restorative practices instead of punitive measures. This includes having clear protocols for dealing with bullying, discrimination, or exclusionary behaviours.
- **Cultural and Linguistic Sensitivity in Teaching Materials:** Train teacher to use diverse teaching materials that reflect different cultural backgrounds, abilities, and experiences. This will ensure that all students see themselves represented positively in the curriculum, fostering a greater sense of belonging.

This strategy supports building a respectful and empathetic classroom environment, which is a foundation for an inclusive school culture.

Key Approaches to Using Inclusive Language

Training teachers to use language that is respectful and recognizes diversity in terms of gender, race, ability, and cultural background is essential to fostering an inclusive school environment. The following points elaborate on how inclusive language can be applied effectively:

1. Avoiding Stereotypes

- **Recognizing Diversity in Abilities and Backgrounds:** Teachers should be trained to avoid making assumptions based on a student's race, gender, socioeconomic status, or abilities. For example, instead of saying, "Boys are better at math," teachers could say, "Everyone has the ability to excel in math."
- **Promoting Individuality:** Teachers should learn how to focus on each student's unique strengths and contributions. This helps dismantle harmful generalizations that often marginalize students from diverse backgrounds.

2. Using Gender-Neutral Language

- **Gender-Neutral Pronouns:** Encouraging the use of gender-neutral pronouns (e.g., "they/them") when the gender of a person is unknown or when a student identifies as non-binary. This promotes respect for students' gender identities and fosters inclusivity.
- **Gender-Inclusive Terminology:** Teachers should be trained to avoid gendered terms like "boys and girls" or "ladies and gentlemen" in favour of more inclusive alternatives like "students," "class," or "everyone."
- **Respect for Chosen Names and Pronouns:** Teachers should accept to respect and use students' chosen names and pronouns, correcting mistakes in a respectful, non-embarrassing manner.

3. Culturally Sensitive Language

- **Cultural Identity Recognition:** Language training should emphasize acknowledging and respecting students' cultural identities. For example, using the correct pronunciation of students' names and being aware of culturally specific terms.
- **Avoiding Ethnocentric Language:** Teachers should be mindful to avoid language that positions one culture as the norm. For instance, instead of referring to European traditions as "normal" and others as "foreign," teachers can present all cultures as equally valid and valuable.

4. Fostering Respect Through Communication

- **Modelling Empathy and Respect:** Teachers can model inclusive language that fosters empathy and respect. For example, using phrases like, "How can we support each other in understanding this better?" encourages a supportive atmosphere.
- **Encouraging Open Dialogue:** Training teachers to create safe spaces for dialogue about identity, language, and diversity helps students express themselves and learn about others.

5. Teaching Inclusive Language to Students

- **Promoting Peer-to-Peer Respect:** Teachers can train students to use inclusive language with one another. This can include teaching respectful language and encouraging students to address one another in ways that recognize individual identities.

- **Creating an Inclusive Vocabulary:** Teachers can integrate inclusive terms into classroom activities and assignments, making inclusion an everyday practice.

Benefits of Inclusive Language

- **Building a Sense of Belonging:** Students who feel their identities are respected are more likely to feel included and accepted.
- **Reducing Bias and Prejudice:** Regular use of inclusive language helps normalize diversity, reducing bias and exclusion.
- **Improving Student-Teacher Relationships:** Inclusive communication builds trust between teachers and students, particularly for those from marginalized groups.

Key Approaches to Active Listening and Student Participation

Creating opportunities where every student can voice their opinions and share experiences without fear of judgment is essential to fostering an inclusive school culture. This can be effectively implemented following the path suggested below:

1. Establishing a Safe and Supportive Environment

- **Ground Rules for Respectful Dialogue:** Teachers should be trained to set clear expectations for respectful communication in the classroom, emphasizing that all opinions are valued and no one will be judged for sharing their thoughts. These ground rules can include guidelines such as "Listen without interrupting," "Speak from personal experience," and "Disagree respectfully."
- **Encouraging Vulnerability and Openness:** Teachers should model and encourage active listening by giving their full attention to students when they speak, responding empathetically, and validating their feelings. This helps to create an atmosphere where students feel comfortable sharing their experiences.

2. Implementing Regular Class Discussions

- **Structured Discussion Formats:** Regular class discussions can be organized around specific themes such as diversity, inclusion, empathy, or social issues. Teachers can use structured formats, like "Think-Pair-Share" or "Fishbowl" discussions, to ensure that all students have the opportunity to participate.
- **Rotating Discussion Leaders:** Assigning different students to lead discussions can help encourage participation from all students. This practice gives students a sense of ownership and responsibility, helping to amplify voices that might not always be heard.

3. Using "Sharing Circles"

- **Creating Space for Personal Experiences:** Sharing circles can be a powerful tool where students sit in a circle and take turns speaking on a chosen topic, one at a time. This format ensures that each student has a dedicated moment to share their experiences, thoughts, or feelings in a non-judgmental space.
- **Focus on Inclusivity and Diversity Topics:** Teachers can choose topics related to diversity, inclusion, or social concerns to encourage students to reflect on their own experiences and listen to others. This might include prompts like, "Share a time when you felt included or excluded," or "Talk about something unique to your culture that you value."

4. Promoting Student-Led Initiatives

- **Creating Student Committees or Groups:** Encouraging students to form committees or groups focused on topics such as diversity, social justice, or community engagement allows them to take initiative in promoting inclusion. These groups can plan events, lead discussions, or create awareness campaigns.
- **Student Surveys and Feedback Sessions:** Regularly soliciting feedback from students on classroom inclusivity, their sense of belonging, and how discussions are conducted can provide valuable insights for continuous improvement.

5. Techniques for Active Listening

- **Paraphrasing and Summarizing:** Teachers can model active listening by summarizing or paraphrasing what a student has said before responding. This demonstrates that the student's thoughts are being heard and understood.
- **Non-Verbal Cues:** Maintaining eye contact, nodding, and using facial expressions to show engagement can encourage students to share more freely. This reinforces the idea that the teacher values the student's input.
- **Asking Follow-Up Questions:** Teachers can ask clarifying or follow-up questions that show genuine interest in what the student has shared. This encourages deeper reflection and dialogue.

Benefits of Active Listening and Student Participation

- **Empowerment of All Students:** When students feel that their voices matter, they are more likely to participate actively in their education, leading to higher engagement and confidence.
- **Improved Classroom Relationships:** Regular, open dialogue helps build stronger relationships among students and between students and teachers, fostering a sense of community.
- **Enhanced Social and Emotional Skills:** Participating in respectful discussions helps students develop skills like empathy, critical thinking, and conflict resolution.
- **Addressing Concerns Early:** Open discussions create a channel for students to raise issues, such as feelings of exclusion or experiences of bullying, allowing for early intervention.

Key Approaches to Respectful Conflict Resolution

Equipping students and staff with conflict resolution skills that emphasize empathy, understanding, and restorative practices is essential for creating a positive and inclusive school culture. Here's an outline how this can be effectively implemented:

1. Establishing Clear Protocols for Addressing Conflict

- **Developing a Step-by-Step Process:** Schools should establish a clear, step-by-step process for addressing conflicts, including incidents of bullying, discrimination, or exclusionary behaviours. This process should outline the roles of teachers, administrators, and counsellors in managing conflicts.
- **Documenting and Reporting Procedures:** Create simple and accessible forms for students and staff to report conflicts or concerns. Documenting incidents ensures that patterns can be identified and addressed proactively.
- **Ensuring Confidentiality:** Emphasize that reports will be handled confidentially to protect the privacy of all involved and to encourage reporting without fear of retaliation.

2. Emphasizing Restorative Practices Over Punitive Measures

- **Restorative Circles or Conferences:** Use restorative circles where those involved in a conflict can come together to discuss the issue in a structured manner. The goal is for each party to understand the impact of their actions and work together to find a resolution.
- **Repairing Harm:** Focus on solutions that help repair relationships and restore the community. For instance, instead of suspension, a student involved in a conflict might be asked to participate in a community service project, make amends, or engage in a mediation process.
- **Reducing Recidivism:** Restorative practices aim to prevent future conflicts by addressing the root causes of behaviour and fostering a sense of responsibility and empathy.

3. Training Students and Staff in Conflict Resolution Skills

- **Workshops on Active Listening and Communication:** Conduct regular workshops for students and staff on active listening, assertiveness, and negotiation skills. These skills help individuals express themselves clearly and listen to others during conflicts.
- **Role-Playing Scenarios:** Use role-playing to help students and staff practice resolving common conflicts they might face, such as peer disputes or incidents of exclusion. This prepares them to handle real-life situations more effectively.
- **Peer Mediation Programs:** Train selected students as peer mediators who can help resolve minor conflicts among their classmates. Peer mediation encourages students to solve their problems independently while learning conflict resolution skills.

4. Fostering Empathy and Understanding

- **Teaching Perspective-Taking:** Encourage students to view conflicts from the other person's perspective. Activities that involve discussing different viewpoints can build empathy and reduce misunderstandings.
- **Discussing Real-Life Examples:** Use case studies or real-life stories to illustrate the impact of bullying, discrimination, and exclusion. These discussions can help students and staff understand the consequences of hurtful behaviour.
- **Promoting Emotional Literacy:** Teach students to identify and express their emotions in constructive ways. Emotional literacy can reduce the likelihood of conflicts escalating and help students resolve issues calmly.

5. Addressing Bullying, Discrimination, and Exclusionary Behaviours

- **Zero Tolerance for Harmful Behaviour:** Clearly communicate that bullying, discrimination, and exclusion are unacceptable. Immediate action should be taken when such behaviours occur, following established protocols.
- **Support for Affected Students:** Provide support services such as counselling for students affected by harmful behaviour. This ensures that victims receive the emotional support they need and feel safe in their environment.
- **Interventions for Offenders:** Rather than solely punishing students who engage in harmful behaviour, provide interventions such as counselling, social skills training, or restorative meetings to address the underlying issues.

Benefits of Respectful Conflict Resolution

- **Improving School Climate:** When conflicts are resolved respectfully, the overall school climate becomes more positive, reducing fear and anxiety among students.
- **Building Stronger Relationships:** Restorative practices help rebuild relationships that may have been damaged by conflict, fostering a sense of community and trust.
- **Reducing Recurrence of Conflicts:** By addressing the root causes of conflicts and emphasizing empathy and understanding, schools can prevent similar issues from arising in the future.
- **Promoting Emotional and Social Growth:** Students develop valuable life skills such as emotional regulation, empathy, and problem-solving, which are beneficial beyond the school setting.

1.3.6. Inclusive Teaching Practices

Inclusive teaching practices involve strategies to ensure that all pupils, regardless of their backgrounds, abilities, or needs, can access the curriculum and participate fully in school life. This includes working closely with specialised educators such as itinerant teachers, support teachers, and other educational support professionals. Below is an overview of these practices, practical approaches, and concrete examples to foster a supportive school environment, specifically targeting administration, teachers, and staff.

Overview of Inclusive Teaching Practices

Inclusive teaching practices aim to remove barriers to learning for all pupils, particularly those who need additional support due to learning difficulties, disabilities, or specific needs. Itinerant teachers, support teachers, and other specialised staff play a key role in these efforts. An itinerant teacher travels between schools or classrooms to provide targeted support, while support teachers work closely with classroom teachers to assist pupils who require additional help. By adopting these practices, schools can create an environment where every student feels valued and has the opportunity to succeed. Inclusive teaching practices aim to provide equitable learning opportunities by addressing the diverse needs of students. This strategy focuses on fostering collaboration between itinerant teachers, support teachers, and classroom staff to ensure every student can thrive academically, socially, and emotionally.

Key Approaches to Creating a Supportive School Environment

1. Collaboration Between Teachers and Support Staff

- **Co-Teaching Models:** Support teachers work alongside general educators in the same classroom, allowing both to share responsibility for planning and delivering instruction. This ensures that pupils with diverse needs receive targeted support without being separated from their peers.
- **Regular Team Meetings:** Establish weekly or bi-weekly meetings between support staff, itinerant teachers, and classroom teachers to discuss student progress, adapt teaching plans, and share strategies.
- **Cross-Training:** Provide professional development sessions where teachers can learn from support staff about strategies for differentiating instruction and supporting diverse learners.

Example: In a school that implemented a co-teaching model, a support teacher worked with a general educator to modify science lessons for a student with dyslexia. Together, they created visual aids and hands-on experiments that made the content more accessible, allowing the student to engage with the material alongside peers.

2. Detailed Roles of Itinerant and Support Teachers

Itinerant Teacher:

- Training on Assistive Tools:
 - Teach classroom teachers how to use tools like AAC (Augmentative and Alternative Communication) devices for students with speech delays.
 - Provide training on visual timers to help students with autism manage transitions and maintain focus.
- Modelling Inclusive Practices:
 - Conduct weekly visits to demonstrate lesson planning for students with autism, including strategies like sensory break schedules and visual aids.
 - Guide teachers on using differentiated materials, such as color-coded charts or simplified instructions.
- Ongoing Support and Assessment:
 - Offer feedback after classroom observations, focusing on how to integrate assistive tools effectively.
 - Monitor students' progress and suggest adjustments to teaching strategies as needed.

Support Teacher:

- Lesson Modifications:
 - Work alongside classroom teachers to adapt materials, such as creating simplified texts for students with dyslexia or using graphic organizers for students with ADHD.
 - Incorporate audio recordings of lessons for students who struggle with reading.
- In-Class Support:
 - Assist students with reading, offering targeted help during group or individual activities.
 - Provide direct instruction to small groups, helping students master foundational skills before advancing to complex concepts.

3. Individualized Support Plans (ISPs) and Regular Monitoring

- **Developing ISPs:** Work with itinerant teachers and support staff to create individualised support plans for pupils with specific learning needs. These plans should outline goals, required accommodations, and teaching methods tailored to each student.
- **Ongoing Assessment and Feedback:** Regularly assess student progress and adjust support plans as needed. This process should include input from both classroom and itinerant teachers, parents, and, where appropriate, the pupils themselves.

Example: A student with ADHD received an ISP that included frequent breaks, the use of a quiet corner during independent work, and additional reading support from an itinerant teacher. This tailored approach helped improve the student's focus and academic performance.

4. Professional Development on Inclusive Practices

- **Workshops on Differentiation Techniques:** Provide training sessions for teachers and support staff on how to modify lessons to meet the needs of diverse learners, including pupils with physical or cognitive challenges.
- **Cultural Competency Training:** Ensure that staff understand how to create an inclusive environment that respects diverse cultural backgrounds, which can intersect with other needs pupils may have.
- **Peer Observation and Feedback:** Encourage teachers to observe support staff or itinerant teachers in action, allowing them to see effective strategies in practice and apply them in their own classrooms.

Example: A school organised a workshop led by a support teacher on using assistive technology tools like speech-to-text software. This training enables teachers to better support pupils with dyslexia and other learning differences in their writing tasks.

Detailed Strategies for Implementing Inclusive Teaching Practices

1. Clarified Examples for Co-Teaching Models

- **Station Teaching:** In this model, the classroom is divided into stations where different activities are taking place. The classroom teacher and support teacher each take responsibility for a station, while a third station allows for independent or peer-based learning. This allows pupils to receive more personalised instruction in smaller groups.
- **Parallel Teaching:** Both the classroom teacher and support teacher teach the same content simultaneously but to different groups of pupils. This method is effective in classrooms with a wide range of abilities, as it allows each group to move at a suitable pace.

Example:

Station Teaching. In a math lesson:

- **Station A:** The classroom teacher uses visual aids to review multiplication tables.
- **Station B:** The support teacher facilitates hands-on activities using manipulatives like fraction tiles.
- **Station C:** A peer-led group solves story problems collaboratively, promoting teamwork and inclusion.

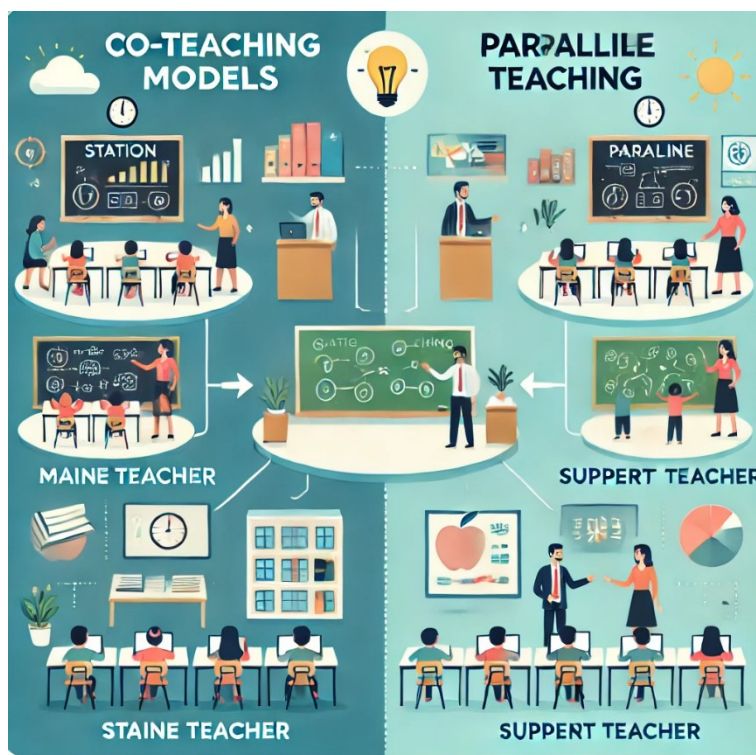
This model ensures students receive differentiated support in small, manageable groups.

Parallel Teaching:

In a reading comprehension lesson:

- One teacher works with advanced readers, focusing on analysing the main text and discussing themes.
- The other teacher provides support to students needing additional help, simplifying the text and using tools like vocabulary visuals and sentence starters.

This approach allows for smaller group sizes and tailored instruction to address varying skill levels.



2. Use of Assistive Technology and Adaptive Resources

Assistive technology can significantly enhance inclusivity in classrooms when effectively integrated:

- **Speech-to-Text Software:** Enables students with writing challenges to complete assignments or participate in discussions.
- **Visual Timers:** Helps students with autism stay on schedule and transition smoothly between activities.
- **Screen Readers:** Provides access to digital content for students with visual impairments.

Practical Examples:

- Itinerant teachers can train classroom staff to use these tools during lessons, ensuring they become a seamless part of daily teaching. For instance, a visual timer can be introduced to structure classroom transitions or to manage timed group activities.
- Tablets with adaptive learning apps can help students with varying skill levels progress at their own pace, supported by the teacher's guidance.

3. Fostering a Positive and Inclusive School Culture

- **Peer Support Programs:** Develop programs where pupils support one another under the guidance of a support teacher. This encourages social integration and reduces stigma around receiving extra help.
- **Inclusive Classroom Layouts:** Adapt classroom environments to ensure that pupils with physical disabilities can easily navigate and participate in all activities. This might include rearranging furniture to make space for wheelchairs or creating quiet corners for pupils who need sensory breaks.

Example: A school implemented a peer buddy system for pupils receiving support services. A student struggling with social interactions was paired with a classmate during group activities, helping to build friendships and social skills in a natural setting.



Conclusion

Inclusive teaching practices, through the collaboration of itinerant and support teachers, co-teaching models, and assistive technologies, ensure every student's needs are met. These strategies build a supportive school environment where students feel valued and can achieve their potential.

1.3.7. Intellectual Disabilities

Creating a supportive school environment for pupils with **Intellectual Disabilities (ID)** requires the collaboration of all school stakeholders — teachers, administrators and support staff — guided by the principles of **Universal Design for Learning (UDL)**. The goal is to ensure that all pupils, regardless of ability, have access to learning and can participate fully in the school community.

Key Elements:

- **Individualised Education Plans (IEPs):** Administrators should ensure that individualised education plans are created and implemented for pupils with intellectual disabilities that include individual learning goals and the necessary accommodations to support their academic progress.
- **Training and professional development:** Administrators can organise and support ongoing training programmes for teachers and staff to equip them with the skills and knowledge they need to effectively teach and support pupils with intellectual disabilities.

- **Flexible curriculum:** School leaders can advocate for a flexible curriculum that takes into account the diverse learning needs of all pupils and allows for modifications and adaptations as needed.
- **Peer support programmes:** School leaders can establish and promote peer support programmes that encourage collaboration and social interaction between pupils with intellectual disabilities and their peers to create an inclusive environment and improve social skills.

Key Approaches to Creating a supportive school environment for pupils with Intellectual Disabilities (ID)

1. Individualised Education Plans (IEPs)

According to Klang et. al (2019), giving pupils with special educational needs [including those with Intellectual Disabilities (ID)] the opportunity to be educated alongside their peers is essential to uphold their rights. However, research shows that teachers in general ("mainstream") education schools often feel unprepared to respond to the needs of pupils with SEN, particularly those with ID. Furthermore, the quality of inclusive practices in mainstream schools is generally low. To address these challenges, schools and educational systems must adopt targeted approaches that enhance inclusivity and build teacher competence in supporting SEN pupils, especially those with intellectual disabilities.

The implementation of Individualised Education Plans (IEPs) in mainstream schools is essential to support pupils with ID. IEPs adapt learning goals and teaching methods to the needs of pupils and help them to better engage in the classroom and develop socially. Effective IEPs rely on collaboration between teachers, therapists, parents, and administrators who meet regularly to review and adjust the plan as needed. As Mbugua et al. (2016) note, parent involvement is critical as they help with homework and assessments. Administrators also play an important role by coordinating with special education staff and promoting peer support programmes. Together, these efforts create a stronger, more inclusive learning environment for pupils with ID.

2. Training and professional development

While special education training is important, changing attitudes towards inclusion could have a greater impact on effective support for pupils with disabilities. Mbugua et al (2016) found that only 17.6% of teachers had special education needs training, and a significant number of those with extensive training felt less equipped to promote inclusion than those with shorter training. This suggests that the length of training does not necessarily increase teachers' confidence or attitudes towards inclusion. A single course cannot prepare teachers for the complexities of inclusive teaching. Instead, fostering a positive school culture and adapting the environment to meet diverse needs are critical. Collaboration and ongoing professional development are essential to cultivating an inclusive mindset and emphasise that commitment to inclusion is as important as formal training.

3. Flexible curriculum

A flexible curriculum that incorporates Universal Design for Learning (UDL) is essential to effectively support pupils with intellectual disabilities. These pupils often spend little time in mainstream classrooms and engage primarily in non-academic activities when they are included. UDL is a valuable framework for teachers to create inclusive lesson plans that meet diverse learning needs. By prioritising flexible and relevant curricula, UDL addresses the shortcomings of traditional education models that can limit meaningful learning experiences. As Salamiah (2018) states, UDL emphasises the importance of accessibility while highlighting the need for curricula that promote a high quality of life.

When the ultimate goal is to educate competent learners, the artificial distinctions between general and functional curricula are removed, allowing for individualised approaches that support pupils with intellectual disabilities (Hartmann, 2015). This change not only promotes academic achievement, but also improves the overall educational experience for these pupils.

4. Peer support programmes

UDL peer support programmes offer significant benefits to pupils with Intellectual Disabilities (ID) by fostering an inclusive and supportive learning environment. These programmes can establish buddy systems that bring pupils with intellectual disabilities together with their peers, fostering meaningful friendships and social interactions. This not only improves the social skills of pupils with disabilities, but also fosters empathy and understanding of their peers. In addition, these peer support groups can act as a platform for collaborative learning, with classroom assistants, therapists and teachers working together to provide tailored support. This collaborative approach ensures that the diverse needs of all pupils are met as it enables the sharing of insights and strategies between teachers and empowers peers to take an active role in each other's learning. By fostering an inclusive atmosphere where pupils with ID are encouraged and supported by their peers, schools can create a more equitable educational experience that aligns with the UDL principles of flexibility, engagement and accessibility. Ultimately, peer support programmes not only benefit pupils with disabilities, but also enrich the educational experience of all learners and foster a culture of collaboration and inclusion.

Parental Involvement

Parental involvement plays a crucial role in supporting pupils with **ID**. Active engagement of parents or caregivers in the development and implementation of **IEPs** ensures that learning strategies are reinforced at home, enhancing the educational outcomes for pupils.

Community Advocacy

Creating a supportive and inclusive environment requires advocacy not just within the school but in the wider community. Teachers, administrators and support staff should lead efforts to raise awareness of **ID** and address cultural attitudes and societal structures that impact the inclusion of children with **ID**. This includes challenging stereotypes, promoting positive representations, and ensuring that school practices support the rights of pupils with **ID** both in and outside the school setting.

Evaluation and Feedback Mechanisms

Continuous assessment is essential to monitor the progress of pupils with ID and adapt strategies as needed. Regular feedback mechanisms, involving teachers, parents, and support staff, ensure that educational plans remain dynamic and responsive. This approach not only helps identify areas of improvement but also strengthens collaboration among stakeholders to provide targeted and effective support.

Conclusion

Schools and education systems need to adopt targeted approaches that promote inclusion and strengthen teachers' competences in supporting pupils with intellectual disabilities. By implementing specific strategies — such as Individual Education Plans, training and professional development, flexible curriculum adaptations and peer support programmes — schools can create a more accommodating environment. These methods not only improve accessibility for pupils with intellectual disabilities, but also provide teachers and administrators with the tools and resources they need to effectively address their diverse learning needs.

Extra resources:

Link: <https://www.healthiergeneration.org/app/resources/microlearnings/14>

This 10-minute microlearning activity will help you identify mindsets and practices needed to develop a caring classroom. The strategies discussed will improve classroom climate and lead to better school attendance and engagement.

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1.3.8. Internal environment friendly to PWD

Creating a supportive school environment for Persons with Disabilities (PWD) involves promoting physical accessibility, inclusive education practices, and a culture of respect and support. In this section a comprehensive approach to making a school environment more welcoming for students with disabilities is presented. The approach addresses to all relevant stakeholders, namely students, teachers, school principals, school staff, parents, and policy makers in the field of education.

Schools should be places with equal opportunity for use, this is called universal design. Universal design goes beyond simply meeting accessibility standards; it emphasizes the seamless integration of accessible features into the overall design from the start. This approach fosters a more inclusive and cohesive design, avoiding the stigma that often accompanies accessible features added as afterthoughts or modifications. Unlike accessibility standards, which are typically prescriptive and detail specific requirements, universal design is focused on performance and usability, aiming to create spaces that everyone can use comfortably. Rather than adhering to fixed standards, universal design addresses usability challenges directly, resulting in spaces that are intuitively functional for all. Although Universal Design has its roots in the field of architecture, it can provide a philosophical framework for all products and environments at all educational levels.

Approaches to Key Accessibility Elements

1. Physical Accessibility. A **barrier-free school campus** is essential to ensure that all parts of a school, including classrooms, restrooms, and common areas, are fully accessible to students with disabilities. This involves installing ramps, widening doorways, and adding elevators where necessary to accommodate wheelchairs and other mobility aids. **Accessible facilities** within restrooms should include grab bars, non-slip flooring, and sinks and toilets designed for easy access. Classrooms also need flexible seating arrangements, including adjustable desks for students who use wheelchairs, to ensure comfort and ease of participation.

For students with visual and auditory impairments, **visual and auditory supports** are crucial. Large-print signage, braille labels, and tactile markings throughout the campus help students navigate their environment independently. Installing visual alarms and hearing loops further enhances accessibility by providing vital information through visual cues and amplified sound where needed. Additionally, creating **sensory-friendly spaces** offers students with sensory processing disorders or autism a quiet, calming retreat when they feel overstimulated. These rooms are designed to reduce sensory input, allowing students to regulate their emotions and return to learning feeling more centered. Together, these measures create an inclusive, accessible, and supportive school environment that meets the diverse needs of all students.

2. Inclusive Curriculum. To support diverse learning needs, schools should adopt **Differentiated Instruction** by implementing teaching methods that cater to various learning styles—visual, auditory, and kinaesthetic—to reach all students effectively. Integrating **Universal Design for Learning (UDL)** principles further enhances inclusivity by offering flexible curriculum options that allow multiple means of representation, expression, and engagement, ensuring that all students can access content meaningfully. Additionally, **Assistive Technology** such as speech-to-text software, text-to-speech readers, and alternative communication devices can empower students with disabilities to access the curriculum fully and participate actively in their learning environment.

3. Teacher Training and Professional Development. To create an inclusive school environment, provide Disability Awareness Training to educate teachers and staff on various disabilities and best practices, fostering empathy and respect. Offer Specialized Training in adaptive strategies, assistive technology, behaviour management, sensory support, and communication methods to empower teachers with practical tools for supporting students with disabilities. Promote Collaborative Planning between general and special education teachers to enable coordinated lesson planning, ensuring seamless and inclusive support in the classroom.

4. Supportive policies and procedures. A clear inclusion policy, that emphasizes equal rights, accessibility, and non-discrimination for students with disabilities, should be developed. Also, it is advised that students with disabilities have Individualized Educational Plans, that are created in collaboration with educators, parents, and where appropriate students themselves, and are regularly reviewed and evaluated to meet evolving needs.

5. Peer Education and Student Engagement. The role of the students is equally important to all methods already mentioned. To achieve this, it is important to implement Disability Awareness Programs to educate students about disabilities and promote empathy, understanding, and inclusion. Moreover, schools should host events, workshops, and awareness days to foster an inclusive school culture. Another method that can be used in the school environment is to establish Peer Support Programs, like buddy systems or peer mentoring, where students without disabilities are paired with those with disabilities to provide support and build friendships. Additionally, it is important to ensure Inclusive Extracurricular Activities by playing sports, clubs, and other activities accessible and welcoming to all students.

6. Parents and Community Involvement. To foster an inclusive school environment, schools can establish regular communication, provide inclusive events, and promote open dialogue to ensure parents feel heard. Offering training and resources, organizing diverse cultural events with community partners, and recognizing parental contributions further support a collaborative atmosphere. Together, these strategies empower parents as active partners in their children's education and help build an inclusive school community.

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UNICEF (2023). *Parents, Family and Community Participation in Inclusive Education*. Webinar 13 - Companion Technical Booklet. Available at: [UNICEF Inclusive Education Booklet](#)



2. How to support students with diverse needs

2.1. Methodology for identifying the diverse needs of the students

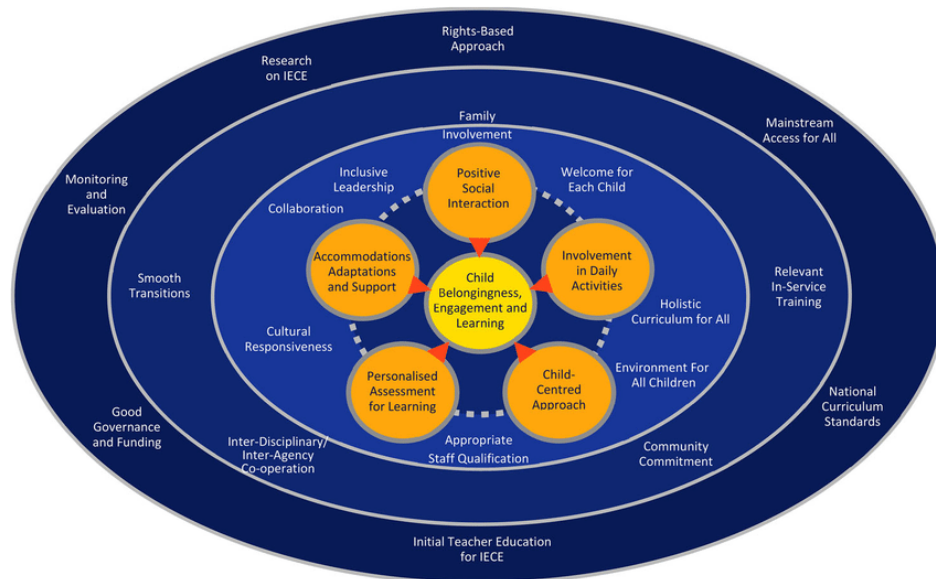
2.1.1. Blindness

1. Description

Blindness refers to a significant loss of vision that cannot be corrected with glasses, contact lenses, or surgery, impacting an individual's ability to interact with their surroundings. Short-sightedness (myopia) is a refractive error where distant objects appear blurred, while near vision remains clear. Myopia, the most common visual impairment in children, has been rising globally due to factors like increased screen time and reduced outdoor activities (WHO World Report on Vision, 2019).

Visual impairments, whether congenital or acquired, can hinder children's ability to access educational materials, engage socially, and participate in visually-driven activities. According to the World Health Organization (WHO), uncorrected refractive errors are a leading cause of vision impairment worldwide. In Europe, approximately 30 million people are visually impaired, including 2.55 million who are blind and 23.8 million with low vision.

Addressing these needs in primary education is vital to fostering equity and inclusion. Teachers play a key role in identifying and supporting children with visual impairments by creating learning environments that promote engagement and belonging. Inclusive Early Childhood Education (IECE) has been shown to improve lifelong learning outcomes and active citizenship by prioritising a holistic, child-centered approach.



The Ecosystem Model of Inclusive Early Childhood Education. From New Insights and tools Contributions from a European Study (EASNIE 2017a, 37).

2. Context

Visual impairments in children may result from genetic conditions, environmental factors, or health issues such as uncorrected refractive errors, congenital cataracts, or retinopathy of prematurity. Some impairments are present at birth, while others develop due to progressive conditions, injuries, or diseases like diabetes.

In classrooms, visual impairments can create barriers to accessing written and visual information, participating in group activities, and navigating physical spaces. Children with blindness or low vision often rely on tactile or auditory resources, while those with myopia may struggle to see information displayed on boards or screens.

An inclusive educational environment—supported by trained educators who understand and accommodate diverse needs—can greatly enhance the learning and social experiences of visually impaired children. This fosters not only academic success but also a sense of belonging and participation.

2. Key characteristics

Traits:

- Difficulty in recognising objects, letters, or numbers at a distance (short-sightedness).
- Reliance on auditory or tactile information for learning (blindness).
- Delayed fine motor skills development due to limited visual exploration.
- Challenges in spatial awareness and orientation in the classroom.

Examples in school settings:

- A child with blindness might need braille textbooks or tactile aids to participate in lessons.
- A child with short-sightedness may consistently move closer to the board or squint while reading.
- Struggles with group activities requiring visual input, such as identifying colours or reading instructions from a shared screen.

3. Indicators and nuances in the Classroom

Myopia (Short-Sightedness)

Signs to observe:

- Frequent squinting, blinking, or rubbing of eyes.
- Holding books or devices very close to their face.
- Sitting closer to the board or screen than their peers.

Behavioural clues:

- Avoidance of tasks involving distant visual input (e.g., looking at presentations)
- Loss of focus or frustration (when unable to see clearly during lessons).
- Frequent requests to borrow peers' notes.

Teacher action:

- Notify parents to conduct visual screenings.
- Encourage open communication about visual difficulties.
- Seat students with suspected myopia closer to the board or screen and provide printed materials when needed.

Blindness and Severe Visual Impairments

Teachers must ensure the classroom is inclusive and responsive to the needs of pupils with severe visual impairments.

Self-Reflection for Inclusive Classrooms (*Adapted from the Inclusive Early Childhood Education Environment Self-Reflection Tool*):

1. **Physical Accessibility:** Are pathways, seating, and learning areas free from obstacles and designed for easy navigation?
2. **Tactile and Auditory Resources:** Are alternative formats (e.g., Braille, audio materials) readily available and integrated into lessons?
3. **Engagement Strategies:** Are sensory activities included to promote equal participation? For example, using textured objects, sound cues, or group discussions.
4. **Peer Inclusion:** Are peer activities structured to promote collaboration and reduce social isolation?
5. **Teacher Preparation:** Are teachers trained to use assistive technologies (e.g., screen readers, Braille machines) and adapt materials accordingly?

Teacher Action:

- Collaborate with specialists (e.g., vision support staff) to implement assistive strategies.
- Engage pupils in discussions to understand their preferences and challenges.

4. Further Reading

Reports and Guidelines:

- RNIB (Royal National Institute of Blind People): [Curriculum Framework for Children and Young People with Vision Impairment \(CFVI\)](#)
- [Inclusive Early Childhood Education New Insights and Tools – Contributions from a European Study](#)

Best Practices and Databases:

- European Agency for Special Needs and Inclusive Education: <https://www.european-agency.org/resources>

5. Bibliography and references

- World Health Organization (WHO). (2023). *Blindness and visual impairment*. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/blindness-and-visual-impairment>
- European Blind Union (EBU). (n.d.). *Facts and figures*. Retrieved from

2.1.2. Deafness

1. Description

Deafness refers to a partial or complete inability to hear, ranging from mild hearing loss to profound deafness. While some people are born deaf (congenital deafness), others acquire it later due to illness, injury, or environmental factors. However, the term *deafness* encompasses more than a sensory condition—it also represents a rich cultural and linguistic identity. Many Deaf individuals identify as part of a linguistic and cultural minority, using national sign languages as their primary means of communication. In this context, the term “Deaf” (with a capital D) refers to people who are part of this community, whereas “deaf” may be used in a more medical sense to describe hearing levels.

Deafness in children can arise from various causes, including genetic conditions, prenatal infections, birth complications, or exposure to loud noise or ototoxic medication. Some children are born deaf, while others develop hearing loss in early childhood. The degree and timing of hearing loss, as well as the presence or absence of early support, significantly influence a child’s language development and educational experience.

2. Context

For children in primary education, deafness can significantly impact access to language, communication, and learning if appropriate strategies are not in place. According to the World Health Organization (WHO), over 430 million people worldwide have disabling hearing loss, with a growing prevalence among children (WHO, 2021). The World Federation of the Deaf (WFD) and the European Union of the Deaf (EUD) emphasize that access to early language—spoken and/or signed—is crucial for cognitive development, academic success, and social inclusion.

Hearing loss can lead to delays in language acquisition, literacy, and social-emotional skills if not identified and supported early. In educational settings, children who are deaf or hard of hearing may face barriers to understanding spoken language, participating in group interactions, or following auditory instructions. These challenges are often compounded when schools lack inclusive teaching methods or accessible learning environments.

Language acquisition is a particularly critical issue. Without timely exposure to an accessible language—spoken or signed—children may experience delays in expressive and receptive communication skills. This can affect literacy, cognitive development, and social-emotional learning. According to the WFD and EUD, early access to sign language and visual communication is key to ensuring full development and lifelong learning.

However, deaf children are not all alike. Some may use sign language as their primary language, others may use spoken language with or without hearing technology (such as hearing aids or cochlear implants), and many may use a combination of both. Teachers must be aware of this diversity and avoid a one-size-fits-all approach.

Inclusive primary education plays a fundamental role in promoting equal opportunities. Teachers who recognize and address the needs of deaf learners—through visual, tactile, and multimodal strategies—can foster a classroom culture of participation and belonging. This includes acknowledging the importance of sign language access, alternative communication methods, and culturally responsive teaching. According to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, Article 24), States are obligated to ensure inclusive education systems that respect the linguistic identity of the Deaf community and support full participation in society.

3. Key characteristics

Traits: Children who are deaf or hard of hearing may exhibit a wide range of communication and learning preferences, depending on the degree of hearing loss, the age of onset, and the language environment they have been exposed to. These children may:

- Prefer visual communication (e.g., sign language, gestures, writing) over spoken language.
- Experience delays in spoken language or literacy if not given early language access.
- Use hearing technology (e.g., hearing aids, cochlear implants) with varying degrees of benefit.
- Rely more heavily on visual cues, facial expressions, and body language in learning and social interaction.
- Display strong visual-spatial skills and memory, often excelling in pattern recognition and visual tasks.
- Show signs of frustration or withdrawal in environments that lack visual accessibility or clear communication.

Importantly, deafness does not affect a child's intelligence or capacity to learn, but it does shape how they access and process information. Teachers must recognize that communication access is central to learning and social participation.

Examples in school settings:

- A child who uses sign language may need an interpreter or communication assistant to fully engage in class discussions.
- A child with hearing aids may still miss parts of spoken instructions, especially in noisy environments, and may benefit from captions or written summaries.
- A child might seem inattentive or distracted, not due to lack of interest, but because they are struggling to follow speech without visual support.

- During group activities, a deaf learner might prefer to work in pairs or small groups where communication is easier to manage visually.
- A pupil may develop strong written expression but struggle with reading comprehension due to limited access to spoken language in early years.

4. Indicators and nuances in the classroom

Signs to observe: Some children may enter school without a formal diagnosis of hearing loss. Teachers play a key role in noticing early signs that may indicate communication difficulties, such as:

- Frequently asking for repetition or appearing confused during oral instructions.
- Difficulty following verbal tasks, especially in group settings or noisy environments.
- Not responding when their name is called, particularly when not facing the speaker.
- Speaking with unclear articulation or a flat intonation.
- Relying heavily on visual cues, such as copying from peers rather than listening to instructions.

Behavioural clues: Unidentified or unsupported deafness may lead to behaviours that are misunderstood, like:

- Appearing inattentive, distracted, or unmotivated.
- Withdrawing from group activities or avoiding social interaction.
- Becoming easily frustrated or tired, especially after long periods of listening effort.
- Demonstrating behavioural outbursts linked to communication breakdowns.

These behaviours are not signs of disobedience or lack of ability but may reflect unmet access needs. Teachers should approach them with curiosity and sensitivity.

Teacher action: To create an inclusive classroom and support all learners, teachers can:

- Ensure that visual supports (images, text, demonstrations) accompany spoken instructions.
- Establish clear communication routines: face the class when speaking, avoid speaking while writing on the board, and use gestures when appropriate.
- Promote peer collaboration and awareness to reduce isolation and encourage inclusion.
- Use assistive tools such as captioned videos, written summaries, and visual timetables.
- Collaborate with specialists (e.g., communication support workers, audiologists) and maintain open dialogue with families.
- Foster a classroom culture where multiple communication styles are normalised and respected.

Inclusive classroom reflection (based on the IECE Model)

- **Visual Accessibility:** Are all students able to access information visually (e.g. key words written down, visual instructions)?
- **Communication Diversity:** Are different ways of expressing and receiving information welcomed in the classroom?

- **Peer Relationships:** Are group activities structured to promote full participation of all learners, including deaf pupils?
- **Teacher Awareness:** Are educators prepared to adjust their teaching strategies and collaborate with professionals to support deaf children?

5. Further reading & bibliography

- World Health Organization (WHO). (2021). *World Report on Hearing*. <https://www.who.int/publications/i/item/world-report-on-hearing>
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Article 24: *Education*. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- European Agency for Special Needs and Inclusive Education. (2017). *Inclusive Early Childhood Education: New Insights and Tools*. <https://www.european-agency.org/resources>
- World Federation of the Deaf (WFD). (n.d.). *Position Paper on Inclusive Education*. Retrieved from <https://wfdeaf.org>
- European Union of the Deaf (EUD). (2020). *Position Paper: Sign Language Legislation in the EU*. Retrieved from <https://www.eud.eu>
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities (CRPD), Article 24: Education*. Retrieved from <https://www.un.org/development/desa/disabilities>

2.1.3. Mental-intellectual disability

1. Description

Definition: Mental-intellectual disabilities encompass a broad spectrum of conditions that affect cognitive functioning, emotional regulation, and social interactions. These include anxiety disorders, social anxiety, Down syndrome, mood disorders (e.g., depression, bipolar disorder), obsessive-compulsive disorders (OCD), gender dysphoria, and neurodevelopmental disorders (e.g. autism spectrum disorder, and specific learning disabilities). Recognizing and addressing these needs is critical for fostering inclusive learning environments and ensuring every pupil has the opportunity to succeed.

Context: Students with mental-intellectual disabilities face diverse challenges in educational settings. Anxiety disorders, for example, might lead to avoidance of certain subjects or tasks, while Down syndrome can affect speech, motor skills, and adaptive behaviours. Social anxiety and mood disorders may hinder a student's ability to participate in group activities, and neurodevelopmental disorders might result in difficulties with attention, organization, or sensory processing. These conditions can create barriers to academic progress and social integration, emphasizing the need for effective identification methodologies to provide tailored support.

2. Key characteristics

Traits:

- **Anxiety Disorders:** Persistent fear or worry about specific situations (e.g., exams, social interactions).
- **Social Anxiety:** Extreme discomfort in social settings, avoidance of participation, or fear of judgment.

- **Down Syndrome:** Intellectual disability, distinctive physical traits, speech delays, and health complications.
- **Mood Disorders:** Variations in mood that disrupt daily functioning, such as depressive episodes or manic behaviours.
- **Obsessive-Compulsive Disorders (OCD):** Repetitive thoughts and behaviours that interfere with learning.
- **Gender Dysphoria:** Discomfort with one's assigned gender, impacting self-esteem and social interactions.
- **Neurodevelopmental Disorders:** Difficulties in attention, social communication, motor skills, and sensory processing.

Examples in school settings:

- A student with OCD, repeatedly erasing and rewriting answers during tests.
- A child with Down syndrome, requiring more time and repetition to learn new concepts.
- A student with social anxiety, avoiding presentations or group discussions.

3. Indicators and classroom support strategies

Signs to observe:

- Avoidance behaviours, such as skipping classes or feigning illness, often linked to anxiety.
- Repeated frustration, crying, or withdrawing during group work, possibly indicating social anxiety or OCD.
- Delayed responses, difficulty understanding instructions, or a need for repeated explanations, common in Down syndrome.

Behavioural clues:

- A student who struggles to follow routines or appears hypersensitive to noises might be exhibiting signs of a neurodevelopmental disorder.
- Intense emotional reactions to minor changes in schedule or environment could indicate mood or anxiety disorders.
- Visible discomfort or reluctance to participate in activities tied to gender identity, signaling gender dysphoria.

Classroom strategies for teachers:

- **For Anxiety Disorders & Social Anxiety:** Provide structured routines, encourage participation in low-stress settings, and implement relaxation techniques.
- **For Down Syndrome:** Use visual supports, break tasks into smaller steps, and offer hands-on learning activities.
- **For Mood Disorders:** Create a safe space for students to express their emotions, implement mood check-ins, and establish a strong support network.
- **For OCD:** Set clear expectations, provide additional time for tasks, and encourage gradual exposure to anxiety-inducing activities.

- **For Gender Dysphoria:** Foster an inclusive environment, respect students' preferred pronouns, and educate peers on gender diversity.
- **For Neurodevelopmental Disorders:** Adapt teaching methods to support diverse learning styles, utilize sensory-friendly classrooms, and provide alternative assessment methods.

Concrete examples:

e.g. 1 - Science class: A 10-year-old student with Down syndrome may have difficulties with certain tasks like reading complex instructions, organizing materials, or expressing abstract ideas.

Inclusive Solution: The teacher can assign roles in group work based on each student's strengths. For the student with Down syndrome, the teacher might give them the "materials manager" role, where they are in charge of handing out materials for the experiment; pair them with a supportive buddy who naturally works well with them, provide visual instructions (like step-by-step images of the experiment) instead of a long written procedure, allow them to present their group's results with support, like reading from a script or using visual aids they helped create.

Outcome: The student is meaningfully involved, feels like a valued contributor to the team, and participates actively in learning—just in a way that fits their abilities and style.

e.g. 2 - Art class: A student with Down syndrome may have fine motor skill challenges or trouble with verbal expression when explaining their work.

Inclusive Solution: The teacher can prepare pre-cut materials (pictures, stickers, shapes) for all students, but especially for the student with Down syndrome, to reduce frustration with cutting and gluing; allow students to use photos from home (with family support) so the student with Down syndrome can share what's important to them without needing to explain everything in words. During sharing time, offer the option to point to pictures while the teacher or a peer helps describe them; seat the student next to a buddy who can model the task, and celebrate their collage as part of the class gallery.

Outcome: the student gets to showcase who they are, just like everyone else, using visuals and support that match their strengths. They feel seen, successful, and proud.

4. Additional resources for educators

Practical strategies:

- Refer to the "*Inclusive Classroom Practices*" section for strategies tailored to neurodivergent learners.
- Consult the "*Socio-Emotional Support Framework*" developed in collaboration with UKEN for insights into supporting mental health challenges.
- Explore the "Best Practices Database" for examples of peer-to-peer mentoring and teacher-led interventions specific to mental-intellectual disabilities.

Professional development and further reading

- Attend workshops on inclusive teaching methods and mental health awareness.
- Collaborate with special education professionals to develop individualized learning plans.
- Join online communities and forums focused on special education best practices.

5. Bibliography and references

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.).
- Centers for Disease Control and Prevention. (2023). *Developmental Disabilities*. Retrieved from <https://www.cdc.gov>
- UNESCO. (2021). *Inclusive Education: A Framework for Identifying Diverse Needs*. Retrieved from <https://unesco.org>
- National Association of Special Education Teachers. (2022). *Effective Teaching Strategies for Special Needs Students*.
- Child Mind Institute. (2023). *Understanding Learning and Attention Disorders in the Classroom*.

By understanding and implementing inclusive strategies, educators can create supportive and effective learning environments that cater to the diverse needs of students with mental-intellectual disabilities.

2.1.4. Neurodivergence

1. Description

Neurodivergence refers to a range of neurological conditions that affect the way individuals think, process information, behave, and interact with others. This includes but is not limited to Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), and Specific Learning Disorders (SLDs) such as dyslexia, dysgraphia, and dyscalculia. Neurodivergent individuals do not have a 'deficit' but rather a different way of experiencing and interacting with the world. Recognizing neurodivergence in the classroom is essential to create inclusive, supportive learning environments that accommodate cognitive and emotional diversity.

In the school context, neurodivergent students often face challenges in adapting to standardized teaching methods. For instance, students with ADHD may struggle to sustain attention or remain still, while students with autism might experience sensory overload or difficulties in social interactions. Those with SLDs may need specific adaptations to access reading, writing, or mathematical tasks. These challenges can lead to frustration, behavioural issues, or disengagement if not properly addressed. Teachers play a key role in early identification and intervention by adapting teaching strategies and collaborating with specialists.

2. Key characteristics

Traits:

- ADHD: Inattention, impulsivity, hyperactivity, frequent distraction, difficulty completing tasks or following detailed instructions.
- Autism Spectrum Disorder: Challenges in social communication, preference for routine, restricted or repetitive behaviours, sensory sensitivities.
- Specific Learning Disorders (Dyslexia, Dyscalculia, Dysgraphia): Difficulty in reading fluency and decoding (dyslexia), calculating or understanding numbers (dyscalculia), and handwriting or spelling (dysgraphia).

Examples in school settings:

- A student with ADHD may blurt out answers, leave their seat often, or lose materials needed for tasks.
- A child with autism might struggle with eye contact, find transitions overwhelming, or fixate on specific topics.
- A student with dyslexia may read slowly, skip lines, or reverse letters in writing, often avoiding reading aloud.
- A child with dysgraphia might have illegible handwriting and take much longer to write sentences or copy from the board.

3. Indicators and nuances in the classroom

Signs to observe:

- Difficulty maintaining focus during lessons; unfinished tasks or apparent forgetfulness (ADHD).
- Challenges with non-verbal communication (e.g., eye contact, facial expressions); preference for solitary play (Autism).
- Repeated struggles with spelling, slow reading speed, or confusing similar-looking letters (Dyslexia).
- Noticeable anxiety or resistance during writing or math tasks (Dysgraphia/Dyscalculia).
- Sensitivity to sound, light, or touch; strong reaction to routine changes (Autism).

Behavioural clues:

- Frequent fidgeting, calling out, or interrupting others (ADHD).
- Avoidance of social situations, misunderstanding jokes or figurative language (Autism).
- Low self-esteem or frustration when engaging in reading/writing/math tasks (SLDs).
- Sudden meltdowns or withdrawal in overstimulating environments (Autism, ADHD).

4. Further reading

Additional methods and best practices:

- Universal Design for Learning (UDL) to accommodate multiple learning styles.
- Use of visual schedules, task cards, or sensory tools to support predictability and regulation.
- Adjusted assessment formats (oral exams, dictation software, visual aids).
- Peer tutoring, small-group instruction, and cooperative learning strategies.
- Ongoing teacher training in inclusive pedagogies and collaboration with SEN experts.

Refer also to the 'Mental-Intellectual Disability' and 'Socio-emotional Support' resources in the project database for overlapping supports.

5. Bibliography and references

- American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders (5th ed.).
- Centers for Disease Control and Prevention. (2023). ADHD and Other Developmental Disabilities. <https://www.cdc.gov>

- National Center for Learning Disabilities. (2021). The State of Learning Disabilities.
- UNESCO. (2021). Inclusive Education: A Framework for Identifying Diverse Needs. <https://unesco.org>
- British Dyslexia Association. (2022). Understanding Dyslexia. <https://www.bdadyslexia.org.uk>
- Autism Europe. (2020). Inclusive Education and Autism: A Guide for Teachers.

2.1.5. Physical disability

1. Description

Definition: Physical disability encompasses a range of conditions that impair an individual's ability to move or control their body movements. These conditions can be congenital or acquired and may affect mobility, coordination, and fine motor skills. Examples include cerebral palsy, muscular dystrophy, multiple sclerosis, spinal cord injuries, and amputations.

Context: In educational settings, students with physical disabilities often face challenges related to accessibility, participation in physical activities, and the need for specialized equipment or accommodations. Recognizing and addressing these needs is crucial to ensure equitable learning opportunities and foster an inclusive environment.

2. Key characteristics

Traits:

- **Mobility Impairments:** Difficulty in walking, climbing stairs, or moving between classrooms.
- **Fine Motor Challenges:** Struggles with tasks like writing, using a computer mouse, or handling small objects.
- **Fatigue:** Increased tiredness due to the physical effort required for daily activities.
- **Sensory Impairments:** Conditions such as cerebral palsy or multiple sclerosis may affect vision or hearing.

Examples:

- A student with cerebral palsy may use a wheelchair and require adaptive technology for communication.
- A student with muscular dystrophy might need extended time for tasks due to muscle weakness.

3. Indicators and nuances in the classroom

Signs to observe:

- **Physical Strain:** Visible effort in moving or maintaining posture.
- **Use of Assistive Devices:** Wheelchairs, crutches, or specialized seating arrangements.
- **Delayed Responses:** Longer time taken to complete tasks or respond to questions.

Behavioural clues:

- **Avoidance of Certain Activities:** Reluctance to participate in physical education or group activities
- **Frustration or Withdrawal:** Signs of stress when faced with inaccessible environments or tasks.
- **Dependence on Support:** Regular use of aides or assistance from peers or staff.

4. Further reading

- **Internal/External Environment Friendly to PWD:** This chapter provides guidance on creating accessible learning environments for students with physical disabilities.
- **Best Practices:** Implementing universal design principles and providing reasonable accommodations can enhance learning experiences for these students.

5. Bibliography and references

- New Brunswick Human Rights Commission. (2011). *Physical Disabilities*. Retrieved from <https://alc.ext.unb.ca/modules/physical-disabilities/definition.html>
- ADCET. (n.d.). *Disability Specific Adjustments: Physical Disability*. Retrieved from <https://www.adcet.edu.au/disability-practitioner/reasonable-adjustments/Disability-Specific-Adjustments/physical-disability>
- Trinity College Dublin. (n.d.). *Physical Disabilities*. Retrieved from <https://www.tcd.ie/disability/information-for-teaching-and-professional-staff/disability-awareness-information/physical-disabilities/>

2.1.6. Socio-economical-cultural disadvantages

1. Description

Socio-Economic-Cultural (SEC) disadvantage refers to the challenges faced by students due to factors such as low family income, lack of educational resources, limited parental involvement, cultural or linguistic barriers, and unstable living conditions. These disadvantages can significantly impact a child's academic performance, social development, and emotional well-being.

Students from socio-economic-cultural disadvantaged backgrounds often experience significant challenges that impact their education and well-being. Limited access to essential resources such as books, internet, school supplies, nutritious food, and healthcare can hinder academic progress and personal development. Language barriers may further complicate communication and learning, making it difficult for students to engage fully in classroom activities. Additionally, unstable home environments, caused by financial insecurity, frequent relocations, or a lack of parental support, can create stress and inconsistency in a child's education. Social exclusion or difficulties integrating with peers due to cultural differences may lead to isolation and decreased confidence. Moreover, emotional stress resulting from economic hardships or discrimination can negatively affect students' mental health, further limiting their ability to succeed in school. Recognizing these factors is crucial for educators to provide appropriate support and create an inclusive learning environment.

2. Key characteristics

Traits: Students from socio-economic-cultural (SEC) disadvantaged backgrounds often exhibit common characteristics that signal their need for additional support. These traits may include persistent fatigue or lack of focus in class due to inadequate rest or nutrition, inconsistent attendance or frequent tardiness, and difficulty completing homework due to a lack of resources at home. They may also display social withdrawal, reluctance to participate in group activities, or difficulty integrating with peers due to cultural or linguistic differences. Additionally, signs such as inappropriate clothing for the season, poor hygiene, or visible stress related to home conditions may indicate economic hardship. Emotionally, these students may exhibit heightened anxiety, frustration, or difficulty regulating emotions, stemming from unstable home environments. Recognizing these traits allows educators to provide targeted interventions, fostering a more inclusive and supportive learning environment.

Examples: Clothing and Hygiene Issues Example.

Situation: Arek, an eight-year-old student, frequently comes to school in worn-out clothes and lacks access to hygiene products. His schoolmates avoid engaging with him due to his noticeable odour, and he often reacts with aggressive behaviour.

Findings: When his mother was called into school, she showed little understanding of the issue and demanded that the school "do something" because she was juggling three jobs to repay a loan. She also revealed that Arek's father had recently passed away due to rapidly developing cancer, adding to the family's distress.

Solution: The school pedagogue began working closely with Arek to help him manage his emotions and social interactions. Additionally, the school identified Marcel, a strong and compassionate classmate, who helped Arek reintegrate into peer activities. Finally, a local charity organization provided clothing and hygiene products to improve Arek's daily well-being. Over the course of six months, these combined efforts significantly improved Arek's situation, fostering his emotional stability and social inclusion.

3. Indicators and nuances in the classroom

Signs to observe: Students with socio-economic-cultural (SEC) disadvantages often exhibit noticeable signs in a school environment that can indicate their need for additional support. Academically, they may struggle with completing homework or participating in class due to a lack of resources at home, such as books, internet access, or parental guidance. They might display frequent absenteeism or tardiness, as well as difficulty concentrating or retaining information due to inadequate nutrition or sleep. Socially, these students may have trouble forming relationships with peers, often showing signs of isolation, reluctance to participate in group activities, or difficulty communicating due to language barriers. Behaviourally, they might exhibit withdrawal, excessive shyness, or aggression as a response to stress or emotional distress. Additionally, physical indicators such as poor hygiene, wearing inappropriate or worn-out clothing, or frequently appearing tired and unwell can signal underlying economic hardships.

Behavioural clues: Behavioural clues that may indicate a student is facing socio-economic-cultural (SEC) disadvantages often manifest in their interactions, emotions, and classroom engagement. These students may exhibit withdrawal, reluctance to participate in group activities, or avoidance of social interactions due to feelings of exclusion or embarrassment about their circumstances. Some may display heightened emotional sensitivity, frequent mood swings, or sudden outbursts of frustration or aggression as a response to stress or unmet needs. Others might show signs of anxiety, nervousness, or an excessive need for teacher attention, seeking comfort in structured environments where they feel supported.

Additionally, a lack of motivation, disengagement from learning, or difficulty following instructions could stem from external pressures such as family struggles or an unstable home environment. Some students may also develop coping mechanisms like excessive joking, defiant behaviour, or hyperactivity to mask their challenges.

4. Further reading

Additional methods: please refer to the corresponding detailed sections in this guide, for example for physical disability refer to the chapter of Internal/external environment friendly to PWD - Thales/DCVPR which provides further guidance on this topic or some best practices mentioned or the database (if applicable).

5. Bibliography and references

- Svoboda, Z., & Zilcher, L. (2019). Social disadvantage and the possibilities of overcoming it perceived by basic school pupils in the Czech and the Slovak Republic. *ICERI2019 Proceedings: 12th Annual International Conference of Education, Research and Innovation*, 6220–6225. Seville, Spain. <https://doi.org/10.21125/iceri.2019.1499>
- European Agency for Special Needs and Inclusive Education. (2018). *Promoting common values and inclusive education*. European Agency for Special Needs and Inclusive Education. Retrieved from https://www.european-agency.org/sites/default/files/promoting_common_values_and_inclusive_education.pdf

2.2. Learning materials and identification strategies

Understanding the diverse needs of pupils begins with careful observation and reflection. Every child learns in a different way, shaped by personal, social, and cultural experiences. Teachers are often the first to notice when a pupil struggles, withdraws, or shows signs of emotional or learning difficulties. Yet identifying what lies beneath these signals requires sensitivity, structure, and practical tools.

This section introduces a set of materials designed **to support teachers in diagnosing individual needs and responding to them effectively**. The checklists and activity sheets that follow are not only instruments for classroom organization but also diagnostic aids, helping educators recognize early indicators of learning barriers, emotional stress, or social exclusion. Each checklist focuses on specific areas: classroom environment, teaching practices, and material adaptation. They are intended to guide teachers in observing patterns and adjusting their approach accordingly. The checklists are available in Appendix 1.

The activity sheets (available in Appendix 2) complement this process by suggesting short, ready-to-use interventions that can be applied immediately once a need is identified. Together, these resources offer a bridge between awareness and action: they empower teachers to interpret what they see in the classroom and to make informed, compassionate adjustments that foster inclusion and well-being.

Developed within the SIEMdig framework, these tools promote a reflective practice in which teachers become active observers and facilitators of every child's growth. By integrating these strategies into daily routines, schools can transform identification from a reactive process into a continuous, empathetic practice that ensures no learner is overlooked.

2.3. Creativity plans

Creativity opens pathways to inclusion. When pupils are encouraged to imagine, create, and express themselves, they begin to build confidence, empathy, and a stronger sense of belonging. Creative learning does not simply mean adding art or play to lessons; it means using imagination as a bridge between differences, allowing every child to participate according to their own strengths and comfort.

The creativity plans presented in Appendix 3 are **ready-to-use lesson frameworks** that combine emotional learning, cultural awareness, and inclusive teaching strategies. Each plan addresses a particular type of need such as anxiety, communication difficulties, or social disadvantage, and translates it into **positive, structured classroom activities**. These plans help teachers move beyond diagnosis to active support, using creativity as a means of engagement and healing.

Through storytelling, role play, art, music, or collaborative projects, pupils learn to explore emotions, appreciate diversity, and develop social and emotional skills in a safe and supportive environment. The flexibility of the plans allows teachers to adapt them to different age groups.



3. How to promote community engagement for inclusion

3.1. Contents for promotion of inclusion outside the schools

As part of this project, a collection of articles and informational leaflets has been developed to promote social inclusion and to raise awareness about the barriers faced by children, young people, and communities. These materials are designed to be accessible to a wide audience and can be used both within and beyond the school context to foster dialogue, understanding, and collective action.

3.1.1. Articles

The articles are particularly suitable for community workshops, parent meetings, training sessions, or awareness campaigns, and they can also be adapted as discussion starters in classrooms or staff seminars. They are available in Appendix 4 of this Guide for easy reference and re-use.

The series of articles offers practical reflections and personal perspectives on key aspects of inclusion. Each piece addresses a different dimension of the topic, combining everyday examples with actionable insights:

- **Accessibility is More Than a Ramp** explores physical, communicative, and relational barriers, reminding readers that inclusion requires more than technical adjustments—it is an ongoing practice of respect and openness.
- **Educating for Inclusion: Where to Start** provides parents, community members, and informal educators with concrete ways to model respect, talk about differences, and create accessible spaces in daily life.

- **Everyday Exclusion Stories** highlights how casual words and actions can leave lasting marks on children and adolescents, encouraging reflection and empathy.
- **Intersectionality** introduces the idea that multiple disadvantages can overlap, stressing the need for holistic approaches in education and community support.
- **Neurodivergence in Everyday Life** presents a child's perspective on living with Autism and ADHD, offering suggestions for teachers, peers, and families to provide meaningful support.
- **What Inclusion Really Means** clarifies misconceptions by contrasting genuine inclusion with tokenistic or superficial gestures.
- **Words Matter** illustrates the harmful impact of discriminatory language while promoting respectful, inclusive communication.

Together, these texts are suitable for use in community workshops, awareness campaigns, parent meetings, or local events. Because they are written in an accessible style, they can also be reprinted as supplements in school newsletters, municipal bulletins, or online platforms to reach a wider readership. Teachers and facilitators may also use them as discussion starters in classrooms, staff training, or community seminars.

3.1.2. Leaflets

Complementing the articles, a set of leaflets has been created to provide concise, visually engaging information on inclusion-related topics. The leaflets, available through the [project's webpage](#), can be easily downloaded, printed, and shared. Their design makes them especially suitable for public display, distribution at events, and outreach in local institutions such as libraries, cultural centres, or municipal offices.

The leaflets summarise core messages from the articles and present them in user-friendly, graphic-rich formats, making them effective tools for awareness-raising among diverse audiences. Each leaflet can stand on its own, addressing issues such as accessibility, language, everyday practices of inclusion, and the importance of empathy. By combining text with imagery and clear examples, they invite immediate reflection and action.

3.1.3. Use and dissemination

Both the articles and the leaflets are intended for broad non-commercial circulation. Schools and partner organisations are encouraged to print them in small or large batches and to distribute them freely in their local communities. Suggested uses include:

- **School-community partnerships:** displaying leaflets in schools, health centres, or local shops to highlight inclusion initiatives.
- **Events and campaigns:** distributing printed copies during open days, workshops, parent meetings, or cultural events.
- **Digital dissemination:** sharing PDFs via school websites, newsletters, or social media channels.
- **Training resources:** using selected articles or leaflets as reading material for professional development sessions or community education activities.

By combining reflective depth (articles) with practical outreach formats (leaflets), these resources form a complementary set of tools for spreading the project's core message: inclusion is not a one-time act but a continuous, shared responsibility across schools, families, and communities.

3.2. Suggestions for creating partnerships

This section presents a collection of ideas and strategies aimed at promoting active community engagement and collaboration. The suggestions are focused on best practices in community involvement, building partnerships and networks, and organizing public events. The main objective is to raise awareness of the needs of disadvantaged pupils and to encourage local communities to take an active role in supporting inclusive education and equal opportunities for all learners.

3.2.1. Community Storytelling Festival

Level: Local.

Type: Cultural event / storytelling / networking.

Description

What it is: A community event where disadvantaged pupils, parents, teachers, and local citizens share personal stories through different media: oral storytelling, drawings, short digital stories, or theatre sketches. Pupils can co-create stories with local artists, while teachers guide discussions on themes like empathy, respect, and inclusion. The event can be hosted in a local cultural centre or school hall and include workshops where families work together on storytelling projects.

How it works: Children and parents prepare short narratives (stories, drawings, digital mini-films). Local cultural associations and libraries provide space and facilitation. On the day, the stories are shared publicly, followed by moderated discussions.

What is needed: A venue (school, library, community centre), basic audiovisual equipment, facilitators/artists, coordination with local NGOs.

Who is involved: Pupils, families, teachers, local artists, NGOs, municipal cultural departments.

Impact: Builds bridges between school and community, gives a voice to disadvantaged children, raises public awareness of socio-economic and cultural challenges, promotes empathy and intergenerational dialogue.

Resources

- Similar practice: [Community storytelling for inclusion](#),
- Short inspiration video: [All Are Welcome read aloud](#).

3.2.2. Empathy Walk

Level: Local, international.

Type: Public event / interactive awareness activity.

Description

What it is: An interactive, city-wide activity where the community experiences the challenges faced by disadvantaged pupils. Inspired by empathy walks used in inclusion training, participants rotate through stations simulating barriers: e.g., trying to read a text in an unfamiliar language, navigating with noise-cancelling headphones (to simulate hearing difficulties), or attempting simple tasks without access to digital tools. Each station is guided by pupils and teachers with contextual explanations.

How it works: Set up different “challenge stations” in a public square or park, each representing an obstacle disadvantaged pupils face. Volunteers (teachers, students, NGOs) facilitate and debrief. Information panels provide local statistics and stories.

What is needed: Public space permissions, simple props (headphones, blindfolds, old textbooks), volunteers, printed guides.

Who is involved: Pupils, parents, teachers, local NGOs, municipal authorities, possibly local businesses as sponsors.

Impact: Increases community understanding of barriers disadvantaged pupils face, sparks dialogue, creates partnerships for ongoing support, and motivates volunteers.

Resources

- Similar practice: “Walk a Mile in My Shoes” empathy exercises used in education and diversity training: UNICEF empathy walk activity
- Video example: Walk in My Shoes campaign

3.2.3. Together for Every Child

Level: Local.

Type: Events.

Description

What it is: Organize interactive events like Inclusion Week, exhibitions, performances, or storytelling sessions, awareness walks, or open house days in schools.

How it works: Use accessible venues (schools, libraries, parks, squares), involve students and families, and include emotional and creative elements (art, testimonies, talks). Include testimonies, art from students, interactive booths, and expert talks to make it informative and engaging.

What is needed: Promote events with posters, flyers, social media campaigns, school newsletters, and local press. Materials: Visual aids, student artwork, videos, banners, audio systems, translation or sign language support if needed. Modest funds can go a long way; reach out to local sponsors, NGOs, or municipal grants.

Who is involved: students, parents and families, teachers and school staff, community members as neighbours, local business owners, local press, local Authorities and NGOs, volunteers.

Impact: These events help educate the community and raise awareness, reduce stigma, empower pupils, and build partnerships among schools, NGOs, and local services.

Resources

- [Giornata della Terra, Torino 2026.](#)

3.2.4. Collaborate, Communicate & Co-Create

Level: Local, regional.

Type: Networking.

Description

What it is: Build a strong support network, raise public awareness, and involve the community in shaping solutions for disadvantaged pupils.

How it works: Create a local education network with teachers, NGOs, youth workers, and social services. Use social media, newsletters, and local media to share stories, highlight student voices, and promote inclusive values. Host co-creation workshops or “listening circles” with pupils and families to design real solutions based on lived experience.

What is needed: Social media accounts (Facebook, Instagram, etc.), templates for posts (Canva, etc.), hashtags, campaign name/logo, smartphone or camera for photos/videos, consent forms for photos/videos/records, local media contacts (radio, newspaper, bloggers), email newsletter tool, printed materials: sign-in sheets, feedback forms, interpreters or translation materials (if needed). Suggestion: Use digital platforms (WhatsApp group, shared drive, regular Zoom meetings) for continuity and accessibility.

Who is involved: Educators, teachers and school staff, students and families, community organizations, local influencers, journalists, media, volunteers, youth ambassadors.

Impact: Aligns efforts and resources, increases visibility and empathy, builds trust and long-term engagement, ensures solutions are relevant, inclusive, and supported by the community

3.2.5. Storytelling Workshops with Local Role

Level: Local.

Type: Event / community engagement.

Description

What it is: Organise interactive storytelling workshops where local role models read books to 6–8-year-old pupils, followed by discussions about dreams, resilience, and kindness.

How it works: Partner with schools, libraries, and community centres to host sessions. Invite diverse local figures to read and share their personal stories.

What is needed: Books with empowering messages. A venue (school/library/community centre). Volunteers to help organise and moderate.

Who is involved: Teachers, parents, local professionals, NGOs, and librarians.

Impact: Boosts children's confidence and aspirations. Strengthens community bonds and shows children they are valued.

3.2.6. Community Art Exhibition

Level: Local.

Type: Event.

Description

What it is: An exhibition showcasing artwork by 6–8-year-olds from disadvantaged backgrounds, displayed in a public space (mall, town hall).

How it works: Pupils create art around themes like "My Dream Neighbourhood." Local artists help curate; the community votes on favourites. Funds raised go toward school supplies.

What is needed: Art materials, venue permission, promotional posters.

Who is involved: Schools, local artists, council members, media.

Impact: Validates children's voices and talents. Raises awareness of educational inequalities.

Resources

- [The Big Draw – Campaigning for drawing since 2000.](#)

3.2.7. The Gift of Understanding

Level: Local.

Type: Event.

Description

What it is: A single interactive booth at the Doukas Christmas Bazaar where visitors experience "a day in the life" of disadvantaged students through a short storytelling and role-play activity.

How it works: Inside a booth, resembling a "Christmas Box", students present a 5-minute storytelling session: a short narrative about a child facing a barrier. After the story, volunteers invite visitors to try a quick role-play simulation (e.g., reading a Christmas card with blurred vision glasses, or trying to follow holiday instructions in a foreign language). Finally, students present "The Gift of Understanding" — a message board where visitors can write a short Christmas wish for inclusion and hang it on a symbolic Christmas tree.

What is needed: Promotion within the bazaar program Christmas tree, festive decoration, printed story cards, markers, simulation tools.

Who is involved: Students, teachers, parents & families, community visitors, local NGOs.

Impact: It raises awareness to students about the everyday challenges of disadvantaged students. It highlights that the greatest gift at Christmas is empathy and inclusion.

Resources

- [Doukas Christmas Bazaar 2024](#).

3.2.8. Maths for all – Solving Barriers Together

Level: Regional.

Type: Event.

Description

What it is: A public math contest and exhibition, organised by Thales in Cyprus, where students, parents, and community members participate in accessible, team-based math challenges designed around the theme of inclusion and equality. The goal is to show that mathematics is not about competition alone but also about collaboration, creativity, and making knowledge accessible to all.

How it works: The event takes place in a community space. Participants are divided into mixed teams (students, parents teachers, community members). Each team works on math puzzles, riddles, or problem-solving tasks linked to real-life themes such as fairness, resource sharing, and accessibility. Between rounds, short testimonies from disadvantaged pupils, teachers, or NGOs highlight real educational barriers and how inclusion makes a difference.

What is needed: Promotion through flyers, media, school newsletter, math puzzles and activity sheets, banners with inclusion messages.

Who is involved: Students of different ages, math teachers, parents and families, local NGOs, local media.

Impact: This event reframes mathematics as a tool for inclusion rather than exclusion. It fosters teamwork, breaks stereotypes about who can succeed in math, and creates empathy by connecting problem-solving to real issues faced by disadvantaged students. It empowers children, strengthens partnerships between schools, families, and NGOs, and shows the community that inclusion is about solving challenges together.

3.2.9. Walk in Their Shoes – Simulation Day

Level: Local.

Type: Event.

Description

What it is: Interactive event where community members experience the challenges faced by disadvantaged pupils (simulations of learning difficulties, financial barriers, accessibility issues).

How it works: Activity stations simulate dyslexia reading, learning with distractions, studying without resources, etc. Debrief sessions explain real-life impact.

What is needed: Volunteers, simulation materials, facilitators, venue.

Who is involved: Teachers, NGOs, pupils (as guides), parents, community leaders.

Impact: Empathy-building, increases community understanding and willingness to support policies/resources for inclusion.

3.2.10. Voices That Matter

Level: Regional, national, local, international.

Type: Youth-Led advocacy campaign.

Description

What it is: A campaign designed and led by disadvantaged pupils to share their experiences and needs with the wider community through posters, videos, podcasts, or social media storytelling.

How it works: Pupils brainstorm key messages, then create content (art, short films, digital posts) with guidance from teachers or NGOs. Their work is showcased through school exhibitions, public screenings, social media, or local press.

What is needed: Art supplies, digital tools (cameras, editing software), workshop space, guidance from communication/creative mentors, partnerships with local media for outreach.

Who is involved: Pupils (as creators), teachers (facilitators), NGOs and youth organizations (technical and creative support), parents (support and encouragement), media partners (sharing the content).

Impact: Builds pupils' confidence, leadership, and communication skills; raises awareness of their challenges and aspirations; fosters empathy in the community; influences local decision-makers by amplifying authentic youth voices.

3.2.11. Guiding Hands

Level: Local.

Type: Mentor program.

Description

What is it: Local volunteers, university students, or retired professionals mentor disadvantaged pupils, offering academic help and life guidance.

How it works: Pupils are paired with trained mentors who meet them weekly (in-person or online). Focus on study support, confidence building, and role modelling.

What is needed: Recruitment of mentors, training sessions, matching system, supervision.

Who is involved: Pupils, volunteer mentors, schools, NGOs.

Impact: Increases educational performance, social integration, and motivation of disadvantaged pupils.

3.2.12. Skills for All

Level: Local.

Type: Community skill-building workshops.

Description

What it is: Workshops where pupils and community members learn practical skills together (digital literacy, coding, crafts, cooking).

How it works: Weekly sessions in school or community centres, facilitated by teachers, volunteers, or local experts.

What is needed: Venue, materials, facilitators, scheduling system.

Who is involved: Pupils, teachers, local experts, NGOs, volunteers.

Impact: Increases skills, promotes intergenerational learning, strengthens community bonds.

3.2.13. Hearts in Threads

Level: Local.

Type: Community-driven initiative.

Description

What it is: It is a community-driven initiative that mobilizes pupils, teachers, parents, and local artisans to create and sell handmade *Mărțișoare* (traditional Romanian spring tokens) at a school or community fair held on the week before 1st of March. All proceeds go towards supporting the educational needs of disadvantaged pupils (school supplies, clothing, books, transport, meals, etc.)

How it works:

Step 1. Planning & Coordination:

- A core team is formed: teachers, school administration, parents and possibly a local Artisan House.
- A clear goal is defined (e.g. “Raise 3,000 RON to buy school backpacks for 15 disadvantaged students”).- The date and location of the fair are set—usually the week before 1st of March.
- A communication plan is developed to involve the school and wider community.

Step 2. Creative Workshops:

- Craft workshops are organized in school during art classes or after school.
- Pupils (including those disadvantaged) make Mărțișoare using affordable or recycled materials (thread, beads, felt, paper, clay).
- Parents, local artists, or senior citizens may be invited to co-lead sessions, the workshops being an opportunity of social bonding and inclusion time.

Step 3. Awareness Campaign:

- Posters, flyers, and social media posts are created by pupils/ parents/ teachers.
- Each Mărțișor comes with a small tag explaining its purpose: “This token supports the education of a child in need. Thank you!”
- Local media is informed to help spread the word.

Step 4. The Fair:

- A fair is held in the school yard, gym, or a public space (library, community centre).
- Pupils, parents and teachers manage the stands, explain the cause, and sell the Mărțișoare.
- Donation boxes are also available for those who wish to contribute more.

Step 5. Post-Fair Reporting:

- Funds raised are counted transparently.
- Purchases made for the disadvantaged pupils are documented and presented to the school community.
- Pupils write thank-you notes or make a short video expressing gratitude.

What is needed: Materials: Threads, beads, paper, pins, glue, safety scissors, labels.

Human Resources: Pupils, teachers, volunteers, parents, local crafters.

Logistics: Tables for the fair, promotional materials, donation boxes.

Permission: Approval from school authorities and possibly local authorities for public spaces.

Who is involved: Pupils: Makers, sellers, ambassadors.

Teachers: Coordinators and mentors.

Parents: Supporters, craft helpers.

Local community: Buyers, sponsors, donors.

Disadvantaged pupils: Both contributors and beneficiaries.

Local businesses or NGOs (optional): Material donations, sponsorships.

Impact: Short-Term:

- Immediate funds raised for educational needs.
- Increased awareness of the challenges some pupils face.
- Pupils feel empowered and united for a cause.

Long-Term:

- Boosted community solidarity.
- Disadvantaged pupils feel included and supported.
- Development of empathy, entrepreneurship, and creativity in all pupils.
- Potential to repeat or expand the initiative annually
- Use leftover Mărțișoare to offer them to the pupils' mothers or to local elderly homes.

3.2.14. Seeds of Change

Level: Local.

Type: Community project.

Description

What it is: Creating a *sustainable urban school garden*, in order to offer hands-on environmental education for disadvantaged pupils, to promote community involvement and to raise awareness of pupils' needs through a practical and visible community project. It would be a joint initiative to transform unused or underutilized school space into a productive and educational garden, which will serve as an outdoor classroom, a community hub, and a therapeutic green space for disadvantaged pupils.

How it works: Step 1: Planning & Design

- Site assessment by landscape experts and faculty students.
- Garden design workshops with pupils and teachers.
- Community meeting to collect input and support.

Step 2: Construction & Planting

- Collaborative workdays with pupils, parents, NGO staff, students, and volunteers.
- Installation of raised beds, compost area, seating, and tool storage.
- Selection and planting of local, seasonal, and/or edible species.

Step 3: Education & Engagement

- Weekly garden lessons tied to curriculum (science, ecology, nutrition).
- Workshops led by agronomy students (e.g. composting, vertical gardening).
- Open garden days for families and the public.
- Harvest festivals or seasonal community events.

What is needed:

- Land/space within or near the school.
- Initial funding (tools, soil, plants) – via NGO grants or local sponsors.
- Expertise from the Faculty of Horticulture (design, soil analysis, mentoring).
- Volunteers (parents, pupils, staff).
- Educational materials (lesson plans, journals, newsletters etc).

Who is involved:

- NGOs, for Project coordination, funding applications, community engagement.
- Faculty of Horticulture, Landscape Design Dept., for Garden design, pupil-led workshops, technical guidance.
- School leadership and teachers, for Integration with curriculum, coordination with pupils.
- Disadvantaged pupils of, in their capacity of main beneficiaries and active participants.
- Parents & community members, as volunteers, supporters, attendees of events.
- Local businesses, for In-kind donations, event sponsorships.

Impact: Educational Impact:

- Improves science, health, and environmental literacy for disadvantaged pupils.
- Encourages hands-on, experiential learning, boosting engagement and confidence.

Social & Emotional Impact:

- Creates a sense of ownership and pride in pupils.
- Provides a calming, inclusive space for all pupils, especially those facing hardships.

Community Impact:

- Strengthens bonds between school, university, and local community.
- Raises public awareness of pupil needs through visible, shared success.
- Sparks future partnerships and replicable models for other schools.

Sustainability Impact:

- Promotes ecological awareness, sustainable living, and green urban spaces.
- Encourages long-term responsibility and care for shared resources.

Resources

- [Post Liceul Teoretic "Tudor Arghezi" Craiova](#)

3.2.15. Sound of Inclusion

Level: Local.

Type: Music outreach program.

Description

What it is: A structured music outreach program where musicians from the local philharmonic or music schools regularly visit schools with disadvantaged pupils, in order to:

- present musical instruments.
- demonstrate how they work and sound.
- share musical stories and experiences.
- offer basic hands-on workshops.
- invite pupils to attend rehearsals or performances.

How it works: Step 1: Partnership & Planning

- Establish agreements between school(s), philharmonic, and/or music schools.
- Develop a calendar of musical visits and events.
- Identify target pupil groups (especially disadvantaged or with low cultural exposure).

Step 2: Interactive Music Sessions

- Musicians visit schools in small ensembles or solo.
- Each session introduces a family of instruments (strings, brass, percussion, etc.).
- Pupils listen, ask questions, and try playing simple sounds.
- Use visual aids, stories, and games to make it accessible.

Step 3: Musical Encounters & Community Events

- Pupils visit the philharmonic for open rehearsals or performances.
- Public community events showcasing what pupils have learned (mini concerts, open workshops).
- Optional: set up a "music corner" in school with donated instruments.

What is needed:

- Partnership agreement (school + music institution).
- Scheduling coordinator (from school or NGO partner).
- Basic instruments for demonstration and pupil interaction.
- Transportation (for visits to the philharmonic or music schools).
- Printed materials (diagrams, listening guides, visuals).
- Funding for logistics, materials.

Who is involved:

- School leadership & teachers (Music Education and form teachers), for coordination, pupil engagement, space logistics.
- Local Philharmonic / Music Schools, for providing musicians, instructors and hosting visits.
- Disadvantaged pupils, as main beneficiaries – active participants and audience.
- Parents & local community - invited to events as supportive presence.
- Municipality / local sponsors, for funding or in-kind support.
- NGO partners (optional), for coordination, outreach, fundraising, impact reporting.

Impact:

- Bridges the cultural gap for pupils from low-income or marginalized backgrounds, who often have limited access to extracurricular or cultural education such as music lessons or concerts.
- Supports auditory processing and language development, especially for children who may struggle with concentration or traditional academic settings — music helps stimulate cognitive function through active listening and pattern recognition.
- Sparks interest in creative pathways, offering alternative forms of expression and success for children who may not thrive in traditional classroom models.

3.2.16. Children First Day

Level: Municipal.

Type: Public Event / Cultural Festival / Policy Awareness.

Description

What it is: A dedicated municipal awareness day focused on disadvantaged children, with community-led activities, storytelling, street theatre, and policy discussions.

How it works: Held in a central square or park, the event includes workshops, mini-performances by children, info stands from NGOs, and a roundtable with decision-makers on child inclusion.

What is needed: Event permits, coordination with schools and NGOs, sound system, volunteers, safety measures.

Who is involved: Municipality, schools, NGOs, cultural groups, families, media.

Impact: Increases visibility of disadvantaged pupils' needs, creates a platform for community solidarity, strengthens policy focus on inclusion.

Resources

- [UNICEF – Child Friendly Cities](#)

3.2.17. Theatre of Tiny Voices

Level: Local / Regional.

Type: Theatre / Cultural Event / Awareness.

Description

What it is: A participatory theatre performance co-created with children on themes of friendship, diversity, and challenges they face.

How it works: Led by theatre educators, children develop characters and scenes over weeks of workshops. The final performance is open to the public and followed by a discussion with families and educators.

What is needed: Theatre educator, rehearsal space, costumes/props, event venue, promotion.

Who is involved: Children, theatre facilitators, teachers, parents, cultural venues.

Impact: Amplifies young voices, boosts self-esteem, fosters empathy in audiences, encourages creativity and expression in disadvantaged children.

Resources

- [ASSITEJ – Theatre for Young Audiences](#)



Appendix 1 – Needs checklists

Needs checklist list:

Anxiety	98
Blindness & Short-sightedness	100
Cultural-migration disadvantage	102
Deafness	105
Down syndrom	108
Economic need	110
Emotional and psychological disorders	112
Intellectual disability.....	114
Neurodivergence	116
Physical disability.....	118

> CHECKLIST

ANXIETY

NAME: _____

CLASS: _____

ATTENTION SPAN



PROGRESS



FOCUS



REMINDER

What is **Anxiety**

- Pupils with anxiety disorders frequently have intense, excessive and persistent worry and fear about everyday situations
- Anxiety disorders involve repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks)

CLASSROOM SETTINGS

CLASSROOM ARRANGEMENT

- ☐ PROVIDE ACCESS TO A CALM, QUIET AREA (E.G., A DESIGNATED "CALM CORNER") FOR WHEN ANXIETY BECOMES OVERWHELMING.

ENVIRONMENT

- ☐ ALLOW THE PUPILS TO CHOOSE SEATING THAT FEELS SAFE—OFTEN NEAR THE DOOR OR AWAY FROM ATTENTION HOTSPOTS.

SUPPORT

- ☐ BE AWARE OF SPECIFIC ANXIETY TRIGGERS (E.G., LOUD NOISES, CROWDED HALLWAYS) AND ADAPT WHEN POSSIBLE.

INSTRUCTIONAL ADJUSTMENTS

INSTRUCTION TECHNIQUES

- ☐ GIVE STEP-BY-STEP INSTRUCTIONS AND CHECK FOR UNDERSTANDING—PREFERABLY BOTH VERBALLY AND IN WRITING
- ☐ INFORM ABOUT CHANGES IN ROUTINE OR UPCOMING TRANSITIONS

ASSIGNMENTS AND TASKS

- ☐ OFFER EXTRA TIME OR ALTERNATIVE DATES FOR ASSESSMENTS.
- ☐ ALLOW ORAL ASSESSMENTS, MIND MAPS, OR PROJECT-BASED ALTERNATIVES WHEN WRITTEN TESTS CAUSE DISTRESS

PARTICIPATION

- ☐ GRADUALLY BUILD UP TO MORE PUBLIC TASKS (E.G., PRESENTATIONS), STARTING WITH LOW-PRESSURE PARTICIPATION
- ☐ AVOID PUTTING STUDENTS "ON THE SPOT" DURING WHOLE-CLASS QUESTIONING

SOCIAL AND EMOTIONAL SUPPORT

ROUTINE

- ☐ USE VISUAL TIMETABLES AND PLANNERS TO HELP THEM ANTICIPATE WHAT'S COMING NEXT
- ☐ STICK TO PREDICTABLE ROUTINES AS MUCH AS POSSIBLE TO REDUCE UNCERTAINTY.

VALIDATION

- ☐ ENCOURAGE POSITIVE PEER RELATIONSHIPS AND BUDDY SYSTEMS IF THE PUPIL IS COMFORTABLE.
- ☐ ACKNOWLEDGE THEIR FEELINGS WITHOUT JUDGMENT;

UPDATES

- ☐ REGULAR EMOTIONAL CHECK-INS WITH A TRUSTED ADULT
- ☐ KEEP OPEN LINES OF COMMUNICATION WITH PARENTS OR CARERS TO SHARE STRATEGIES AND PROGRESS.

> CHECKLIST

ANXIETY

NAME: _____

CLASS: _____

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____

	☐	NOTES
	☐	
	☐	
	☐	
	☐	

EFFECTIVE RESOURCES

☐	_____
☐	_____
☐	_____
☐	_____
☐	_____

NOTES TO MYSELF



Co-funded by
the European Union



> CHECKLIST

BLINDNESS

NAME: _____

CLASS: _____

BLINDNESS & SHORT-SIGHTEDNESS (MYOPIA)



INCLUSIVE EDUCATION



ACCESSIBILITY IN THE CLASSROOM



REMINDER

What is BLINDNESS?

- Significant loss of vision not corrected with glasses, contacts, or surgery
- Pupils may rely on tactile and auditory input
- Learning often requires adapted materials and sensory support
- Clear communication and spatial organisation are essential

CLASSROOM SETTINGS

ENVIRONMENTAL ARRANGEMENT

- ☐ AVOID REFLECTIVE SURFACES.
- ☐ ORGANISE FURNITURE TO ENSURE CLEAR PATHWAYS.
- ☐ ENSURE CONSISTENT CLASSROOM LAYOUT TO AID SPATIAL ORIENTATION.

LIGHTING AND CONTRAST

- ☐ ENSURE THE PUPIL'S WORK AREA IS WELL-LIT WITHOUT DIRECT GLARE.
- ☐ LABEL DOORS, DESKS, OR EQUIPMENT WITH HIGH-CONTRAST MARKINGS.

ORIENTATION SUPPORT

- ☐ USE VERBAL CUES TO DESCRIBE THE LAYOUT AND CHANGE.
- ☐ PROVIDE A CONSISTENT ROUTINE TO SUPPORT SPATIAL MEMORY.

TEACHING PRACTICES

INSTRUCTION TECHNIQUES

- ☐ REPLACE VISUAL-ONLY CONTENT WITH AUDITORY DESCRIPTIONS.
- ☐ ALLOW USE OF ASSISTIVE DEVICES (E.G., SCREEN READERS, AUDIO PLAYERS).

LEARNING ACTIVITIES

- ☐ OFFER DIGITAL FILES COMPATIBLE WITH ACCESSIBILITY SOFTWARE.
- ☐ USE MULTI-SENSORY MATERIALS FOR DEMONSTRATIONS.
- ☐ LABEL MATERIALS WITH TACTILE OR HIGH-CONTRAST TAGS.

SUPPORTIVE INTERACTIONS

- ☐ ALLOW ALTERNATIVE FORMATS FOR HOMEWORK (AUDIO, ORAL, TACTILE).
- ☐ PROVIDE EXTRA TIME OR BREAKS DURING EXAMS.
- ☐ USE ORAL QUESTIONING AS AN ALTERNATIVE WHEN APPROPRIATE.

MATERIAL ADAPTATION

ACCESSIBLE CONTENT

- ☐ REPLACE VISUAL-ONLY CONTENT WITH AUDITORY DESCRIPTIONS.
- ☐ ALLOW USE OF ASSISTIVE DEVICES (E.G., SCREEN READERS, AUDIO PLAYERS).

INSTRUCTIONAL MATERIALS

- ☐ OFFER DIGITAL FILES COMPATIBLE WITH ACCESSIBILITY SOFTWARE.
- ☐ USE MULTI-SENSORY MATERIALS FOR DEMONSTRATIONS.
- ☐ LABEL MATERIALS WITH TACTILE OR HIGH-CONTRAST TAGS.

HOMEWORK AND ASSESSMENT

- ☐ ALLOW ALTERNATIVE FORMATS FOR HOMEWORK (AUDIO, ORAL, TACTILE). PROVIDE EXTRA TIME OR BREAKS DURING EXAMS.
- ☐ PROVIDE EXTRA TIME OR BREAKS DURING EXAMS.
- ☐ USE ORAL QUESTIONING AS AN ALTERNATIVE WHEN APPROPRIATE.

> CHECKLIST

BLINDNESS

NAME: _____

CLASS: _____

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

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EFFECTIVE RESOURCES

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NOTES TO MYSELF



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> CHECKLIST

CULTURAL-MIGRATION DISADVANTAGE

NAME:

CLASS:

Language & Communication Support



Cultural Identity and Belonging



Family and Community Engagement



REMINDER

What is Cultural-Migration Disadvantage

- Challenges faced by students who are migrants or from culturally diverse backgrounds
- May include language barriers, unfamiliarity with local norms, interrupted education, or trauma from migration
- Students may face exclusion, stereotyping, or struggle with integration into the school community

CLASSROOM SETTINGS

MULTILINGUAL ACCESSIBILITY

- ☐ USE VISUALS, GESTURES, AND SIMPLIFIED LANGUAGE TO AID COMPREHENSION
- ☐ PROVIDE TRANSLATED MATERIALS OR BILINGUAL GLOSSARIES WHERE POSSIBLE
- ☐ PAIR STUDENTS WITH BUDDIES WHO CAN SUPPORT COMMUNICATION
- ☐ USE DUAL-LANGUAGE BOOKS OR MULTILINGUAL RESOURCES

INSTRUCTIONAL CLARITY

- ☐ SPEAK SLOWLY AND CLEARLY, AVOIDING IDIOMS AND SLANG
- ☐ SCAFFOLD INSTRUCTION WITH VISUAL ORGANIZERS AND REAL-LIFE EXAMPLES
- ☐ CHECK UNDERSTANDING THROUGH NON-VERBAL CUES AND SHORT QUESTIONS
- ☐ REINFORCE KEY VOCABULARY WITH REPETITION AND VISUALS

LANGUAGE DEVELOPMENT SUPPORT

- ☐ ENCOURAGE HOME LANGUAGE USE ALONGSIDE LEARNING THE SCHOOL LANGUAGE
- ☐ OFFER SMALL GROUP LANGUAGE SESSIONS OR USE LANGUAGE LEARNING APPS
- ☐ ALLOW ALTERNATIVE WAYS TO EXPRESS KNOWLEDGE (E.G., VISUALS, ORAL RESPONSES)
- ☐ COLLABORATE WITH LANGUAGE SUPPORT SPECIALISTS

TEACHING PRACTICES

CULTURALLY RESPONSIVE TEACHING

- ☐ INCLUDE EXAMPLES, STORIES, AND CASE STUDIES FROM VARIOUS CULTURAL BACKGROUNDS
- ☐ ADAPT LESSON PLANS TO INCORPORATE STUDENTS' CULTURAL KNOWLEDGE AND EXPERIENCES
- ☐ ACKNOWLEDGE AND VALUE MULTILINGUALISM IN CLASSROOM INTERACTIONS
- ☐ AVOID CULTURAL GENERALIZATIONS; FOCUS ON INDIVIDUAL STUDENT EXPERIENCES
- ☐ ENCOURAGE STUDENTS TO TEACH CLASSMATES ABOUT ASPECTS OF THEIR CULTURE

LANGUAGE-SENSITIVE INSTRUCTION

- ☐ USE VISUAL SUPPORTS, GESTURES, AND MULTILINGUAL CUES WHEN TEACHING
- ☐ CHECK FOR UNDERSTANDING REGULARLY AND OFFER REPHRASED EXPLANATIONS
- ☐ ALLOW USE OF HOME LANGUAGE DURING EARLY STAGES OF CONCEPT LEARNING
- ☐ PAIR MIGRANT STUDENTS WITH SUPPORTIVE PEERS DURING TASKS
- ☐ PROVIDE EXTRA TIME FOR ORAL OR WRITTEN RESPONSES

INCLUSIVE PARTICIPATION STRATEGIES

- ☐ DESIGN LOW-LANGUAGE-DEMAND ENTRY POINTS INTO TASKS
- ☐ OFFER MULTIPLE WAYS TO PARTICIPATE (ORAL, WRITTEN, VISUAL, MOVEMENT-BASED)
- ☐ USE COOPERATIVE LEARNING STRUCTURES THAT EMPHASIZE PEER SUPPORT
- ☐ AVOID PUTTING NEWLY ARRIVED STUDENTS ON THE SPOT PUBLICLY
- ☐ ENCOURAGE CULTURALLY DIVERSE GROUPINGS FOR COLLABORATION

> CHECKLIST

CULTURAL-MIGRATION DISADVANTAGE

NAME:

CLASS:

MATERIAL ADAPTATION

LINGUISTIC ACCESSIBILITY

- ☐ PROVIDE KEY VOCABULARY LISTS WITH VISUALS OR TRANSLATIONS
- ☐ USE DUAL-LANGUAGE OR BILINGUAL BOOKS WHEN POSSIBLE
- ☐ SIMPLIFY WRITTEN INSTRUCTIONS WITHOUT REDUCING CONTENT QUALITY
- ☐ OFFER MATERIALS IN BOTH DIGITAL AND PRINTED FORMATS
- ☐ ALLOW ORAL EXPLANATION IN PLACE OF WRITTEN WORK IF NEEDED

CULTURAL RELEVANCE

- ☐ SELECT TEXTS, IMAGES, AND PROBLEMS THAT REFLECT DIVERSE CULTURAL PERSPECTIVES
- ☐ AVOID MATERIALS CONTAINING STEREOTYPES OR CULTURALLY BIASED ASSUMPTIONS
- ☐ INCORPORATE GLOBAL AND MULTICULTURAL EXAMPLES IN ASSIGNMENTS
- ☐ ADAPT STORY PROBLEMS OR CASE STUDIES TO REFLECT STUDENTS' REALITIES
- ☐ ENCOURAGE STUDENTS TO BRING IN MATERIALS OR TOPICS FROM THEIR CULTURAL BACKGROUNDS

ASSESSMENT AND TASK FLEXIBILITY

- ☐ PROVIDE MULTIPLE FORMATS FOR TASKS (ORAL, VISUAL, PROJECT-BASED)
- ☐ ALLOW EXTRA TIME FOR TASKS INVOLVING HIGH LANGUAGE DEMANDS
- ☐ USE SCAFFOLDED INSTRUCTIONS OR STEP-BY-STEP GUIDES
- ☐ GIVE CREDIT FOR EFFORT, CREATIVITY, AND CULTURAL INSIGHT
- ☐ DESIGN ASSESSMENTS THAT MEASURE UNDERSTANDING, NOT LANGUAGE FLUENCY

SWOT ANALYSIS

STRENGTHS Enriches classroom with diverse perspectives and experiences Promotes empathy, tolerance, and global citizenship Supports inclusive values across the whole school community	WEAKNESSES Language barriers may delay academic progress Teachers may feel underprepared to address diverse needs Risk of unintentionally reinforcing stereotypes if not carefully guided
OPPORTUNITIES Develop partnerships with migrant communities and cultural organizations Create culturally themed projects or events to build awareness Engage families more deeply through translated materials and inclusive practices	CHALLENGES Ensuring consistency of support across different teachers and subjects Balancing integration with respect for cultural identity Limited availability of culturally appropriate resources or interpreters

EFFECTIVE ADAPTATIONS

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- ☐ _____
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> CHECKLIST

CULTURAL-MIGRATION DISADVANTAGE

NAME: _____

CLASS: _____

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EFFECTIVE RESOURCES

- ☐ Local charity initiatives
- ☐ School social work services
- ☐ Free learning apps/platforms
- ☐ Community clothing banks

NOTES TO MYSELF

> CHECKLIST

DEAFNESS AND/OR BLINDNESS

NAME: _____

CLASS: _____

DEAFNESS



BLINDNESS



ATTENTION/INTEREST



REMINDER

What is Deafness and/or Blindness

- Deafness refers to a partial or complete inability to hear, ranging from mild hearing loss to profound deafness. While some people are born deaf (congenital deafness), others acquire it later due to illness, injury, or environmental factors.
- Blindness is the inability to see or a lack of vision. In the most severe cases, there's an inability to see even light. It also means that you can't correct your vision with eyeglasses, contact lenses, eye drops or other medical therapy, or surgery.
- Deaf/blindness is a combination of sight and hearing loss that compromises a person's ability to communicate, access information and get around. It's also sometimes called "dual sensory loss" or "multi-sensory impairment". A deafblind person won't usually be totally deaf and totally blind, but both senses will be reduced enough to cause significant difficulties in everyday life.

CLASSROOM SETTINGS

BLINDNESS

- ☐ SEATING ARRANGEMENTS (easy access to the teacher's voice, instructional materials, and any assistive technologies)
- ☐ TACTILE MARKINGS (in Braille or raised letters)
- ☐ ACCESSIBLE CLASSROOM LAYOUT (Clear and consistent pathways; minimal obstacles and clutter; consistent layout every day -no furniture shifting, no bags or chairs left in walkways)
- ☐ REDUCE BACKGROUND NOISE

DEAFNESS

- ☐ SEATING ARRANGEMENTS (easy access to the interpreter or communication assistant, instructional materials, and any assistive technologies)
- ☐ REDUCE BACKGROUND NOISE
- ☐ BE AWARE OF LIGHTING (no low light, windows or light behind interpreter or teacher)
- ☐ USE VISUAL CUES like visual attention signal: Teacher holds up a hand, claps or use a specific sign

DEAFBLINDNESS

- ☐ SEATING ARRANGEMENTS (easy access to the interpreter or communication assistant, instructional materials, and any assistive technologies)
- ☐ TACTILE MARKINGS (in Braille, raised letters, images or shapes)
- ☐ ACCESSIBLE CLASSROOM LAYOUT (Clear and consistent pathways; minimal obstacles and clutter; consistent layout every day -no furniture shifting, no bags or chairs left in walkways)
- ☐ USE TACTILE SIGN LANGUAGE
- ☐ REDUCE BACKGROUND NOISE

> CHECKLIST

DEAFNESS AND/OR BLINDNESS

NAME:

CLASS:

TEACHING PRACTICES

BLINDNESS

- ☐ MULTI-SENSORY TEACHING (tactile maps, 3D models, audio descriptions)
- ☐ GIVE VERBAL EXPLANATIONS AND DESCRIPTIONS
- ☐ COLLABORATE WITH SPECIAL EDUCATORS
- ☐ USE CLEAR & DIRECT LANGUAGE (short sentences, avoid passive forms, explain terminology, explain acronyms, etc.)

DEAFNESS

- ☐ ESTABLISH CLEAR COMMUNICATION ROUTINES (face the class when speaking, avoid speaking while writing on the board, and use gestures when appropriate)
- ☐ GIVE SCHEDULE IN ADVANCE (to allow interpreters to prepare and clarify terminology)
- ☐ USE INTERACTIVE EXERCISES
- ☐ PROMOTE VISUAL ACCESSIBILITY
- ☐ OFFER ALTERNATIVE COMMUNICATION OPTIONS (AAC, assistive devices)
- ☐ ALLOW PROCESSING TIME

INDEPENDENCE AND SUPPORT

- ☐ GET TO KNOW THE STUDENT
- ☐ LET STUDENTS CHOOSE
- ☐ PEER SUPPORT AND GROUP ACTIVITIES
- ☐ OFFER COUNSELING AND EMOTIONAL SUPPORT
- ☐ OFFER INCLUSIVE EXTRACURRICULAR ACTIVITIES
- ☐ COMMUNICATE WITH FAMILIES (to ensure that educational strategies are aligned with the student's needs both at school and at home)
- ☐ PROMOTE AWARENESS AND PEER INCLUSION
- ☐ DO NOT USE ABLEIST LANGUAGE (Deaf and dumb, Hearing impaired, "She suffers from ...", Visually impaired, "They overcame their disability")

MATERIAL ADAPTATION

BLINDNESS

- ☐ OFFER MULTIPLE FORMATS (AUDIO, VIDEO)
- ☐ USE LEGIBLE FONTS (ATKINSON HYPERLEGIBLE) AND HIGH CONTRAST
- ☐ AVOID VISUAL OVERLOAD (TOO MANY COLOURS/FONTS, CAOTIC LAYOUT)
- ☐ SHARE MATERIALS AND VOCABULARY IN ADVANCE

DEAFNESS

- ☐ PROVIDE WRITTEN INSTRUCTIONS AND ANNOUNCEMENTS
- ☐ PROVIDE SUBTITLES OR CAPTIONS FOR AUDIOS AND VIDEOS
- ☐ DISCUSS LESSON PLANS, MATERIALS, AND NEW VOCABULARY OR CONCEPTS
- ☐ SHARE MATERIALS IN ADVANCE

COMPENSATORY TOOLS

- ☐ ASSISTIVE TECHNOLOGY (COMPUTER, SPEAKING CALCULATOR, SPEECH SYNTHESIS PROGRAMS, SPEECH-TO-TEXT SOFTWARE, AUDIO BOOKS, COMMUNICATION BOARDS, BRAILLE BOOKS, MAGNIFIERS, SCREEN READERS, ELECTRONIC BRAILLE DISPLAYS)
- ☐ USE LARGE-PRINT TEXTBOOKS, WORKSHEETS, AND EXAMS WHEN NECESSARY
- ☐ RECORD LESSONS OR OFFER DIGITAL RECORDER
- ☐ USE VOICE RECOGNITION TECHNOLOGY

> CHECKLIST

DEAFNESS AND/OR BLINDNESS

NAME: _____

CLASS: _____

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

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EFFECTIVE RESOURCES

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NOTES TO MYSELF



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> CHECKLIST

DOWN SYNDROM

NAME: _____

CLASS: _____

ATTENTION SPAN



FRUSTRATION TOLERANCE



PEER SUPPORT



REMINDER

What is **DOWN SYNDROM**?

- A genetic condition (a.k.a. Trisomy 21) caused by the presence of an extra copy of chromosome 21 (people with Down syndrome have 47 chromosomes instead of 46)
- It affects the development of body and brain, leading to a combination of physical traits (upward slanting almond-shaped eyes, flattened facial profile, small mouth and a larger-appearing tongue, short neck, small ears, shorter-than-average height, small hands and feet, short fingers) and intellectual delays (mild to moderate intellectual disability, delayed speech and language development, slower motor skill development, learning difficulties, but with potential to learn and thrive with support)

CLASSROOM SETTINGS

ENVIRONMENTAL ARRANGEMENT

- ☐ SEAT PUPIL IN A LOW-DISTRACTION AREA
- ☐ USE NOISE-CANCELLING HEADPHONES IF NEEDED
- ☐ POST VISUAL DAILY SCHEDULE

COGNITIVE AND ATTENTION SUPPORT

- ☐ DISPLAY "FIRST-THEN" BOARDS FOR TASK MOTIVATION
- ☐ TAKE FREQUENT BREAKS IN THE CLASS CALM – DOWN AREA, TO SUPPORT ATTENTION AND REDUCE OVERLOAD

CLASSROOM ACCESSIBILITY

- ☐ MAINTAIN UNCLUTTERED PATHWAYS FOR EASY MOBILITY
- ☐ CLEARLY LABEL THE LEARNING CENTRES, TO FOSTER INDEPENDENCE IN THE LEARNING PROCESS

TEACHING PRACTICES

INSTRUCTIONAL STRATEGIES

- ☐ BREAK TASKS INTO SMALL, ACHIEVABLE STEPS.
- ☐ BUILD REPETITION AND ROUTINE INTO THE SCHEDULE
- ☐ KEEP INSTRUCTIONS SHORT AND CONCISE

ASSIGNMENTS AND TASKS

- ☐ USE PICTURES, DIAGRAMS, OR MATCHING TASKS INSTEAD OF TEXT-HEAVY WORKSHEETS.
- ☐ PRIORITIZE TACTILE AND KINAESTHETIC ACTIVITIES LIKE PUZZLES, ROLE PLAY, MATCHING GAMES, AND MANIPULATIVES

SUPPORTIVE INTERACTION

- ☐ ENCOURAGE STRUCTURED PEER ACTIVITIES LIKE BUDDY SYSTEMS OR GROUP PROJECTS
- ☐ SUPPORT SOCIAL COMMUNICATION SKILLS THROUGH GUIDED INTERACTION
- ☐ CELEBRATE EFFORT, NOT JUST SUCCESS

MATERIAL ADAPTATION

ACCESSIBLE CONTENT

- ☐ INCORPORATE VISUAL TIMETABLES, CHARTS, FLASHCARDS, AND PICTURES TO SUPPORT LEARNING.
- ☐ USE SONGS AND RHYMES TO BOOST VERBAL SKILLS
- ☐ USE REAL-LIFE IMAGES WHEN POSSIBLE, TO STRENGTHEN UNDERSTANDING

MULTISENSORY APPROACH

- ☐ COMBINE SIGHT, SOUND, TOUCH, AND MOVEMENT
- ☐ USE TOOLS LIKE MUSIC, TEXTURED MATERIALS, AND MOVEMENT BREAKS
- ☐ INITIATE GESTURE-BASED LEARNING GAMES

HOMEWORK AND ASSESSMENT

- ☐ ASSESS THROUGH OBSERVATION OF SKILLS
- ☐ PROVIDE RECORDED DIRECTIONS OR STORIES, SO PUPILS CAN REPLAY AND FOLLOW AT THEIR OWN PACE.
- ☐ PROVIDE EXTRA TIME OR BREAKS DURING EXAMS/ EVALUATION SESSIONS

> CHECKLIST

DOWN SYNDROM

NAME: _____

CLASS: _____

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

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EFFECTIVE RESOURCES

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NOTES TO MYSELF

> CHECKLIST

ECONOMIC NEED

NAME: _____

CLASS: _____

Basic Needs and Social Inclusion



Academic Participation and Equity



Emotional and Behavioural Support



REMINDER

What is Economic Need

- A form of socio-economic disadvantage where students face limited access to resources due to low family income
- May manifest through visible signs (e.g., worn clothing) and behavioural clues (e.g., withdrawal, irritability)
- Impacts include lack of school supplies, poor nutrition, inadequate housing, and limited access to extracurricular activities

CLASSROOM SETTINGS

EQUITY IN ACCESS

- ☐ ENSURE ALL STUDENTS HAVE BASIC LEARNING MATERIALS
- ☐ CREATE LENDING SYSTEMS FOR MATERIALS AND UNIFORMS
- ☐ AVOID ASKING STUDENTS TO BRING ITEMS THAT MAY HIGHLIGHT ECONOMIC DISPARITY
- ☐ CREATE LENDING SYSTEMS FOR MATERIALS AND UNIFORMS

ATTENDANCE AND PARTICIPATION

- ☐ TRACK AND SUPPORT STUDENTS WITH FREQUENT ABSENCES
- ☐ ALLOW FLEXIBLE DEADLINES FOR HOMEWORK IF NEEDED
- ☐ OFFER QUIET, SUPERVISED SPACE FOR MORNING ARRIVAL OR LATE BREAKFAST
- ☐ PROVIDE OPTIONAL, FREE ALTERNATIVES TO COSTLY SCHOOL TRIPS OR EVENTS

PEER RELATIONSHIPS

- ☐ PROMOTE INCLUSIVE ACTIVITIES THAT DO NOT REQUIRE SPENDING MONEY
- ☐ ASSIGN ROTATING GROUP ROLES TO AVOID STATUS-BASED SEGREGATION
- ☐ ADDRESS BULLYING RELATED TO APPEARANCE OR POVERTY
- ☐ ENCOURAGE KINDNESS AND EMPATHY THROUGH CLASSROOM DISCUSSIONS

TEACHING PRACTICES

CULTURALLY AND ECONOMICALLY RESPONSIVE PEDAGOGY

- ☐ USE EXAMPLES AND MATERIALS THAT REFLECT DIVERSE ECONOMIC REALITIES
- ☐ AVOID ASSUMPTIONS ABOUT STUDENT HOME ENVIRONMENTS
- ☐ VALIDATE AND SUPPORT STUDENTS' EFFORTS, NOT JUST OUTCOMES
- ☐ HIGHLIGHT RESILIENCE AND GROWTH MINDSET STORIES

REDUCING HIDDEN COSTS OF LEARNING

- ☐ DESIGN TASKS THAT REQUIRE MINIMAL OUT-OF-SCHOOL RESOURCES
- ☐ SHARE RESOURCES DIGITALLY OR THROUGH CLASSROOM SHARING
- ☐ BE MINDFUL OF HOMEWORK REQUIRING INTERNET, PRINTERS, OR PARENTAL HELP
- ☐ COMMUNICATE DIRECTLY WITH FAMILIES USING LOW-COST CHANNELS

SUPPORTIVE TEACHER-STUDENT RELATIONSHIPS

- ☐ BUILD TRUSTING RELATIONSHIPS FOR STUDENTS TO EXPRESS NEEDS
- ☐ DISCREETLY CHECK IN WITH STUDENTS SHOWING SIGNS OF ECONOMIC STRESS
- ☐ COLLABORATE WITH SCHOOL SOCIAL WORKERS OR PSYCHOLOGISTS WHEN NEEDED

> CHECKLIST

ECONOMIC NEED

NAME: _____

CLASS: _____

MATERIAL ADAPTATION

INSTRUCTIONAL EQUITY

- ☐ USE FREE OR OPEN-ACCESS MATERIALS WHERE POSSIBLE
- ☐ ALLOW ORAL OR VISUAL RESPONSES FOR STUDENTS LACKING HOME RESOURCES
- ☐ OFFER IN-CLASS TIME FOR WORK COMPLETION TO AVOID HOMEWORK BURDENS
- ☐ PRINT HANDOUTS FOR STUDENTS WITHOUT DIGITAL ACCESS

ASSESSMENT FAIRNESS

- ☐ FOCUS ON PROCESS, EFFORT, AND INDIVIDUAL PROGRESS
- ☐ AVOID COMPARING STUDENTS' RESOURCES IN PRESENTATIONS OR PROJECTS
- ☐ PERMIT LOW-COST OR CREATIVE ALTERNATIVES FOR ASSIGNMENTS
- ☐ ENSURE ASSESSMENT DOES NOT RELY ON AT-HOME MATERIALS

COMMUNITY RESOURCES AND COLLABORATION

- ☐ CONNECT FAMILIES WITH FOOD, CLOTHING, AND UTILITY SUPPORT SERVICES
- ☐ PARTNER WITH NGOS OR CHARITIES FOR STUDENT SUPPORT
- ☐ PROVIDE DISCREET RESOURCE PACKS (STATIONERY, HYGIENE KITS, SNACKS)
- ☐ KEEP INFORMATION CONFIDENTIAL AND RESPECTFUL

SWOT ANALYSIS

STRENGTHS Can increase equity and empathy among peers Builds student confidence through inclusive practices	WEAKNESSES Risk of stigma if not handled sensitively May strain school budgets without external support
OPPORTUNITIES Strengthen community ties and school partnerships Train staff in equity and trauma-informed teaching	CHALLENGES Identifying students in need discreetly Balancing individual support with whole-class equity

EFFECTIVE ADAPTATIONS

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EFFECTIVE RESOURCES

- ☐ Local charity initiatives
- ☐ School social work services
- ☐ Free learning apps/platforms
- ☐ Community clothing banks

NOTES TO MYSELF



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> CHECKLIST

EMOTIONAL & PSYCHOLOGICAL DISORDERS

NAME: _____

CLASS: _____

MENTAL HEALTH & WELL-BEING SUPPORT



SOCIAL AND EMOTIONAL INCLUSION



BUILDING SAFE AND SUPPORTIVE SCHOOL ENVIRONMENTS



REMINDER

What are Emotional and Psychological Disorders?

- Conditions that affect a child's emotional regulation, mood, behaviour, and ability to engage socially and academically
- Examples include anxiety, depression, bipolar disorder, obsessive-compulsive disorder, and trauma-related issues
- Pupils may appear withdrawn, irritable, overactive, worried, or exhibit changes in energy, mood, or behaviour
- Consistency, emotional safety, and flexible expectations are key
- Not always visible – awareness and observation are essential

CLASSROOM SETTINGS

EMOTIONAL SAFETY

- ☐ CREATE A CLASSROOM CULTURE OF RESPECT, INCLUSION, AND ACCEPTANCE
- ☐ USE CALM, NON-THREATENING LANGUAGE AND TONE
- ☐ AVOID PUBLIC SHAMING, SARCASM, OR FORCED PARTICIPATION
- ☐ OFFER SAFE SPACES FOR SELF-REGULATION OR QUIET TIME
- ☐ DISPLAY VISUALS THAT AFFIRM EMOTIONS AND SELF-EXPRESSION

FLEXIBILITY AND ROUTINES

- ☐ MAINTAIN CLEAR, PREDICTABLE ROUTINES
- ☐ PREPARE PUPILS IN ADVANCE FOR CHANGES (E.G., WITH VISUAL SCHEDULES OR VERBAL PROMPTS)
- ☐ ALLOW FLEXIBILITY IN SEATING, TIMING, AND PARTICIPATION
- ☐ PROVIDE TIME-OUTS OR CALM-DOWN STRATEGIES WITHOUT PUNISHMENT

CLASSROOM CLIMATE

- ☐ PROMOTE KINDNESS AND PEER EMPATHY (E.G., THROUGH COOPERATIVE LEARNING)
- ☐ AVOID OVERSTIMULATING ENVIRONMENTS (E.G., LOUD NOISE, CLUTTER)
- ☐ USE MINDFULNESS OR GROUNDING ACTIVITIES AS PART OF ROUTINE

TEACHING PRACTICES

EMOTIONALLY RESPONSIVE TEACHING

- ☐ ACKNOWLEDGE EMOTIONS WITHOUT JUDGMENT
- ☐ ENCOURAGE JOURNALING, DRAWING, OR ALTERNATIVE EMOTIONAL EXPRESSION
- ☐ PROVIDE CHOICES IN TASKS TO REDUCE ANXIETY AND INCREASE AUTONOMY
- ☐ USE SHORT, CLEAR INSTRUCTIONS AND CHECK FOR UNDERSTANDING
- ☐ REGULARLY CHECK IN WITH PUPILS EMOTIONALLY (PRIVATELY IF NEEDED)

BEHAVIORAL SUPPORT

- ☐ RECOGNIZE THAT BEHAVIOUR MAY REFLECT INTERNAL DISTRESS
- ☐ RESPOND TO OUTBURSTS CALMLY; AVOID ESCALATION
- ☐ USE RESTORATIVE RATHER THAN PUNITIVE DISCIPLINE
- ☐ REINFORCE POSITIVE BEHAVIOUR WITH SPECIFIC PRAISE
- ☐ DOCUMENT PATTERNS OF CONCERN AND COMMUNICATE WITH SUPPORT STAFF

ENGAGEMENT AND PARTICIPATION

- ☐ BREAK TASKS INTO MANAGEABLE STEPS
- ☐ OFFER POSITIVE REINFORCEMENT AND ENCOURAGEMENT
- ☐ ALLOW NON-VERBAL PARTICIPATION WHEN NEEDED
- ☐ BE SENSITIVE DURING GROUP ACTIVITIES OR PRESENTATIONS

> CHECKLIST

EMOTIONAL & PSYCHOLOGICAL DISORDERS

NAME: _____

CLASS: _____

MATERIAL ADAPTATION

INSTRUCTIONAL MATERIALS

- ☐ USE VISUAL AIDS TO SUPPORT INSTRUCTIONS
- ☐ PROVIDE SIMPLIFIED OR STEP-BY-STEP VERSIONS OF COMPLEX TASKS
- ☐ ALLOW DIGITAL SUBMISSIONS WHEN WRITING IS CHALLENGING

ASSESSMENT FLEXIBILITY

- ☐ OFFER ALTERNATIVE ASSESSMENT FORMATS (ORAL, VISUAL, PORTFOLIO)
- ☐ ALLOW EXTRA TIME AND BREAKS
- ☐ AVOID HIGH-PRESSURE TESTING ENVIRONMENTS
- ☐ GRADE WITH SENSITIVITY TO EFFORT AND PROGRESS, NOT JUST OUTCOME

SUPPORT TOOLS

- ☐ OFFER ANXIETY-REDUCING TOOLS (E.G., CHECKLISTS, TIMERS, FIDGET OBJECTS)
- ☐ USE POSITIVE AFFIRMATION VISUALS OR COPING STRATEGY CARDS
- ☐ PROVIDE ACCESS TO SCHOOL COUNSELLOR OR TRUSTED ADULT

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

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EFFECTIVE RESOURCES

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NOTES TO MYSELF



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> CHECKLIST

INTELLECTUAL DISABILITY

NAME: _____

CLASS: _____

ATTENTION



SENSORY SENSITIVITIES



COMMUNICATION



REMINDER

An intellectual disability is when limitations in your mental abilities affect intelligence, learning and everyday life skills. The effects of this can vary widely. Some people may experience minor effects but still live independent lives. Others may have severe effects and need lifelong assistance and support.

It is important to create opportunities for these students to interact with their peers, engage in group activities, and build relationships. Teachers can encourage socialization through structured activities like group work, cooperative learning tasks, or classroom events. Additionally, raising awareness about Intellectual Disabilities among all students can promote empathy and understanding, reducing stigma and **fostering a more inclusive school culture**.

CLASSROOM SETTINGS

- | | | |
|--|--|--|
| ☐ AVOID HARSH LIGHTING | ☐ AVOID VISUAL OVERLOAD | ☐ AVAILABLE FIDGET TOYS |
| ☐ REDUCE BACKGROUND NOISE | ☐ CALMING COLOURS | ☐ REDUCE SMELL/SCENT |

TEACHING PRACTICES

ORGANIZATION

- ☐ GIVE SCHEDULE IN ADVANCE
- ☐ TAKE SHORT FREQUENT BREAKS
- ☐ GIVE STEP-BY-STEP INSTRUCTIONS (written if you can)
- ☐ USE VERBAL TRANSITIONS (EXAMPLE: "Let's move on to the second part...")
- ☐ USE VISUAL TIMERS

COMMUNICATION

- ☐ USE CLEAR & DIRECT LANGUAGE
- ☐ RESPECT PROCESSING TIME
- ☐ EXPLAIN THE "WHY"
- ☐ OFFER ALTERNATIVE COMMUNICATION OPTIONS (AAC)
- ☐ ROLE PLAY
- ☐ DON'T FORCE EYE CONTACT
- ☐ DO NOT USE ABLEIST LANGUAGE

INDEPENDENCE AND SUPPORT

- ☐ GET TO KNOW THE STUDENT
- ☐ LET STUDENTS CHOOSE
- ☐ ALLOW FREEDOM TO STAND UP, MOVE AROUND, FIDGET OR EXIT THE ROOM
- ☐ GIVE FLEXIBLE GROUPING AND SOLO OPTIONS
- ☐ NEVER FORCE PUBLIC SPEAKING, READING OR INTERACTION

MATERIAL ADAPTATION

AT SCHOOL

- ☐ OFFER MULTIPLE FORMATS (WRITTEN, AUDIO, VIDEO)
- ☐ USE LEGIBLE FONTS (ATKINSON HYPERLEGIBLE)
- ☐ AVOID VISUAL OVERLOAD (TOO MANY COLOURS/FONTS, CAOTIC LAYOUT)
- ☐ FLEXIBLE DEADLINES

AT HOME ASSIGNMENTS

- ☐ ALLOW ADAPTATIONS FROM "AT SCHOOL"
- ☐ DECREASE THE AMOUNT OF HOMEWORK
- ☐ DISPENSE MNEMONIC STUDYING
- ☐ COMMUNICATE WITH FAMILIES (to ensures that educational strategies are aligned with the

COMPENSATORY TOOLS

- ☐ ASSISTIVE TECHNOLOGY (COMPUTER, CALCULATOR, SPEECH SYNTHESIS PROGRAMS, SPEECH-TO-TEXT SOFTWARE, AUDIO BOOKS, AND COMMUNICATION BOARDS)
- ☐ RECORD LESSONS OR OFFER DIGITAL RECORDER

> CHECKLIST

INTELLECTUAL DISABILITY

NAME: _____

CLASS: _____

- ☐ GIVE CHECKLIST, TEMPLATES OR MODELS
- ☐ LET THEM USE MAPS, TEMPLATES AND NOTES
- ☐ GIVE SUPPORT DURING DIFFICULT TASKS

student's needs both at school and at home)

- ☐ PROVIDE SUBTITLES OR CAPTIONS FOR AUDIOS AND VIDEOS
- ☐ OFFER NOTE TAKING SERVICES
- ☐ PROVIDE MAPS

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

	☐	NOTES
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EFFECTIVE RESOURCES

- ☐ _____
- ☐ _____
- ☐ _____

NOTES TO MYSELF



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> CHECKLIST

NEURODIVERGENCE

NAME: _____

CLASS: _____

ATTENTION



SENSORY SENSITIVITIES



COMMUNICATION



REMINDER

What is neurodivergence:

- ADHD (Attention-deficit hyperactivity disorder)
neurodevelopmental disorder caused by differences in brain growth in the brain areas that regulate emotions, behaviour, attention, and executive function
- Autism (also known as autism spectre disorder)
neurodevelopmental disorder characterized by some degree of difficulty with social interaction and communication
- Learning disorder/difficulty
neurodevelopmental disorder causing difficulties in reading (dyslexia), writing (dysgraphia, dysorthography), and math (dyscalculia)
- Giftedness & twice exceptionality (2E: giftedness+another neurodivergence)

CLASSROOM SETTINGS

☐ AVOID HARSH LIGHTING

☐ REDUCE BACKGROUND NOISE

SENSORY FRIENDLY SPACE

☐ AVOID VISUAL OVERLOAD

☐ USE CALMING COLOURS

☐ AVAILABLE FIDGET TOYS

☐ REDUCE SMELL/SCENT

TEACHING PRACTICES

ORGANIZATION

- ☐ GIVE SCHEDULE IN ADVANCE
- ☐ TAKE SHORT FREQUENT BREAKS
- ☐ GIVE STEP-BY-STEP INSTRUCTIONS (written if you can)
- ☐ USE VERBAL TRANSITIONS (EXAMPLE: "Let's move on to the second part...")
- ☐ USE VISUAL TIMERS
- ☐ OFFER CALM SPACES FOR REGULATION OR BREAKS

COMMUNICATION

- ☐ USE CLEAR & DIRECT LANGUAGE
- ☐ RESPECT PROCESSING TIME
- ☐ EXPLAIN THE "WHY"
- ☐ OFFER ALTERNATIVE COMMUNICATION OPTIONS (AAC)
- ☐ ROLE PLAY
- ☐ DON'T FORCE EYE CONTACT
- ☐ DO NOT USE ABLEIST LANGUAGE

INDEPENDENCE AND SUPPORT

- ☐ GET TO KNOW THE STUDENT
- ☐ LET STUDENTS CHOOSE
- ☐ ALLOW FREEDOM TO STAND UP, MOVE AROUND, FIDGET OR EXIT THE ROOM
- ☐ GIVE FLEXIBLE GROUPING AND SOLO OPTIONS
- ☐ NEVER FORCE PUBLIC SPEAKING, READING OR INTERACTION

MATERIAL ADAPTATION

AT SCHOOL

- ☐ OFFER MULTIPLE FORMATS (WRITTEN, AUDIO, VIDEO)
- ☐ USE LEGIBLE FONTS (ATKINSON HYPERLEGIBLE)

AT HOME ASSIGNMENTS

- ☐ ALLOW ADAPTATIONS FROM "AT SCHOOL"
- ☐ DECREASE THE AMOUNT OF HOMEWORK
- ☐ DISPENSE MNEMONIC STUDYING

COMPENSATORY TOOLS

- ☐ TECHNOLOGY (COMPUTER, CALCULATOR, SPEECH SYNTHESIS PROGRAMS, SPEECH-TO-TEXT SOFTWARE, AUDIO BOOKS, AND COMMUNICATION BOARDS)

> CHECKLIST

NEURODIVERGENCE

NAME: _____

CLASS: _____

- ☐ AVOID VISUAL OVERLOAD (TOO MANY COLOURS/FONTS, CAOTIC LAYOUT)
- ☐ GIVE FLEXIBLE DEADLINES
- ☐ GIVE CHECKLIST, TEMPLATES OR MODELS
- ☐ LET THEM USE MAPS, TEMPLATES AND NOTES
- ☐ GIVE SUPPORT DURING DIFFICULT TASKS

- ☐ COMMUNICATE WITH FAMILIES (to ensures that educational strategies are aligned with the student's needs both at school and at home)

- ☐ RECORD LESSONS OR OFFER DIGITAL RECORDER
- ☐ PROVIDE SUBTITLES OR CAPTIONS FOR AUDIOS AND VIDEOS
- ☐ OFFER NOTE TAKING SERVICIES
- ☐ PROVIDE MAPS

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
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EFFECTIVE RESOURCES

- ☐ _____
- ☐ _____
- ☐ _____

NOTES TO MYSELF



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> CHECKLIST

PHYSICAL DISABILITY

NAME: _____

CLASS: _____

ACCESSIBLE ENVIRONMENTS



ASSISTIVE DEVICES



SUPPORT SERVICES



REMINDER

WHAT IS PHYSICAL DISABILITY?

- Physical disability limits movement or physical function.
- It may result from injury, illness, or congenital conditions.
- Experts stress rehab, assistive tools, and access as key supports.
- Inclusion helps ensure equal participation and opportunity.

CLASSROOM SETTINGS

ACCESSIBLE ENVIRONMENT

- ☐ RAMPS, WIDE DOORWAYS, AND CLEAR PATHS FOR MOBILITY AIDS
- ☐ HEIGHT-ADJUSTABLE DESKS AND CHAIRS
- ☐ ACCESSIBLE RESTROOMS AND CLASSROOM ENTRANCES

ADAPTIVE EQUIPMENT AND TECHNOLOGY

- ☐ USE OF ASSISTIVE DEVICES LIKE WHEELCHAIRS, WALKERS, OR SPECIALIZED SEATING
- ☐ LEARNING TOOLS SUCH AS VOICE-TO-TEXT SOFTWARE, ADAPTED KEYBOARDS, AND TABLETS

INCLUSIVE TEACHING PRACTICES

- ☐ FLEXIBLE TEACHING METHODS (E.G., VISUAL, AUDITORY, AND HANDS-ON APPROACHES)
- ☐ EXTRA TIME FOR ASSIGNMENTS AND ASSESSMENTS
- ☐ ENCOURAGING PEER SUPPORT AND INCLUSIVE GROUP ACTIVITIES

TEACHING PRACTICES

INSTRUCTIONAL ADAPTATIONS

- ☐ FLEXIBLE TEACHING METHODS
- ☐ MODIFIED ASSIGNMENTS
- ☐ EXTRA TIME FOR TASKS

ASSISTIVE TECHNOLOGY USE

- ☐ SPEECH-TO-TEXT SOFTWARE
- ☐ ADAPTED KEYBOARDS/TABLETS
- ☐ MOBILITY AIDS SUPPORT

INCLUSIVE CLASSROOM ENVIRONMENT

- ☐ ACCESSIBLE SEATING
- ☐ PEER SUPPORT AND COLLABORATION
- ☐ DISABILITY AWARENESS ACTIVITIES

MATERIAL ADAPTATION

FORMAT ADAPTATION

- ☐ LARGE PRINT OR DIGITAL TEXT
- ☐ AUDIO VERSIONS OF READING MATERIALS
- ☐ BRAILLE OR TACTILE RESOURCES

PHYSICAL ACCESS ADAPTATION

- ☐ LIGHTWEIGHT OR EASY-TO-HANDLE MATERIALS
- ☐ MATERIALS PLACED WITHIN EASY REACH
- ☐ USE OF PAGE TURNERS OR BOOK HOLDERS

TECHNOLOGY-BASED ADAPTATION

- ☐ E-BOOKS WITH TEXT-TO-SPEECH
- ☐ INTERACTIVE SOFTWARE OR APPS
- ☐ USE OF TABLETS OR ADAPTED INPUT DEVICES

> CHECKLIST

PHYSICAL DISABILITY

NAME: _____

CLASS: _____

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	CHALLENGES

EFFECTIVE ADAPTATIONS

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EFFECTIVE RESOURCES

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NOTES TO MYSELF



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ACTIVITY SHEET

TITLE	Animals Have Feelings Too!		
NEED	Deafness and/or blindness	DURATION	20 minutes
TOPIC	Animal rights		

Objectives

- Understand that animals have feelings and needs
- Recognise simple animal rights (food, shelter, kindness)
- Use sensory input to connect emotionally with animals

Materials

- Tactile animal figurines (different textures: soft, rough, smooth)
- Audio recordings of animal sounds (optional if not suitable for students with hearing loss)
- Braille or texture cards showing animal needs (food bowl, water droplet, house)
- Communication aids (for students who are deaf)
- Scent jars (e.g. hay, pet shampoo, mild smells)



Accessibility

- For Blind students:
Use real objects or 3D tactile materials
Provide Braille or raised-line drawings
Use touch cues or hand-over-hand guidance if needed
- For Deaf students:
Use a sign language interpreter or visual cues
Ensure instructions are visually demonstrated or shown on cards
Use pictures with strong contrast if low vision is present

How to:

Step 1

Introduce animals through tactile experience
Pass around animal toys (dog, cat, bunny, bird), Allow students to explore texture, size and shape, Describe each animal through sign, spoken word.

Step 2

Teach basic animal rights via touch, sign, or smell.
Introduce tactile cards showing (food – textured bowl, water-smooth droplet, shelter – wooden texture or raised outline of a house, kind touch-feathers, soft fur) and let students feel and match textures with the animal toys.

Step 3

Describe simple actions like for example petting a cat gently (give soft fabric to feel) or pulling a dog's tail (explain through sign or modelling) and ask the students if it is safe or not. For deaf students use large flashcards with thumbs up/down. For blind students: ask them to raise one hand for safe and two hands for not safe.

Step 4

In a circle students touch a soft toy or feels a "kindness stone". All students together say/sign the following phrase "I will be kind to animals. They have feelings like."

You can end this session by smelling scented jars (e.g. with fresh hay) or listening to calming music.



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Deafness or Blindness	DURATION	15 min
TOPIC	Economical		

Objectives

- Understand essential vs. non-essential items
- Engage in turn-based group decision-making
- Experience accessible and inclusive communication

Materials

- Tactile or large-print picture cards; or Braille labels as needed
- Physical tokens (textured or distinct shapes)
- Printed or signed item descriptions



Accessibility

- Use tactile cards and raised tokens for blind learners
- Include sign language interpretation or written prompts for deaf learners
- Ensure clear turn-taking and communication in small groups

How to:

Step 1

Introduce the game using the most accessible method for the group: sign, spoken word, tactile materials, or visual chart.

Place students in small groups and distribute adapted materials.

Step 2

Students explore the item cards (tactilely or visually). One by one, they pick an item and discuss whether it's worth the tokens.

Support communication with a facilitator, interpreter, or peer buddy if needed.

Step 3

Groups reflect on what they spent their tokens on.

Encourage sharing through their preferred mode: signing, speech, drawing, Braille note, or verbal explanation.



ACTIVITY SHEET

TITLE	Feel the Pride		
NEED	Deafness and/or blindness	DURATION	30 min
TOPIC	LGBTQIA+		

Objectives

- Exploring the meaning of the LGBTQIA+ Pride flag through touch

Materials

- Different materials for each colour (for example: red buttons, orange velvet, yellow crepe paper, green pipe cleaners, blue pearls, violet cotton balls)
- Paper
- Puffy paint (3d paint)
- Glue



Accessibility

- Use clear and direct language
- Let students choose how they want to do the activity
- Let them work with a classmate
- Don't force the activity
- Give them enough time
- Give verbal or written explanations
- Give schedule in advance (to allow interpreters to prepare and clarify terminology)
- Offer example model

How to:

Step 1

Prepare the material:
Using the puffy paint outline the flag on the paper.
Let it dry before giving it to the students (It is better to prepare the materials the day before).
It will be the guide dividing the flag stripes.

Step 2

Provide the students with glue, prepared paper and the different coloured materials.

Step 3

Let the students glue the materials giving verbal cues about the colour, material and where to glue if needed.

Step 4

While they glue, tell them about the meaning of each colour.
Red for life, orange for healing, yellow for radiant ideas, green for nature, blue for serenity and violet for spirit.

	LGBTQIA+ flag		Lesbian		Transgender
	Genderfluid		Gay man		Pansexual
	Bisexual		Asexual		Nonbinary



ACTIVITY SHEET

TITLE	Feel, Smell and Save Our Food!		
NEED	Deafness and/or Blindness	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify healthy foods using sense (touch, smell, sound)
- Understand the basic idea of food waste and why it matters
- Match foods to appropriate actions (eat, compost, store)
- Demonstrate one action to reduce food waste

Materials

- Real/plastic food (variety of textures and smells)
- Tactile symbol cards or objects
- Braille labels or textured symbols
- Sound buttons or audio-recorded prompts (for blind students)
- Teacher using signs for deaf students
- Fabric mats or trays for sorting
- Scented markers or spice jars for scent guessing



Accessibility

- For blind students: tactile cues, real objects, Braille or raised symbols, audio support
- For deaf students: sign-language, gesture-based instruction, visual cue cards
- For dual sensory loss: hands-on participation, object cues

How to:

Step 1

Sensory warm-up: pass around one food item (like an orange or soft bread). Ask them how does it feel and what does it smell like.

Step 2

Present pairs of food items one fresh, one spoiled (e.g. a fresh apple vs a soft, bruised fake apple). Students feel it, smell it and ask the students whether to keep it or throw it. You can use either tactile symbols or hand gestures to indicate "eat" vs "waste".

Step 3

Matching activity (Save or Waste). Use trays or fabric mats with texture differences (e.g. rough=waste, smooth=save). Provide positive reinforcement (e.g. claps, thumbs up)

Step 4

Solutions Circle – What can we do? Pass around an for each solution (e.g. a container for "store food", a toy bin for "compost", a dog figurine for "feed animals". Students feel and guess the meaning or choose one solution.

Step 5

Wrap-up
Invite each student to touch or point to their favourite healthy food.
Either sing goodbye or pass around a scented goodbye object e.g. a cinnamon stick to mark lesson end.



ACTIVITY SHEET

TITLE	Through the Lens of Diversity		
NEED	Deafness and Blindness	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Help pupils understand that not everyone sees or hears the same
- Build empathy toward classmates who are deaf, blind, or have sensory impairments
- Recognize bullying and know how to respond kindly

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Blindfolds or paper eye masks (optional)
- Earplugs or quiet simulation (optional)
- Large paper, crayons or markers
- "Respect means..." board or sheet



Accessibility

- Use visual, auditory, and tactile instructions
- Provide alternative formats (e.g., read-aloud and picture cards)
- Pair children with buddies during simulations
- Avoid loud noise, fast pacing, or excessive reliance on verbal-only instructions
- Allow children to opt out of simulations if uncomfortable

How to:

Step 1

Read the SIEMDIG LTTA 2 interactive story intitled "Experiencing the world in silence" (<https://siemdig.espaiboule.eu/en/interactive-stories/LTTA2>) featuring a character with hearing loss. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils.

Step 2

"Walk in my shoes" Simulation - Let pupils try a short, gentle activity using blindfolds or by plugging their ears. Have a buddy guide them or tap gently to signal where to go. Then ask:
* Was it easy to know what to do?
* How did your buddy help?
!!! Frame it as awareness, not a game. Make it safe, brief, and always optional

Step 3

Divide pupils in groups and ask them to create a „Respect means ..." board about things that show respect to someone who sees or hears differently. Examples:
* Face people when talking
* Use touch gently to get attention
* Don't tease if someone uses braille or signs or wears hearing aids

Step 4

Class Pledge – Form a circle. Each pupil says or signs "I promise to respect how others SEE, HEAR and SPEAK". Then all the pupils say the same sentence together using WE instead of I. Then do a silent wave, thumbs-up or clap to close the activity inclusively.



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Deafness and Blindness	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of (with picture prompts).
- Sort waste into dry and wet streams using colour-coded bins and sorting cards.

Materials

- One pair of disposable gloves (one per pupil).
- Tactile or real-life versions of waste items (plastic, paper, organic).
- Two bins:
 - Dry Waste — marked with textured shapes (e.g. smooth square)
 - Wet Waste — marked with textured shapes (e.g. soft circle)
- Rubbish bags (one per group).
- Visual Activity Plan, timers, and task breakdowns to structure the experience.
- Response Prompt Cards.

Accessibility

- Step 1:** Keep the space calm and structured. Repeat key info in multiple formats (spoken, signed, tactile). Avoid relying on pointing; use direct references (e.g., “the soft item in your hand”).
- Step 2:** Allow verbal/tactile check-ins. Give clear start and end cues. Offer rest periods and sensory breaks.
- Step 3:** For blind pupils, have them sort items by texture or smell. For deaf pupils, use large print caption cards or sign with facial expressions.
- Step 4:** For blind pupils use oral questions for deaf pupils use Response Prompt Cards (Annex 1).

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 3–4 pupils and 1 adult/helper.

Show the visual Activity Plan:

- 🖐️ Intro → 🖐️ Get Ready → 🗑️
 Outdoor Litter Pick → ● Sorting →
 💬 Talk → ☑️ Finish
- Explain the rules and safety boundaries.

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags).
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil can collect fewer items if needed (e.g. 5 instead of 10).
- Set a Visual or Audible Timer (e.g. 10 minutes).**
- Show pupils the timer or play soft chimes every 3–5 minutes as a gentle reminder.

Step 4

Return and set up

- Pupils sort items into bins:
 - Use touch to explore items.
 - Guide hands to feel bin texture.

Decide: dry or wet rubbish?

- Place the item in the appropriate bin.
- Encourage participation.

Discuss with cards or verbal cues:

- “What would happen if an animal ate this?”
- “Which item lasts longest outdoors?”



ACTIVITY SHEET

TITLE	Be a Friend to Animals		
NEED	Mental – Intellectual Disability (anxiety disorders, other mental health disorders & other intellectual disabilities)	DURATION	20 mins
TOPIC	Animal rights		

Objectives

- Recognize that animals have basic needs and feelings.
- Learn simple ways to treat animals with kindness.
- Feel calm and confident participating in group activity.

Materials

- Picture cards (animal feeds: food, water, love, safe space)
- Emotion cards (happy/sad, safe/scared)
- Stuffed animals or soft toys (familiar animals like cats, dogs, rabbits)
- “Kindness star” stickers
- Optional calming item: soft music

Accessibility

- Use predictable structure and repeated phrases
- Keep instructions simple and concrete
- Allow non-verbal responses (e.g. gesture)
- Offer calming aids (soft textures)
- Use a visual schedule (First → Then → Finish) to reduce anxiety
- Allow breaks if needed and respect sensory needs (noise, touch, lights)

How to:

Step 1

Meet the Animals

- Show 2–3 soft toy animals. Let students touch or hold one.
- Ask: “What animal do you like?”
- Say: “Animals are our friends. They need love, just like us.”

Step 2

Animal Feelings

- Show emotion cards (happy, sad, scared, safe).
- Ask: “How does a dog feel if it’s hungry?” → show sad face.
- Let students point or choose the matching emotion for each scenario

Step 3

What animals need

- Present picture cards (food, water, safe home, kind touch).
- Match each card with an animal toy.
- Students help choose or name what animals need (verbally or non-verbally).

Step 4

Kind or not kind

- Describe or show actions:
“Giving food to a cat” (Kind)
“Yelling at a puppy” (Not Kind)
- Students show thumbs up/down, use yes/no cards, or press a “safe” button.
- Reinforce positively with a sticker or “kindness star.”

Steps

Promise (Wrap-up)

- Hold animals and say together: "I will be kind. Animals have feelings too."
- Each student places a kindness star near their favourite animal toy.



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Mental-Intellectual Disability	DURATION	15 min
TOPIC	Economical		

Objectives

- Distinguish between basic needs and wants
- Practice counting and using simple tokens
- Strengthen group collaboration and turn-taking

Materials

- Item cards with clear, simple images and words
- Large, colourful tokens (buttons or counters)
- Visual shopping list chart (with needs/wants categories)



Accessibility

- Use symbols and images alongside words
- Offer step-by-step instructions with visual aids
- Repeat instructions and give time for processing

How to:

Step 1

Introduce the idea of needs vs. wants using simple visuals (e.g. food = need, video game = want).

Divide students into small groups and hand out tokens and cards.

Step 2

Each group looks at cards one at a time and places them in "Need" or "Want" piles.

Then they spend their 10 tokens starting with needs.

Step 3

Each group shares what they have bought.

Teacher reinforces learning: "Great! You chose food, that's important. You saved some coins too, well done!"



ACTIVITY SHEET

TITLE	Cultural Values Tree – Sharing What Matters		
NEED	Anxiety disorder	DURATION	20 minutes
TOPIC	Teaching cultural values		

Objectives

- To help pupils identify and share important cultural values (e.g., respect, family, tradition, kindness).
- To promote empathy and acceptance of cultural differences.
- To boost self-confidence and participation through creative expression

Materials

- Storybook on cultural diversity or values
- Pre-cut leaf shapes in different colours
- Large tree poster or drawing on wall/chart
- Crayons or coloured pencils



How to:

Step 1

Create a “Values Cloud” on the board. Prompt with examples: “In my family, we care for our grandparents.”.

Step 2

Let pupils raise hands or draw symbols/pictures if they don’t want to speak.

Step 3

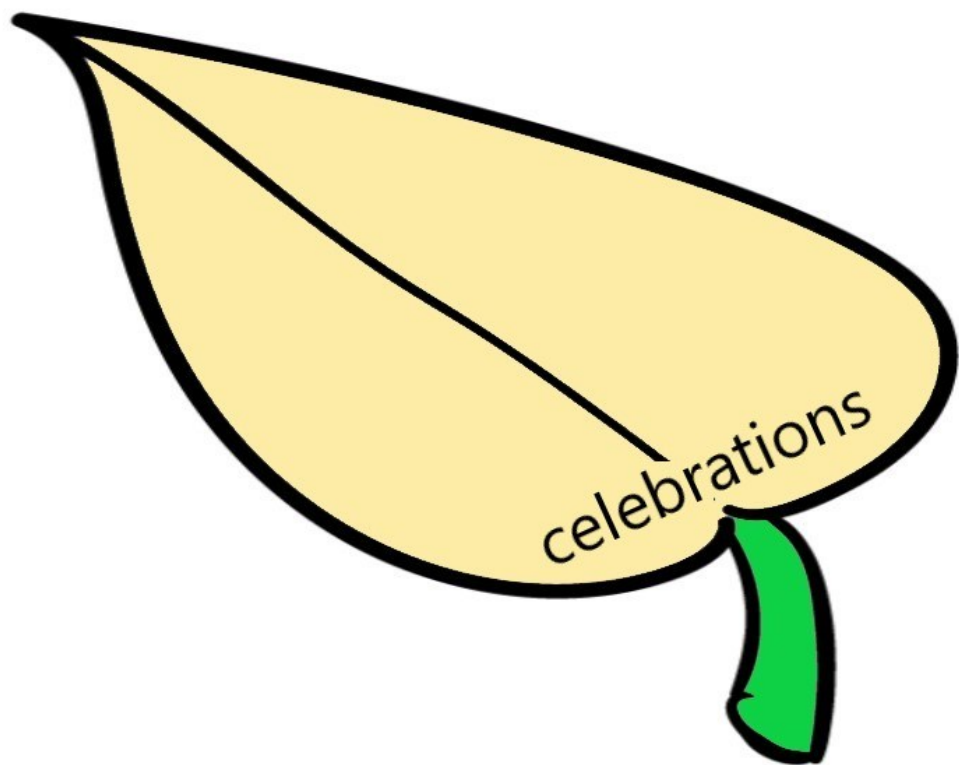
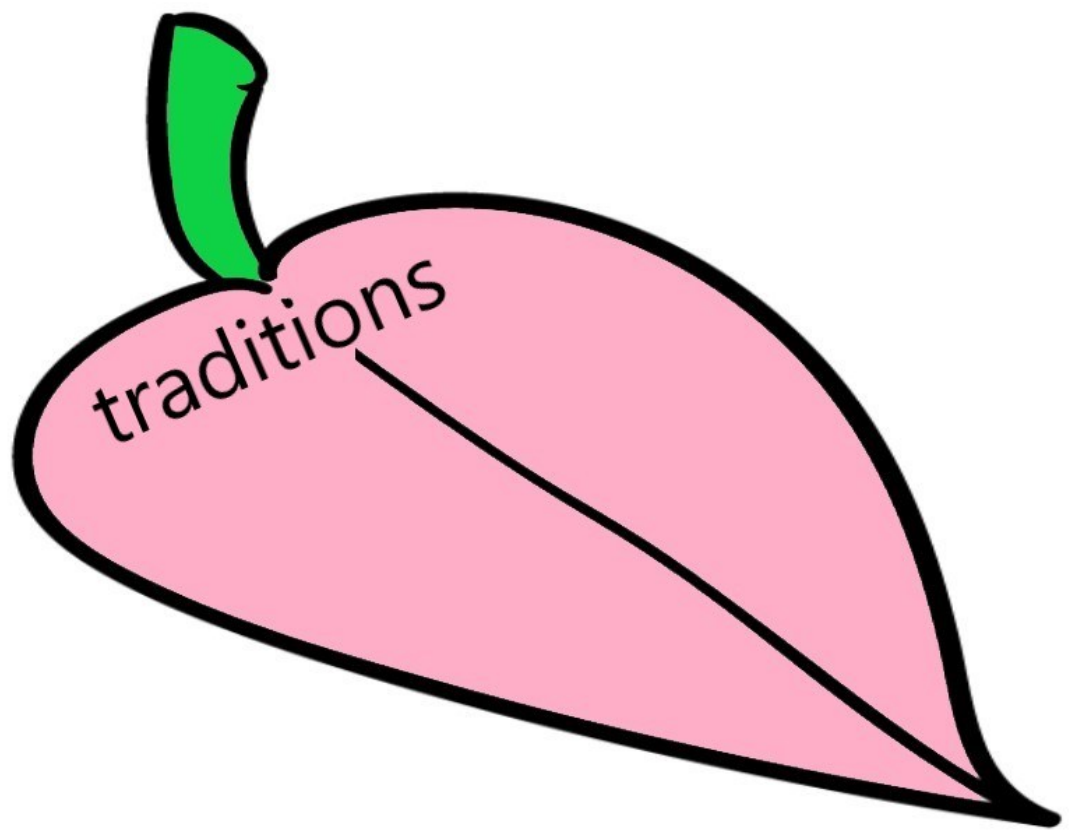
Give each child a leaf-shaped cutout. Ask them if they can draw or write one value that is important in your family or culture.

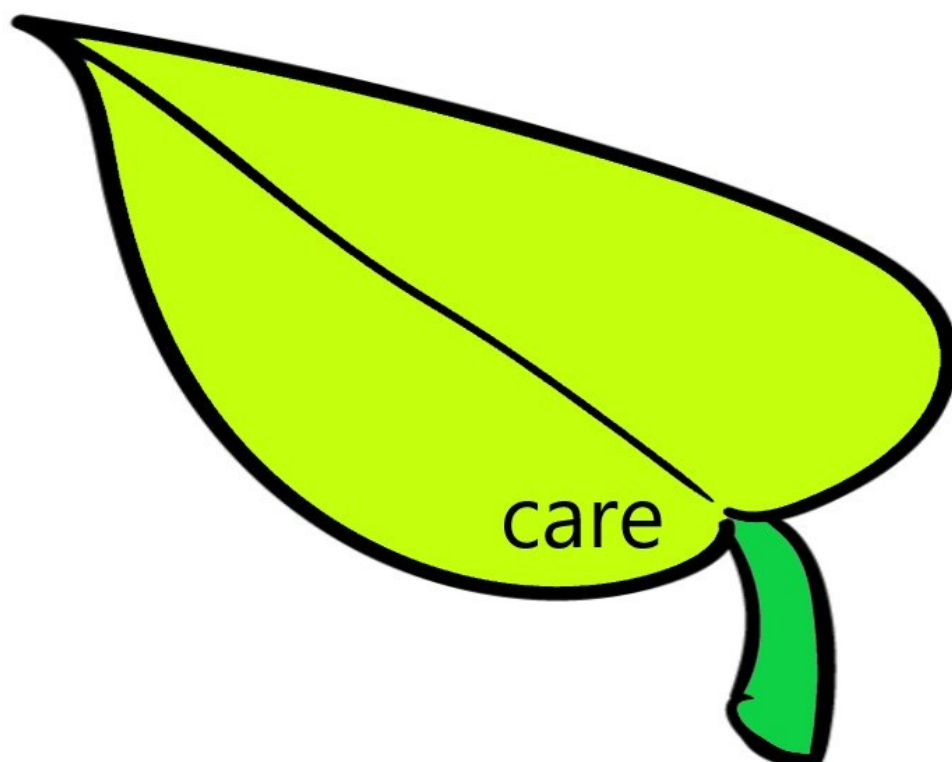
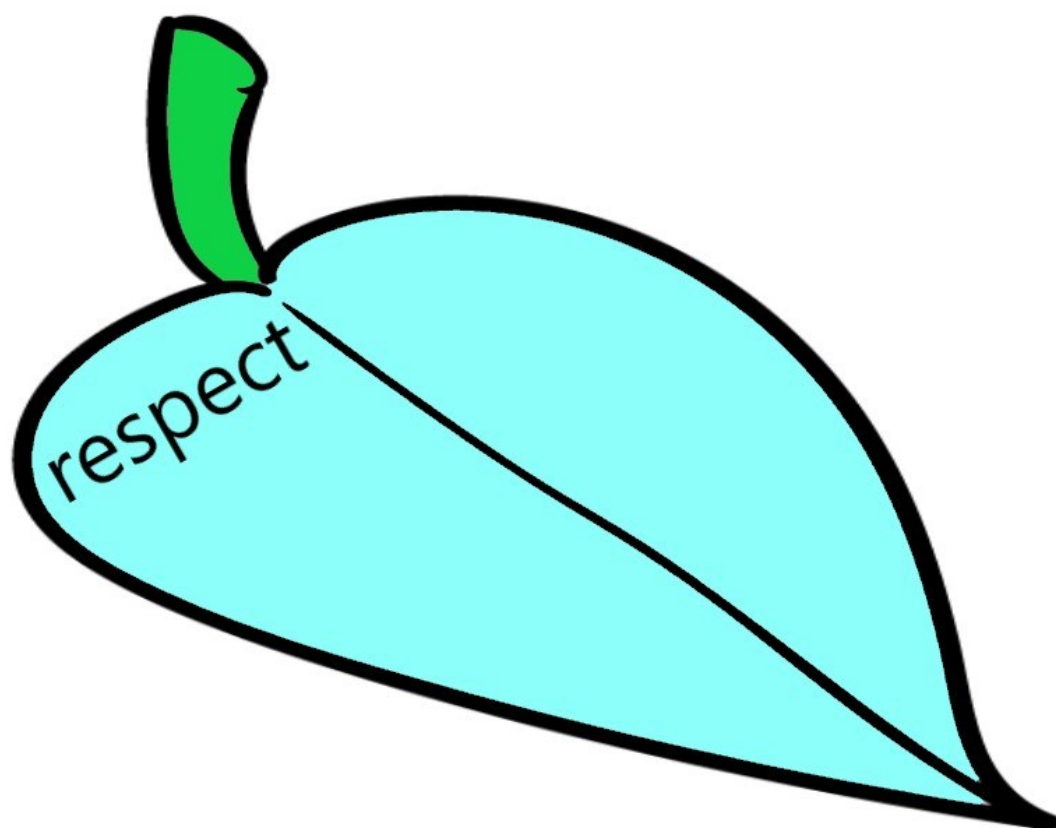
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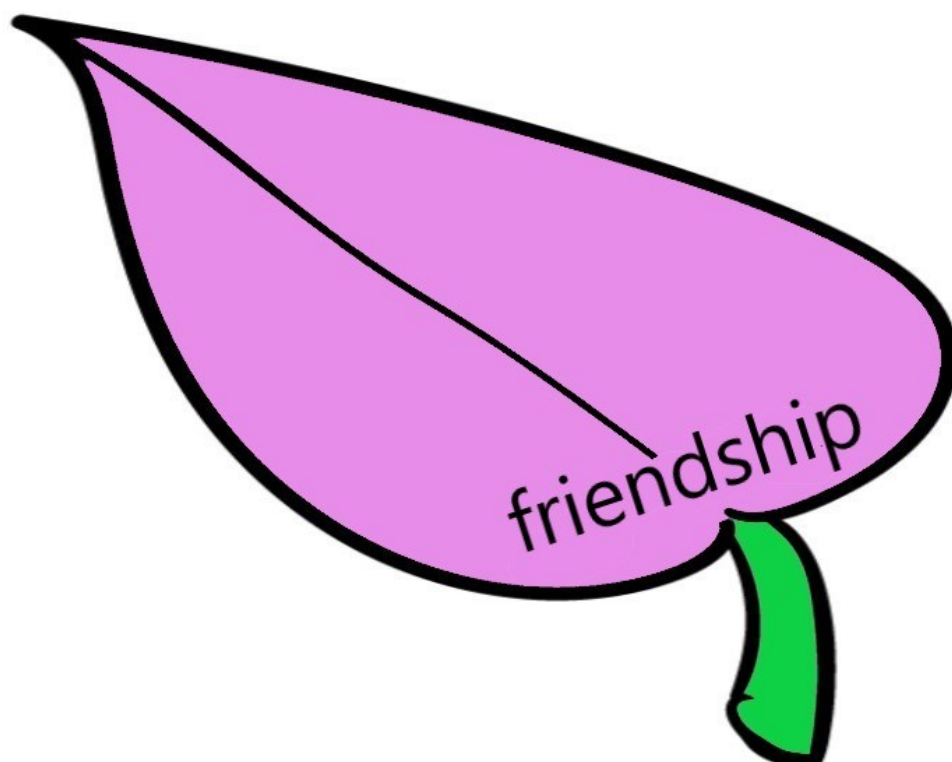
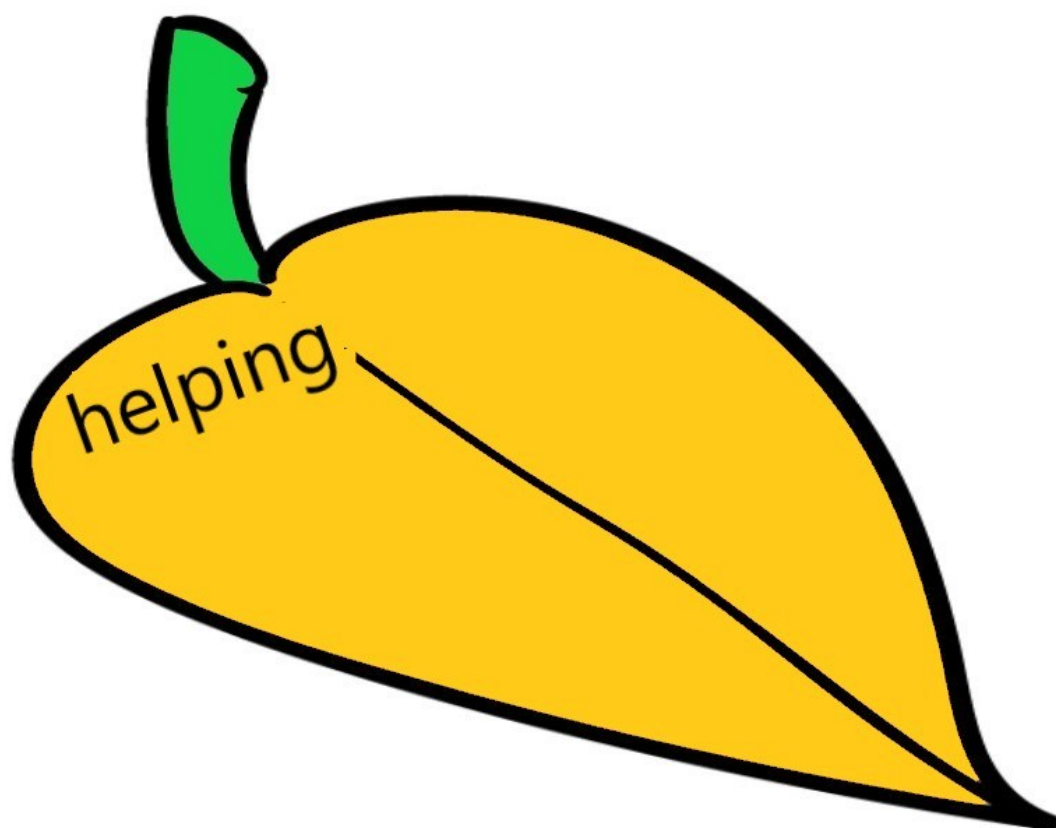
Provide ideas if needed (e.g., “helping others”, “celebrating holidays”), and encourage them to present their ideas

Accessibility

- Quiet breakout space
- Visual choice cards for non-verbal or anxious pupils
- Flexible participation options (drawing, pointing, whispering)
- Allow extra time and avoid putting on the spot









ACTIVITY SHEET

TITLE	From Red to Violet		
NEED	Intellectual disability	DURATION	20 min
TOPIC	LGBTQIA+		

Objectives

- Exploring the colours of the LGBTQIA+ pride flag

Materials

- Paper
- Glue
- Scrap pieces of paper in a variety of colours
- Oil pastels or coloured pencils
- Scissors



Accessibility

- Offer example model
- Use clear and direct language
- Let students choose how they want to do the activity
- Let them work with a classmate
- Don't force the activity
- Give them time

How to:

Step 1

Give the students oil pastels or coloured pencils and a piece of paper to draw a rainbow pride flag. You can give the students a pre-drawn flag if needed.

Step 2

Provide the students with glue and scrap pieces of paper: red, orange, yellow, green, blue and violet.

Step 3

If they can let them cut pieces of coloured paper, tissue paper, crepe paper, magazines and any recycled scraps into unique shapes.

Step 4

Let them try covering each colour band with scraps that have a similar hue.

Step 5

While they glue tell them about the meaning of each colour.
Red for life, orange for healing, yellow for radiant ideas, green for nature, blue for serenity and violet for spirit.

	LGBTQIA+ flag		Lesbian		Transgender
	Genderfluid		Gay man		Pansexual
	Bisexual		Asexual		Nonbinary



ACTIVITY SHEET

TITLE	Good Food! No waste!		
NEED	Mental/ Intellectual Disability	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify one healthy food using visual or tactile support
- Understand one reason why wasting food is not good
- Participate in a sorting or matching activity with support

Materials

- Large simple food photo cards or food toys
- Sorting board or mats labelled: "Good to eat" vs "Throw away"
- Visual schedule (First – Then) with images
- Repetition phrases on cards ("Eat this", "Throw this", "Save this")
- Participation rewards (e.g. stickers)
- Calm music



Accessibility

- Use of visual aids with minimal clutter and strong contrast
- Simple & consistent language, gestures
- Option hand-over-hand support
- Built-in movement and repetition to maintain engagement

How to:

Step 1

Welcome and Introduction
Welcome the students and use a visual schedule to preview the steps. Then, introduce two big food images or toys: one healthy and one spoiled or unhealthy. After showing them, the images ask them whether we can eat what is in the image or not. Students can answer by pointing, nodding or using yes/no cards.

Step 2

Give each student one food item (toy or card). Invite them and ask them to place it in the correct mat "Good to eat" or "Throw away".

Celebrate each correct placement with clapping, stickers or a cheer. You can repeat sorting to reinforce learning with 1-2 new items.

Step 3

write here the description of the single steps. try to have maximum 3 steps. in case you have fewer steps, delete the excess. you can expand the squares if needed.

Step 4

Show one food item and ask "What can we do if we don't eat it?". Use visual choices: put it in a box (store), give to a friend, compost bin.
End with a group chant or movement: "Save food! Eat smart!" while doing hand motions or a simple movement (like fist bump or wave).



ACTIVITY SHEET

TITLE	My Cultural Paper Doll		
NEED	Anxiety disorder	DURATION	25 minutes
TOPIC	Cultural – traditional costumes		

Objectives

- build cultural awareness in a gentle and creative way
- learn about traditional clothing from different cultures
- create a personalized paper doll dressed in cultural attire.

Materials

- Pre-printed paper doll templates (with options for different skin tones and genders)
- Pre-printed cutouts of clothes from different cultures
- Child-safe scissors and glue
- Crayons or coloured pencils



Accessibility

- Offer pre-cut clothing if fine motor skills are a challenge
- Allow extra time
- Avoid pressure or evaluation—this is for joy and engagement, not performance

How to:

Step 1

Let the pupil choose a paper doll template. Provide options for the pupil to choose from (pre-printed paper dolls with different skin tones and gender).

Step 2

Offer clothing options from different cultures (or help them design their own with crayons). Show the pupils images of different traditional attire apart from the pre-printed cutouts from different cultures

Step 3

Allow enough time for the pupil to express themselves creatively. The pupil cuts and glues the cutouts or colours and decorates their paper doll.

Step 4

They can dress the doll with different clothes and “travel” to different countries. Each pupil walks around the classroom and presents their doll.



ACTIVITY SHEET

TITLE	My Culture Collage – a Journey Through Traditions		
NEED	Anxiety disorder	DURATION	25 minutes
TOPIC	Understanding different cultures		

Objectives

- To introduce students to world cultures in a safe and engaging way.
- To encourage self-expression through visual art.
- To build confidence and reduce anxiety through structured, low-pressure tasks.

Materials

- Magazines, printed pictures (with cultural themes: clothing, food, traditions)
- Glue sticks and scissors
- Coloured pencils/crayons/markers



How to:

Step 1

talk about what *culture* means (use pictures and simple terms: food, clothes, holidays, music).

Step 2

Ask open-ended, low-pressure questions like:

- "What is something special your family eats?"
- "Do you celebrate any holidays?"

Step 3

Let each child create their **Culture Collage** by cutting and gluing images or drawing what represents their traditions.

Step 4

Option to work individually or in pairs, based on comfort level.

Accessibility

- Allow the pupil to sit in a quiet corner or at a separate desk
- Use noise-cancelling headphones if they help the pupil focus.
- Use a feelings chart or visual choice board so the pupil can indicate preferences without speaking if that feels safer.



ACTIVITY SHEET

TITLE	Puppet Parade - Story About My Culture		
NEED	Emotional disorder	DURATION	20 minutes
TOPIC	Understanding different cultures		

Objectives

- To support emotional expression through storytelling and creativity
- To build understanding of cultural identity (language, clothing, food, family, celebrations)
- To foster acceptance and empathy toward cultural differences

Materials

- Multicultural storybooks
- Puppets: paper bags, socks, or sticks
- Craft supplies (markers, glue, coloured paper, cloth, yarn)
- Picture cards of clothing, food, symbols



How to:

Step 1

talk about what *culture* means (emphasising one item in different cultures, e.g. clothes, food)

Step 2

Show the pupils what different national clothes are (sari, kimono, toga, etc.) and ask them to give their own ideas about the differences

Step 3

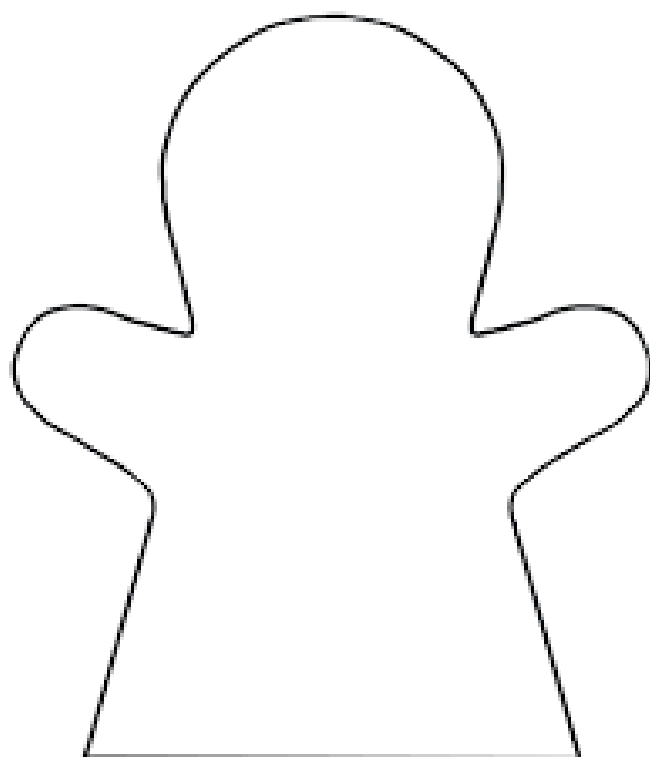
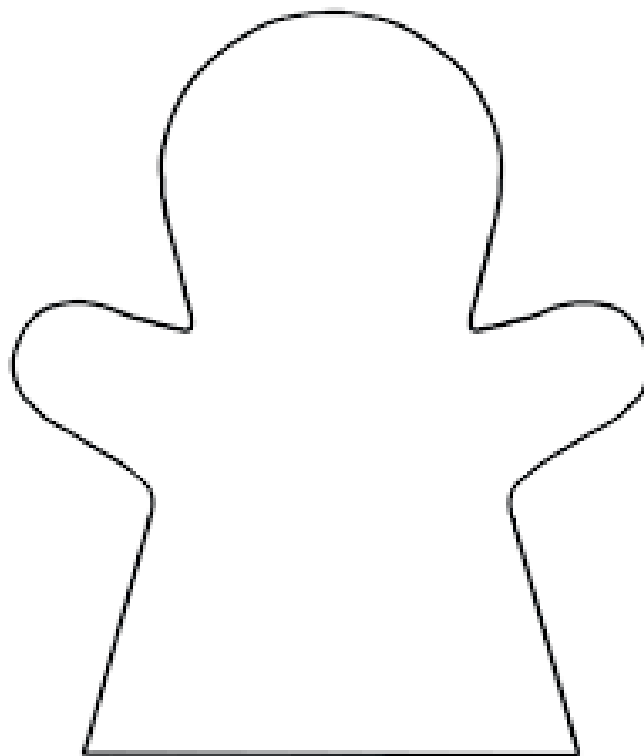
Let each child decorate their own puppet by drawing or gluing items that represent their culture or the culture they have learnt about.

Step 4

Go around the classroom and provide support where necessary

Accessibility

- Visual supports for instructions and vocabulary
- Emotion regulation tools (fidget toys, break cards, calm corner)
- Peer or adult modelling
- Choice-based participation (talk, point, draw).





ACTIVITY SHEET

TITLE	Treasure Box		
NEED	Emotional disorder	DURATION	25 minutes
TOPIC	Cultural heritage exploration		

Objectives

- Identify 2–3 elements of their own or local cultural heritage (e.g., traditions, food, clothing, music).
- Express feelings and personal meaning connected to cultural items.
- Improve self-expression and emotional regulation through storytelling and creative work.

Materials

- Shoebox or small cardboard box
- Cultural item samples (pictures, cloth, bread, music samples)
- Glue, scissors, paper, markers, crayons, stickers
- Printed visuals or photos representing cultural heritage



How to:

Step 1

Show a small collection of cultural items from the community or the pupil's background (photos, videos, or physical objects).

Step 2

Let the pupil touch, listen to, or explore these items gently and calmly.

Step 3

Provide a small shoebox and decorating materials.

Step 4

Let the pupil decorate the box using drawings, stickers, magazine cutouts, or printed symbols from their culture (e.g., traditional patterns, food pictures). Go around the classroom and provide support where necessary

Accessibility

- **Visual aids** for instructions and cultural concepts
- **Positive reinforcement and affirmation cards** to support emotional needs
- **Fidget tools or calming objects** available during the session



ACTIVITY SHEET

TITLE	We All Shine Together		
NEED	Mental-Intellectual Disability	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Teach pupils how to recognize bullying and unkind behaviour.
- Promote understanding of mental-intellectual disabilities (e.g., learning differences, slower processing, need for calm environments)
- Encourage teamwork and peer support.

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Printed "We All Shine" star cutouts (blank inside)
- Crayons, markers



Accessibility

- Use simple, clear language and visuals
- Offer extra time for tasks and allow verbal or drawn responses
- Pair students for support and model instructions clearly
- Ensure calm and structured environment with minimal distractions
- Avoid timed pressure or complex rules

How to:

Step 1

Story Time (10 minutes)

Read the SIEMDIG IST3 interactive story intitled "A Special Help" (<https://siemdig.espaiboule.eu/en/interactive-stories/IST3>) featuring a character with an intellectual disability. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils.

Step 2

Kindness Star (15 minutes)

Give each pupil a blank "We All Shine" star. Ask them to draw or write one kind thing they can do to make everyone feel welcome-even if someone learns or acts differently. Encourage ideas like: "Wait patiently", "Explain a game simply", "Be a buddy" or words like: friends, buddies, kind, happy etc. Pupils can also draw a smile, a hand, or a heart to represent kindness. Then ask them to perform a KINDNESS STAR parade on a red carpet, as if it were a "WE all shine" fashion show

Step 3

Build "Our Kind Class" Heart-Shaped Poster (5 minutes)

Pupils come up, one at a time, and place their star on the large poster in the shape of a heart. As they do, they say (or the teacher reads) their kind action aloud. This helps reinforce ideas through repetition and peer recognition.



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Mental-Intellectual Disabilities	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of.
- Separate waste into dry and wet streams and dispose of them correctly.

Materials

- One pair of disposable gloves (one per pupil).
- Pictogram-based sorting cards (Dry/Wet waste examples).
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.
- Visual Activity Plan.
- Visual Emotion Cards.
- Response Prompt Cards.
- Stickers or badges for participation.

Accessibility

- Step 1:** Offer a 'calm down card' or a break signal for children with anxiety.
- Appoint a group leader (peer or adult) to guide the group step by step.
- Step 2:** Give instructions slowly, one step at a time. Ask pupils to repeat the instructions or show what to do (to check understanding).
- Step 3:** Allow breaks if pupils feel overwhelmed; offer a quiet place or a place to sit. Use an "I found rubbish!" card for pupils with limited verbal communication.
- Step 4:** Encourage participation, but also allow exceptions or observer roles (e.g. "spotter"). Use feeling cards or check-ins at the end so that the pupils can express how they felt during the activity.

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 3–4 pupils and 1 adult/helper.
- Explain the activity and the rules and safety boundaries using the visual cards): Find → Pick up → Bag it
- Look → Bag it

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags, grippers).
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil can collect fewer items if needed (e.g. 5 instead of 10).
- Give a visual guide (with symbols or pictures) showing the different types of rubbish to look out for.

Step 4

Return and set up

- Use colour coded bins (with pictures of dry and wet items) to aid decision making.
- Have a facilitator explain or demonstrate the sorting process slowly and clearly.
- Decide: dry or wet rubbish?**
- Place the item in the appropriate bin.
- Encourage participation, but also allow exceptions or observer roles (e.g. "spotter").



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Neurodivergence	DURATION	15 min
TOPIC	Economical		

Objectives

- Make quick but thoughtful decisions within a structure
- Practice short-turn focused attention and impulse control
- Build collaboration and verbal reasoning skills

Materials

- Color-coded picture cards with simple categories (e.g. red = want, green = need)
- Token sets (counters, stickers, or coins)
- Timers for turn-taking (optional visual timer)



Accessibility

- Keep instructions short and visual
- Use physical movement in the game (e.g., stand up to "buy" items)
- Provide fidget tools or break options if needed

How to:

Step 1

Briefly explain the rules using a visual chart. Each group has 10 tokens and must choose carefully.

Use a timer or countdown for each selection to channel focus.

Step 2

One student at a time chooses a card. They must explain their choice before the team agrees to spend tokens.

Add some movement (e.g., pick the card from across the table).

Step 3

Groups reflect quickly on their choices:
What was a good buy?

What do they wish they'd kept money for?

Use a visual chart to review key ideas.



ACTIVITY SHEET

TITLE	Different Brains, Same Respect		
NEED	Neurodivergence	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Help pupils understand what neurodivergence means in simple terms.
- Promote respectful behaviour and develop empathy for those who experience bullying or exclusion.
- Encourage students to express their thoughts and feelings about bullying.

Materials

- Smart whiteboard/I-pads connected to the SIEMdig platform
- Markers, crayons, or coloured pencils
- "Feelings Faces" printables/ masks (a set of expressive faces showing emotions like happy, sad, angry, confused, etc.)
- "My super brain" cards
- A large poster of a "We all learn differently" (a collaborative class activity)
- A small container for collecting My super brain cards



Accessibility

- Use clear, concise language and visual aids (e.g., Feelings Faces, visual social scripts).
- Provide options for children who might be more comfortable using non-verbal methods (drawing, pointing, or using technology).
- If a child is overwhelmed, offer a quiet space or a "calming corner" with sensory tools available.
- Allow breaks if needed for students with attention challenges or sensory sensitivities.
- Provide prompts or assistance

How to:

Step 1

Read the SIEMDIG LTTA1 interactive story intitled "An unexpected valuable contribution" (<https://siemdig.espaiboule.eu/en/interactive-stories/LTTA1>) featuring a character who suffers from ASD. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils

Step 2

-- Use the „Feelings faces“ printouts to engage students in identifying how different actions make people feel.
-- Ask students to choose a face that matches how they think someone might feel when they are bullied or left out and think about different bullying scenarios (e.g., calling someone names, excluding someone from play). This helps neurodivergent and neurotypical pupils alike explore feelings without relying only on words.
-- Discuss what non-bullying behaviours might help others feel safe, happy, and included

Step 3

Provide each student with a brain-form card intitled **My Super Brain**. Each child draws or writes something their brain is great at— "I'm good at remembering things," "I can build cool stuff," or "I can make people laugh." Place drawings around the "We All Learn Differently" poster to show that every brain is special.



ACTIVITY SHEET

TITLE	Super Foods and No – Waste heroes!		
NEED	Neurodivergence Disorders	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify at least one healthy food one example of food waste.
- Understand why wasting food is not good.
- Participate in a sorting activity (healthy vs unhealthy/eaten vs wasted foods).
- Suggest one way they can help reduce food waste.

Materials

- Large visual cards (e.g. apple, pizza, mouldy bread, broccoli etc)
- “Happy plate/Sad bin” sorting mat
- Plastic food models
- Sensory fidgets (for students who need regulation)
- Stickers or stamps for participation
- Calm music (optional for transitions)



Accessibility

- Visual Schedule
- Visual time or sand timer
- Simple, repetitive language
- Use of gestures or/and real objects
- Opportunities for movement and choice
- Clear transitions (e.g. “First”, “Then” board)

How to:

Step 1

Welcome activity and warm-up
Welcome students and introduce them to the topic (food) that it will be discussed. You can also show them big visual of smiling foods. As movement break you ask young students to “wiggle like spaghetti” or “hop like popcorn”

Step 2

Show food cards and ask:
“Is this food healthy or junky?”
“Would we eat this or throw it away?”
Use thumb up/down or colour cards.
You can also use sorting mats “Happy plate” = we eat it
“Sad bin” = we waste it
Give praise for participation

Step 3

Each student gets 1-2 food items.
Come up and sort them on the mat.
Use prompts e.g. “Where should the banana peel go?”
You can also use a toy bin and let them throw waste in for fun!

Step 4

Brainstorm with students.
Ask them : “What we can do with leftovers?” (e.g. eat tomorrow? Feed animals? Compost?)
You can also use pictures to match ideas.

Step 5

Start a simple discussion with students. Ask them questions like “What’s one healthy food we like?”, “How can we stop waste?”
Movement-based exit: “If you like apples, do a jump! If you like broccoli, spin once!”
As a reward you can give stickers or stamps for being a Food Hero!!



ACTIVITY SHEET

TITLE	Treasure the rainbow		
NEED	Neurodivergence	DURATION	25 min
TOPIC	LGBTQIA+		

Objectives

- Learn about LGBTQIA+ flags and their meanings while having fun

Players: Individual or small teams

Stations: 6–10 locations around a classroom, hallway, or outdoor space

Materials

- Pride flags attached
- Envelopes or notes for clues (You can also write the clues on the back of each flag)



Accessibility

- Give schedule in advance
- Offer alternative communication options (AAC)
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction
- Use legible fonts (Atkinson Hyperlegible)

How to:

Step 1

First clue:

“So many flags, so many stories,
All with love in all its glories.

Your first clue’s hidden with a symbol of care—

Go where there’s kindness in the air.”
Hide *Pride rainbow flag* near kindness board, rainbow poster, or welcoming space.

Step 2

Rainbow flag clue:

“This flag is a rainbow, bold and bright,
Each colour has meaning, each stripe a light.

Red means life, orange means healing,
Find the next where green is appealing.”

Hide *Lesbian flag* near a plant or green object.

Step 3

Lesbian flag clue:

“This flag waves for love that’s strong
and true,

For women who love women too.

Its colours are warm like the setting sun—

Find the next clue where stories are spun.”

Hide *Transgender flag* near: Library, bookcase, or favourite storybook

Step 4

Transgender flag clue:
"Pink and blue, and white between,
For those who are and those who've
been.
A flag for trans folks, proud and free—
Your next clue waits where the
outside you see."
Hide *Genderfluid flag* near the
window

Step 5

Genderfluid flag clue:
"My identity is a shifting hue,
Not just pink or simply blue.
Where paints or crayons mix and
blend,
That's where your search will find its
end."
Hide *Gay men flag* near: art supplies,
colouring area, or paint shelf

Step 6

Gay men flag clue:
"Men who love men with pride so
true,
Strong in heart, in every hue.
To find your next clue, listen with
care—
It's hidden where you find music in
the air."
Hide *Pansexual flag* near: music
corner, instruments, or speaker

Step 7

Pansexual flag clue:
"Love doesn't close, it opens wide—
To every soul, to every side.
Go where maps or globes might
spin—
The clue is there; let's begin!"
Hide *Bisexual flag* near: map display,
globe, or travel posters

Step 8

Bisexual flag clue:
"Sometimes we're told to pick a side,
But life and love don't always divide.
Check the place where things are
packed,
Where mystery waits in boxes
stacked." Hide *Asexual flag* near:
storage bin, supply box, or closet

Step 9

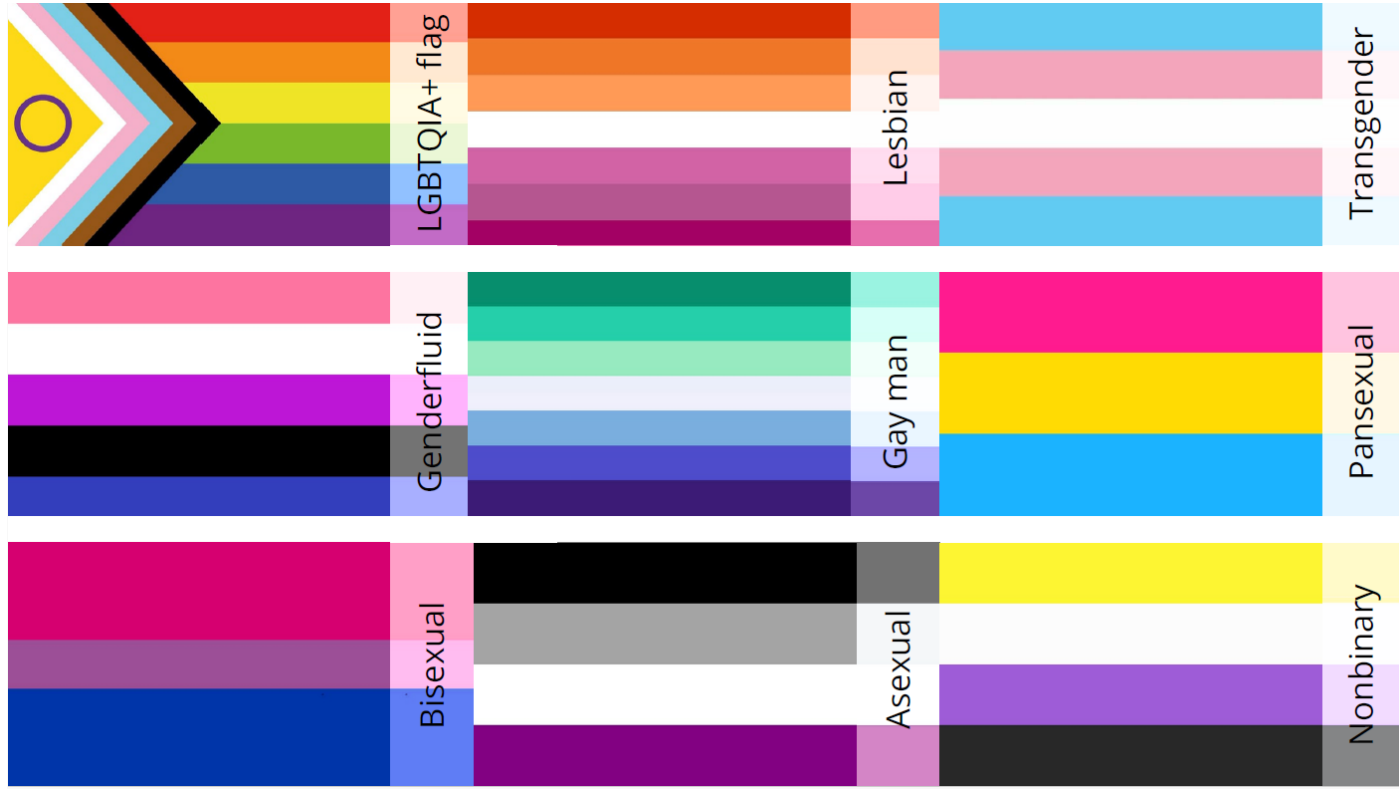
Asexual flag clue:
"Some love alone, some love with
flair,
Some don't need romance to feel
care.
The clue is where reflections meet—
Where lights bounce back and
people greet."
Hide *Nonbinary flag* near: mirror,
disco ball, or window

Step 10

Nonbinary flag clue:
"Who you are is yours to see,
No need to fit just 'he' or 'she'.
Your clue is hidden out of view—
Where you reflect the realest you."
Hide near: photo booth, or self-
expression wall/poster

Step 11

Inside a box, envelope, or container:
"You've journeyed through the flags
with pride,
Each colour and story far and wide.
Be proud, be kind, and always be
true—
There's room in the rainbow for
wonderful YOU!"





ACTIVITY SHEET

TITLE	What Animals Need? – Safe or Not Safe		
NEED	Neurodivergence Disorders	DURATION	20 min
TOPIC	Animal rights		

Objectives

- Understand the animals have needs and feelings
- Identify simple rights animal have
- Practice empathy through story and movement

Materials

- Picture cards of animals and their needs (food, water, shelter etc)
- "Safe ✓" & "Not Safe ✗" cards
- Stuffed animals or mimes
- Open floor space



Accessibility

- Visual support (large, clear images with no text)
- Add emojis and/or color cues
- Provide a soft toy to hold for comfort

How to:

Step 1

Show picture cards of animal needs e.g. food, water, love, shelter

Ask the students: What do the animals do?

Step 2

Display an animal picture (e.g. a dog) with a need (e.g. food).

Ask "Is it safe or not safe?"

Children move to one side of the room for **Safe** and the other of **Not Safe**.

Step 3

Invite kids to role-play giving water, hugging (gently) or leaving animals alone if scared. Use stuffed animals or mime.

Step 4

Recap.

Ask: "What makes animals happy?"
Point to the picture chart as they respond. Praise all answers.



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Neurodivergence (ADHD, ASD etc.)	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of (with picture prompts).
- Sort waste into dry and wet streams using colour-coded bins and sorting cards.

Materials

- One pair of disposable gloves (one per pupil).
- Pictogram-based sorting cards (Dry/Wet waste examples).
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.
- Visual Activity Plan, timers, and task breakdowns to structure the experience.
- Visual Emotion Cards.
- Response Prompt Cards.

Accessibility

- Step 1:** Offer a 'calm down card' or a break signal for children with anxiety.
- Appoint a group leader (peer or adult) to guide the group step by step.
- Step 2:** Give instructions slowly, one step at a time. Ask pupils to repeat the instructions or show what to do (to check understanding).
- Step 3:** Allow breaks if pupils feel overwhelmed; offer a quiet place or a place to sit. Use an "I found rubbish!" card for pupils with limited verbal communication.
- Step 4:** Encourage participation, but also allow exceptions or observer roles (e.g. "spotter"). Use feeling cards or check-ins at the end so that the pupils can express how they felt during the activity.

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 3–4 pupils and 1 adult/helper.

Show the visual Activity Plan:

👋 Intro → 🧤 Get Ready → 🗑️ Outdoor Litter Pick → 🎯 Sorting → 💬 Talk → ☑️ Finish

- Explain the rules and safety boundaries.

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags, grippers) to **reduce sensory overload**.
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil can collect fewer items if needed (e.g. 5 instead of 10).
- Set a Visual or Audible Timer (e.g. 10 minutes). Show pupils the timer or play soft chimes every 3–5 minutes as a gentle reminder.**

Step 4

Return and set up

- Use colour coded bins (with pictures of dry and wet items) to aid decision making.
- Have a facilitator explain or demonstrate the sorting process slowly and clearly.
- Decide: dry or wet rubbish?**
- Place the item in the appropriate bin.
- Encourage participation, but also allow exceptions or observer roles (e.g. "spotter").



ACTIVITY SHEET

TITLE	Be Kind to Animals!		
NEED	Physical Disability	DURATION	20 minutes
TOPIC	Animal rights		

Objectives

- Identify basic needs & rights of animals (food, water, shelter, care)
- Understand that animals have feelings and deserve kindness
- Participate in interactive, accessible activities that build empathy

Materials

- Large picture cards or symbols of animal needs (food, shelter, water, vet)
- Stuffed animals (variety of textures/sizes)
- Magnetic board or Velcro board (for matching activities)
- Audio buttons or switches with animal sounds or need descriptions
- Soft "kindness tokens" (e.g. felt hearts, stickers, pompons)



Accessibility

- All activities can be done seated, on a tray, table, or adapted board
- Use accessible devices
- Allow alternative responses (e.g. eye gaze, pointing, yes/no cards, voice)
- Space materials within reach or use peer helpers as needed
- Minimize physical effort and provide extra time to respond

How to:

Step 1

Introduce the topic to the students. Show them 2-3 stuffed animals and ask them if they recognise the animals. As an optional activity you can play sounds with buttons (e.g. dog barking) and ask the young students to explore the animals by gently touching them.

Step 2

Explore and identify the animal needs using visual aids and by initiating simple discussion. Present to the students large cards showing food, water, shelter, love, vet care etc. Ask the kids if a dog for example needs this and then let them respond by using pointing, switch, yes/no cards.

Step 3

In this step students practice recognising animal needs. Use a Velcro or magnetic board with 2 animals and multiple need cards. Invite the kids to match each animal with what it needs. You can provide them assistance or hand-over-hand support.

Step 4

Show pictures or describe actions e.g. feeding a puppy vs yelling to a puppy and ask students to show thumbs up/down, yes/no cards, to say if this action is kind or not kind. Guide students if they feel unsure.

Step 5

Reinforce positive behaviour and close the lesson. Pass around “kindness tokens” (e.g. felt hearts or smiley stickers) and ask the students to place the tokens next to their favourite animal. You can close the lesson by asking students to repeat the following phrase “Animals need food. Animals need love. I will be kind with animals.”



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Physical Disability	DURATION	15 min
TOPIC	Economical		

Objectives

- Identify basic needs vs. wants
- Practice budgeting using tactile tokens and cards
- Encourage collaborative decision-making within groups

Materials

- Picture cards of daily items with large print or tactile surfaces
- Tactile “money” tokens (e.g. felt circles or raised buttons)
- Shopping list sheets on clipboards or slant boards



Accessibility

- Use accessible cards (large print, tactile features, Braille labels if needed)
- Secure cards and coins with Velcro on trays or boards for stability
- Ensure table height and group positions are wheelchair-friendly

How to:

Step 1

Introduce the scenario and divide students into inclusive groups of 3–4.

Give each group 10 tactile coins and a board with item cards attached using Velcro.

Step 2

One by one, students select item cards and decide whether to spend coins.

Students with limited hand mobility can point, use a partner, or use adapted tools.

Step 3

After selections, groups present their choices.

Use an open circle to discuss which needs were prioritized, and how physical access might influence real-life decisions (e.g. choosing delivery over pickup).



ACTIVITY SHEET

TITLE	Eco-Garden in a Box – Mini Gardening for All Abilities		
NEED	Physical Disability	DURATION	15 min
TOPIC	Environmental sustainability		

Objectives

- Everyone can be a gardener! We will all plant seeds in our own way — using our hands, tools, or working together.
- We help each other and share. Gardening is more fun when we work as a team and make sure no one is left out.
- Every garden is special. No matter how we plant, each child's garden is unique and important.

Materials

- Small gardening box or container
- Pre-moistened soil and easy-to-handle seeds (e.g., herbs)
- Hand trowel with adaptive handle



Accessibility

- Use raised garden boxes for wheelchair access.
- Provide lightweight tools with ergonomic grips.
- Allow participants to work from seated positions.

How to:

Step 1

Set up your garden station

Begin by preparing the space so it feels inviting and calm.

Place the containers or small garden boxes on **tables that children can reach easily**, whether they're standing or sitting in a wheelchair.

Make sure each child has their own **pre-moistened soil**, a packet of **easy-to-handle seeds** (like herbs or cress), and a **lightweight trowel** or scoop.

Let the children explore the materials by touch: "How does the soil feel? Is it soft, cool, crumbly?" This engages them and helps reduce anxiety about starting.

💡 *Encouragement tip:* "Your garden box is waiting for you to bring it to life!"

Step 2

Let's fill our garden box

Demonstrate how to use the trowel or hands to scoop the soil and gently place it into the box.

Model using one hand, both hands, or using a trowel with an adaptive handle, depending on what suits each child.

Support each child individually if needed — this step is about exploration and independence, not speed or perfection.

Remind them: "It's okay to get messy — soil is part of nature!"

💡 *Encouragement tip:* "Every scoop is helping your plant's new home get ready!"

Planting magic and naming your garden

Give each child a few seeds. Show how to gently press them into the soil using a finger or tool, like they're "tucking the seeds into bed."

Provide small cups or spray bottles to lightly water the soil. Let them feel or hear the water being poured or sprayed.

Next, hand out labels or craft sticks and encourage them to write or decorate the name of their garden box (e.g. "Lily's Herbs" or "Tom's Mini Garden").

Let them take a moment to admire their work — this builds pride and connection.

💬 Encouragement tip: "You've just planted something amazing! Your seeds will grow because of your care."



ACTIVITY SHEET

TITLE	Feelings Through Faces – Express Yourself with Masks!		
NEED	Physical Disability	DURATION	15-20 min
TOPIC	Emotional awareness & Creativity		

Objectives

- Explore different emotions in a creative, safe way
- Use adapted materials to make expressive art
- Build confidence and communication through role-play

Materials

- Pre-cut mask shapes or paper plates
- Crayons, feathers, stickers, yarn (easy to stick on)
- Elastic bands or string to tie masks, plus glue sticks



Accessibility

- Pre-cut and thick materials easy to handle
- Masks held with elastic or on sticks for those with limited grip
- Adapted scissors or adult help for decorating details

How to:

Step 1

Let's explore feelings!

Begin by talking about different feelings (happy, sad, silly, surprised). Show masks or drawings to make it fun and visual. Let children pick a feeling they'd like to turn into a mask.

💬 "What does 'excited' look like? Let's make a mask that shows that feeling!"

Let them choose materials they like the feel or look of — some might prefer soft textures (yarn, pom-poms), others bold colours.

Step 2

Time to create your mask!

Each child decorates their mask using whatever feels easiest — stickers, glue-on shapes, drawing or painting. If needed, provide help with glue or attaching features.

💬 "That orange makes your mask look full of joy!"

💬 "Your mask is saying something fun without even speaking!"

They can use their fingers, adapted brushes, or tools with grips — anything that works for them.

Step 3

Show and share!

Once finished, children can put on their masks using sticks or elastic bands. Encourage them to act out the feeling or make a sound or face to match.

💬 “Can you show us what your ‘sleepy mask’ sounds like?”

💬 “Let’s take a photo of everyone’s amazing expression masks!”



ACTIVITY SHEET

TITLE	Food Heroes Save the Day		
NEED	Physical Disability	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

- Identify one healthy food and one common food waste item
- Understand why it is important not to waste food
- Participate in an adapted group activity related to sorting or choosing food
- Suggest or act out one way to reduce food waste (storing, sharing, composting)

Materials

- Large easy-to-grasp plastic food toys or photo cards with Velcro.
- "Eat or Waste?" visual board with two areas for sorting
- Food Hero character or puppet
- Tabletop easel for accessible group demonstration
- Stickers or stamps for participation
- Visual timer or coloured countdown cards



Accessibility

- All materials placed on low tables or trays for wheelchair access
- Large, lightweight objects for easier handling
- Optional use of assistive tech
- Group work encourages peer assistance and social learning
- Non-verbal communication options

How to:

Step 1

Introduce a puppet or poster of a Food Hero character.
Greet students and explain: "Today we'll help our hero stop food waste and eat smart"

Step 2

Show one real food and one food waste item ("banana" vs "banana peel"). Place them somewhere where students can see them or touch them. Ask students "Do we eat this or waste it?" Use yes/no cards, pointing or sound buttons to respond. Stick Velcro items onto "Eat" or "Waste" sides of board together.

Step 3

Students each get 1–2 food cards or items. One by one, they choose where it goes: Eat Now, Save for Later, or Compost.

Step 4

Why we save food?
Ask guiding question to the students such as: "Why don't we throw away good food?", "What can we do with leftovers?"

Step 5

Wrap-up and Hero Celebration
Review the day's learning and let students pick a food hero sticker or stamp for their effort.
Ask students to repeat the phrase "We are Food Heroes" all together, with movement (arm raise, clap, cheer).



ACTIVITY SHEET

TITLE	Magic Story Stones – Tell a Tale Together!		
NEED	Physical Disability	DURATION	10-15 min
TOPIC	Literacy & Creativity		

Objectives

- Use imagination to create stories
- Build speaking and listening skills
- Encourage teamwork and turn-taking

Materials

- Story stones (rocks or tokens with pictures on them)
- A tray or soft cloth to display them
- Optional: Story mat or storybook starter



Accessibility

- Large, lightweight stones with bold images
- Arrange stones within easy reach for all
- Use picture boards or prompts for non-verbal children

How to:

Step 1

Choose your magic stones!

Lay out the story stones on a soft mat or tray. Invite each child to choose one or two stones that catch their eye. Say, "These stones hold secrets to amazing stories – let's discover them together!"

Step 2

Create your group adventure

Start with a fun opening like, "Once upon a time, a cat found a magic key..." Then let each child take turns adding to the story using their stone. Help with words or ideas if needed. Keep it silly, magical, or mysterious – anything goes!

Step 3

Celebrate your story

When the story ends, everyone claps and cheers! You can even write the story down or draw a picture together about it later. Tell them, "You just created a world with your imagination – that's incredible!"



ACTIVITY SHEET

TITLE	Painting with Possibilities!-Inclusive Art Time		
NEED	Physical Disability	DURATION	20 min
TOPIC	Creative expression		

Objectives

- Express feelings through colours and shapes
- Use fun tools that work for everyone
- Enjoy creating art in a comfortable space

Materials

- Large paper sheets
- Sponge rollers, thick-handled brushes, or stampers
- Bright, washable paints



Accessibility

- Paper taped to tables or walls at the right height
- Tools designed for easier holding
- Option to use hands or stamps instead of brushes

How to:

Time to get creative!

Before the painting begins, turn the space into a welcoming, relaxing art studio. Play some soft, happy background music. Cover tables with paper or tape large sheets on the walls or easels at different heights so everyone, whether seated or standing, can join in comfortably.

Lay out a variety of tools: chunky brushes, sponge rollers, stampers, and finger paints. Make sure everything is easy to see and reach. Some children may prefer using palms, fists, or elbows, and that's absolutely fine!

Start by saying something reassuring like:

💬 "This is your art time – there's no right or wrong. Let's play with colour and have fun!"

Let children choose their favourite colours and tools, giving them freedom and control over their art experience.

Step 1

Step 2

Let's make magic with paint!

Encourage the children to begin painting in whatever way works best for them. Some might dab with a sponge, others might make sweeping patterns with a roller, and some might love using their fingers to swirl colours together.

Be ready to support those who need a little help – for example, holding a stamp, reaching the paint, or steadying their hand. Most importantly, celebrate how each child expresses themselves.

Walk around and say things like:

💬 “Wow! That’s such a powerful blue splash!”

💬 “Look how you mixed those colours – it looks like a rainbow cloud!”

Help children feel proud and inspired by what they’re creating, no matter how big or small their movements are.

Step 3

Show off your masterpiece!

Once the children feel finished, gently guide them to a drying or display area where their artwork can be seen and appreciated by others.

Invite them to talk about their painting if they’d like:

💬 “What do you see in your painting?”

💬 “What did you enjoy most?”

Applaud each creation with the group – clapping, smiling, cheering – whatever feels joyful. This builds confidence and shows that every child’s voice and vision matters.

You might say:

💬 “You’ve created something no one else in the world has – that’s incredible!”



ACTIVITY SHEET

TITLE	Pride in Every Shade		
NEED	Physical disabilities	DURATION	20 min
TOPIC	LGBTQIA+		

Objectives

- Exploring the colors of the LGBTQIA+ pride flag

Materials

- Paper
- Finger paint
- Paintbrush
- Plate or palette
- Wet wipes to clean themselves



Accessibility

- Use clear & direct language
- Respect processing time
- Offer alternative communication options (AAC)
- Take short frequent breaks
- Give step-by-step instructions
- Collaborate with special educators

How to:

Step 1

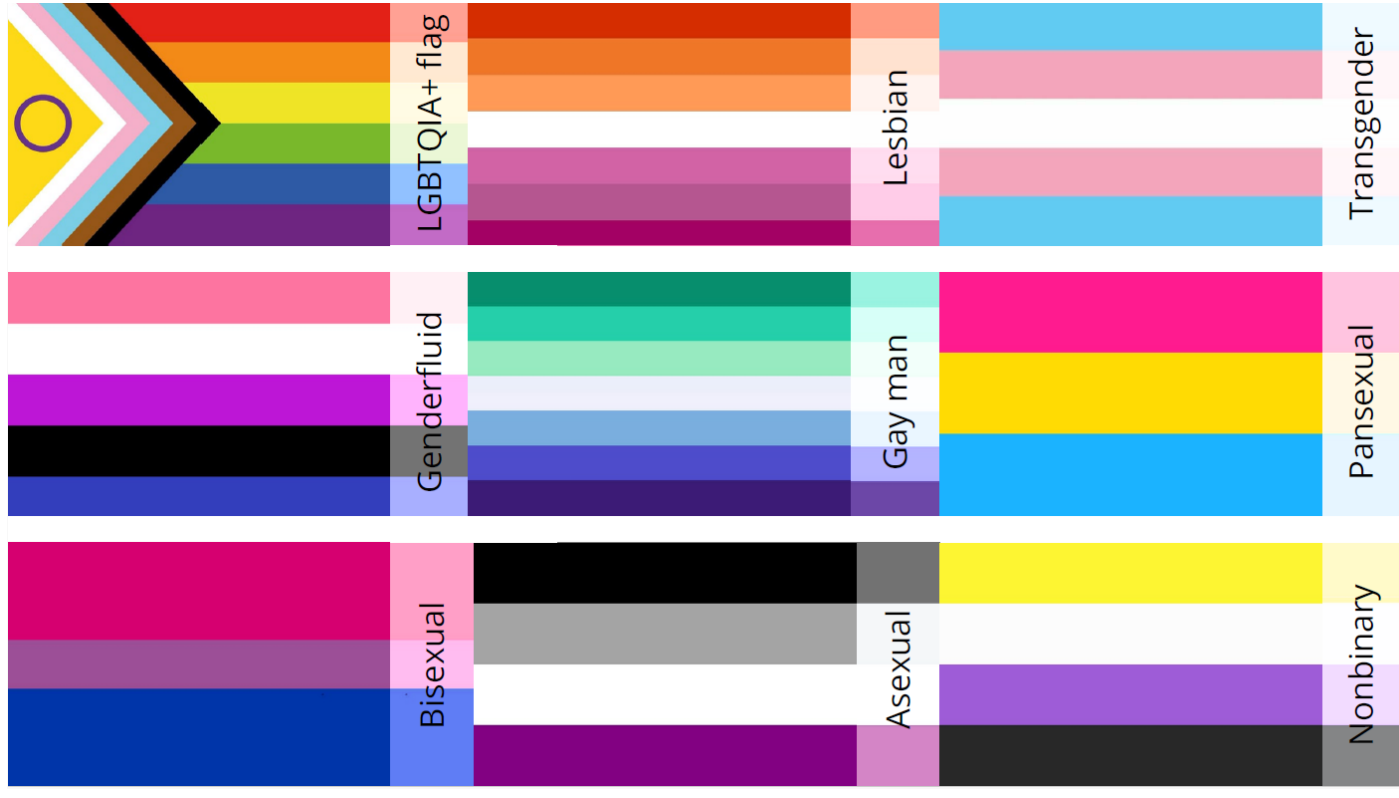
Give each student a paper sheet, a plate and a paintbrush. Offer a little squeeze of each colour on an open plate

Step 2

Use your dominant hand to paint the rainbow colours onto you non-dominant hand. Go from red on the tip of the fingers to violet near the wrist. Or use any body part that works best for you — like your arm, foot, leg, or even your cheek — to create a rainbow. You can paint directly on your skin and use that body part as a stamp on paper. Start with red at the top and continue through the rainbow to violet at the bottom. Make it your own — every rainbow is unique!
(To extend their fine motor development you can challenge students to try to paint their dominant hand too).

Step 3

They could also experiment with different rainbow shapes and colours to create a different flag.





ACTIVITY SHEET

TITLE	Sound Explorers! – Make Your Own Music Instruments		
NEED	Physical Disability	DURATION	20 min
TOPIC	Sensory play & Music		

Objectives

- Explore sounds using simple, homemade instruments
- Use hands, arms, or tools to create rhythm and fun
- Work together and enjoy group music-making

Materials

- Recycled containers (yogurt pots, small boxes, bottles)
- Dry pasta, rice, beads for shakers
- Tape, stickers, soft mallets, string or elastic bands



Accessibility

- Instruments are large, light, and easy to hold or rest on lap
- Sound can be made by shaking, tapping, or sliding fingers
- Use Velcro straps or rubber bands to help grip if needed

How to:

Step 1

Create your own sound machine!

Show children some simple instruments: shakers, drums, or string boxes. Invite them to choose which one they want to make.

☞ “Do you want to make a soft sound, or a loud one?”

Help them fill containers and seal them with tape. Use bright stickers or drawings to decorate them.

Step 2

Let's test the sound!

Encourage children to gently shake, tap, or pluck their instrument and listen to what it does. There's no wrong way — celebrate every sound!

☞ “Wow! That sounds like rain!”

☞ “What happens if you shake it faster?”

Support children with movement limitations by attaching straps or guiding motions gently.

Step 3

Make music together!

Form a circle (or a semi-circle to be more accessible) and let each child play their instrument. You can clap a rhythm or sing a simple song while they join in.

☞ “Let's all play together – ready, set... go!”

Finish with a big group cheer and maybe even a "mini concert" for the rest of the class.



ACTIVITY SHEET

TITLE	Understanding and Preventing Bullying		
NEED	Physical Disability	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Help pupils identify different forms of bullying and understand its effects
- Foster empathy and kindness toward peers, including those with physical disabilities.

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Pre-printed Kindness Cards with positive actions



Accessibility

- Ensure all materials are available in accessible formats (large print, clear fonts, braille, pictorial)
- Arrange classroom seating to allow mobility device access
- Allow verbal responses

How to:

Step 1

Story Time (10 minutes)

Read the SIEMDIG LTTA2 interactive story intitled "Experiencing the world in silence"

(<https://siemdig.espaiboule.eu/en/inter-active-stories/LTTA2>) about a child with hearing deficiency who is bullied on the playground. Use the questions included in the Teacher's Rubric related to this story to check its impact of the story on pupils.

Step 2

Kindness Cards Activity (10 minutes)

Ask pupils to work in pairs by playing simple kind action roles according to the Kindness Cards picked by each pair (e.g., "invite to play," "help open a door", "lend a pen", "share the textbook", "say something nice to your deskmate", "offer help when someone is struggling").

Step 3

Reflection Circle (10 minutes)

In a circle (seated or standing), each child shares one kind thing they'll do this week to include *all* classmates, especially those who might be left out. Teacher summarizes and reinforces key messages:

"Kindness counts. Everyone belongs."



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Physical Disability	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of.
- Separate waste into dry and wet streams and dispose of them correctly.

Materials

- One pair of disposable gloves (one per pupil).
- Small litter-grabbers (optional).
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.



Accessibility

- Step 1:** Divide the groups so that each pupil who uses a wheelchair or mobility aid has a partner and a clear, fixed path.
- Step 2:** Offer gripping tools with extended reach for seated pupils.
- Step 3:** Allow seated pupils to search the area and alternate with more mobile classmates to retrieve objects that are slightly out of reach.
- Step 4:** Make sure that a table is set up at a height that everyone can reach comfortably (including wheelchair users).

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 4–5 pupils and 1 adult/helper.
- Review boundaries (stay together, don't run, stay away from roads and sharp objects).

Step 2

Distribution of equipment:

- Distribute light, non-slip gloves, and one rubbish bag per group.
- Demonstrate how to attach the hands-free bag holders to rollators or wheelchairs.

Step 3

Litter collecting:

- Each pupil collects up to 10 objects with grippers or gloved hands.
- Encourage them to do so: Find a piece of rubbish; Pick it up carefully; Examine it; Put it in the group.

Step 4

Return and set up

- Bring your group's bag to the schoolyard.
- Sort one thing at a time.
- Each pupil takes one object from the pile.

Decide: dry or wet rubbish?

- Place the object in the appropriate bin (use bins with wide, low openings or clip-on bin holders for seated pupils).

Rotate and repeat

- Continue until all objects are sorted and everyone has had a turn.



ACTIVITY SHEET

TITLE	Animal Care, Kindness, and Shared Needs		
NEED	Socio-economic cultural disadvantages	DURATION	20 mins
TOPIC	Animal rights		

Objectives

- Identify basic animal needs (food, water, love, protection).
- Recognize that animals have feelings, just like people.
- Relate animal care to caring for others in their family or community.

Materials

- Picture cards of animal needs and rights
- Paper and crayons
- Stuffed animals (optional)
- "Kindness badges" stickers
- Simple emotion cards (happy/sad, safe/scared)

Accessibility

- **Use visuals with minimal text**
- Allow **oral discussion, drawing, or physical movement** to respond
- Keep activities **low-cost, flexible, and familiar**
- **Use peer pairing or group responses** to support students with limited language or confidence
- Be sensitive to **students' cultural views** on animals — keep language neutral and inclusive

How to:

Step 1

What do I need everyday

- Start by asking: "What do you need every day to feel okay or safe?"
(Prompt with visuals: food, water, hugs, sleep, warm clothes)
Affirm every answer. Then show how animals need the same: "A dog needs food. A cat needs a place to sleep. Just like us."

This step will help students to see their own needs as valid and build empathy by drawing a personal connection.

Step 2

Animals Around Us

- Ask: "What animals do you see near your home or on the street?"
(Examples: dogs, cats, birds, chickens, cows)
- Show simple pictures or let students point or say what they've seen.
- Briefly share what each animal needs to stay healthy.

As many disadvantaged students have **more contact with stray or working animals** than pets this step will ground the lesson **in their real-world experience**.

Step 3

Kind or Not Kind

- Use culturally familiar situations:

"A boy shares his food with a street dog." (Kind)

"Someone throws rocks at a cat." (Not Kind)

"A girl gives water to a thirsty bird." (Kind)

- Students respond by showing thumbs up/down or yes/no cards.

This step teaches practical kindness they can apply, even in low-resource settings – small actions with big impacts.

Step 4

Draw or Choose one way to help

- Ask: "How can *you* help an animal near your home?"

- Let them:

→ Draw it

→ Point to a picture (feeding, giving water, not hurting)

→ Say it aloud or use cards

Step 5

"We Can Be Kind" Circle

- Sit or stand in a circle. Everyone touches (or points to) a soft animal toy or picture.

- Say together (spoken, signed, or with gestures):

→ "We are kind. Animals need love. We can help."

- Offer a sticker or "kindness badge" if possible.



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Economic Need	DURATION	15 min
TOPIC	Economical		

Objectives

- Identify basic needs vs. wants
- Practice budgeting using tokens
- Make group decisions and reflect on consequences

Materials

- Picture cards with daily items (food, clothes, toys, books, etc.)
- "Money" tokens (e.g. paper coins or buttons)
- Shopping list sheets (paper or mini-whiteboards)



Accessibility

- Use clear images and simple wording on cards
- Group pupils to encourage collaboration and peer support
- Use tactile materials if needed for better manipulation

How to:

Step 1

Introduce the idea: "You're a family with 10 coins. Your goal is to buy what you need to live well this week. Choose wisely!"

Divide students into small groups and distribute money tokens and item cards randomly.

Step 2

Groups take turns "shopping." They select cards and decide together whether to "buy" (spend tokens) or skip (save).

Each item's cost is shown on the card. They must manage their 10 coins.

Step 3

After shopping, groups share what they chose and why.

The teacher asks guiding questions:

Did you get everything you needed?

What did you leave out?

What was hard about deciding?



ACTIVITY SHEET

TITLE	Budget Quest: Spend Smart!		
NEED	Social-Migrant Disadvantage	DURATION	15 min
TOPIC	Economical		

Objectives

- Learn to distinguish between essential and non-essential items
- Practice decision-making and budgeting in a group setting
- Encourage cultural sharing and peer inclusion

Materials

- Picture cards with diverse, culturally inclusive items
- Money tokens (coins or coloured counters)
- Multilingual item labels or visual symbol support



Accessibility

- Use multilingual instructions or visual supports
- Pair students in mixed-language groups for peer support
- Ensure that some items reflect students' cultural backgrounds

How to:

Step 1

Introduce the game and explain the task clearly, using images or translated key words as needed.

Group students strategically to mix language abilities and cultural backgrounds.

Step 2

Students take turns selecting items and decide as a group what to "buy" with their 10 tokens.

Encourage discussion of which items are more important in different cultures.

Step 3

Groups present what they chose and why.

Invite them to explain if certain items were familiar or important in their home culture, linking budgeting to everyday family life.



ACTIVITY SHEET

TITLE	Smart Eating, No Wasting!		
NEED	Socio-economic- cultural disadvantages	DURATION	20 minutes
TOPIC	Food waste & Nutrition		

Objectives

After the completion of the lesson students will be able to:

- Recognise at least one healthy, everyday food item.
- Understand why we should avoid wasting food.
- Identify one small action they can take to waste less food.

Materials

- Picture cards or real examples of familiar food
- Two bins labelled "Eat/ Save" – "Throw away"
- Short story "What did Leila do with her food?"
- Simple reward system (e.g. stickers)



Accessibility

- Culturally familiar and affordable foods included in visuals and story
- Visual and verbal instructions for all activities
- Low- or no-cost ideas presented (no need for special tools or foods)
- Group participation emphasized to reduce individual pressure
- Translations, gestures, or simple language where necessary.

How to:

Step 1

Brief talk with real or picture food examples: "Which of these are good for our body?"

Keep it simple: "This is strong food" (apple, rice), "This is okay sometimes" (chips).

Let students point, name, or hold items. Relate to foods they may eat at home. (5 mins)

Step 2

Tell or show a short story: "*Leila takes a big sandwich, but she isn't hungry. What should she do?*"

Pause for students to choose: save it, give it, or throw it.

Use the **Eat/Save vs Throw Away** sorting board with food pictures.

Give each student 1–2 items to sort and explain with the group's help. (10 mins)

Step 3

Teach one simple "no waste" action:

- "Save leftovers in a box"
- "Share with someone"
- "Take only what you will eat"

Let students choose one action and act it out or say it with a gesture.

End with a chant:

"Eat it, share it, save the rest — wasting food is not the best!" (5 mins)



ACTIVITY SHEET

TITLE	We All Belong		
NEED	Socio economic cultural disadvantages	DURATION	25 min
TOPIC	LGBTQIA+		

Objectives

- Create a visible, welcoming, and inclusive message for everyone entering the classroom or school, emphasizing respect, acceptance, and celebration of diversity including LGBTQIA+ identities.

Materials

- Poster
- Markers, crayons, coloured pencils, or paint



Accessibility

- Let students choose
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction
- Provide all necessary school supplies
- Use clear, simple language and visuals

How to:

Step 1

Begin by explaining the importance of creating a space where everyone feels safe, respected, and accepted—regardless of who they are or who they love. Discuss what “belonging” means and why diversity is a strength.

Step 2

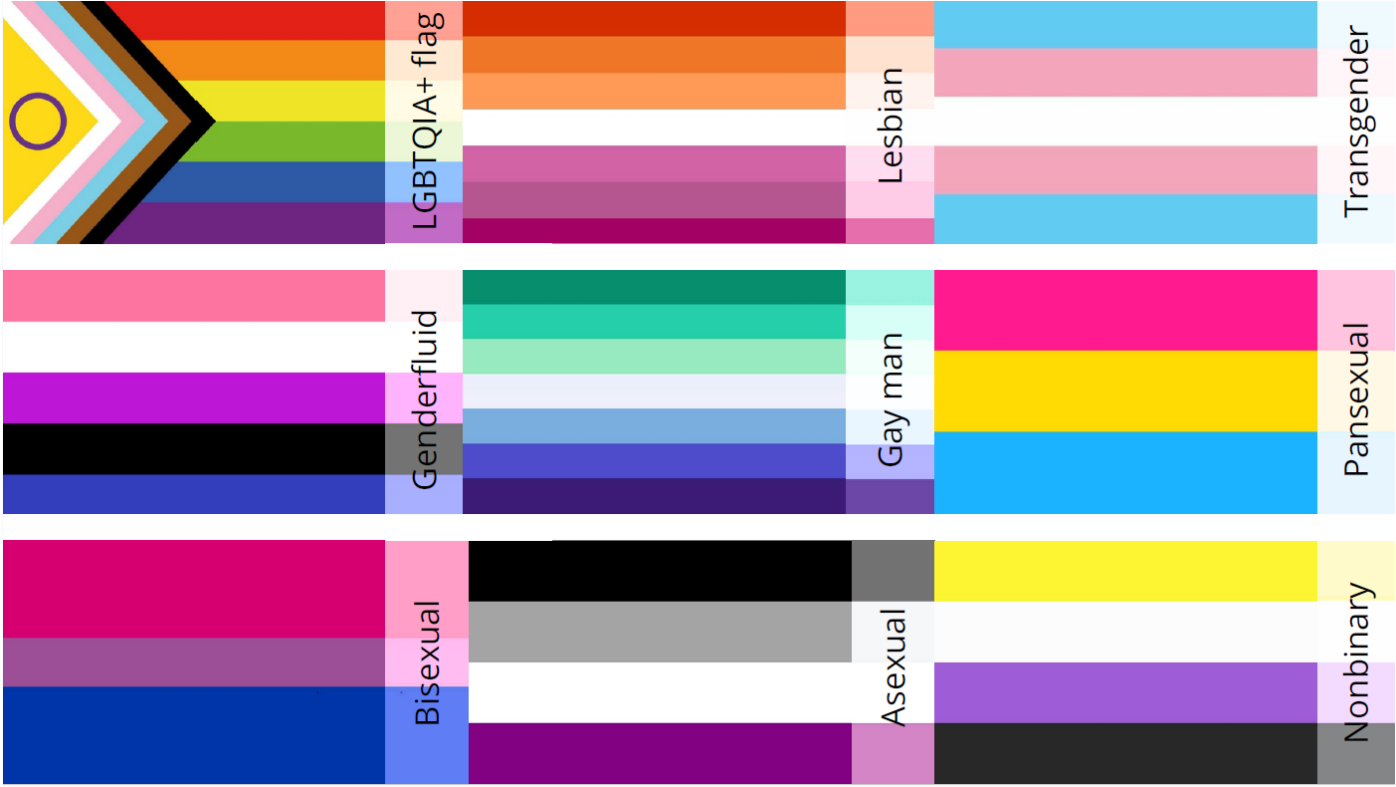
Together with the class, brainstorm words, phrases, or short sentences that express inclusivity and support. (“Everyone belongs here”, “Love is love”, “Proud to be me”, “Kindness matters”)

Step 3

Assign groups or pairs to create different parts of the poster. Some might draw or paint rainbows, hearts, or pride flags. Others can write or decorate the words and phrases.

Step 4

Hang the poster at the school entrance, near the classroom door or in a passageway. Let the students choose the best place.





ACTIVITY SHEET

TITLE	We All Matter		
NEED	Socio-Economic Disadvantages	DURATION	30 min
TOPIC	Violence & Bullying		

Objectives

- Raise awareness to how harmful bullying can be, especially when it targets children from socio-economically disadvantaged backgrounds
- Promote kindness and respect for all pupils, regardless of their socio-economic background
- Encourage empathy and understanding of different life situations
- Reinforce that everyone has equal worth and deserves respect
- Ensure the activity is sensitive, non-stigmatizing, and accessible to all, regardless of financial background

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Paper hearts (1 per pupil)
- Crayons, markers
- Large sheet or board with the title "We All Matter"



Accessibility

- Avoid activities that require bringing items from home or spending money
- Use inclusive, judgment-free language
- Avoid questions that prompt children to share personal financial situations
- Ensure all students can participate regardless of their resources.
- Use calm, supportive tone and allow opt-out of sharing for any child who feels uncomfortable

How to:

Step 1

Read the SIEMDIG DOUKAS 2 interactive story intitled "Lunch Time at School" (<https://siemdig.espaiboule.eu/en/interactive-stories/DOUKAS2>) featuring a character who has nothing to eat during the lunch break at school. Use the questions included in the Teacher's Rubric related to this story to check its impact on pupils

Step 2

Write the names of all pupils on some cards. Ask each pupil to randomly pick a card with the name of one of their classmates. Give each pupil a paper heart to write or draw something nice for the classmate whose name they picked earlier, in order to make them feel appreciated. They could draw a flower or simply write "I like your smile", "You sing beautifully" etc. More complex suggestions:

1. 🌟 "You are a really good friend. I'm glad you're in our class."
2. 💖 "I like the way you always try your best. That inspires me."
3. 💡 "I notice your smile every day — it makes the room brighter!"
4. 😊 "You are kind and strong, even when things are hard."
5. ✨ "Your ideas are smart and creative. Keep sharing them!"
6. 🌈 "You don't need expensive things to be amazing. You already are."
7. 🌻 "You're important to this school — and to me."
8. 📖 "I learn something from you every day."
9. 💕 "You are loved, seen, and never alone."

Step 3

Each child adds their heart to a class board or wall intitled “**We All Matter**”. As each child adds their heart to the Wall of Worth, they say something kind to the writer of the message in return. The teacher says:
“**Every person has value. Every heart matters.**” And the pupils repeat after them.
(Or allow quiet reflection if a child prefers not to speak.)



ACTIVITY SHEET

TITLE	Wonderful World, Clean World – Waste Management		
NEED	Migrant or Multilingual Pupils	DURATION	30 minutes
TOPIC	Environmental sustainability		

Objectives

- Identify and describe common types of waste and the materials they are made of.
- Separate waste into dry and wet streams and dispose of them correctly.

Materials

- One pair of disposable gloves (one per pupil).
- Pictogram-based visual cards for better communication.
- Rubbish bags (one per group).
- Two labelled rubbish bins: Dry waste / Wet Waste.

Accessibility

- **Step 1:** If possible, put learners together who have a common mother tongue or a better command of the school language. Involve classmates to help you explain tasks.
- **Step 2:** Give instructions slowly, one step at a time. Ask pupils to repeat the instructions or show what to do (to check understanding).
- **Step 3:** Allow breaks if pupils feel overwhelmed; offer a quiet place or a place to sit. Use an "I found rubbish!" card for pupils with limited verbal communication.
- **Step 4:** Encourage participation, but also allow exceptions or observer roles (e.g. "spotter"). Use feeling cards or check-ins at the end so that the pupils can express how they felt during the activity.

How to:

Step 1

Group formation and safety briefing:

- Divide into groups of 4–5 pupils and 1 adult/helper.
- Explain the rules and safety boundaries (do not run, stay together, avoid roads, etc.) with the help of a display board or visual cards.

Step 2

Distribution of equipment:

- Give the pupils time to touch and explore the materials first (gloves, bags, grippers).
- Provide visual aids to show what each tool is for.

Step 3

Litter collecting:

- Each pupil collects up to 10 objects with grippers or gloved hands.
- Encourage them to do so: Find a piece of rubbish; Pick it up carefully; Examine it; Put it in the group bag.

Step 4

Return and set up

- Use colour coded bins (with pictures of dry and wet items) to aid decision making.

Decide: dry or wet rubbish?

- Place the item in the appropriate bin.
- Encourage participation, but also allow exceptions or observer roles (e.g. "spotter").



Appendix 3 – Creativity plans

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Creativity Plan

Addressed need: Deafness and/or blindness

Topic: Food waste & Nutrition

Lesson title: Feel the Food, don't Waste the Good

Duration:
50 min

- Objectives:
- Recognize foods by touch and smell.
 - Distinguish between foods that can be eaten, saved, or composted.
 - Practice making a simple snack using tactile step-by-step guidance.
 - Understand why it is important not to waste food and how to care for the environment.

Methodology

- Multi-sensory exploration: touch, smell, sound.
- Step-by-step tactile guidance with clear verbal instructions.
- **Hands-on snack-making** with safe, simple foods.
- Group reflection through storytelling and touch-based affirmation.

Accessibility

Provide real food items for tactile exploration instead of relying on pictures.
Use raised-line symbols or tactile labels (Eat, Compost, Waste).
Give verbal instructions slowly, repeating steps clearly.
Allow students to work with peer buddies or assistants for tasks like spreading or cutting.
Provide adaptive utensils (non-slip mats, easy-grip knives, bowls with suction bases).
Ensure safe, clutter-free environment with consistent furniture layout.
Encourage multiple ways of participation: feeling, smelling, listening, speaking, or gesturing.
Minimize sensory overload: calm space, controlled background sounds.

Materials

Real food & waste items (apple, peel, bread, carrot, yogurt cup, empty wrapper).
Baskets with tactile markers (plate, leaf, X).
Mystery bag for intro.
Snack prep items: bread, banana slices, cucumber sticks, cheese cubes, plates, napkins, safe knives.
Tactile step cards/objects (soap, plate, bread, fruit/veg, mouth).
Toy/real items for story circle (apple, peel, crust, empty box).
Basics: wipes, tissues, sanitizer.

INTRO

5 min

Setup: Prepare a bag with different food items (e.g., apple, banana peel, bread slice, orange, empty packet).

Steps:

1. Pass the bag around; each student feels one item.
2. Students describe what they notice (smooth, soft, rough, sticky, crumbly, empty).
3. Teacher asks:
 - "Can we eat this?"
 - "Is it waste?"
 - "What can we do with it?"
4. Summarize: "Food is special. We eat what is good, save what we can, and compost what we can't eat."

ACTIVITY 1

15 min

Setup: Three baskets on a table, each with tactile labels:

- Plate-shaped tactile marker = Eat/Keep
- Leaf-shaped tactile marker = Compost/Save
- Rough X-shaped marker = Waste

Give students a tray with assorted items: bread crust, apple core, fresh carrot, yogurt cup, eggshell, peel, biscuit.

Steps:

1. Teacher demonstrates first: "This apple is good. I put it in the Eat basket."
2. Students take turns feeling an item, deciding where it belongs, then placing it in the right basket.
3. Each time, the group confirms with clapping or a sound cue (e.g., bell for correct answer).
4. Teacher emphasizes choices: "This carrot is fresh → Eat. This peel → Compost. This empty packet → Waste."

Tip: Structured, repetitive tactile sorting reinforces categories while keeping the pace calm and predictable.

ACTIVITY 2

20 min

Setup: provide each student with:

- A plate, a slice of bread, banana slices, cheese cubes, cucumber sticks.
- Safe adaptive knife/spreader, napkin.
- Tactile step cards (raised-line drawings or objects):
 1. Soap bar (Wash hands)
 2. Plate (Start snack)
 3. Bread slice (Base)
 4. Fruit/vegetables (Add topping)
 5. Mouth shape (Eat or save)

Steps:

1. Teacher models step-by-step:
 - "First, wash hands." (guide them with soap card).
 - "Now, place bread on your plate."
 - "Add banana or cucumber or cheese cubes" (students choose by touch)
2. Students follow slowly, with assistance if needed.
3. Teacher emphasizes: "If something falls, we save it. We don't waste food."
4. Students eat their snack or place leftovers into a "Save bowl."

Tip: Multi-sensory food prep connects nutrition and waste prevention in a real, meaningful way.

CLOSURE

10 min

Setup: Students sit in a circle, each with one tactile food item (toy apple, bread crust, peel, empty box).

Steps:

1. Teachers tells a story:

"One day, the apple was eaten, the peel went to compost, and the empty box went to recycling. Nothing was wasted."
2. Students add their items to the story

"I have the peel → compost"

"I have the apple → eat"
3. The whole class repeats tactile affirmation with gestures:

Touch heart: "Food is precious."

Open hands: "We share food."

Clap once together: "We don't waste."

Tip: Ends with a rhythmic, memorable group ritual reinforces respect for food.

Creativity Plan

Addressed need: Deafness and/or Blindness

Topic: LGBTQIA+

Lesson title: Feel the Pride

Duration:
50 min

Objectives:

- Exploring the meaning of the LGBTQIA+ pride flag
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Sensory collage
- Group activity

Accessibility

- Use clear and direct language
- Let students choose how they want to do the activity
- Let them work with a classmate
- Don't force the activity
- Give them enough time
- Give verbal or written explanations
- Give schedule in advance (to allow interpreters to prepare and clarify terminology)
- Offer example model

Materials

Materials are needed only for the first activity "Feel the Pride". The materials are listed on the activity sheet.

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags. Introduce the topic with the following questions:

- "Have you ever heard the word LGBTQ+ before?"
- "Is it okay for people to love whoever they want?"
- "Have you ever heard someone being teased for being different?"

ACTIVITY 1

30 min

Attached activity "Feel the Pride": students will explore the colours of the LGBTQIA+ pride flag through sensory collage.

ACTIVITY 2

5 min

Rainbow Stretch & Shake: A short movement-based decompression activity that combines gentle stretching with the colours and meanings of the Pride flag.

Example sequence:

- Red – Life
"Stretch your arms high above your head like you're reaching for the sun. Take a deep breath in and out."
- Orange – Healing
"Place one hand on your heart and one on your belly. Breathe slowly. Feel your heartbeat."
- Yellow – Bright ideas
"Tap your temples with your fingertips like you're waking up your brain. Then wiggle your fingers above your head like ideas are sparking out!"
- Green – Nature
"Bend gently side to side like trees swaying in the wind. Nice and slow."
- Blue – Serenity
"Roll your shoulders and relax your neck. Take a calming breath together."
- Purple – Spirit
"Strike your 'Pride Power Pose' – hands on hips, chest proud, head high."
- End with a "Shake-Out"
"Now shake your hands, your arms, your legs—let go of all the extra energy!"



CLOSURE

10 min

End with answering their questions about the activity and the LGBTQIA+ movement. Check if they understood. Assess their knowledge with the following questions:

"Can you explain what the letters in LGBTQ+ stand for?"

"Why is it important to respect people no matter who they love or how they identify?"

"What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need: Deafness

Topic: Animal Rights

Lesson title: Kind Hands, Kind Paws

Duration:
60 min

Objectives:

- Learn and use basic **signs or gestures** related to animals and their needs (food, water, love, shelter).
- Identify at least three ways humans can protect and care for animals.
- Express empathy for animals through **visual storytelling and role-play**.
- Work together to create a **visual campaign poster or video message** about animal rights.

Methodology

- Sign-supported introduction with visuals and gestures.
- Visual matching and drawing tasks.
- Group performance (role-play or short silent "skit").
- Peer collaboration to share messages visually.

Accessibility

Clear Visuals
Sign language support (teacher or interpreter)
Visual cues: step-by-step instructions displayed on board or projector
Grouping flexibility: pairs or small groups

Materials

Large-print animal cards, needs icons (food, water, love)
Markers
Large sheets of paper
Glue
Tablets or cameras (optional for recording video messages)

INTRO

10 min

Teacher shows large animal cards (dog, cat, bird, rabbit).
Students are taught basic signs for each animal (dog, cat, bird, love, eat, drink, safe).
Simple guiding questions (signed + visual cards):

- "What does this dog need?" (show bowl picture).
- "Is it kind to hurt animals?" (students raise YES/NO cards).

ACTIVITY 1

15 min

Animal Rights Match-up

Students work in small groups with animal cards + need cards.
Task: match each animal to what it needs.
After matching, each group presents by signing or pointing:

- "Dog + Eat."
- "Bird + Water."

Teacher reinforces by repeating signs and adding extra vocabulary.

ACTIVITY 2

25 min

Silent Skits: Be Kind to Animals + Poster & Video Message

Groups prepare a short silent skit showing kindness to an animal:

- Feeding a hungry dog.
- Giving water to a bird.
- Rescuing a cat from the cold.

Students act it out with gestures, signs, and props (toy animals or cut-outs).
Audience guesses: "What animal? What action?" (respond with signs/visual cards).
Each group creates a poster with simple drawings + key signs/words (e.g., "Love Animals", "Food, Water, Shelter").
You can record a short silent video where pupils use signs or hold up posters to spread an animal rights message.

CLOSURE

10 min

Students gather in a circle. Teacher leads reflection using signs and visuals:

- "What did you learn today?" (students show one sign: LOVE, FOOD, WATER, HOME).
- "What is one way you can help animals?" (draw or sign an answer).

End with a group affirmation in sign language: "We care for animals. We respect their rights."

Creativity Plan

Addressed need: Deafness and Blindness

Topic: Violence & Bullying

Lesson title: Magic Hands

Duration:
50 min

Objectives:

- Understand the impact of bullying on students who are blind or deaf
- Develop empathy through immersive and creative activities
- Identify forms of exclusion and violence that are often unseen or unheard.

Methodology

- Interactive storytelling
- Sensory-based learning
- Creative expression
- Cooperative tasks

Accessibility

- Provide braille and large-print versions of story
- Use captions and sign interpreter if available
- Use clear, plain language instructions
- Ensure safe, supervised sensory activities
- Allow opt-out for students with sensory issues or trauma history

Materials

- Smart whiteboard/I-pads connected to the SIEMdig platform
- Markers, crayons, or coloured pencils
- Blindfolds or paper eye masks (optional)
- Earplugs or quiet simulation (optional)
- Large paper, crayons or markers
- "Respect means..." board or sheet

INTRO

5 min

Ask students to walk silently around the room for 2 minutes with blindfolds OR headphones (simulate one sense at a time).

Then discuss:

- What did you feel?
- Was it uncomfortable? Empowering? Confusing?
- Did you feel safe or exposed?

ACTIVITY 1

25 min

see Activity Sheet 5 - "Through the lens of diversity" - Steps 1, 2 and 3

ACTIVITY 2

15 min

Activity: "Unseen/Unheard"

- Divide the class in small groups and ask pupils to create two posters:
 - *Unseen Violence*: Things people ignore or overlook.
 - *Unheard Voices*: Ways people cry for help that are ignored.
- Use images, words, or tactile art (e.g., raised textures, braille dots, cut shapes) to represent these

CLOSURE

5 min

see Activity Sheet 5- "Through the lens of diversity" - Step 4

Creativity Plan

Addressed need: Deafness and Blindness

Topic: Environmental Sustainability

Lesson title: Wonderful World, Clean World

Duration:
45-60 min

Objectives: At the end of the lesson, pupils will be able to

- Identify common types of waste using adapted sensory materials or **sign-supported communication**.
- Sort waste into dry and wet streams **using colour-coded bins with Braille/texture**.
- Explain at least two ways in which litter harms animals or the environment **(with storytelling)**.
- Suggest at least one way to reduce waste at school/home using supported prompts **(visual, tactile or gesture based)**.

Methodology

- Whole-class discussion using yes/no cards, visual prompts, and short, focused questions.
- **Use of a visual agenda, timers, and task breakdowns to structure the experience.**
- Hands-on sorting using real or replica objects **(tactile learning)**.
- Exchange among peers and reflective discussions **(using Response Prompt Cards)**.
- Assessment via Whole Class Discussion.

Accessibility

For Deaf learners:

- Clear one-step instructions supported with visuals for deaf pupils **(Annex 1)**.

For Blind learners (partial or total vision loss):

- Set up clear paths near the classroom to collect rubbish.
- Use multi-sensory materials for demonstrations.
- Label bins with **tactile symbols** (or Braille).
- Allow for tactile exploration and guided sorting using touch and verbal description.

Use of a buddy system for outdoor activities.

Allow time for processing—don't rush instructions or answers.

Materials

- One pair of disposable gloves (one per pupil).
- **Tactile or real-life versions of waste objects (plastic, paper, organic).**
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with **market textured shapes (e.g. smooth square for Dry waste bin)**.
- Picture cards with objects like banana peel, plastic bottles, etc.
- Visual Activity Board for the day **(see Annex 1)**.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule (**Activity Plan, Annex 1 page 3**).
 - **Deaf:** Use sign language and display a large-print visual schedule.
 - **Blind:** Verbally describe the structure of the lesson and share a tactile schedule if possible.
- Present real waste objects for touch identification (plastic bottle, fruit peel, paper).
- **Ask:** "What do you feel?" "Where might we find this?" (Use touch/voice).
- Use a sound cue to signal turn-taking.

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
 - Deaf: Give visual safety instructions using symbols/signs.
 - Blind: Verbally explain safety rules; assign a guide/buddy.
- **Distribute equipment (gloves, bag).**
- **Use a vibration timer or hand signals for pacing:**
 - "Start" = hand clap or tactile bell.
 - Midway cue = bell or visual symbol.
 - End = two claps or verbal signal.
- **Pupils collect 5–10 objects with help.**

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Place objects on a tactile mat or table.
- **Pupils sort objects into bins:**
 - Use touch to explore objects.
 - Guide hands to feel bin texture
 - Use prompts: "Does it feel wet/soft?" "Is it paper or peel?"
- **Talk Time with Response Prompt Cards:**
 - Ask pupils to reflect ("What would happen if an animal ate this?" ; "Which object lasts longest outdoors?"), they can communicate using visual cards (Response Prompt Cards).

CLOSURE

15 min

Back in the classroom...

- **Whole Class Discussion with Support**
 - Use tactile or symbol recap cards.
 - Verbally summarise for blind pupils.
 - Write or sign summary for deaf pupils.
- **Reflection using adapted Response Prompt Cards:**
 - ● "We found..." → hold up/touch an object
 - ● "It was hard to sort..." → show/touch confused face symbol
 - ● "We can reduce waste by..." → choose a matching picture (e.g. reusable bag)

ANNEX 1

✓ For Deaf Pupils and Blind Pupils

Visual Activity Plan (Routine Board)

Use a visual routine board that shows the sequence of the day using images, symbols, and simple text.

Suggested Steps with Symbols:

Step	Visual/Icon	Text
	 Smiling face	Welcome / Hello
	Gloves	Put on gloves
	Walking feet	Go outside
	Eye and litter	Find rubbish
	Waste bin icons (green/blue)	Sort waste
	Speech bubble or cue card	Talk about it
	Classroom icon	Back to class
	Thumbs up / stickers	Well done!

Response Prompt Cards

Use visual cards to support self-expression during collection, discussion or sorting.

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing objects discovered
 What is this?	Object with question mark	"What is this?"	Asking about an object
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort

Use icons for help:	✓ Yes	✗ No	🤔 Not sure
Icons for rules:	🚫 No running	👉 Stay together	🔪 Avoid sharp objects.

✓ For Blind Pupils

Visual Activity Plan (Routine Board)

Introduce sorting by physically handling examples and using distinct textures to represent bin types:

* Bin Tactile Markers:

Dry Waste Bin = Smooth square (e.g. plastic or laminated card)

Wet Waste Bin = Textured or rubbery circle (e.g. sponge, rubber mat)

Place these on or near each bin so pupils can touch and identify them.

Object	Description	Dry or Wet?	Tactile Clue
Crumpled newspaper	Dry paper	Dry	Smooth and light
Banana peel	Squishy or soft model	Wet	Slightly rubbery/squishy
Empty plastic bottle	Hard and hollow	Dry	Cold and rigid plastic
Used tissue (clean)	Soft and light	Wet	Feathery/light
Tea bag	Damp or soft object	Wet	Sponge-like
Chips bag (foil)	Crunchy and shiny	Dry	Crinkly texture

Extra Response Prompt Cards (to encourage expression during the activity)

Here an example:

Emoji/Icon	Prompt Card Text
 Banana peel	"This is wet waste"
 Bottle	"This is dry waste"
	"This could hurt animals"
	"I'm not sure"
	"I need help"

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"

Creativity Plan

Addressed need:	Mental–Intellectual Disability
Topic:	Making simple budgeting choices and understanding needs vs. wants
Lesson title:	Budget Quest: Spend Smart! (Step-by-Step Edition)

Duration:
45-60 min

Objectives:	• Help students clearly distinguish between basic needs and wants • Practice counting and token-based exchange in a simple, visual way • Strengthen group collaboration, turn-taking, and respectful listening • Build confidence through positive reinforcement for correct categorisation
-------------	--

Methodology

- Step-by-step guided activity
- Visual learning (symbols + images + words)
- Repetition and reinforcement of key concepts
- Cooperative learning in small groups
- Gamified learning with clear, predictable rules

Accessibility

- Use symbols and pictures alongside simple words
- Present instructions one step at a time with visual aids
- Allow extra time for decision-making
- Repeat questions and instructions when needed
- Model each step before pupils try it
- Use large, colourful, easy-to-hold tokens
- Include a visual “Needs vs Wants” chart for reference throughout the game

Materials

- Item cards with clear, simple images and matching words
- Large, colourful tokens (buttons, counters, or laminated circles)
- Visual shopping list chart split into “Needs” and “Wants” columns
- Instruction poster with icons for each step of the game
- (Optional) Velcro boards to keep cards steady during selection

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity... etc.)

- Show two example cards (e.g., bread vs. video game).
- Ask: "Which one do we need every day? Which one is nice to have but not necessary?"
- Explain game rules with visual poster:
 1. Sort cards into Needs or Wants
 2. Spend 10 coins
 3. Share what you bought

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

Needs vs Wants Sorting (15 min)

- In small groups, pupils sort their item cards into the "Need" or "Want" pile using the visual chart.
- Teacher moves around, prompting with guiding questions:
 1. "Do we eat this every day?"
 2. "Can we live without it?"
- Groups check piles together before moving to the buying stage.

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

Budget Quest Game (10 min)

- Each group gets 10 tokens.
- Spend tokens on items starting with the Needs pile first.
- Pupils take turns choosing and placing tokens on the cards they "buy."
- Teacher encourages simple counting aloud as tokens are spent.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game etc.)

- Groups share what they bought.
- Teacher gives targeted praise: "You chose water first – that's a smart choice!"
- Quick recap: hold up a mix of cards and have pupils call out "Need" or "Want."
- End with a fun chant: "Needs first, wants later!" while clapping or tapping tokens.

Creativity Plan

Addressed need:

Mental-Intellectual Disability (focus: Anxiety Disorders)

Duration:
50 min

Topic:

Food waste & Nutrition

Lesson title:

Calm Choices, Health Choices

Objectives:

- Recognise simple categories of food (healthy vs treat)
- Understand that wasting food makes less food available for others and harms nature
- Practice calm decision-making in food-related situations
- Share one small action they can take to waste less food at home or school

Methodology

- Calming sensory introduction.
- Guided, low-stress activities with clear instructions and visual/tactile supports.
- Emphasis on choice-making and gentle participation, never forced.
- Closing reflection using affirmations and sensory grounding.

Accessibility

Quiet classroom setup, calm background music.
Sensory materials for stress relief

Materials

Large food picture cards
"healthy/treat" icons
"keep/compost/waste" bins
Textured mats, soft toys/balls for stress relief
Paper plates
Glue sticks
Markers
Trays for small group activities
"Yes/No" cards

INTRO

5 min

In this introduction teacher helps students to reduce anxiety before activities.
Teacher shows large food images one by one (e.g. apple, carrot, sweet, bread).
With each picture, guide breathing ("Breathe in the red apple breathe out slowly" / "Breathe in the carrot...relax your shoulders").
Teacher asks: "Do these foods give us energy?" – students respond with yes/no cards.

ACTIVITY 1

15 min

Each student gets a paper plate and a set of food picture cards.
Teacher models placing pictures on the plate slowly, with clear instructions.
Students place 3-4 foods on their plate (one fruit, one vegetable, one meat/fish, one sweet)
Teacher asks gently:
"Which food makes you stronger?"
"Which food is a sweet?"
Students, without pressure, choose silently.

ACTIVITY 2

20 min

Activity 2.1:
Students are shown scenarios with food models or cards:

- Half uneaten sandwich
- A bruised apple
- A sealed yogurt

Teacher asks students: "Should we keep it, Share it or Waste it?"
Students place cards into 3 bins (Keep/Share, Compost, Waste).
Teacher encourages calm reflection: "This choice helps people. This choice helps the Earth."
Students are praised for each thoughtful decision.
Activity 2.2:
Teacher tells a short, calming story with visuals:
"A family shares their extra bread with a neighbour. A girl keeps her apple for later. A boy puts peels in the compost, and flowers grow."
Students follow along with simple hand movements (share = open hands, keep = hold to chest, compost = sprinkle down).
Story ends with: "When we care for food, we care for each other."

CLOSURE

10 min

Students sit in a calm circle with a soft ball or toy passed around.
Each student who wants to share says or signs: "I will..." (e.g. "finish my food", "save fruit for later").
Those students who don't want to speak can show a "Yes" card to agree with the group.
All students along with their teacher say together:
"Smart food choices. No waste. Calm hearts."

Creativity Plan

Addressed need: Anxiety disorder

Topic: Teaching cultural values

Lesson title: Cultural Values Tree – Sharing What Matters

Duration:
45 min

- Objectives:
- help pupils identify and share important cultural values (e.g., respect, family, tradition, kindness).
 - promote empathy and acceptance of cultural differences.
 - boost self-confidence and participation through creative expression
 - create a calm, inclusive environment where anxious pupils feel safe

Methodology

- Inclusive methodology
- Creative expression
- Guided discovery
- SEL principles
- storytelling
- visual aids & drawing
- small group/peer work
- positive reinforcement

Accessibility

- Quiet breakout space
- Visual choice cards for non-verbal or anxious pupils
- Flexible participation options (drawing, pointing, whispering)
- Allow extra time and avoid putting on the spot.

Materials

- Storybook on cultural diversity or values
- Pre-cut leaf shapes in different colours
- Large tree poster or drawing on wall/chart
- Crayons or coloured pencils

INTRO

5 min

Read a short illustrated story like *"Same, Same but Different"* or *"All Are Welcome"*, emphasizing values like respect, kindness, or family traditions.

Ask simple questions: "What was important to the characters in the story?"

ACTIVITY 1

20 min

Create a "Values Cloud" on the board. Prompt with examples: "In my family, we care for our grandparents."

Let pupils raise hands or draw symbols/pictures if they don't want to speak.

Give each child a leaf-shaped cutout.

Ask: "Can you draw or write one value that is important in your family or culture?"

Provide ideas if needed (e.g., "helping others", "celebrating holidays").

ACTIVITY 2

10 min

Invite pupils to place their leaf on a classroom tree poster.

If the pupil with anxiety prefers not to speak aloud, they can:

- Whisper to you or a peer to share for them
- Use symbols or images
- Present silently and get a "thank you" gesture from the class

CLOSURE

5 min

Wrap up with a calming breathing exercise and repeat the values discussed.

- "You all showed respect today by listening to each other."

Creativity Plan

Addressed need: Mental- Intellectual Disability

Topic: Violence & Bullying

Duration:
50 min

Lesson title: Different Minds, Equal Respect – Say No to Bullying

Objectives:

- Identify different forms of bullying and understand its effects
- Break down harmful stereotypes about people with mental-intellectual disabilities and get positive and respectful representations
- Express ideas about kindness and anti-bullying through creative outlets such as art, music and drama
- Practice kindness and actively include peers with mental-intellectual disabilities in all aspects of school life

Methodology

- Whole class discussion based on bullying-focused Q&A
- Use of blank star cutouts
- Designing a heart-shaped poster
- Exchange among peers and reflective discussions

Accessibility

- Use simple, clear language and visuals
- Offer extra time for tasks and allow verbal or drawn responses
- Pair students for support and model instructions clearly
- Ensure calm and structured environment with minimal distractions
- Avoid timed pressure or complex rules

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Printed “We All Shine” star cutouts (blank inside)
- Crayons, markers
- Emotion cards (happy, sad, scared, angry emoticon masks)
- Accessible seating and space for movement

INTRO

5 min

Activity description: Begin with a brief, inclusive discussion: “Do you know what bullying is?” and “How does it make people feel?”

Use visual aids and simple language to ensure everyone understands. Emphasize that bullying can happen to anyone, but children with mental-intellectual disabilities can be at higher risk and need everyone’s support.

ACTIVITY 1

30 min

Activity description: see Activity Sheet 2 – “We all shine together” Steps 1-3

ACTIVITY 2

10 min

Activity description: **Emotion Match**

- Distribute emotion masks to some of the pupils, who are supposed to come in front of the class, say the corresponding emotion adjective (sad, angry, happy) and put the mask on
- Describe simple scenarios (e.g., “Someone calls a friend a mean name,” or “A classmate helps someone who is confused”, “You’ve just said something nice to your deskmate”). The other pupils in class point to the mask showing how the person might feel, so the pupil with the matching mask takes a step forward. Encourage pupils to point, show, or say the emotion.

CLOSURE

5 min

Activity description: **Movement & Kindness Game**

Play a short, gentle movement game (e.g., “Pass the Smile”) where pupils sit or stand in a circle and pass a smile, wave, or kind word to the next person. Use slow pacing and give clear turn-taking cues so every child can participate, regardless of cognitive or speech ability.

Creativity Plan

Addressed need: Intellectual disability

Topic: LGBTQIA+

Lesson title: From Red to Violet

Duration:
55 min

Objectives:

- Exploring the colours of the LGBTQIA+ pride flag
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Colouring
- Collage
- Group activity

Accessibility

- Offer example model
- Use clear and direct language
- Let students choose how they want to do the activity
- Let them work with a classmate
- Don't force the activity
- Give them enough time
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction

Materials

Materials needed for the first activity "From red to violet" are listed on the activity sheet.
For the second activity you will need: posters, glue, coloured paper, pencils and scissors

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags. Introduce the topic with the following questions:

"Have you ever heard the word LGBTQ+ before?"

"Is it okay for people to love whoever they want?"

"Have you ever heard someone being teased for being different?"

ACTIVITY 1

20 min

Attached activity "From red to violet": students will explore the colours of the LGBTQIA+ pride flag through drawing and collage.

ACTIVITY 2

20 min

Let the students explore the other pride flags drawing or doing a collage. Divided in groups give them the task to do a poster with their favourite pride flags.

CLOSURE

10 min

Let each group explain the reason they chose the flags for the poster. End with answering their questions about the activity and the LGBTQIA+ movement.

Creativity Plan

Addressed need: Anxiety disorder

Topic: Cultural differences

Lesson title: My Cultural Paper Doll

Duration:
45 min

Objectives:

- build cultural awareness in a gentle and creative way
- learn about traditional clothing from different cultures
- create a personalized paper doll dressed in cultural attire.

Methodology

- Inclusive methodology
- Visual, verbal and hands-on engagement
- Arts integration
- storytelling
- individual activity
- presentation

Accessibility

- Offer pre-cut clothing if fine motor skills are a challenge
- Allow extra time
- Avoid pressure or evaluation—this is for joy and engagement, not performance
- Use visuals, gestures, and feelings charts.

Materials

- Pre-printed paper doll templates (with options for different skin tones and genders)
- Pre-printed cutouts of clothes from different cultures
- Child-safe scissors and glue
- Crayons or coloured pencils

INTRO

5 min

Use a picture book or short video that shows children in different traditional clothes (e.g. Japanese kimono, Indian sari, Scottish kilt).

Keep the environment quiet and safe, use soft lighting and reduce background noise.

Have visual aids printed and ready (pictures of children in different traditional outfits).

ACTIVITY 1

10 min

Encourage understanding of cultural variety.

- Ask gentle, open-ended questions:
 - “Which outfit do you think looks fun or beautiful?”
 - “Would you like to try something like that?”
- Let the pupil respond verbally, with pictures, or by pointing.

ACTIVITY 2

25 min

1. Let the pupil choose a paper doll template. Provide options for them to choose from (pre-printed paper dolls with different skin tones and gender).
2. Offer clothing options from different cultures (or help them design their own with crayons). Show the pupils images of different traditional attire apart from the pre-printed cutouts from different cultures.
3. Allow enough time for the pupil to express themselves creatively. The pupil cuts and glues the cutouts or colours and decorates their paper doll.
4. They can dress the doll with different clothes and “travel” to different countries. They can dress the doll with different clothes and “travel” to different countries. Each pupil walks around the classroom and presents their doll.

CLOSURE

5 min

Build confidence in a safe setting.

- Ask the pupil if they would like to share their paper doll with a teacher or small group.
- Offer positive, calm reinforcement: “You created a lovely outfit for your doll! That’s really thoughtful.”

Creativity Plan

Addressed need: Anxiety disorder

Topic: Understanding different cultures

Lesson title: My Culture Collage – A Journey Through Traditions

Duration:
45 min

- Objectives:
- To introduce students to world cultures in a safe and engaging way
 - To encourage self-expression through visual art
 - To build confidence and reduce anxiety through structured, low-pressure tasks

Methodology

- Inclusive methodology
- Visual, verbal and hands-on engagement
- Arts integration
- storytelling
- individual activity
- presentation

Accessibility

Visual instructions
Quiet space or sensory tools
Optional participation in sharing
One-on-one help if needed
Use of visuals and gentle praise throughout

Materials

Magazines, printed images
Scissors, glue, coloured pencils
Large paper or cardboard
Stickers, fabric scraps (optional)
Calming background music (optional)

INTRO

5 min

Talk about culture using simple words and images.

Ask:

“What do you eat with your family?”

“Do you have any special celebrations?”

“Do you wear something special sometimes?”

ACTIVITY 1

10 min

Show the magazines and the printed images tell the pupils stories about a holiday and how it is celebrated in different cultures.

Allow the pupils to get ideas before their create own Collage by answering the following questions:

- On this day in my family, we eat ____.
- Usually we wear ____.
- After/Before we go to ____.
- We invite ____.

ACTIVITY 2

25 min

Let each child create their own Culture Collage by cutting and gluing the previously provided cutouts of pictures, or let them draw what represents their tradition when celebrating the given holiday.

Encourage them to work in pairs if they feel more comfortable that way and praise each pupil individually while they are working, providing help when needed.

Allow sharing time and create a “gallery walk” - pupils can place their collage on the wall or the table. Those who feel comfortable may present their work, others can write or draw a compliment post-it.

CLOSURE

5 min

End the lesson with a calm group discussion:

- What did you like about activity?
- What difference did you find most interesting?

Creativity Plan

Addressed need: Emotional disorder

Topic: Understanding different cultures

Lesson title: Puppet Parade - Story About My Culture

Duration:
45 min

Objectives:

- To support emotional expression through storytelling and creativity
- To build understanding of cultural identity (language, clothing, food, family, celebrations)
- To foster acceptance and empathy toward cultural differences
- To provide emotional security and reduce behavioural/emotional stress

Methodology

- Inclusive methodology
- Holistic approach
- Arts integration
- Puppet play and storytelling
- Guided art activity
- Positive behaviour supports
- Peer modelling

Accessibility

Visual supports for instructions and vocabulary
Emotion regulation tools (fidget toys, break cards, calm corner)
Peer or adult modelling
Choice-based participation (talk, point, draw)

Materials

Multicultural storybooks
Puppets: paper bags, socks, or sticks
Craft supplies (markers, glue, coloured paper, cloth, yarn)
Picture cards of clothing, food, symbols
Calming background music (optional)

INTRO

10 min

Begin with a “How Do I Feel Today?” chart using faces or emoji cards.
Ask: “Let’s choose how we feel and share with a friend.”

Let the pupil with emotional needs use a card or whisper to the teacher if talking is hard.

ACTIVITY 1

10 min

- Read a picture book from a culture (e.g., *"Golden Domes and Silver Lanterns"*, *"Abuela"*, *"The Name Jar"*)
- Ask: “What makes this character special? What do they celebrate or wear?”
- Discuss with visual supports

ACTIVITY 2

20 min

Provide paper bag or stick puppets for pupils to decorate:

- Traditional clothes
- Name or language
- Favourite food
- Celebration they enjoy

Pupils draw or glue on items that represent their culture or a culture they’ve learned about.

CLOSURE

5 min

Each pupil introduces their puppet with one sentence or gesture.

- E.g., “This is Sita. She wears a sari.”

Create a “Culture Corner” where puppets are displayed.

Creativity Plan

Addressed need:	Anxiety disorders (mental – intellectual disabilities)
Topic:	Animal rights
Lesson title:	The Animal Care Adventure!

Duration:
50 min

Objectives:	Identify basic rights that animals need to live safely and happily.
	Express empathy for animals in a way that reduces stress and builds confidence.
	Connect the idea of kindness to animals with kindness toward themselves and others.
	Identify basic rights that animals need to live safely and happily.

Methodology

- Mindful storytelling with breathing pauses.
- Individual creative expression (e.g. drawing, clay modelling)
- Gentle group sharing (optional, never forced)
- Closing circle with calming affirmations

Accessibility

- Create a quiet, safe classroom environment (soft lighting, calm background sounds such as birdsong or ocean waves).
- Provide choice of activity (drawing, writing, modelling).
- Visual schedule of activities to reduce uncertainty.

Materials

- Soft lighting, floor cushions/chairs, calming sounds (optional)
- Visual schedule cards, “help/break” choice cards, large-print story/ animal images
- Paper/card, crayons, clay, scissors, textured craft bits (felt, fabric, cotton)
- Soft animal toys, cards with animal needs (food, water, shelter, play, love)

INTRO

10 min

Teacher reads a short story about an animal finding safety after being cared for (e.g. a stray kitten finding home)
Pause during the story to practice “animal breaths” (2 kinds of breath: “dog breath” = inhale deeply, exhale slowly like a sigh, “cat breath” = small, soft breaths while stretching arms like a cat)
The teacher asks questions gently:

- “What makes the animal feel safe?”
- “How do you feel when someone takes care of you?”

ACTIVITY 1

20 min

Safe Place for Animals

During this activity the teacher circulates quietly, offering encouragement without pressure. Students individually create something that represents safety for an animal. Examples:

- Drawing a cozy shelter.
- Making a clay animal with a little home.
- Writing a short note from the animal’s perspective: “Thank you for feeding me.”

ACTIVITY 2

10 min

Animal Care Stations

Small stations are set up with soft animal toys and “needs cards” (food, water, love, play, safety). Students gently choose a card and place it with an animal toy to show how we care for it. It is not a competition, but a calm rotation. Teacher emphasizes that animals are like people, they feel calmer when their needs are met!.

CLOSURE

10 min

Students sit in a circle or semicircle.
Teacher leads a guided visualization: “Imagine a small animal in your hands. It feels safe with you. Now imagine giving it love, food, and a safe home. Notice how calm they feel.
Closing reflection questions:

- “What did you do today to help an animal feel safe?”
- “How can we show the same kindness to ourselves?”

Students and teacher say together: “Animals deserve kindness. We deserve kindness.”

Creativity Plan

Addressed need: Emotional disorder

Topic: Cultural heritage exploration

Lesson title: Treasure Box

Duration:
45 min

Objectives:

- Identify 2–3 elements of their own or local cultural heritage (e.g., traditions, food, clothing, music).
- Express feelings and personal meaning connected to cultural items.
- Improve self-expression and emotional regulation through storytelling and creative work.

Methodology

>

- Learner-centered
- Art-based
- Emotionally supportive
- Visual support and prompts
- Hands-on learning
- Storytelling and peer or teacher interaction
- Gentle emotional coaching and affirmations

Accessibility

Visual aids for instructions and cultural concepts

Positive reinforcement and affirmation cards to support emotional needs

Fidget tools or calming objects available during the session

Materials

Shoebox or small cardboard box

Cultural item samples (pictures, cloth, bread, music samples)

Glue, scissors, paper, markers, crayons, stickers

Printed visuals or photos representing cultural heritage

INTRO

5 min

Begin with a calm and friendly group or one-on-one discussion about **what culture means** (e.g., “Culture is what makes us special—our food, clothes, music, stories.”).

Use picture cards or real-life items (e.g., traditional fabric, bread, music clip).

ACTIVITY 1

25 min

- Show a small collection of cultural items from the community or the pupil’s background (photos, videos, or physical objects).
 - Let the pupil touch, listen to, or explore these items gently and calmly.
 - Provide a small shoebox and decorating materials.
 - Let the pupil decorate the box using drawings, stickers, magazine cutouts, or printed symbols from their culture (e.g., traditional patterns, food pictures).
-  **Prompt:** “This is your Cultural Treasure Box. Everything inside shows something special about your culture.”

ACTIVITY 2

10 min

The pupil selects or creates 2–3 items (drawings, written notes, printed pictures) representing their culture or family traditions.

The teacher or aide supports the pupil with emotional check-ins (“Are you okay adding this?”).

 **Connection:** “This bread/picture/song reminds me of my grandma...”

CLOSURE

5 min

In a safe, calm, and supportive space, the pupil is invited (not required) to share one item from their box and tell a short story or feeling about it.

If verbal sharing is hard, they can use drawings, gestures, or the teacher can narrate.

 **Emotional closure:** End with praise and a grounding activity like slow breathing or calming music.

Creativity Plan

Addressed need:	Mental-Intellectual Disabilities
Topic:	Environmental sustainability
Lesson title:	Wonderful World, Clean World

Duration:
45-60 min

Objectives:	At the end of the lesson, pupils will be able to
	Identify and describe common types of waste and the materials they are made of (with picture prompts).
	Separate waste into dry and wet streams and dispose of them correctly (using colour-coded bins and sorting cards).
	Explain two ways in which litter harms animals or the environment (with storytelling or visual cues).
	Suggest simple ideas to reduce waste at school and at home (guided brainstorming with sentence starters or visuals).

Methodology

- Whole-class discussion using **yes/no cards, visual prompts, and short, focused questions**.
- Practical sorting and categorising **(use of physical items to support comprehension i.e. through tactile learning)**.
- Exchange among peers and reflective discussions **(using “cue cards”)**
- Assessment using worksheets **(simplified worksheets)**.

Accessibility

- Divide the tasks into clear, one-step instructions (spoken slowly, supported by a visual plan).
- Offer a visual routine board showing what will happen (e.g. gloves → go out → collect → sort → talk), **see Annex 1, page 2**.
- Create a quiet space or 'quiet corner' with sensory aids or colouring pages for pupils who need emotional regulation.
- Use a buddy system for emotional and task-related support; find a calm classmate or adult.
- Reward participation with positive feedback, stickers or vouchers.

Materials

- One pair of disposable gloves (one per pupil).
- Small litter-grabbers (optional).
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with pictograms and colours.
- Picture cards with items like banana peel, plastic bottle, etc.**
- Emotion cards, behaviour cue cards.**
- Worksheet.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule
- Use a visual plan with symbols/pictures for each part of the lesson (e.g. Introduction → Activity → Sorting → Tidying up → Talk).
- Use simple, encouraging language.
- Ask simple prompting questions:
 - "What is this?" (hold up a plastic bottle)
 - "Where do we find it?" (e.g. outside, near school, in the street)
 - "Is it soft or hard?"

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
 - Stay in the same small groups throughout the session to ensure emotional safety.
 - Allow use of "I need a break" card for pupils with anxiety or sensory overload.
- **Each pupil collects up to 5–10 objects with support.**
- Use a visual step-by-step card:
 - Find rubbish ; Pick it up ; Look at it ; Put it in the bag

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Pupils use pictogram cards to sort into:
 - Green Bin = Wet Waste
 - Blue Bin = Dry Waste
 - Guide one item at a time: "Is this soft or hard?"
 - Use icons for help: ☒ Yes / ☒ No / Not sure
- **Talk Time with Response Prompt Cards :**
 - Ask each pupil to reflect using visual cards or sentence starters:
 - "We found..." → hold up item or picture

CLOSURE

15 min

Back in the classroom, discuss the following questions (use pictograms or visual cards):

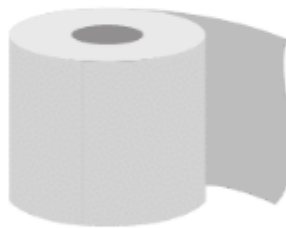
- **Whole Class Discussion with Support**
- Adapted guiding questions using **visual choices***:
 - "Which items are bad for animals?" vs vs
- **Pair Work: Drawing or Cut-and-Paste**
- Use matching worksheet (draw line or place sticker from item to bin). [Hand over the worksheet (**Annex 1**)].

ANNEX 1

Draw a line from each item to the bin:



Banana peel



Clean toilet paper roll



Milk carton



Newspaper



Apple

Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Visual Activity Plan (Routine Board)

Show the steps of the activity using large icons and simple words. Display on the board or give each student a strip with Velcro. Here an example:

Step	Visual	Text
1	 Gloves on	"Put on gloves"
2	 Pick up rubbish	"Find rubbish"
3	 Look at item	"Look at the item"
4	 Sort to bin	"Is it wet or dry?"
5	 or  Put in bin	"Put it in the bin"
6	 Talk about it	"What did we find?"
7	 Wash hands	"Wash hands"

Response Prompt Cards (to encourage expression during the activity)

Here an example:

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing items discovered
 What is this?	Item with question mark	"What is this?"	Asking about an object
 Put in the bin	Litter going into a bin	"Put in the bin"	Reinforcing sorting action
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort
Use icons for help:	 Yes	 No	 Not sure

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"

Creativity Plan

Addressed need: Neurodivergence

Topic: Making mindful spending choices while supporting focus and impulse control

Lesson title: Budget Quest: Spend Smart! (Focus & Choice Edition)

Duration:
45-60 min

Objectives:

- Support pupils in making quick but thoughtful decisions within a predictable structure
- Practice turn-taking, focused attention, and self-regulation
- Strengthen collaboration and verbal reasoning in group activities
- Encourage reflection on decision outcomes and prioritisation skills

Methodology

- Structured, time-bound turns with visual prompts
- Gamified group activity with clear rules and color-coded cues
- Physical movement embedded into the task to maintain engagement
- Peer discussion before group decisions
- Reflection supported by visual review charts

Accessibility

- Keep instructions short, visual, and sequential
- Use color-coded categories (e.g., green = need, red = want) for instant recognition
- Include optional timers or countdowns to aid focus
- Offer fidget tools or short break opportunities if needed
- Allow physical movement (e.g., walking to select cards) to regulate energy levels
- Use a visual review chart to summarise group decisions at the end

Materials

- Color-coded picture cards (needs/wants) with clear images
- Token sets (coins, counters, or stickers)
- Timers (physical or visual countdown)
- Visual instruction poster with game steps
- Fidget tools or sensory aids (optional)
- Chart or board to record group purchases

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity... etc.)

- Display a simple visual chart: *Sort items* → *Spend tokens* → *Review choices*.
- Explain rules with both speech and visuals: "You have 10 coins. You must choose carefully. One person picks a card each turn. You have 20 seconds to decide if you will buy it."
- Show example cards and practice one turn as a class.

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

Budget Quest Game (20 min)

- Pupils work in small groups.
- Each student takes turns:
 - Select a card (placed across the table to encourage movement).
 - Explain their choice ("We need this because...") before the group decides to buy.
- Use a timer for each decision (e.g., 20–30 seconds) to focus attention.
- Encourage supportive feedback from peers ("Good choice!").

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

Quick Review Reflection (10 min)

- Groups look at their purchased items on a large chart.
- Teacher prompts:
 - "Which was a smart buy?"
 - "What do you wish you had money left for?"
- Use a Needs vs Wants chart to place bought items in categories for easy visual understanding.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game etc.)

- Whole-class reflection: each group shares 1 best decision and 1 thing they'd do differently next time.
- Teacher praises both decision-making and teamwork.
- Finish with a quick energising closure:
 - Stand up if you bought a *need* item.
 - Clap twice if you bought a *want*.
- End with: "Great focus and teamwork today!"

Creativity Plan

Addressed need: Neurodivergence

Topic: Violence & Bullying

Lesson title: Bullying Through the Lens of Neurodivergence

Duration:
50 min

Objectives:

- Enable pupils to identify and express feelings about bullying and kindness using creative tools.
- Help pupils understand the emotional impact of bullying, particularly on neurodivergent peers
- Promote respect for neurodiversity and understanding of different ways people communicate and process emotions
- Encourage positive behaviours that prevent violence and promote safe, inclusive play

Methodology

- Creative Arts Therapy Principles: uses art as a tool for emotional expression and healing
- Social -Emotional Learning (SEL): builds emotional literacy, empathy and responsible decision-making
- Neuroaffirmative Practice: recognizes autistic traits as differences, not deficits and builds on strengths like pattern recognition, visual thinking and honesty
- Interactive story
- group activity

Accessibility

- Use clear, concise language and visual aids (e.g., Feelings Faces, visual social scripts).
- Provide options for children who might be more comfortable using non-verbal methods (drawing, pointing, or using technology).
- If a child is overwhelmed, offer a quiet space or a "calming corner" with sensory tools available.
- Allow breaks if needed for students with attention challenges or sensory sensitivities.
- Provide prompts or assistance

Materials

- Smart whiteboard/I-pads connected to the SIEMdig platform
- Markers, crayons, or coloured pencils
- Heart-shaped sheets of paper
- "Feelings Faces" printables/ masks (a set of expressive faces showing emotions like happy, sad, angry, confused, etc.)
- "My super brain" cards
- A large poster of a "We all learn differently" (a collaborative class activity)
- A Kindness Shield

INTRO

5 min

Begin with a small ice breaker activity intitled "The Crumpled Heart". Give each pupil a paper heart and ask them to crumple it, as if they were hurt by someone's bullying behaviour. What do they notice? The "hearts" will never regain their initial smooth aspect, no matter how hard the pupils may try to "repair" them. Ask questions such as, "Do you know what bullying is?" and "How does it make people feel?".

Emphasize that bullying can happen to anyone, but neurodivergent pupils can be at higher risk and need everyone's support.

ACTIVITY 1

25 min

see Activity Sheet 4 - "Different Brains, Same Respect" - Steps 1 and 2

ACTIVITY 2

10min

"The Kindness Shield" Activity: Pupils design their own "Kindness Shield" to protect themselves and others from bullying, using creative self-expression.

Steps: * Give each student a large paper shaped like a shield (or let them cut one out).

*Ask: "What makes you feel safe, happy, and brave when someone is unkind?"

*Instruct children to decorate the shield with symbols, words, or pictures of things that:

- Make them feel strong or proud (e.g., pets, family, hobbies).
- Represent kindness or protection (e.g., a heart, a friend, a superhero, a favourite calming space).
- Show what they would say or do if they saw someone being bullied (e.g., "Stop," "Want to play with us?").

For those needing support, provide templates, picture options, or pre-written affirmations (e.g., "I stand up for friends")

CLOSURE

10 min

see Activity Sheet 4 - "Different Brains, Same Respect" - Step 3 – My Super Brain Activity

Creativity Plan

Addressed need: Neurodivergence (autism spectrum disorders)

Topic: Food waste & Nutrition

Lesson title: Smart Earth, Happy Earth!

Duration:
45 min

Objectives:

- Recognise the difference between “good to eat” foods and “waste” foods.
- Practice simple sorting skills (Eat/ Save/ Compost/ Waste).
- Experience making a “no waste” snack through a structured, step-by-step routine.
- Express one small way they can reduce food waste at school or home.

Methodology

- Use of visual supports, icons, and structured routines (first/then cards)
- Clear, step-by-step guided activities with modelling.
- Multi-sensory, hands-on tasks (touching, sorting, assembling food).
- Allow alternative communication (pointing, picture exchange)

Accessibility

Predictable structure: use a visual schedule so students know what will happen next.

Clear, simple instructions.

Visual supports: use food cards, bins with icons, yes/no choice cards, and laminated step cards for snack making.

Sensory regulation: provide calming items (e.g. stress balls) and allow movement breaks if needed.

Flexible communication: students may respond verbally, with signs, gestures, picture cards, or AAC devices. No one is forced to speak.

Reduced pressure participation.

Quiet, low-stimulation setting (reduced loud noises, harsh lighting).

Peer support: pair students who need extra help with a supportive classmate or adult aide for snack preparation and sorting tasks.

Sensory-friendly food handling: offer gloves or utensils for those who dislike direct touch, and provide familiar food options to avoid stress.

Materials

Basket with real/toy food items (fresh & waste examples).

Green/red, yes/no, or smiley/X cards.

3 baskets/bins labelled with symbols (Eat/Keep, Save/Compost, Waste).

Snack preparation: bread, banana slices, cucumber sticks, cheese cubes, plates, napkins, safe knives.

Laminated step-cards (wash hands, put food, eat/save).

Visual timer, wipes, tissues, hand sanitizer.

INTRO

5 min

Setup: Teacher sits in front of pupils with a basket of real or plastic foods: fresh apple, bruised banana, sandwich, empty wrapper, apple core.

Steps:

1. Show each item one at a time.
2. Students hold up a green smiley card for “good to eat” or a red X card for “waste.”
3. Teacher names and emphasizes:
 - “This apple is good to eat. Yum!” (model eating motion).
 - “This wrapper is waste. We can’t eat it.” (put in “waste bin”).

Tip: Predictable yes/no choices lower anxiety and give all children a way to participate, even if they are non-verbal.

ACTIVITY 1

15 min

Setup: Place 3 big baskets or bins with large labels and symbols:

- Eat/Keep (plate symbol – green)
- Save/Compost (leaf symbol – yellow)
- Waste (trash bin symbol – red)

Give each group a set of laminated food cards or toy food (fresh fruit, half sandwich, peel, bread crust, empty juice box).

Steps:

1. Teacher models first: “This banana peel...not to eat! Goes to Save/Compost” and places the card.
2. Students take turns choosing an item and placing it in the right basket.
3. For each correct choice, teacher gives strong positive reinforcement: “Yes! The apple can be eaten! Smart choice!”
4. Use a visual timer to show the 15-minute duration, giving comfort through predictability.

Tip: Clear categories, repetitive sorting, and physical movement support children with ASD who thrive on structure and hands-on tasks.

ACTIVITY 2

15 min

Safe, simple food assembly materials at tables:

- Small plates, napkins, plastic knives.
- Ingredients: bread slices, banana slices, cucumber sticks, cheese cubes (choose foods familiar to students).
- Laminated step cards with pictures (1. Wash hands → 2. Put bread → 3. Add banana → 4. Eat or Save).

Steps:

1. Teacher demonstrates step-by-step while students follow along.
 - "First, wash hands." (show picture, model action).
 - "Next, put bread on plate." (pause, let them copy).
2. Students build a simple snack.
3. Teacher emphasizes no waste rule:
 - Students put uneaten pieces into the Save/Compost bowl, not the trash.
 - Teacher names: "We don't waste. We save."
4. Students can eat their snack or pack it to take home.

Tip: Structured sequence reduces anxiety, predictable visuals give clarity, and real food handling makes the learning concrete.

CLOSURE

10 min

Setup: Students sit in a circle holding a food symbol card (apple, bread, rice, etc.).

Steps:

1. Teacher asks: "What is one way you will save food?"
Students can point to a card, use AAC, or echo a sentence frame:
 - "I will eat all my food"
 - "I will keep fruit for later"
 - "I will compost peels"
2. Each student contributes in their own way (saying, pointing, showing).
3. Teacher leads group in repeating affirmation with gestures:
 - "Smart food, happy earth!" (point to head for "smart," hug belly for "food," make a circle with arms for "earth").

Tip: Circle time gives closure, simple affirmations reduce stress, and symbolic gestures create memory anchors.

Creativity Plan

Addressed need: Neurodivergence

Topic: LGBTQIA+

Lesson title: Treasure the Rainbow

Duration:
45 min

- Objectives:
- Learn about different LGBTQIA+ flags and what their colours/symbols represent while having fun
 - Identify the different LGBTQIA+ flags

Methodology

- Group activity
- Treasure hunt
- Mindfulness

Accessibility

- Give schedule in advance
- Offer alternative communication options (AAC)
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction
- Use legible fonts (Atkinson Hyperlegible)
- Give them enough time

Materials

Materials are needed only for the first activity "Treasure the rainbow". The materials are listed on the activity sheet.

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags. Introduce the topic with the following questions:

- "Have you ever heard the word LGBTQ+ before?"
- "Is it okay for people to love whoever they want?"
- "Have you ever heard someone being teased for being different?"

ACTIVITY 1

25 min

Attached activity "Treasure the rainbow": Students move through a series of stations (clues) to learn about different LGBTQIA+ flags and what their colours/symbols represent.

ACTIVITY 2

5 min

Rainbow Stretch & Shake: A short movement-based decompression activity that combines gentle stretching with the colours and meanings of the Pride flag.

Example sequence:

- Red – Life
"Stretch your arms high above your head like you're reaching for the sun. Take a deep breath in and out."
- Orange – Healing
"Place one hand on your heart and one on your belly. Breathe slowly. Feel your heartbeat."
- Yellow – Bright ideas
"Tap your temples with your fingertips like you're waking up your brain. Then wiggle your fingers above your head like ideas are sparking out!"
- Green – Nature
"Bend gently side to side like trees swaying in the wind. Nice and slow."
- Blue – Serenity
"Roll your shoulders and relax your neck. Take a calming breath together."
- Purple – Spirit
"Strike your 'Pride Power Pose' – hands on hips, chest proud, head high."
- End with a "Shake-Out"
"Now shake your hands, your arms, your legs—let go of all the extra energy!"

CLOSURE

10 min

End with answering their questions about the activities and the LGBTQIA+ movement. Check if they understood.

- "Can you explain what the letters in LGBTQ+ stand for?"
- "Why is it important to respect people no matter who they love or how they identify?"
- "What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need:

Neurodivergence (dyslexia and other intellectual disabilities)

Topic:

Animal rights

Lesson title:

Voices for Animals

Duration:
45 min

Objectives:

- Recognize that animals have needs and rights (food, water, shelter, love, freedom from harm).
- Identify at least three everyday ways people can help animals.
- Express their understanding through simple, multi-sensory activities (drawing, acting, or building).
- Experience success by participating in group and individual tasks with step-by-step support.

Methodology

- **Storytelling with visuals & symbols** (simple words + pictures).
- **Multi-sensory activities:** matching, drawing, building, and role-play. a bullet
- **Peer-supported learning** (buddy system).
- **Frequent comprehension checks** with yes/no or choice cards.

Accessibility

Use short sentences and large-print text with pictograms or icons
Provide visual schedule of lesson steps (Story → Matching → Create → Act → Talk).
Give pupils options: draw, act, or use materials — no one is forced to read aloud.
Encourage peer buddies or adult support.

Materials

Animal Picture Cards
Needs Cards (food, water, love, home)
Large paper
Crayons/markers
Building Blocks or boxes for shelters
Soft Animal Toys/puppets
Choice Cards (yes/no)

INTRO

10 min

Teacher reads aloud a short, simple story with big picture cards:

"A dog is hungry. A cat has no home. A bird needs water."

Students show understanding with choice cards (yes/no, happy/sad).

Guiding questions with visual prompts:

- "What does the dog need?" (students should show two cards, one with the dog and another one presenting food)
- "Is it kind to care for animals? (yes/no cards)

ACTIVITY 1

15 min

Animals Need Match-up

This activity can be done individually or in pairs.

Task: match each animal to what it needs.

Students receive picture cards of animals and needs cards (food, water, shelter, love).

For example: Dog → Food, Bird → Water, Cat → Home.

Teachers checks understanding by asking students to hold up their matched cards.

ACTIVITY 2

20 min

Create a Safe Home

In small groups, students build or draw a safe home for an animal. Options:

- Use blocks, boxes, or fabric to make a simpler shelter.
- Draw and colour a home for the animal.
- Add labels or stickers with simple words (e.g. "food", "water", "love").

Encourage students to explain in one sentence:

"The dog is safe in the house."

"The bird has water."

CLOSURE

10 min

Students sit in a circle and share one thing they did to help their animal today (speaking, showing their drawing, or holding up a toy).

Teacher summarizes:

"Animals have rights."

"We can give them food, water, love, and a home"

All together say: "Animals are friends, not things!" (with hand motions)

Creativity Plan

Addressed need: Neurodivergence (ADHD, ASD etc.)

Topic: Environmental sustainability

Lesson title: Wonderful World, Clean World

Duration:
45-60 min

Objectives: At the end of the lesson, pupils will be able to

- Identify and describe common types of waste and the materials they are made of **(with picture prompts)**.
- Sort waste into dry and wet streams **using colour-coded bins and sorting cards**.
- Explain at least two ways in which litter harms animals or the environment **(with storytelling or visual cues)**.
- Suggest simple ideas to reduce waste at school and at home **(guided brainstorming with sentence starters or visuals)**.

Methodology

- Whole-class discussion using yes/no cards, visual prompts, and short, focused questions.
- **Use of a visual agenda, timers, and task breakdowns to structure the experience.**
- Hands-on sorting using real or replica objects **(tactile learning)**.
- Exchange among peers and reflective discussions **(using “Response Prompt Cards” or “Cue Cards”)**
- Assessment using worksheets **(simplified worksheets)**.

Accessibility

- Clear one-step instructions, repeated slowly and supported with visuals **(Annex 1, page 3)**.
- Visual countdown timer or auditory chime to mark transitions.
- Quiet corner with **sensory tools, headphones, or calming visuals**.
- Use of a buddy system for emotional and task-related support.
- Reinforce effort and participation with verbal praise, stickers, or small tokens.

Materials

- One pair of disposable gloves (one per pupil).
- **Sensory Headphones (optional)**.
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with pictograms and colours.
- Picture cards with objects like banana peel, plastic bottle, etc.
- Visual Activity Board for the day **(see Annex 1, page 3)**.
- **Worksheet (Annex 1, pages 1 and/or 2)**.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule (**Activity Plan, Annex 1 page 3**).
- Use a visual plan with symbols/pictures for each part of the lesson (e.g. 🖐️ Introduction → 🗑️ Activity → 🗑️ Sorting → 🧼 Tidying up → 💬 Talk).
- Use simple, encouraging language.
- Introduce dry vs. wet waste using coloured cards and real samples.
- Use visuals to explain why sorting helps animals, nature, and people.

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
- **Explain rules using icons:**
 - 🚫 No running | 🖐️ Stay together | 🧴 Avoid sharp objects.
 - Pupils can hold up "I need help" or "I need a break" cards anytime.
 - Give each pupil gloves + one bag per group.
 - Allow use of "I need a break" card for pupils with anxiety or sensory overload.
- **Each pupil collects up to 5–10 objects, with help if needed.**

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Pupils use pictogram cards to sort into:
 - 🟢 Green Bin = Wet Waste
 - 🟡 Blue Bin = Dry Waste
 - Guide one object at a time: "Is this soft or hard?"
 - Use icons for help: ☑️ Yes / ❌ No / 🤔 Not sure
 - **Talk Time with Response Prompt Cards :**
 - Ask each pupil to reflect using visual cards or sentence starters:
- 🗑️ "We found..." → hold up object or picture.

CLOSURE

15 min

Back in the classroom, discuss the following questions (use pictograms or visual cards):

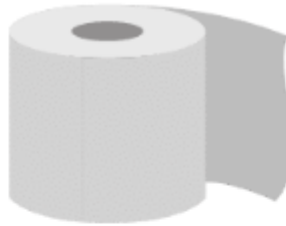
- **Whole Class Discussion with Support**
 - Adapted guiding questions using Response Prompt Cards.
- 🗑️ "We found..." → hold up object or picture.
- **Pair Work**
- Hand over the worksheet (**Annex 1 page 1 or 2**).
- **Close with a group high-five or a calming song/sound as routine closure.**

ANNEX 1

Draw a line from each item to the bin:



Banana peel



Clean toilet paper roll



Milk carton



Newspaper



Apple

Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Draw a line from each object to the bin:



Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Visual Activity Plan (Routine Board)

Show the steps of the activity using large icons and simple words. Display on the board or give each pupil a strip with Velcro. Here an example:

Step	Visual	Text
1	 Gloves on	"Put on gloves"
2	 Pick up rubbish	"Find rubbish"
3	 Look at object	"Look at the object"
4	 Sort to bin	"Is it wet or dry?"
5	 or  Put in bin	"Put it in the bin"
6	 Talk about it	"What did we find?"
7	 Wash hands	"Wash hands"

Response Prompt Cards (to encourage expression during the activity)

Here an example:

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing objects discovered
 What is this?	object with question mark	"What is this?"	Asking about an object
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort
Use icons for help:	 Yes	 No	 Not sure
Icons for rules:	 No running	 Stay together	 Avoid sharp objects.

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"

Creativity Plan

Addressed need:	Physical Disability
Topic:	Smart spending decisions and budgeting awareness
Lesson title:	Budget Quest: Spend Smart! (Accessible Edition)

Duration:
45-60 min

Objectives:	- Distinguish between basic needs and wants - Practice budgeting using adapted tactile materials - Foster inclusion and peer collaboration in mixed-ability groups - Raise awareness of real-world accessibility challenges in economic decision-making
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Methodology

- Cooperative learning in inclusive groups
- Tactile/visual-based gamification
- Scenario-based role play
- Guided reflection and peer sharing
- Inclusive decision-making and adaptive tools

Accessibility

- Large-print, tactile, or Braille-labelled cards
- Tactile money tokens (felt circles, textured buttons)
- Use Velcro boards/slant boards to secure materials
- Flexible communication (pointing, verbalizing, partner support, assistive tools)
- Adjustable furniture and wheelchair-accessible group layouts
- Allow extra time and reduced pace for motor-related tasks

Materials

- Picture cards of daily items (large print, tactile surfaces)
- Tactile “money” tokens (e.g. felt dots, raised buttons)
- Shopping list sheets on slant boards or clipboards
- Velcro boards for attaching cards
- Instruction posters with icons and simple steps
- (Optional) Partner-assist cards for non-verbal or low-mobility students

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity.. etc.)

- Ask: "What are things people really need to live well?"
- Use visuals or objects to show NEED vs WANT.
- Explain today's challenge: "You are a family with 10 coins. You need to make smart spending decisions. What will you choose?"
- Demonstrate how to use tokens and boards with Velcro.

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

- Form inclusive groups of 3–4 students.
- Give each group a set of tactile coins and Velcro item boards.
- Groups "shop" by choosing item cards and spending tokens.
- Encourage communication: pointing, speaking, using adapted tools, or peer interpretation.
- Cards secured with Velcro for stability; allow partner movement if needed.

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

- Each group shares what they selected and why.
- Prompt questions:
 - "What did you decide were most important?"
 - "Did your group make different choices than others?"
 - "Would your choices change if access was harder in real life (e.g., stairs, no delivery, limited transport)?"
- Brief discussion on how physical environments can shape daily spending decisions.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game.. etc.)

- Recap learning: "What did we learn about needs and spending?"
- Invite each student to choose one item they *always* want to include in their weekly budget.
- Finish with a brief calming or appreciation activity (e.g., silent high-fives or shared "thank you" circle).

Creativity Plan

Addressed need:	Physical Disability
Topic:	Understanding physical disabilities
Lesson title:	Different Bodies, Same Hearts

Duration:
45-60 min

Objectives:	Understand what a physical disability is in a child-friendly way
	Build empathy through discussion and simple simulation activities
	Encourage inclusive behaviour in everyday school life
	Promote teamwork and appreciation of different abilities

Methodology

- Storytelling
- Group activity
- Role play
- Creative drawing and discussion

Accessibility

- Activities adapted for children with and without disabilities
- Visual aids and simplified language
- Physical space accessible to all students
- Peer support encouraged

Materials

- Storybook or printable picture story (e.g., a story about a child using a wheelchair)
- Blindfolds or socks for hand/leg activities
- Obstacle course items (e.g., cones, books, chairs)
- Drawing paper, crayons/markers
- Inclusion stickers or stars

INTRO

5 min

- Welcome children and sit in a circle
- Ask: "What does 'include' mean?"
- Icebreaker: "Say one thing that makes you awesome!"
- Open discussion: "Have you ever met someone who walks, moves, or talks differently?"
- Introduce the word "disability" gently: "Some people's bodies move differently. But we can still play, learn, and be friends together!"

ACTIVITY 1

5 min

- Storytelling: Read or show pictures of a short story about a child with a physical disability
- Suggested story: A child in a wheelchair joins a new class and teaches others how to play a game differently
- Ask 2–3 reflective questions:
"How did the character feel?"
"What helped them feel happy?"
"What would you do to help someone feel included?"

ACTIVITY 2

15 min

- Inclusion Challenge Game – Empathy-building activity
- Set up a mini obstacle course
Tie one leg lightly (with socks)
Try carrying something with one hand
Or use blindfolds for a balance walk (optional)
- Children complete the course in pairs for safety and support
- Discussion after:
"How did that feel?"
"Was it easy? What helped?"
"Can you think of someone who has to do this every day?"

CLOSURE

10 min

- Creative expression: Each child draws themselves with a superpower for helping others
- Share one way they can include someone who moves or plays differently
- Group affirmation: "We are all different – and that's AWESOME!"
- Optional decompression: "Pass the Smile" game – each child passes a smile or kind word around the circle
- Give out "Inclusion Star" stickers for participation

Creativity Plan

Addressed need:

Physical Disability – raising awareness and promoting inclusion of children with physical disabilities.

Duration:
45-60 min

Topic:

Physical disability and inclusion

Lesson title:

Different Shoes, Same Journey!

Objectives:

- Encourage empathy and understanding toward classmates with physical disabilities.
- Promote inclusive behaviour and reduce stigma around mobility aids.
- Help students recognize and respect individual differences.
- Foster teamwork and problem-solving in diverse settings.

Methodology

- Storytelling
- Role play
- Group activity
- Reflection circle

Accessibility

- **Barrier-free space** – Ensure the classroom or activity area is open, with enough room for wheelchair users and movement without obstacles.
- **Visual aids** – Use images, symbols, and slides for children who benefit from visual learning or have hearing impairments.
- **Simple and clear instructions** – Provide easy-to-follow steps with visual support (instruction cards or gestures) and repeat when needed.
- **Flexible roles** – Allow alternative participation (e.g., being a helper, observer, or narrator) for children who can't engage physically.

Materials

- **Storybook or illustrated slides** – A short story about a child with a physical disability (e.g., "Luca's New Wheels"), shown with pictures or read aloud.
- **Simulation props** – Items like crutches (or sticks), a chair with wheels, blindfolds, or tied leg bands to simulate movement challenges.
- **Emotion or symbol cards** – Visual cards showing emotions, mobility aids, or inclusive behaviour to support discussion and understanding.
- **Markers and paper** – For drawing reflections, activities, or creating posters/messages during the session.

INTRO

5 min

- Welcome and quick explanation: "Today we're going to learn how everyone is unique and how we can all be great friends!"
- Ice-breaker: "Stand up if..." game (e.g. "Stand up if you wear glasses", "if you like chocolate", "if you've ever helped a friend", etc.).
- Ask: "What does the word disability mean to you?"
- Show and briefly discuss a visual of different mobility aids (wheelchairs, crutches, etc.).
- Emphasize: "Different bodies move in different ways — and that's okay!"

ACTIVITY 1

10 min

Story Time

- Read or show an illustrated story: "Luca's New Wheels" – a short, age-appropriate tale about a child using a wheelchair at school.
- Ask guiding questions during/after story:
"How do Luca's friends help?"
"What makes Luca feel included?"
"What would you do if Luca was in your class?"
- Brief discussion of emotions: "How did Luca feel? How would you feel?"

ACTIVITY 2

15 - 20 min

Try my shoes

- Role play and obstacle course: Students try moving through an easy obstacle path using various "mobility aids" (e.g., one student uses crutches or a chair, one has a leg tied, others are helpers).
- Group reflection while doing: "Was it easy?" "What helped?" "What was hard?"
- Pair activity: Students work in teams — one is the "navigator", one is the "walker" (with a challenge), practicing cooperation.
- Focus: Helping, patience, and communication.

CLOSURE

10 min

- Group reflection circle:
"What did you learn today?"
"What would you do if someone in your class used a wheelchair?"
"What does inclusion mean?"
- Decompression game: "Compliment Circle" – each child gives a compliment to the person next to them.
- Final message: "We're all different, and that makes our class stronger!"

Creativity Plan

Addressed need: Physical Disabilities

Topic: Respecting differences

Lesson title: Everybody Belongs!

Duration:
45-60 min

- Objectives:
- Promote understanding and empathy toward peers with physical disabilities
 - Highlight the importance of inclusion in all friendships and play
 - Normalize diversity, including physical differences and family structures
 - Help children recognize their role in making everyone feel included

Methodology

- Storytelling (using inclusive children's books)
- Group discussion (guided by questions about the story)
- Role play (to help children practice empathy.
- Creative drawing (for self-expression and understanding)

Accessibility

- Visual aids and story images
- Use of inclusive language and simplified instructions
- Opportunities for non-verbal expression (drawing, gestures)
- Space to accommodate mobility needs
- Optional peer pairing for children who need assistance

Materials

- Storybook: *"We Move Together"* by Kelly Fritsch and Anne McGuire or *"Rescue and Jessica: A Life-Changing Friendship"*
- Large paper and markers/crayons
- Simple props: blindfold, crutches or paper wheelchair signs for empathy role play
- Printed cards with inclusive scenarios
- Emoji feelings cards
- Stickers or tokens

INTRO

5 min

Start with a circle time

Ask: "What makes each of us special?" (children name something about themselves)

Emoji card check-in: "How are you feeling today?"

Icebreaker: "Difference Detectives" – find a friend who has a different favourite food, hair colour, etc.

ACTIVITY 1

15 min

Read aloud: "*We Move Together*"

Ask guiding questions:

- "What challenges did the characters face?"
- "How did friends help each other?"
- "What kinds of tools or ways do people use to move or do things differently?"

Show real items or pictures of mobility aids (wheelchairs, walking sticks, ramps)

Emphasize: "Different doesn't mean less. It just means different!"

ACTIVITY 2

15 min

Empathy Role Play – "Let's Try It Together"

- Kids try a short task with a simple challenge:
 - Draw with the non-dominant hand
 - Walk across the room using only one leg (or while balancing something)
 - Try to carry something without using hands (or with a blindfold)
- Reflect: "Was it easy? How did you feel? How can we help others when something is hard?"

Then do a Drawing Activity:

- **"Draw a playground where everyone can play"** – add ramps, swings for all, quiet spaces, etc.
- **Share:** "How would you help a friend with a wheelchair join the fun?"

CLOSURE

10 min

Open Reflection:

- "What can we do to make sure everyone feels included?"
- "How would you feel if someone didn't let you play?"
- "What's one kind thing you can do this week for a friend?"

Emoji card check-in again

Closing Activity:

- **"Inclusion Clap":** Go around the circle – each child says one kind action, and everyone claps
- Give stickers or a small "Inclusion Star" badge

Creativity Plan

Addressed need:	Physical Disability
Topic:	Animal rights
Lesson title:	Friends with Fur and Hearts!

Duration:
55 min

Objectives:	Recognize that animals are living beings with needs and feelings
	Understand that some animals, like people, may have physical disabilities and still deserve love, care, and dignity.
	Reflect on the idea that kindness to animals connects to kindness toward people.
	Identify at least two everyday actions that show respect and care for animals.

Methodology

- Whole class discussion with visual prompts and story-based introduction.
- Group activity (collage or poster-making).
- Role-play / storytelling with accessible adaptations.
- Reflection circle (sharing ideas in pairs or group).

Accessibility

- Ensure the classroom and activity area are fully accessible (ramps, space for wheelchairs, seated work tables)
- Provide light, nonslip scissors or adaptive cutting tools.
- Provide large-print text, tactile images, or audio narration for story parts.
- Assign peer buddies for tasks like moving materials or handling larger objects.
- Materials: paper, markers, pre-cut animal pictures (including cats and dogs with disabilities), glue sticks, poster board, optional tactile stickers or 3D elements.

Materials

- Large sheets of paper or poster board
- Markers, crayons, and coloured pencils
- Glue sticks
- Pre-cut pictures of animals (especially **cats and dogs with disabilities** such as wheelchairs, three-legged pets, or blind animals — printed on sturdy paper or tactile cards)
- Stickers or tactile craft items (foam shapes, textured paper, fabric scraps)
- Soft animal toys or puppets (including one with physical disability)
- Simple costumes or headbands with animal ears

INTRO

10 min

Begin with a short story or picture book about a rescued animal with a disability (e.g. a three-legged dog). During this story ask your students:

- 1) "What do animals need to be happy?"
- 2) "How do we show respect to animals?"
- 3) "What happens if people are unkind to animals?"
- 4) "How can we help animals that have disabilities, like needing a wheelchair or extra care?"

ACTIVITY 1

25 min

Voices for all Animals

Pupils work in small groups to create a poster with the theme "Animals have rights too – no matter their abilities".

You, then, provide printed pictures of cats and dogs with wheelchairs or prosthetic legs.

Encourage the students to add speech bubbles like "I can run with my wheels", "I need love, not pity", "I want to play too".

Allow for adaptive participation (e.g. drawing, writing)

ACTIVITY 2

10 min

Act it out – Helping Hands and Paws

Role-play short scenarios:

- Feeding and caring for a three-legged dog.
- Guiding a blind cat safely across a room.
- Saying "no" to teasing or excluding an animal because it looks different.

Students choose how to participate (acting, suggesting, narrating).

Emphasize choices and teamwork.

CLOSURE

10 min

Gather to reflect:

- "What does it mean to say animal have rights?"
- "How do animals with disabilities remind us about kindness and respect?"
- "What can we do at school or home to respect animals?"

End with a kindness pledge: Each student shares one small action they will take to care for animals – especially those who may need extra help.

Creativity Plan

Addressed need: Physical Disability

Topic: Violence & Bullying

Lesson title: Kindness Counts – Everyone Belongs!

Duration:
50 min

Objectives:

- Identify different forms of bullying and understand its effects
- Break down harmful stereotypes about people with physical disabilities and get positive and respectful representations
- Express ideas about kindness and anti-bullying through creative outlets such as art, music and drama
- Practice kindness and actively include peers with physical disabilities in all aspects of school life

Methodology

- Whole class discussion based on bullying-focused Q&A
- Use of visual aids and printed Kindness Cards
- Role-plays
- Exchange among peers and reflective discussions

Accessibility

- Ensure all materials are available in accessible formats (large print, clear fonts, braille, pictorial)
- Arrange classroom seating to allow mobility device access
- Allow verbal responses

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Pre-printed Kindness Cards with positive actions
- YouTube links

INTRO

5 min

Activity description: Begin with a brief, inclusive discussion: “Do you know what bullying is?” and “How does it make people feel?”
Use visual aids and simple language to ensure everyone understands.
Emphasize that bullying can happen to anyone, but children with disabilities can be at higher risk and need everyone’s support.

ACTIVITY 1

30 min

Activity description: See Activity Sheet 1 -Steps 1 and 2 (Understanding Bullying)

ACTIVITY 2

10 min

Activity description: Play the YouTube song video “Be a Buddy, Not a Bully”:
[https://www.youtube.com/watch?v=5cYKkZ2gE_Y&list=RD5cYKkZ2gE_Y&start_radio=1&ab_channel=Nii mLassiter%27sLearningLane](https://www.youtube.com/watch?v=5cYKkZ2gE_Y&list=RD5cYKkZ2gE_Y&start_radio=1&ab_channel=Nii%20mLassiter%27sLearningLane) or “Just be KIND”:
https://www.youtube.com/watch?v=RwLOSiFpu2U&list=RDRwLOSiFpu2U&start_radio=1&ab_channel=MusicForKiddos and encourage all pupils to sing along, dance, learn the lyrics, have fun together, as if they were at a kindness celebrating party.

CLOSURE

5 min

Activity description: Reflection Circle - In a circle, pupils share one kind thing they’ll do this week to include *all* classmates, especially those who might be left out.

Creativity Plan

Addressed need:

Physical Disability – Understanding different ways of moving and communicating

Duration:
45-60 min

Topic:

Physical disability and empathy

Lesson title:

My Body Speaks Differently

Objectives:

- Help children understand that bodies can move and function differently
- Promote empathy through movement and communication games
- Practice non-verbal communication and cooperation
- Encourage reflection on how to support others respectfully

Methodology

- Body movement games
- Symbolic play
- Group discussion
- Art activity

Accessibility

- **Open and flexible space** – Allow enough room for movement and wheelchair use, with no tight corners or obstacles
- **Visual support tools** – Use visual cards and drawings to help children with different learning styles understand instructions
- **Non-verbal communication options** – Allow students to express themselves using gestures, drawings, or assistive visuals
- **Pacing flexibility** – Let children participate at their own speed and offer breaks if needed

Materials

- **Paper and coloured pencils/crayons** – For drawing how their body helps them and expressing feelings non-verbally
- **Body part illustrations or cards** – To help younger pupils identify and talk about body functions
- **Visual cue cards** – With symbols for “yes,” “no,” emotions, and movements to support activities
- **Music or simple sounds** – To support movement games and encourage rhythm and expression

INTRO

5 min

- Welcome and explain: “Every body moves in different ways — and that’s something we can celebrate!”
- Quick movement game: Imitate different movements (e.g., walking like a robot, hopping like a frog, slow like a turtle)
- Ask: “Has your body ever needed help?” or “What if we couldn’t use our arms or legs like usual?”
- Brief discussion about body diversity and using different abilities.

ACTIVITY 1

10 min

Non-verbal Communication

- Pair activity: Students try to talk using only gestures — no words allowed
- Give them simple tasks like “Invite your friend to play,” or “Say thank you” without speaking
- Group discussion:
“Was it hard?”
“How did you understand each other?”
“How do people communicate without speaking?”

ACTIVITY 2

20 min

My Body Can

- Each child draws their body and writes (or draws) things it can do (e.g. “My hands can draw,” “My legs can run,” “My eyes can see colours”)
- Share in small groups
- Discuss: “What if one part didn’t work — what would we do?”
- Talk about assistive tools like wheelchairs or prosthetics, and how they help.

CLOSURE

10 min

- Group reflection circle:
“What makes your body special?”
“How can we help someone who moves differently?”
“How does it feel to be understood without talking?”
- Decompression activity: Slow breathing with stretching — “Let’s thank our bodies for everything they do!”
- Final message: “Every body is different — and that’s what makes our class amazing!”

Creativity Plan

Addressed need: Physical disabilities

Topic: LGBTQIA+

Lesson title: Pride in Every Shade

Duration:
50 min

Objectives:

- Exploring the colours of the LGBTQIA+ pride flag
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Finger painting
- Group activity

Accessibility

- Use clear & direct language
- Respect processing time
- Offer alternative communication options (AAC)
- Take short frequent breaks
- Give step-by-step instructions
- Collaborate with special educators

Materials

Materials needed for the first activity “Pride in every shade” are listed on the activity sheet.
For the second activity you will need: posters, finger paint, paintbrush, plate or palette

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags.

"Have you ever heard the word LGBTQ+ before?"

"Is it okay for people to love whoever they want?"

"Have you ever heard someone being teased for being different?"

ACTIVITY 1

20 min

Attached activity "Pride in every shade": students will explore the colours of the LGBTQIA+ pride flag through finger painting.

ACTIVITY 2

15 min

Let the students explore the other pride flags while finger painting. Dived in groups or all together give them the task to do a poster with their favourite pride flags or a big rainbow flag with every student's handprint.

CLOSURE

10 min

End with answering their questions about the activity and the LGBTQIA+ movement. Check if they understood.

"Can you explain what the letters in LGBTQ+ stand for?"

"Why is it important to respect people no matter who they love or how they identify?"

"What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need:	Physical Disability
Topic:	Food waste & Nutrition
Lesson title:	Smart Choices, Health Plates

Duration:
60 min

- Objectives:
- Understand the concept of **food waste** and how it affects people and the environment.
 - Identify at least 3 ways to **reduce food waste** at home or school.
 - Recognize which foods are **healthy choices** for building a strong body.
 - Participate in **hands-on, accessible activities** to apply what they learn.

Methodology

- Visual storytelling with food items.
- Sorting & group games with adapted materials.
- Hands-on activity: creating a “balanced meal plate” with pictures or real food samples.
- Reflection through guided discussion.

Accessibility

Ensure all activity spaces are wheelchair accessible (tables at correct height, wide movement paths).
Provide adapted tools: lightweight tongs, Velcro boards, hands-free trays, buddy support for carrying.
Simple language instructions supported with visuals.

Materials

Plastic/real food models, paper plates, baskets.
Waste Bins
Timer
Large-print picture cards of foods
Lightweight tongs/ Velcro boards/ hands-free trays/ buddy support for carrying.

INTRO

5 min

Teacher shows a basket with common foods (apple, bread, packet of chips).
Ask: "What we do with food we don't finish?" → place some items into a "Waste Bin" prop.
Explain simply: "When we throw food away, it wastes money, energy, and makes rubbish. But we can make smart choices."
Show picture cards of empty plates → "No waste = smart choice"

ACTIVITY 1

15 min

Students are given **food cards or models** (banana peel, half sandwich, unopened yogurt, apple core, fresh apple). They take turns placing each item into one of 3 baskets (labelled with pictures):

1. Eat/Keep (still good)
2. Compost/Recycle (banana peel, apple core)
3. Waste (spoiled or empty packaging)

Adaptation: use Velcro boards at table height for pupils who can't reach baskets.
Teacher reinforces by asking: "Which choice saves food? Which helps nature?"

ACTIVITY 2

30 min

Activity 2.1 Build a healthy plate
Each student receives a paper plate and a set of food picture cards (fruit, vegetables, bread, chicken, sweets, soda).
Student 'build' a plate by choosing foods to make a healthy meal.
Teacher says:

1. "Point to foods that make you strong"
2. "Which food is a treat, not for everyday?"

For students with limited mobility, use magnetic boards or peer buddy assistance.

Activity 2.2 Food Rescue Challenge
Teacher shows 3 real-life scenarios on cards

- Half sandwich left at lunch
- Banana too ripe
- Bottle of milk still good, date not expired

Students suggest or act out solutions:

- Save it for later
- Share/compost
- Use in a recipe

Students clap or give thumbs-up for each good idea.

CLOSURE

10 min

Students sit together and each shares one small action (spoken, signed, drawn, or using a card):

- "I will finish my food."
- "I will keep fruit for later."
- "I will help compost at school."

Teacher summarizes: "We learned today that healthy food gives us energy, and saving food helps everyone."
Students repeat:

- "Smart choices, healthy plates, no waste!"

Creativity Plan

Addressed need: Physical Disability

Topic: Disability awareness & Inclusion

Lesson title: Wheels, Crutches & Courage!

Duration:
45-60 min

Objectives:

- Understand what physical disability means
- Build empathy toward peers with physical disabilities
- Promote inclusive play and behaviour
- Encourage teamwork and respect for differences

Methodology

- Storytelling
- Group activity
- Role play
- Guided discussion

Accessibility

- Adapted physical activities (seated versions)
- Visual aids for comprehension
- Clear, inclusive language
- Calm space available if needed

Materials

- Storybook or printed visual story
- Masking tape (for simple obstacle path)
- Chairs (to simulate wheelchair use)
- Drawing materials (paper, crayons)
- Poster board for group drawing

INTRO

5 min

- Greet and set positive tone
- Introduce topic: "Today we'll learn about moving differently – and being great friends to everyone!"
- Ask: "Have you ever seen someone in a wheelchair?"
- Icebreaker: "Stand if you like pizza, sit if you like ice cream!" → Then try doing it all seated!
- Emphasize: "Different is okay – we all want to belong"

ACTIVITY 1

10-15 min

- Storytime: Read a short illustrated story featuring a child with a physical disability
- Pause to ask: "How do you think they feel?" "What would you do if they were your friend?"
- Emphasize common feelings, interests, and needs

ACTIVITY 2

15-20 min

- Movement challenge: In pairs, one child guides the other who's seated or pretending to have crutches
- Navigate a taped path or simple task (e.g. carry a book, say hello to a friend)
- Swap roles
- Discuss: "What was hard? What helped?"
- Option: Create inclusion poster together – "We All Belong!"

CLOSURE

10 min

- Reflect as a group: "What did we learn?"
- Ask: "How can we include everyone at playtime?"
 - Encourage pupils to share ideas
 - Drawing or quick calming game (e.g., "Close eyes and think of one kind thing you can do tomorrow")
 - End with: "Everyone is different – and that makes our class stronger!"

Creativity Plan

Addressed need:	Physical Disability
Topic:	Environmental sustainability
Lesson title:	Wonderful World, Clean World

Duration:
45-60 min

Objectives:	At the end of the lesson, pupils will be able to
	Identify and describe common types of waste and the materials they are made of.
	Separate waste into dry and wet streams and dispose of them correctly.
	Explain at least two ways in which litter harms animals or the environment.
	Suggest simple ideas to reduce waste at school and at home.

Methodology

- Whole class discussion and questions and answers.
- Practical outdoor activities in small groups.
- Practical sorting and categorising.
- Exchange among peers and reflective discussions.
- Assessment using worksheets.

Accessibility

- Provide light, non-slip gloves and gripping tools (e.g. long reach grapples).
- Set up paths near the classroom to collect rubbish.
- Provide hands-free bag carriers that can be attached to a rollator or wheelchair.
- Organise buddy systems so a peer can help carry heavy objects or navigate uneven terrain.
- Ensure that all outdoor areas are accessible via ramps and that the ground is firm and level (no loose gravel or grass).

Materials

- One pair of disposable gloves (one per pupil).
- Small litter-grabbers (optional).
- Rubbish bags (one per group)
- Two labelled rubbish bins: Dry waste / Wet Waste.
- Picture cards with common rubbish objects (optional).
- Worksheet: Draw a line from each object to the correct bin
- Timer or stopwatch.

INTRO

15 min

- Explain that today we are going to find out how to keep our world clean and healthy by properly disposing of our waste.
- **Icebreaker:** “What types of rubbish do you find outside?” Let the pupils list possibilities.
 - Types of rubbish found outdoors (e.g. bottles, packaging, leaves...)
 - Materials they are made of (plastic, paper, metal, organic...)
- Explain what is **dry** and what is **wet waste**. Explain why sorting at source is important for recycling and pollution prevention.

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 4–5 (+ 1 adult/helper).
 - Set clear boundaries, no running, stay with the group, avoid sharp/heavy objects, and not cross roads.
- **Equipment distribution:** give gloves, one bag per group and a grabber if available.
- **Litter-Pick:** pupils collect up to 10 objects each.
- **Encourage careful handling:** pick up, examine and then place in the bag.

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Back in the schoolyard, place the empty bags on a table in the centre.
- **Sorting task:**
 - Pupils take turns allocating the objects to the **dry or wet bin**.
 - Discuss any unclear objects.
- **Prompt for reflection:**
 - Ask each group: “Was it difficult to sort anything?”

CLOSURE

15 min

Back in the classroom, discuss the following questions (tackle them on the board):
 “Which materials would wash off in the rain? Which would stay in place?; “Which ones degrade quickly outdoors? Which will last a long time?; “Which objects could be harmful to animals or humans?”
Brainstorming: In pairs, think of two ways in which you can reduce waste at school or at home.
Homework/extension: Hand over the worksheet (**Annex 1**) where pupils match each rubbish object to the correct bin—wet waste or dry waste—by drawing a line between the picture and its bin.

Draw a line from each object to the bin:



<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Key:

Wet waste (biodegradable and compostable):

- Eggshells
- Banana peels
- Apple
- Leaves
- Hamburger
- Toilet paper (if soiled)*

Dry waste (non-biodegradable and recyclable/non-recyclable):

- Plastic bottles
- Paper envelope
- Disposable cardboard coffee cups
- Newspaper
- Paper clips
- Plastic bottles (e.g. Coca-Cola)
- Plastic bag
- Tetra pack or milk carton
- Plastic cup and straw
- Toilet paper (if unused or clean)*

Creativity Plan

Addressed need:	Economic Need
Topic:	Making smart financial choices and understanding basic needs vs. wants
Lesson title:	Budget Quest: Spend Smart!

Duration:
45-60 min

Objectives:	• Help pupils distinguish between basic needs and wants • Practice simple budgeting using tokens • Encourage collaboration and decision-making • Reflect on the impact of choices on well-being
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Methodology

- Cooperative learning (small groups)
- Gamified activity (budgeting game)
- Guided reflection and discussion
- Visual and tactile materials for engagement

Accessibility

- Use large, clear images and simple language on cards
- Provide tactile tokens for students with fine motor difficulties
- Allow verbal or non-verbal participation (e.g., pointing to cards)
- Offer extra time for groups needing more support
- Pair pupils strategically for peer assistance

Materials

- Picture cards with daily items (food, clothes, toys, books, etc.)
- "Money" tokens (e.g., paper coins or buttons)
- Shopping list sheets (paper or mini-whiteboards)
- Visual instruction poster with steps of the game

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity.. etc.)

- Brief discussion: "What are things we need every day? What are things we just want?"
- Show examples of NEED vs WANT using picture cards.
- Explain: "Today, you'll play a game to practice making smart choices with a small budget!"

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately

- Divide students into small groups.
- Give each group: 10 tokens, random item cards, and a shopping list sheet.
- Explain: "You're a family. You have 10 coins to spend for a week. Choose wisely!"
- Groups take turns shopping: pick cards, pay tokens, or skip items.
- Rules visible on the board for clarity.

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

- Groups present what they bought and why.
- Teacher asks guiding questions:
 - "Did you get everything you needed?"
 - "What did you leave out?"
 - "What was hard about deciding?"
- Write answers on the board in two columns: *Needs* vs *Wants*.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game.. etc.)

- Quick discussion: "What did we learn about needs and wants?"
- Wrap up with a creative mini-task: Draw or write ONE thing you would always save money for.
- End with positive reinforcement: "You all made smart choices today!"

Creativity Plan

Addressed need: Social–migrant Disadvantage

Topic: Making simple budgeting choices and understanding needs vs. wants

Lesson title: Budget Quest: Spend Smart! (Cultural Connections Edition)

Duration:
45-60 min

- Objectives:
- Teach pupils to distinguish between essential and non-essential items
 - Practice collaborative budgeting and decision-making
 - Encourage cultural sharing and peer inclusion
 - Foster respect for different cultural perspectives on needs and wants

Methodology

- Cooperative learning in mixed-language, mixed-background groups
- Gamified budgeting exercise with visual supports
- Guided discussion linking culture and daily life
- Peer-to-peer language support and inclusive questioning
- Multisensory presentation (images, objects, key words, gestures)

Accessibility

- Provide multilingual instructions (oral/written) and translated key words
- Use clear, culturally relevant images alongside labels or symbols
- Group pupils to balance language strengths and offer peer support
- Include items representing different cultural traditions in the cards
- Allow both verbal and non-verbal participation (pointing, holding up cards, gestures)

Materials

- Picture cards with diverse, culturally inclusive items
- Money tokens (coins, counters, or buttons)
- Multilingual or symbol-based item labels
- Visual instruction poster showing game steps
- Chart or board for recording group choices

INTRO

5 min

Activity description: i.e. preparation for the activities, open discussion, introductory questions (which one?), small ice breaker activity... etc.)

- Show 4–5 example cards, including both “needs” and “wants,” and from different cultures (e.g., rice, bread, festival clothing, mobile phone).
- Ask: “Which of these do we need to live? Which are extra but nice to have?”
- Introduce the game rules with a visual step chart and translated key words.

ACTIVITY 1

5 min

Activity description: i.e. this can be the activity already developed separately
Budget Quest Game (20 min)

- Form groups with mixed languages and cultural backgrounds.
- Give each group: 10 tokens, a set of item cards, and a shopping list chart.
- Groups “shop” together, deciding what to buy and what to leave.
- Encourage pupils to explain the importance of certain items in their culture (e.g., “Rice is important for my family because we eat it every day”).

ACTIVITY 2

15 min

Activity description: i.e. this can be a complementary exercise or activity that completes the previous one (role play, game, resource use of interactive stories, activity, etc. etc. etc., interactive stories.

Cultural Sharing & Reflection (10 min)

- Each group presents what they bought and why.
- Ask guiding questions:
 - “Which items were the same for all groups?”
 - “Which were different? Why?”
 - “Did your cultural traditions influence your choices?”
- Record answers on a Needs vs Wants chart visible to all.

CLOSURE

10 min

Activity description: i.e. closure of the activities, open discussion, summary questions (which one?), small decompression game etc.)

- Summarize the main learning: needs are universal, but some choices reflect personal or cultural traditions.
- Quick cultural connection game: show one card and ask students to say in their language what it is called.
- End with positive reinforcement: “Today you showed great teamwork and learned about each other’s cultures!”

Creativity Plan

Addressed need: Socio-economic & Cultural Disadvantages

Topic: Food waste & Nutrition

Lesson title: Eat, Share, Care

Duration:
60 min

Objectives:

- Recognise food as valuable and understand that wasting food affects people and the planet.
- Learn at least 2 cultural practices from around the world that show respect for food.
- Suggest practical, low-cost ways to reduce food waste at home or school.
- Participate in a group “food sharing” activity that celebrates diversity.

Methodology

- Storytelling with cultural food traditions.
- Group brainstorming with visuals.
- Hands-on activity: simple food-prep or symbolic “sharing plate”
- Reflective discussion connecting food, respect, and community.

Accessibility

Use everyday food items that are familiar across culture (bread, rice, fruit, vegetables).
Provide translated visual/keywords for multilingual learners.
Encourage peer support.

Materials

Real or toy food items.
Bowls/plates.
Cultural food picture cards.
Flipchart/ board, markers.
Large paper for group brainstorming.
Safe testing samples e.g. fruit bread (optional)

INTRO

10 min

Teacher shows a basket with simple items: bread, rice, apple.

Story telling:

- "In some countries, rice is never thrown away because it is a gift of life."
- "In another culture, bread is shared before meals so no one is left hungry."

Prompt students with questions:

- "What foods are important in your family?"
- "What happens if food is wasted?"

Teacher displays food word cards in multiple languages.

ACTIVITY 1

15 min

In small groups, students brainstorm or draw ways to show respect for food:

- Eating only what we take.
- Saving leftovers for later.
- Sharing with neighbours.
- Composting scraps.

Groups write/draw their ideas on large paper.

Teacher adds cultural links: "In many places, people cook soups or stews with leftover foods so nothing is wasted".

ACTIVITY 2

25 min

Students prepare a symbolic meal using toy food, cut-outs, or simple food items (bread slices, fruit pieces, vegetables).

Each group builds a "Sharing plate" that combines items from different cultures.

They present: "Our plate has rice and fruit. We share because food is precious."

Possible adaptation: If real food is used, pupils can taste small bites and discuss flavours.

Teacher shows 3 "leftover" scenarios with real/toy food:

- Half an apple.
- Uneaten bread slice.
- Overripe banana.

Students brainstorm together: "What can we do instead of throwing it away?"

- Apple → cut & share
- Bread → make toast
- Banana → smoothie

Teacher emphasizes: "There is always something we can do to save food".

CLOSURE

10 min

Students sit together around for Sharing Plate.

Each child says (or points to a card with visuals):

- "I will not waste food"
- "I will share food with others"
- "I will take only what I can eat"

The session ends with a group affirmation: "Food is precious. We respect it. We share it."

Creativity Plan

Addressed need: Socio-economic Disadvantages

Topic: Violence & Bullying

Lesson title: Kind Hearts, Same Worth

Duration:
50 min

Objectives:

- Identify different forms of bullying, including the one targeting children from socio-economically disadvantaged backgrounds
- Acknowledge the importance of being kind and respectful to everybody, regardless of their socio-economic background
- Show empathy and understanding of different life situations
- Understand the concept of everybody's worthiness

Methodology

- Whole class discussion based on bullying-focused Q&A
- Use of paper hearts and name flashcards
- "We All Matter" Wall of Worth
- Exchange among peers and reflective discussions

Accessibility

- Avoid activities that require bringing items from home or spending money
- Use inclusive, judgment-free language
- Avoid questions that prompt children to share personal financial situations
- Allow verbal or drawn responses
- Ensure students with limited literacy can still participate through images or symbols
- Use calm, supportive tone and allow opt-out of sharing for any child who feels uncomfortable

Materials

- Smart whiteboard / I-pads connected to the SIEMdig platform
- Paper hearts (1 per pupil)
- Crayons, markers
- Large sheet or board with the title "We All Matter"

INTRO

5 min

Warm-Up Discussion

- Start with a brief, inclusive conversation: “What is bullying? How can it make people feel left out or sad, especially if someone is teased for things like their clothes or what they bring to school?”
- Use visual aids to illustrate different forms of bullying, including those related to poverty (e.g., teasing about uniforms, lunches, or not joining activities)

ACTIVITY 1

30 min

see Activity Sheet 3 “We All Matter” Story Sharing and Empathy

ACTIVITY 2

10 min

Play the YouTube song video “Don’t be a bully” and encourage all pupils to sing along, dance, learn the lyrics, have fun together, while acknowledging the importance of not becoming a bully.

https://www.youtube.com/watch?v=ulC0iFyJ9Is&ab_channel=Gracie%27sCorner

CLOSURE

5 min

Class Pledge Circle

As a group, create a simple pledge: “We will be kind. We will not tease anyone about what they have or don’t have. We will help one another.” Hug time! 😊)

Creativity Plan

Addressed need:

Socio-economic cultural disadvantages (economic hardship/poverty)

Topic:

Animal rights

Lesson title:

Little Helpers, Big Heart

Duration:
55 min

Objectives:

- Understand that animals, like humans, need food, shelter, and care.
- Recognize simple, low-cost ways to support and respect animals.
- Work together to imagine community solutions that protect animals, even with limited resources.
- Express empathy through storytelling and sharing ideas.

Methodology

- Story-based introduction with relatable examples.
- Small-group brainstorming (using everyday, low-cost solutions).
- Hands-on “reuse and create” activity.
- Closing reflection through sharing or storytelling.

Accessibility

Keep materials low-cost and accessible.
Provide clear instructions and visual aids.
Encourage flexible grouping so all pupils can contribute.

Materials

Paper, pencils, crayons/markers.
Old socks, fabric scraps, string.
Empty bottles/cartons/boxes (clean).
Glue, tape, scissors.
Story script or printed images of animals in need.

INTRO

10 min

Teacher tells a short story about a stray puppy looking for food and shelter. Then the teacher asks the following questions:

- “What does the puppy need to survive?”
- “What if a family does not have much money – can they still help?”

At this point, the teacher highlights that kindness does not cost money and that simple acts matter more.

ACTIVITY 1

20 min

Helping Animals with what we have

Students brainstorm in groups simple, low-cost ways to help animals (e.g. sharing leftovers safely, giving water, making toys from old fabric, building a shelter from boxes).

Each group writes or draws their ideas on paper.

Share ideas aloud: “One way we can help animals without spending money is...”

ACTIVITY 2

15 min

Food Waste to Care

Students use recycled or scrap materials to create something for animals:

- A toy from an old sock stuffed with paper (cat toy),
- A simple bird feeder using a reused bottle/carton,
- A paper “adoption poster” with a drawing of an animal needing a home.

The teacher should emphasize creativity and resourcefulness.

CLOSURE

10 min

Students gather to reflect:

- What did they learn about helping animals without money,
- Why is kindness to animals important for everyone,
- How can helping animals also help people in our community.

End with a group pledge: “We can care for animals, no matter what we have.

Creativity Plan

Addressed need: Socio Economic Cultural Disadvantage

Topic: LGBTQIA+

Duration:
50 min

Lesson title: We All Belong

Objectives:

- Create a visible, welcoming, and inclusive message for everyone entering the classroom or school, emphasizing respect, acceptance, and celebration of diversity including LGBTQIA+ identities
- Learn the meaning of the different LGBTQIA+ flags
- Identify the different LGBTQIA+ flags

Methodology

- Group activity
- Mindfulness

Accessibility

- Let students choose
- Give flexible grouping and solo options
- Never force public speaking, reading or interaction
- Provide all necessary school supplies
- Use clear, simple language and visuals
- Give them enough time

Materials

Materials are needed only for the first activity "We all belong". The materials are listed on the activity sheet.

INTRO

5 min

Prepare and distribute the materials for the first activity. Make a little introduction to LGBTQIA+ movement, Pride marches and flags.

"Have you ever heard the word LGBTQ+ before?"

"Is it okay for people to love whoever they want?"

"Have you ever heard someone being teased for being different?"

ACTIVITY 1

25 min

Attached activity "Treasure the rainbow": Students create a poster to display a visible, welcoming, and inclusive message for everyone entering the classroom or school, emphasizing respect, acceptance, and celebration of diversity including LGBTQIA+ identities.

ACTIVITY 2

10 min

Guide students through "colour breathing," using each colour of the rainbow as a representation of human diversity. Breathe in each colour while imagining someone who embodies that trait. Close with: "Together, we are the rainbow."

CLOSURE

10 min

After completing the first activity, gather students to reflect on what the poster represents. Encourage students to share how it feels to know their classroom is a welcoming space for all identities. End with answering their questions about the activities and the LGBTQIA+ movement. Check if they understood.

"Can you explain what the letters in LGBTQ+ stand for?"

"Why is it important to respect people no matter who they love or how they identify?"

"What is one thing you learned today that you didn't know before?"

Creativity Plan

Addressed need: Migrant or Multilingual Pupils

Topic: Environmental sustainability

Lesson title: Wonderful World, Clean World

Duration:
45-60 min

Objectives: At the end of the lesson, pupils will be able to

- Identify and describe common types of waste and the materials they are made of **(with picture prompts)**.
- Separate waste into dry and wet streams and dispose of them correctly **(add bin signs in multiple languages)**.
- Explain at least two ways in which litter harms animals or the environment **(supported by visuals, icons and real-life images next to text)**.
- Suggest simple ideas to reduce waste at school and at home **(guided brainstorming with sentence starters or visuals)**.

Methodology

- Whole class discussion and questions and answers **(with short, focused questions with visual prompts or yes/no/answer cards)**.
- Practical sorting and categorising **(use of physical items to support comprehension)**.
- Exchange among peers and reflective discussions **(using “cue cards”)**
- Assessment using worksheet.

Accessibility

- Divide the tasks into clear, one-step instructions (spoken slowly, supported by visuals) **[Annex 2]**.
- If possible, put learners together who have a common mother tongue or a better command of the school language. Involve classmates to help you explain tasks.
- Refrain from using culturally specific waste, e.g. “Tamal husk” (Mexico) or “jamón ibérico packaging” (Spain), if they are not visualised. Instead, use everyday examples of objects that can be found all over the world.

Materials

- One pair of disposable gloves (one per pupil).
- Small litter-grabbers (optional).
- Rubbish bags (one per group)
- Two labelled bins (Dry Waste / Wet Waste) with signs in multiple languages.
- Picture cards with items like banana peel, plastic bottle, etc.
- Worksheet (Annex 1): Draw a line from each item to the correct bin
- Non-verbal Questioning and Check-ins cue cards.

INTRO

15 min

- **Icebreaker:** Visual greeting and overview of the day's schedule
- Use a visual plan with symbols/pictures for each part of the lesson (e.g. 🖐️ Introduction → 🗑️ Activity → 🗑️ Sorting → 🗑️ Tidying up → 🗑️ Talk).
- Use simple, encouraging language.
- Ask simple prompting questions:
 - “What is this?” (hold up a plastic bottle)
 - “Where do we find it?” (e.g. outside, near school, in the street)
 - “Is it soft or hard?”

ACTIVITY 1

15 min

- **Group formation and safety advice:**
 - Groups of 3–4 with a peer buddy and 1 adult/helper.
 - Stay in the same small groups throughout the session to ensure emotional safety.
- **Each pupil collects up to 5–10 pieces with support.**
- Use a visual step-by-step card:
 - 👁️ Find rubbish ; 🖐️ Pick it up ; 🔍 Look at it ; 🗑️ Put it in the bag

ACTIVITY 2

15 min

- **Re-entry and assembly:**
 - Pupils use pictogram cards to sort into:
 - 🟢 Green Bin = Wet Waste
 - 🔵 Blue Bin = Dry Waste
- **Talk Time with Response Prompt Cards :**
 - Ask each pupil to reflect using visual cards or sentence starters:

🗑️ “We found...” → hold up item or picture

CLOSURE

15 min

Back in the classroom, discuss the following questions (use pictograms or visual cards):

- **Whole Class Discussion with Support**

Adapted guiding questions using visual choices:

- “Which items are bad for animals?” 🐱 vs 🗑️ vs 🐶
- **Homework/extension:** Hand over the worksheet (Annex 1) where pupils match each rubbish item to the correct bin—wet waste or dry waste—by drawing a line between the picture and its bin.

ANNEX 1

Draw a line from each object to the bin:



Source: Eco-Schools Global (Lesson Plan 1 - Segregate waste at Source)

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5dfb988875d1205cfea3e8ed/1576769673180/what+is+waste+lesson+1.pdf>

Key:

Wet waste (biodegradable and compostable):

- Eggshells
- Banana peels
- Apple
- Leaves
- Hamburger
- Toilet paper (if soiled)*

Dry waste (non-biodegradable and recyclable/non-recyclable):

- Plastic bottles
- Paper envelope
- Disposable cardboard coffee cups
- Newspaper
- Paper clips
- Plastic bottles (e.g. Coca-Cola)
- Plastic bag
- Tetra pack or milk carton
- Plastic cup and straw
- Toilet paper (if unused or clean)*

ANNEX 2

Response Prompt Cards (to encourage expression during the activity)

Here an example:

Card Name	Image/Icon Suggestion	Text Example	Use For
 I saw...	Eye icon or binoculars	"I saw..."	Observing litter or animals
 We found...	Open hand + rubbish icon	"We found..."	Sharing items discovered
 What is this?	Item with question mark	"What is this?"	Asking about an object
 Put in the bin	Litter going into a bin	"Put in the bin"	Reinforcing sorting action
 I liked this!	Thumbs-up	"I liked this!"	Positive feedback moment
 I didn't like this	Thumbs-down	"I didn't like this"	Letting them express discomfort
Use icons for help:	 Yes	 No	 Not sure

Cue Cards (for Emotions, Help, and Breaks). Here an example:

Card Name	Image/Icon Suggestion	Text Example
 I'm okay	Smiling face or thumbs up	"I'm okay"
 I need help	Raised hand or question mark	"I need help"
 I need a break	Stop sign or person resting	"I need a break"



Appendix 4 – SIEMdig articles

SIEMdig article list:

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Accessibility is More Than a Ramp

A practical reflection on physical, communicative and relational barriers

Introduction

When we think of accessibility, the image that often comes to mind is a wheelchair ramp at the entrance of a building. While such measures are vital, accessibility goes far beyond bricks, slopes, and doors. True inclusion requires us to look at physical, communicative, and relational barriers that shape how people experience spaces, services, and communities.

Physical barriers

Physical barriers are the most visible. Narrow corridors, heavy doors, uneven pavements, or poorly lit rooms can make participation difficult or impossible for people with disabilities. Yet designing for accessibility benefits everyone – parents with strollers, older adults, or anyone navigating temporary injury. A ramp may be a start, but universal design ensures that all people can move and act freely in a space.

Communicative barriers

Communicative barriers are often overlooked. A presentation without subtitles, a sign without Braille, or complex written instructions can exclude entire groups from understanding and engaging.

Accessible communication means using multiple channels – visual, auditory, tactile, and plain language. – so that information is shared, not withheld. It is about asking: *Can everyone hear, see, read, and understand what is being said?*

Relational barriers

Relational barriers are the least visible but perhaps the most powerful. Attitudes, assumptions, and stereotypes can make people feel unwelcome, even when the physical environment is barrier-free. True accessibility requires respect, empathy, and openness. It means creating environments where diversity is not just tolerated but actively valued, and where people feel safe to participate without fear of judgment or exclusion.

Accessibility

Accessibility then, is not a checklist but a practice. It is about recognizing the different ways people interact with the world and designing with these differences in mind. When we move beyond ramps and embrace a holistic view of accessibility, we do more than remove obstacles—we create communities where everyone belongs.

Educating for Inclusion: Where to Start

A practical article for parents, community members or informal educators

Introduction

Inclusion does not begin in schools or official programmes - it begins in everyday life. Whether you are a parent, a neighbour, or a volunteer, you play an important role in shaping attitudes toward diversity and belonging. But where can we start?

How to foster inclusion every day

Model respect in daily interactions.

Children and young people learn more from what we do than from what we say. Greeting people politely, listening without interrupting, and showing patience with different ways of communicating all send a powerful message: everyone deserves dignity.

Talk openly about differences.

Differences in ability, culture, or background are a natural part of human life. Avoid hiding these realities; instead, explain them in simple, age-appropriate ways. Curiosity is healthy, and honest conversations can replace stereotypes with understanding.

Create accessible spaces at home and in the community.

Accessibility can be simple: clear pathways, labels with symbols, or quiet corners for children who need less stimulation. Small adjustments show that inclusion is not only for institutions—it starts with how we organize our everyday environments.

Encourage participation, not perfection.

Whether it's a community game, a craft session, or a family event, the goal is to make sure everyone can join in. Adjust rules, adapt tools, or offer support. Inclusion means valuing participation over performance.

Build empathy through stories and experiences.

Books, films, and community events are powerful tools to open minds. Share stories of people from different backgrounds and abilities, and, whenever possible, connect with real people who can share their experiences.

Inclusion as an everyday practice

Inclusion is not a one-time project. – it is a habit, built step by step. By starting small, practicing respect, and making conscious choices, parents, community members, and informal educators can create environments where every child and adult feels they truly belong.

 **Because inclusion starts with us all.**

Everyday Exclusion Stories

A small guide to think, reflect, and include

Introduction

Every day, in schools, playgrounds, and even at home, words and actions leave invisible marks. What might feel like a joke to one person can deeply hurt another. Here are some short stories that remind us how easily exclusion happens – and how we can do better.

Examples

“What a funny pair of glasses!”

Daria, 13, was mocked for wearing glasses and stopped using them for months. A simple comment made her feel embarrassed about something she needed.

“You are a girl, you can’t join the soccer team.”

Amalia, 12, was told she couldn’t play just because of her gender. Exclusion like this shuts doors instead of opening opportunities.

“Maybe you should just give up.”

Rayssa, 12, was insulted online for her gaming skills. Online spaces can be as unkind as physical ones – but they should be safe for everyone.

“You are too fat to become a ballerina.”

Adelina, 13, gave up her dream after hearing these words. Negative comments about appearance can crush confidence and stop talents from growing.

“We can’t see you in the dark.”

Andrei, 16, was teased about his skin colour. What some called a “joke” carried a painful message about not being accepted.

Why these stories matter

Exclusion, whether through words or actions, makes people feel hurt, isolated, or “less than.” It lowers self-esteem and sometimes pushes them to give up on dreams or hide who they are.

Most of the time, the people making the comments don’t realize the damage caused. But impact matters more than intention.

What we can all do

-  Think before you speak. A small joke for you may be a big wound for someone else.
-  Value differences. Gender, body shape, skin colour, family situation – none of these should be reasons to exclude.
-  Invite, don’t exclude. Including someone can change their whole day.
-  Use kind words. Words can build up or tear down. Choose those that respect.

 Everyday exclusion is real, but so is everyday kindness. If we learn to listen, to notice, and to care, we can turn ordinary situations into opportunities for respect and friendship.

 **Because everyone deserves to feel they belong.**

Intersectionality

Why some people face double (or triple) barriers

Introduction

Have you ever wondered why some children or young people seem to face more obstacles than others, even in the same classroom or community? The answer often lies in intersectionality. This word may sound complicated, but the idea is simple: sometimes disadvantages overlap, making life harder for certain individuals.

What does intersectionality mean?

Intersectionality looks at how different aspects of a person's identity, such as gender, race, disability, or family income, can combine and create unique challenges. Each of these alone can affect someone's opportunities. But when they come together, the barriers are not just added, they are multiplied.

For example:

-  A girl may face gender stereotypes that limit her choices.
-  A student with a disability may face accessibility issues at school.
-  A child from a low-income family may struggle with lack of resources.

Now imagine a girl who has a disability and lives in poverty. She may experience all these barriers at once: less access to learning materials, fewer chances to participate in social life, and lower expectations from others.

? Why is it important to notice this?

When schools, communities, and services look only at one factor at a time, they may miss the full picture. Supporting "a girl" or "a student with a disability" is good, but it may not be enough if she is also from a migrant family or lives in financial hardship. Intersectionality reminds us that real lives are complex, and solutions must be sensitive to that complexity.

What can schools and communities do?

-  **Listen carefully.** Each child's story is unique. Taking time to hear their experiences can reveal hidden barriers.
-  **Create safe spaces.** A school or community centre that celebrates diversity in language, culture, and abilities helps everyone feel welcome.
-  **Adapt support.** Instead of "one size fits all," provide flexible help: for example, scholarships for low-income families that also cover special learning tools for children with disabilities.
-  **Work together.** Teachers, families, social workers, and local organizations should collaborate, because intersectional problems need shared solutions.

🌟 The impact of awareness

Understanding intersectionality does not mean labelling children with endless categories. It means becoming more aware of how life circumstances interact. With this awareness, we can design fairer policies, build inclusive classrooms, and show genuine empathy.

By recognizing intersectionality, we move closer to a society where no child is invisible, where every girl, boy, or non-binary student, regardless of background, ability, or family situation, has the chance to thrive.

Neurodivergence in Everyday Life: What It Is and How to Respect It

By someone like me, who sees the world a little differently

Introduction

Every brain is unique, and some of us experience the world in ways that feel stronger, louder, or simply different. This is called neurodivergence, and it's a natural part of human diversity. The story below is written from the perspective of a child, showing what everyday life can feel like and how small acts of kindness and understanding can make a big difference.

What is neurodivergence?

Hi! I'm 9 years old. I have something called Autism and ADHD. That means my brain works in a different way. I'm still me – I laugh, play, and learn like you – but sometimes I feel things more or in another way.

This is called being neurodivergent. Lots of people are! It's not a sickness. It's just a different way of being.

How I feel in my day

At school, I sometimes feel like there are a thousand thoughts running in my head. The lights can be too bright, and when everyone talks at the same time, I feel dizzy or scared. I want to learn, but my body feels like it wants to jump or move. I try hard to sit still, but it's not easy.

When I go shopping with Mum, trying on clothes can feel itchy or tight, and music in the shop makes me want to cry. It's not because I'm naughty. It just feels too much in my body and my brain.

What helps me feel better?

At school, I feel better when my teacher:

- Talks slowly and clearly.
- Gives me time to answer.
- Lets me wear my headphones when it's noisy.
- Shows me pictures or a "Now/Next" board so I know what's happening.

I love when I can go to the quiet corner to calm down with soft lights or things to touch. My classmates help when they:

- Don't laugh when I flap or move a lot.
- Let me take breaks.
- Ask me what I like instead of guessing.

At shops, it helps if:

- There's a quiet time with no loud music.
- I can bring my fidget toy.
- People don't rush me.

Please Remember

Not all brains work the same — and that's okay! Some people see, hear, or feel the world more strongly. If you see someone covering their ears, spinning, or looking upset, don't stare or laugh. Be kind. Ask if they need help. You can't always see someone is neurodivergent. So just being calm and respectful helps everyone feel safe.

Let's build a world where everyone feels okay being themselves.

What Inclusion Really Means

And what it doesn't

Introduction

Inclusion is a word we hear often – in schools, workplaces, communities – but it's also a word that can be misunderstood. To truly build inclusive spaces, we need to understand what inclusion is and what it is not.

What Inclusion Really Means

Belonging

Inclusion means making sure everyone feels like they belong – not just that they are allowed in the room, but that their voice matters.

Equal Opportunities

It means creating systems where everyone has the same chances to succeed, no matter their background, abilities, language, gender, or identity.

Active Participation

Inclusion is not just about being present. It's about being involved, heard, and valued.

Removing Barriers

Sometimes, people are excluded not on purpose, but because no one thought about their needs. Inclusion means looking for and removing these barriers.

Learning from Differences

Inclusive environments value different experiences, perspectives, and ways of thinking. They see diversity as a strength, not a problem.

What Inclusion Isn't

- Just Being “Nice”: Being kind is important – but it's not the same as being inclusive. You can be nice and still exclude someone by ignoring their needs or voice.
- One-Size-Fits-All: Inclusion doesn't mean treating everyone exactly the same. It means giving people what they need to succeed, which might look different for different people.
- A “Special” Favor: Inclusion is not charity. It's a right. Everyone deserves to be included – not because we're doing them a favour, but because it's fair and just.
- Only About Disability: Inclusion is often linked to disability, but it's much broader. It includes race, culture, language, gender, religion, sexuality, and more.
- A Final Goal: Inclusion isn't something you “achieve” and forget. It's an ongoing process of listening, learning, and improving.

Why It Matters

Inclusive spaces are better for everyone. They are more creative, more respectful, and more just. When people feel included, they thrive – and so do the communities around them.

 **Let's move beyond just being welcoming. Let's build places where everyone can truly belong.**

Words matter

How does discriminatory language affect us?

Introduction

Discriminatory language is speech or writing that demeans, excludes, or treats people unfairly based on characteristics like race, gender, religion, disability, age, or sexual orientation. It reinforces stereotypes, promotes prejudice, and can harm individuals or groups by making them feel unwelcome, disrespected, or marginalized.

Examples

Examples of discriminatory language include racial slurs that insult someone's ethnicity or skin colour, sexist remarks such as "Women can't be good leaders" or "That's a man's job," and ageist comments like "too old to learn" or "too young to understand." Other harmful expressions include ableist language, such as using "crazy" or "crippled" as insults, homophobic or transphobic terms that mock a person's sexual orientation or gender identity, and religious intolerance that ridicules or stereotypes someone's beliefs or traditions.

 **Racial slurs** – using derogatory terms for someone's ethnicity or skin colour.

 **Sexist remarks** – saying "Women can't be good leaders" or "That's a man's job."

 **Ageist comments** – calling someone "too old to learn" or "too young to understand."

 **Ableist language** – using words like "crazy" or "crippled" to insult someone.

 **Homophobic or transphobic terms** – mocking someone's sexual orientation or gender identity.

 **Religious intolerance** – ridiculing or stereotyping someone's beliefs or traditions.

How it makes others feel

-  **Hurt and offended** – feeling insulted or disrespected.
-  **Excluded** – sensing they don't belong or are not accepted.
-  **Angry or frustrated** – reacting to unfair or unjust treatment.
-  **Lower self-esteem** – doubting their worth or abilities.
-  **Isolated** – withdrawing from others due to feeling judged.

Be kind and respectful!

Changing discriminatory language starts with using respectful terms that acknowledge people's identity and dignity. Learning and practicing inclusive language helps avoid outdated or offensive expressions, while asking individuals about their preferred names, pronouns, and labels ensures personal respect. It is equally important to avoid stereotypes, focusing instead on each person as an individual rather than making assumptions about their group. Continuous self-education on the impact of words deepens understanding and encourages communication that fosters equality and respect for everyone.

 **Our words have the power to either harm and divide or to respect and unite!**



Kraków 2025