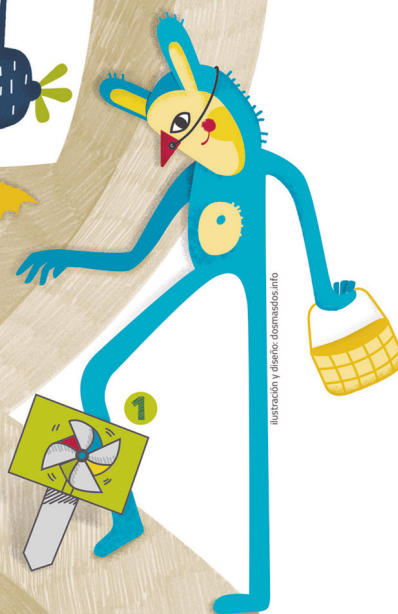
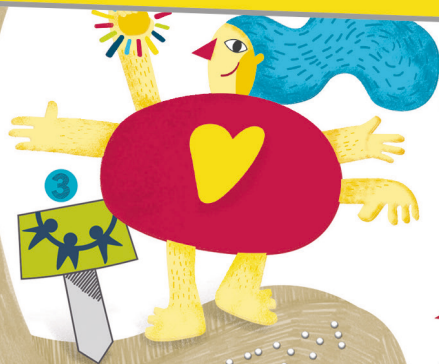




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Glossary of terms

Term	Toolkit meaning
Access	The opportunity to attend school
Diversity	A range of different people with varying traits and characteristics.
Engagement	The act of being involved in/participating in learning
Equity	The situation in which students are given what they need in order to have the chance of achieving the same outcomes as their peers.
Exclusion	Being removed from school for disciplinary purposes or Being denied access to an opportunity/event/class etc..
Inclusion or inclusive education	Education that is based on concepts, models and processes that focus on equitable access to and engagement in learning for all children, regardless of gender, ability, disability, race, religion, sexuality, socio-economic status or any other difference.
Inclusive pedagogy	Teaching and learning strategies that enable all learners to participate in an equitable way in the classroom.
Inclusive schools	Schools that are on a journey towards inclusion / inclusive education and are striving to put inclusive pedagogy in place.
Integration	The teaching of children who need support within the classroom but separately from their peers.
Parent	Any adult with parental responsibility for a child or young person
School stakeholder	Anyone with a vested interest in the school and how it functions i.e. staff, students, parents, governors, others who have a regular role within the school.
Segregation	The teaching of children who need support away from their peers
Value	A guiding principle or motivation, something that a person holds to be important
Vision	A concise, public statement that clarifies the school's goals for inclusion and its direction of travel

Introduction to the Inclusive Schools toolkit

Welcome to the Inclusive Schools project toolkit. Here you will find a range of materials to help you work with everyone involved in your school so that it becomes more inclusive.

This toolkit is designed to guide you flexibly, in ways that suit your school, through the start of a journey towards inclusion: improving personal and academic outcomes for all children and young people by focusing on their access to and participation in quality, relevant education. A key point to remember about this journey is that it does not have a final destination. Rather, it is about cumulative change that has, at its heart, a continuous focus on including more children and young people in learning and life at school: “an inclusive school is one that is on the move.”⁰

As each school population and culture is different, the starting point and journey for each school will be different. Some schools, for example, may prefer to start by piloting the project with part of the school, for example a phase or year/grade. Others will decide to use a whole-school approach and involve everyone. The wider you can go in terms of involving the school community, the more significant your change is likely to be. However, if the capacity available in your school limits you to working with a smaller group of people, it is better to achieve deeper change with this small group than try and spread your capacity too thinly.

Whoever you work with, it's important to emphasise that there is no ‘quick fix’ for inclusion – it needs continuous thought and commitment – but significant change can be achieved over the course of an academic year.

This toolkit is designed to guide you through five phases during an academic year, as is shown below:

⁰ Booth, T. and Ainscow, M. (2002) *Index for Inclusion: developing learning and participation in schools*. Bristol: Centre for Studies on Inclusive Education.

Inclusive Schools project overview: flow chart

Phase 1: Getting started

September - November

- Recruit and develop a school lead and representative core group who will steer the project journey; decide whether the whole school will be involved or whether the project will focus on a part of the school, for example a phase or grade/year group.
- Increase staff, students' and parents' shared knowledge and understanding of inclusion
- Gather initial views on how inclusive the school is currently and identify priority areas for action
- Evaluate Phase 1 and plan Phase 2

Phase 2:

Where are we now? An in-depth look at priorities

November - December

- Collect and analyse in-depth information about the school's priorities for action during this academic year
- Evaluate Phase 2 and plan Phase 3

Phase 3: Where are we going first? How will we get there?

January

- Develop a project action plan based on information from Phases 1 and 2
- Evaluate Phase 3 and plan Phase 4

Phase 4: Making it happen

February - May

- Implement the project action plan
- Monitor action plan progress
- Plan and deliver Inclusion Week
- Evaluate Phase 4 and plan Phase 5

Phase 5: Where have we got to? Where next?

June - July

- Evaluate overall project progress to date
- Plan for the future

Each phase of the toolkit contains materials to support you in your thinking, planning and implementation around inclusion. You are not obliged to use all of the materials; the toolkit is a resource that you can draw on as needed.

The phases are:

- Phase 1: Getting started (September - November)
- Phase 2: Where are we now? An in-depth look at priorities (November - December)
- Phase 3: Where are we going first? How will we get there? (January)
- Phase 4: Making it happen (February - May)
- Phase 5: Where have we got to? Where next? (June - July)
- We wish you well with your journey.

The Inclusive Schools project

This toolkit forms part of a two-year Inclusive Schools project led by the British Council in partnership with six more organisations from Belgium, Spain, UK, Greece and Poland.

The project aims to embed inclusive education principles in school management systems in Europe by developing a community of inclusive educators made up of schools leaders, teachers and parents. Key project activities include:

- Creating practical how-to guidance (educational toolkit)
- Training trainers/teachers at local and international level
- Delivery of school workshops in at least 61 schools in Europe.
- Developing tools for screening inclusion in the school community
- Facilitating schools to develop their action plan and inclusion strategies
- Setting up an Inclusive Schools Network out of which best practices on inclusion will emerge

The project is using participatory methods of involvement between all involved. It includes:

- an innovative communication and awareness-raising campaign reaching school communities across Europe
- advocacy actions to open dialogue between school communities and policy-makers on the issue of inclusion in schools.

The project is being quality assured and evaluated externally and aims to involve

- School communities - school leaders, teachers, professors, students, school advisors, school psychologists and parents
- Policy-makers and public authorities' staff - EU institutions, ministries and local authorities
- Institutions and organisations with a focus on education, at both local and European level

Our project partners are:

[The Lifelong Learning Platform -LLLLP](#)

[Organising Bureau of European School Students Unions- OBESSU in Brussels](#)

[The Scottish Development Education Centre -ScotDec in Edinburgh](#)

[Asamblea Cooperación por la Paz -ACPP in Zaragoza](#)

[Association Expedition inside Culture -EiC in Krakow](#)

[The Institute of Educational Policy - IEP in Athens.](#)



Phase 1: Getting started

Introduction

The overall aim of Phase 1 is to ensure school stakeholders are ready for Phase 2, when they will be asked to think and express their in-depth views about aspects of inclusion in the school.

For stakeholders to be ready to think about this issue most effectively, the following steps need to be taken during Phase 1:

- Identify and train a senior member of school staff to lead inclusion development work in school.
- Recruit and develop a representative core group that will develop and coordinate the school's journey.
- Build a shared understanding across staff, students and parents of:
 - the school's involvement with the Inclusive Schools project
 - key concepts, values and language related to inclusion.
- Gather initial views from school stakeholders about how inclusive they think the school is at the moment and identifying its top priorities for action.
- Evaluate Phase 1.
- Plan the collection of information from school stakeholders during Phase 2.

These steps are likely to take two-three months to achieve (September – November). Detailed planning to suit each individual school will place internally, led by the school lead and core group with the assistance of a critical friend.

To support these four steps, the materials for this phase of the toolkit cover:

- The role of the school lead
- The role of the core group
- The role of the critical friend
- Introduction to Inclusion Week
- Communicating with school stakeholders
- Summaries of key concepts, values and models related to inclusion that can be used to increase adults' understanding through workshops
- Adult workshops to increase understanding about inclusion and gather views: suggested outlines
- Adult stakeholder questionnaires: identifying priority areas for action
- Classroom activities to increase students' understanding about inclusion and identifying priority areas for action
- Collating and communicating information about priority areas for action
- Summary of school stakeholder activity: Phase 1
- Monitoring and evaluating Phase 1
- Planning for Phase 2

Inclusive Schools project lead: role outline

The school lead role is key to the success of the project. This person is the ‘champion’ of the project – its prime motivator, catalyst and communicator. The lead is ‘the face’ of the project both in school and externally, so they need to be fully committed to it and be tenacious when needed. They also need to be able to model inclusive attitudes and behaviours themselves and to influence others to do the same.

The school lead needs to be in place first in order to attend any initial training and to organise recruitment of the core group.

Specifically, the school lead will need to:

Ongoing

- Represent the school at training and networking events organised by the Inclusive Schools project and communicate parts of these as needed to relevant school stakeholders.
- Hold the strategic overview of development of inclusive culture, policies and practice in school, including how inclusion fits with the overall school development plan.
- Work closely with senior leaders and governors to ensure that inclusion becomes part of the school’s development plan and is maintained as a priority for the school.
- Work closely with the school’s critical friend (see below) to develop, monitor and evaluate inclusion strategy and activities.
- Lead the work of the core group.
- Ensure that momentum of inclusion development work is maintained.
- Model inclusive attitudes and behaviours in all relationships with staff, students, parents and other school stakeholders.

Phase 1: Getting started

- Take part in initial project training.
- Lead recruitment and work of the core group.
- Decide strategically whether the Inclusive Schools project will be a whole-school project or whether it will cover part of the school
- Liaise with the critical friend to organise (and possibly deliver) activities that develop the core group’s understanding of inclusion and of the Inclusive Schools project.
- Ensure that the aims and pathway of the project – both overall and for each specific phase - are clear to everyone and communicated effectively.
- Lead the organisation and delivery of workshops for staff, governors and parents to increase understanding of and develop a common language around inclusion.
- Lead the organisation and delivery of classroom activities, ensuring that additional training for those staff involved takes place.
- Lead quality assurance of classroom activities delivery.
- Lead monitoring and evaluation of Phase 1. Lead planning/ communication with school stakeholders about planning for Phase 2: Where are we now?

Phase 2: Where are we now?

- Ensure that school stakeholders are recruited and take part in information collection.
- Lead the work of the core group to organise the information collection, collation and analysis processes.
- Lead the work of the core group to share the results of the information collection process.
- Continue to lead quality assurance of classroom activities delivery.
- Lead monitoring and evaluation of Phase 2.
- Lead planning/ communication with school stakeholders about planning for Phase 3: Where are we going? How will we get there?

Phase 3: Where are we going? How will we get there?

- Lead the action-planning process with the core group
- Work with the core group to ensure that the draft action plan is communicated widely and is amended following any comments from school stakeholders.
- Work with the core group to ensure that the final action plan is communicated to school stakeholders.
- Lead monitoring and evaluation of Phase 3.
- Lead planning/communication with school stakeholders about planning for Phase 4: Making it happen.

Phase 4: Making it happen

- Lead the core group in implementation and monitoring of the Phase 3 action plan: maintaining momentum, gathering evidence, keeping school stakeholders updated.
- Lead the organisation and implementation of the school's Inclusion Week.
- Lead monitoring and evaluation of Phase 4.
- Lead planning/ communication with school stakeholders about planning for Phase 5: Where have we got to? Where next?

Phase 5: Where have we got to? Where next?

- Lead the core group in the evaluation process: revisiting stakeholders for views; collating and analysing results; using these results to determine next priorities.
- Lead the core group in the development of a draft long-term vision for inclusion in the school, and the communication and discussion of this vision with school stakeholders.
- Leads planning for sustainability, ensuring that inclusion remains a core part of the school agenda after the formal project period comes to an end.

Inclusive Schools core group: role outline

The core group is a representative group of school stakeholders – particularly staff, students and parents – who work together to shape, plan, organise, monitor and evaluate the development of inclusive culture, policies and practice. They are the group who work with and support the school lead to make the project happen.

The group needs to be of a manageable size to enable meaningful discussion, but large enough to include different experiences and viewpoints. Including some people who are not as actively supportive of the inclusion agenda may also be useful, as if their concerns are voiced and answered within the core group, the project will be easier to roll out across the school.

The project works with a broad definition of inclusion that goes beyond learning difficulties, disability or 'special educational needs' (you can read more about this definition in the 'Key thinking about inclusion' section). The core group should therefore include staff, students and parents with experience of, knowledge about and interest in barriers connected with access to, and/or engagement with learning. These barriers may, for example, come from one or more of the following:

- the way students acquire knowledge
- the way students communicate or interact
- sensory or physical factors
- emotional and mental health factors
- socio-economic circumstances
- family circumstances
- cultural beliefs or expectations
- home language
- gender
- sexuality.

It is important that this group has a wider reach than staff in order for it to be inclusive of everyone involved in the school. Parent and student voices are crucial and the critical friend (see below) is also a valuable addition. If it is difficult for the core group to meet at a time when students can be included, a connected representative student group needs to be set up that can meet at a different time to discuss the agenda and give their views. A member of staff will need to act as a liaison between the student and adult groups.

The core group's specific role for each phase is detailed below:

Ongoing

- Work with, and support the school lead, to plan, communicate and deliver the Inclusive Schools project.
- Ensure that momentum of inclusion development work is maintained.
- Model inclusive attitudes and behaviours in all relationships with staff, students, parents and other school stakeholders.

Phase 1: Getting started

Once recruited, the group meets as needed to:

- Familiarise itself with the project aims and outline, and develop a common understanding of, and language about, inclusion.
- Develop ways of communicating information about the project to other school stakeholders.
- Organise delivery of (and possibly take part in delivering, depending on the skill set of the group) workshops for staff and parents to: increase understanding of and develop a common language around inclusion; give their initial views about how inclusive the school is; identify its priorities going forward.
- Analyse initial views and identify top priorities going forward.
- Organise delivery of classroom activities.
- Where appropriate, take part in quality assurance of classroom activity delivery.
- Evaluate Phase 1.
- Plan/ communicate with school stakeholders about planning for Phase 2: Where are we now?

Phase 2: Where are we now?

- Recruit school stakeholders take part in information collection.
- Organise the information collection, collation and analysis processes.
- Communicate the results of the information collection process to school stakeholders.
- Continue to quality assure classroom activities delivery where appropriate.
- Evaluate Phase 2.
- Plan/communicate planning to school stakeholders about Phase 3: Where are we going? How will we get there?

Phase 3: Where are we going? How will we get there?

- Develop and communicate the draft action plan to school stakeholders.
- Amend the draft action plan in response to comments from school stakeholders and communicate the final action plan.
- Evaluate Phase 3.
- Plan/communicate planning to school stakeholders about Phase 4: Making it happen.

Phase 4: Making it happen

- Implement and monitor the action plan: maintain momentum, gather evidence, keep school stakeholders updated.
- Organise and lead implementation of the school's Inclusion Week.
- Evaluate Phase 4.
- Plan/communicate planning to school stakeholders about Phase 5: Where have we got to? Where next?

Phase 5: Where have we got to? Where next?

- Organise the evaluation process: revisit stakeholders for views; collate and analyse results; use these results to determine next priorities.
- Develop a draft long-term vision for inclusion in the school; communicate and collect views about this vision from school stakeholders.
- Plan for sustainability, ensuring that inclusion remains a core part of the school agenda after the formal project period comes to an end.

Critical friend: role outline

A critical friend is someone who works with an individual or group and supports them to achieve the goal/s they are working towards. It is usually somebody who is external to the organisation looking to reach these goals. In the Inclusive Schools project, the critical friend is likely to be someone from the central team of trainers involved in the project. People from other schools or local education district staff can also make good critical friends; they understand your context and aims but are slightly removed from your organisation.

As the word 'friend' suggests, their role is to encourage and assist, bringing their skill set for the group to use to maximise the success of the project. They do this, though, through a critical lens with an 'outsider's eye'. This lens means they can:

- ask probing questions from different points of view
- make sure potentially problematic issues are discussed openly
- provide honest feedback
- give impartial advice
- be an 'external voice' with school stakeholders when one is needed.

In order for the role to be a success in the Inclusive Schools project, the critical friend needs to have the trust of the school lead and the core group. This trust is cumulative and will grow through the critical friend working collaboratively with the school lead and core group through their role.

To build trust in the initial phase of the project, the critical friend will:

- Get to know the school lead through: training events; assisting with recruitment of the core group; helping run initial activities with the core group.
- Get to know the core group by helping the group: explore the project aims and pathway; develop their common understanding of, and language about, inclusion.

Once trust has been established, the critical friend's specific role will be flexible according to the needs of the school, the school lead and the core group. Their overall role will be to assist, support, encourage, advise, question, give quality feedback and enable honest and open discussion throughout the project.

Introduction to Inclusion Week

Inclusion Week is an important part of the Inclusive Schools project, and will take place in each of the project schools during Phase 4: Making it happen (February – May).

The overall aims of the week are to continue to:

- extend school stakeholders' understanding of inclusion
- raise the status of inclusion within the school.

Each school will develop and run their own activities during Inclusion Week, depending on their priorities and interest areas.

Detailed guidelines about Inclusion Week form part of the materials for Phase 4 in the toolkit.

At this point, the most important tasks in relation to Inclusion Week are to:

- Try and plan ahead and decide on the date so that it is placed in the school calendar as early as possible.
- Let your school stakeholders know in advance that it will be happening, what its main aims are, and roughly when it will be. You just want to make sure that it is on people's radar, and not a complete surprise when it comes to planning it!

Communicating with school stakeholders

As with any initiative you undertake in school, communication will be key to the success of the Inclusive Schools project.

Here we offer some suggestions of issues to think through when you are planning your communications with school stakeholders, organised under a set of familiar questions:

Who?

Your key school stakeholders will be staff, governors, students and parents and most of your communication will be with them. However, there may also be times when you need to communicate with people external to the school, for local organisations or the media.

What, when and why?

The main reasons for communicating with your stakeholders are:

- to make sure they know what the project is, its aims, and to keep them updated on its progress
- to invite them to become involved
- to make sure they have clear information about how to get involved.

We have broken these reasons down further into key areas for communication, organised by phase, as shown below.

Phase 1: Getting started

- Setting up the project, its aims and the outline for the year.
- Workshops / meetings / classroom activities: information and invitations.
- Initial questionnaires for adult stakeholders not attending workshops: information and invitations to complete.
- Feedback about views collected via workshops /questionnaires and top priorities
- Phase 2 information and invitations to take part in information collection.

Phase 2: Where are we now? An in-depth look at priorities

- Logistics for information collection; further questionnaires if used.
- Results of the information collection and next steps: introduction to mini-action planning.

Phase 3: Where are we going? How will we get there?

- Information about mini-action planning process and expectations.
- Invitation to view draft action plan and comment.
- Access to final action plan.

Phase 4: Making it happen

- Information about action plan activities, including Inclusion Week.
- Review summary of Phase 4 activities.
- Phase 5 information and invitations to take part.

Phase 5: Where have we got to? Where next?

- Logistics for collection of evaluation information; questionnaires if used.
- Invitation to input into and review draft vision and next steps.
- Summary of evaluation findings; final vision; outline of next steps.

How and where?

Using a variety of communication methods with school stakeholders will be most effective. The table below shows some suggestions. Many of these suggestions should enable you to add information about the Inclusion Project to communication mechanisms that already exist. Doing this helps keep communication streamlined and workloads manageable. Other suggestions may require you to do something specific for the Inclusive Schools project.

Communication method	Suggestions
Pre-existing face to face meetings	<ul style="list-style-type: none"> - Staff meetings / briefings - Governors' meetings - Parents' evenings / information sessions / coffee mornings - Parent-Teacher Association (or similar) events - Student assemblies / times spent in home/form group; Life Skills (or similar) classes
Newsletters / reporting mechanisms	Use existing newsletters and/or reporting mechanisms for staff / parents / governors / students.
Website	Add an Inclusive Schools project page for updates and articles, with links to social media as needed.
Social media	If the school has a/multiple social media account/s, post updates and articles here. If it does not then consider setting one or more up (with your own hashtag on Twitter) for the Inclusive Schools project if this will be a good way to communicate for your school.
School server	Use the server for enabling access to project materials as needed.
Email	Use email for alerting school stakeholders about key events (keep emails brief, informative and friendly, and keep them to a minimum to ensure people read them).
Displays	Allocate a dedicated display board about Inclusive Schools for: <ul style="list-style-type: none"> - parents/visitors in the school reception area - students/staff/governors in a communal area - staff/governors in the staff room

How much?

The key here is to make sure you are:

- communicating enough information to ensure that your school stakeholders know what is going on and feel involved
- maintaining the momentum of the project *and*
- not overloading people with information.

You are the experts about your school, and you know your staff, students, parents and governors. You – through discussion with the core group and with critical friend as needed – will therefore need to use your judgment on how much and what form of communication is needed at particular times of the project.

Key concepts, values and models related to inclusion

In this section we will summarise some of the key ideas and thinking related to inclusion in schools. The section is intended as a starting point to stimulate your thinking; it is not an in-depth study! Please do use the resources section to follow up areas that particularly interest you.

The section is broken up into four areas:

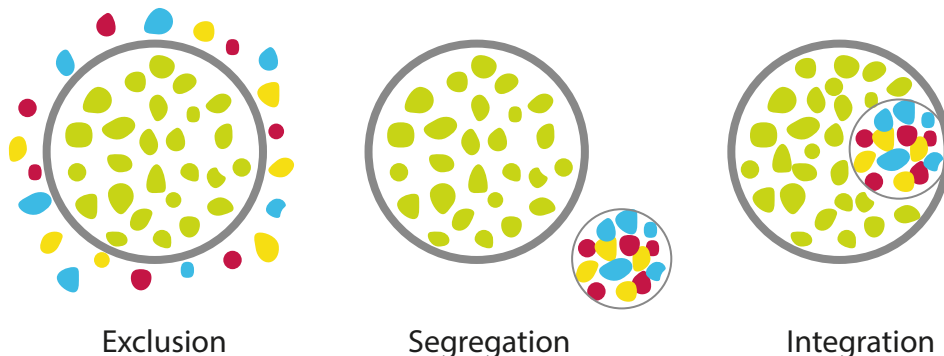
- What is inclusion?
- Inclusive values
- Inclusive schools: culture, policy and practice
- Barriers to and resources for inclusion

1. What is inclusion?

Good question! Inclusion is a difficult concept to define and there is no one agreed definition between practitioners or those who study inclusion academically.

An easier starting point might be what inclusion isn't, rather than what it is:

(Source: www.thinkinclusive.us)



EXCLUSION: some children and young people are prevented from accessing quality education.

SEGREGATION: some children and young people are educated separately from others, for example in different classrooms but in the same school or through constant 'setting' or 'streaming' of groups throughout the curriculum.

INTEGRATION: children and young people are seemingly involved in learning together, but in reality are still educated separately. An example of this in the UK education system would be when a child is present in the same classroom as other children for classes but receives one-to-one support from an adult and does not interact with the other children. Inclusion, in contrast, could be described as 'with', not just 'in'.

Here are three examples of definitions of inclusion – or inclusive education as it also referred to – that identify some of its main ideas, which are highlighted in bold:

“Inclusive education is a concept to maximise acceptance and participation, as well as children’s psychosocial development and personal achievement, and to minimise discrimination.”¹

“Inclusive education describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organisation and provision and allocating resources to enhance equality of opportunity. Through this process the school builds its capacity to accept all pupils from the local community who wish to attend and, in doing so, reduces the need to exclude pupils.”²

“Inclusive education is concerned with the quest for equity, social justice, participation and the realisation of citizenship. It is about the removal of barriers of discrimination and oppression and it is about the wellbeing of all learners, including disabled individuals.

It is based on a positive view of difference in which pupil diversity is viewed as a resource. Priority is given to the pursuit of change, with a strong emphasis on the importance of learning to live with one another and recognise our common humanity.”³

Whilst each of these definitions differs in the way they define inclusion or inclusive education is, they share two common principles.

|||||

¹ Hummel, Englebrecht and Werning in P. Engelbrecht, and L. Green, [Eds] (2018), *Responding to the challenges of inclusive education in southern Africa*. Pretoria: Van Schaik

² Sebba, J. and Sachdev, D. (1997) in N. Frederickson, N and T. Cline (2002) *Special educational needs inclusion and diversity*. Buckingham: Open University Press. p.66.

³ <https://www.nationalcollege.org.uk/transfer/open/adsbm-phase-3-module-1-enabling-learning/adsbm-p3m1s5/adsbm-p3m1s5t2.html> Accessed 28.04.19

Whilst each of these definitions differs in the way they define inclusion or inclusive education is, they share two common principles.



- a) They refer to inclusion as a “quest”, “pursuit”, “development” or “process”:
- b) Inclusion has a focus on all students, not just some. Historically, inclusion has been perceived to be about the education of children with sensory and/or physical disabilities or those determined as having other ‘special educational needs’. Today inclusion is rooted in a much wider range of differences that incorporate everyone in the school community – adults as well. These differences include:
- ways of acquiring knowledge
 - ways of communicating or interacting
 - sensory or physical factors
 - social, emotional and mental health factors
 - socio-economic circumstances
 - family circumstances
 - cultural beliefs or expectations
 - home language
 - gender
 - sexuality. As people and needs differ in each school, schools’ aims for and priorities around inclusion will also be different. The following list, drawn from a variety of schools’ experiences, gives you an idea of the range of aims that could be involved in a school’s journey: Inclusion in education involves:
 - Putting inclusive values into action.

- Viewing every life and every death as of equal worth.
- Supporting everyone to feel that they belong.
- Increasing participation in learning and teaching activities, relationships and communities of local schools.
- Improving schools for staff and parents/carers as well as children.
- Reducing exclusion, discrimination, barriers to learning and participation.
- Learning from the reduction of barriers for some children to benefit children more widely.
- Restructuring cultures, policies and practices to respond to diversity in ways that value everyone equally.
- Linking education to local and global realities.
- Viewing differences between children and between adults as resources for learning.
- Acknowledging the right of children to an education of high quality in their locality.
- Emphasising the development of school communities and values, as well as achievements.
- Fostering mutually sustaining relationships between schools and surrounding communities.
- Recognising that inclusion in education is one aspect of inclusion in society.⁴

Remember, these are ideas, not imperatives. The Inclusive Schools project is about guiding and helping you to start out on your school's journey towards inclusion. Your core group, with the help of the critical friend, will steer that journey in a way that is: • manageable for your school

- tailor-made: your school community will define what inclusion means for you, and which aspects of your school need attention first. The following sentence is one way that has been used to describe this journey that you might find useful: *"Exploring different ways of knowing, through different ways of doing, towards different ways of being."*⁵ One key idea from the list above that underpins every school's journey is that of inclusive values. We have therefore included a section on this aspect of inclusion, which we turn to next.

2. Inclusive values

"Values represent our guiding principles: our broadest motivations, influencing the attitudes we hold and how we act."⁶

Values are therefore an intrinsic part of everything that we do. They are shaped by our background and experiences and are based more on what we feel rather than what we think. They underpin our actions and determine where we put our energy and focus. Through our values, each one of our actions, "becomes a moral argument whether or not we are aware of it."⁷

Much of the time – if we are involved in our normal routines – we are not aware of our values and how they influence our actions; they exist as part of our subconscious and we act on them intuitively. However, we think more consciously about our values when we face difference or uncertainty, or when we are looking to make change through innovation or experimentation.

It therefore follows that if we are looking to change commitment, attitudes and actions related to inclusion – i.e. if we are looking to shift culture, policy and practice, the three dimensions of inclusive schools – then we need to go back to thinking about values.

4 Booth, T. and Ainscow, M. (2016) *Index for Inclusion: a guide to school development led by inclusive values*. Cambridge: Index for Inclusion Network. p.24.

5 Anon.

6 Holmes, T., Blackmore, E. Hawkins, R. Wakeford, T. (2011), *The Common Cause Handbook*. Machynlleth: Public Interest Research Council. p.8.

7 Booth, T. and Ainscow, M. (2016) *Index for Inclusion: a guide to school development led by inclusive values*. Cambridge: Index for Inclusion Network. p.26.

How this thinking happens is important. A small group of people deciding on inclusive values on behalf of everyone, then imposing these as a set of rules will not be effective. Discussion needs to be widespread, open and honest, with an expectation that what will be arrived at is a set of values and related behaviours that:

- emerge from values held by members of the school community rather than being imposed from outside
- the whole school community own
- each individual feels that they are responsible for following.

With these discussions in mind, we have included a series of activities about inclusive values and behaviours in the classroom activities, which can also be adapted for use with adults in your school.

These activities focus on the question, ‘How should we live and learn together?’⁸ This is a question that has been used worldwide with schools looking to start their inclusion journey. Over time, a comprehensive list of inclusive values has emerged through discussion with school stakeholders:

“equality, rights, participation, community, respect for diversity, sustainability, non-violence, trust, compassion, honesty, courage, joy, love, hope/optimism, beauty and wisdom.”⁹

We include these as a starting point for your thinking, not as a prescriptive list for you to follow. Your school will have its own ideas about values and may have already begun this discussion. What is crucial in any school’s journey is that the values that are identified as important become more than words on a website, school prospectus or project document. They need to be explored together to develop a shared understanding of:

- what each value actually means to people in that school
- how these values relate to behaviours and actions: what does the value mean that people are going to do and say? How are they going to be with each other?

Through this exploration, inclusive values and their related behaviours and actions:

- are clarified
- remain meaningful to everyone involved
- achieve the level of ownership and responsibility needed to ‘stick’ when they are challenged by uncertainty and change.

They are therefore a critical starting point for any school.

If you have not yet read the sections ‘What is inclusion?’ and ‘Inclusive values’ we suggest you do so before reading this section.

8 Adapted from *ibid.* p.26

9 *ibid.* p.26

3. Inclusive schools

By now you will have started your thinking about what inclusion is and how it is informed by inclusive values. In this section we will explore both of these areas a little more deeply by looking at three interconnected areas, or dimensions, of an inclusive school: culture, policy and practice. Each of these areas will experience change as a result of a school starting its journey to inclusion. As a result they will be the basis of questions that you ask about the school in Phase 2 of the project.

3.1 Culture

Booth and Ainscow (2002, 2011, 2016)¹⁰ show these three dimensions in a model that places culture in an underpinning role:



Culture and inclusion ABC

- ...The pervading attitude towards inclusion in school.
- ...The extent to which behaviours in school support or undermine the development of inclusive policy and practice.
- ...The will and commitment within school to taking steps along the road to inclusion.

Culture is often described as 'the way we do things round here', and it may also be useful to think of it as 'Why we do things the way we do round here.' This second description shows the innate link between culture and values, which are the major influencing force on our attitudes, behaviours and commitment. This link shows why it is so important for schools to examine their values when beginning their journey towards inclusion. They are the starting point for changing culture, which is significant as it can be a school's biggest barrier to inclusion or its most valuable resource.

Culture therefore underpins the development of inclusive policy and practice. Let's look at each of these in turn.

3.2 Policy

Policy is often described 'the access part' of inclusion, which:

- enables children and young people to get into schools and classrooms, whatever their diverse characteristics
- empowers and motivates staff to practice inclusively.

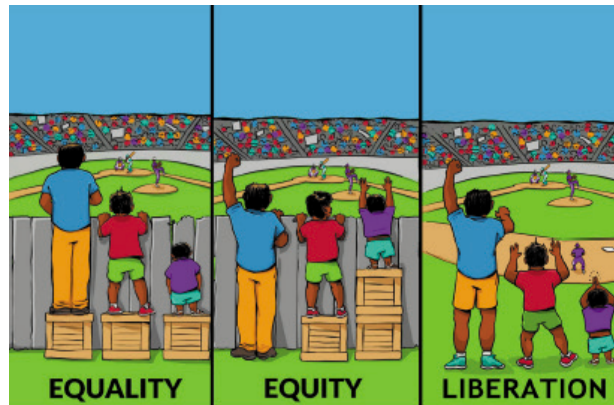
Barriers to access differ for different countries, regions, schools and individuals; across the world they include:

- physical access
- specific health or medical needs
- the curriculum on offer
- displacement through conflict or other reason

¹⁰ *ibid.* p.19

- cultural resistance to education
- fear of being marginalised
- distance
- cost / resources.

Inclusive school policy offers students an equitable opportunity to receive a quality education



(Source: Interaction Institute for Social Change | Artist: Angus Maguire).

Equitable opportunity is different from equality of opportunity. The cartoon on the left above shows equality of opportunity: offering each person the same help to achieve the same outcome. This sounds fair but when you look at it, it fails to deliver what people actually need. The middle cartoon above shows equitable opportunity: ensuring each person gets what they need in order to achieve the same outcome. The input is different for each person but the outcome is fair.

Thinking about equity rather than equality can be an important shift for people in schools to make as part of their inclusive journey. The final cartoon shows the aim for inclusive education policies: that they should remove as many barriers to learning as possible for all students. As students change and circumstances change, removing barriers to learning is an ongoing activity and may also require a change in thinking, which we will explore in Section 4 below.

The move to equitable inclusive policies can be supported by a number of global declarations, goals and treaties. The following have been particularly important to date:

CONVENCIÓN SOBRE LOS DERECHOS DEL NIÑO

Versión adaptada para jóvenes



unidos por la infancia

unicef

The United Nations Convention on the Rights of the Child was set up in 1989. It is the most widely ratified international human rights treaty; the United States is the only country not to have ratified it. There are 45 articles all together; here are five that are particularly relevant to inclusion:

ARTICLE 28 (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30: (children from minority or indigenous groups): Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

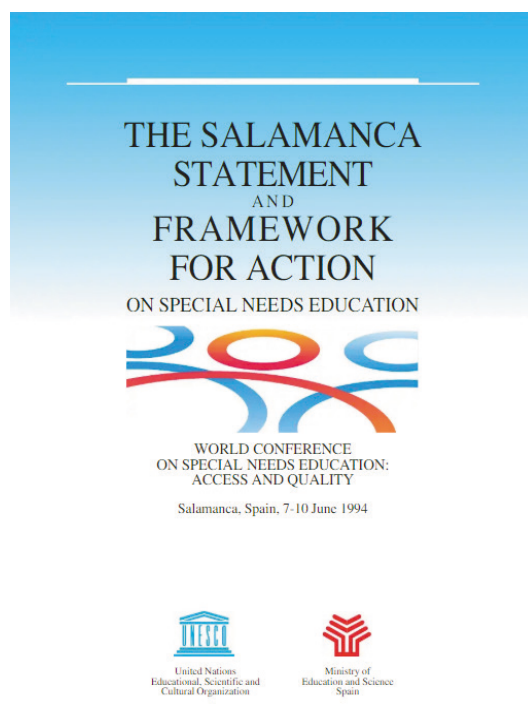
ARTICLE 22 (refugee children): If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

The Salamanca Statement was made in 1994. It was signed by 92 countries and 25 international organisations.

In summary, the statement laid out that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

This statement was a move towards school systems that encouraged inclusion of all children in ordinary schools rather than a 'twin-track system', where most children considered to have a 'special educational need' were either not educated or attended special schools.

There is still a long way to go to achieve Salamanca and the debate about whether including all children in ordinary schools is realistic or even desired goes on, but it does indicate a key change in global thinking about inclusion.





Goal 4:

‘Ensure inclusive and equitable quality education and promote lifelong learning for all’

is one of seventeen Sustainable Development Goals (SDGs). The SDGs are a UN-led universal fifteen-year programme (2015-30) to end poverty, address climate change and tackle inequality.

Within Goal 4 there is a specific target for inclusion:

‘By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.’



The Incheon Declaration of 2015 is named after the World Education Forum venue for that year, which was attended by delegates from 160 countries. The Declaration states:

‘Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all.’

These global aims around inclusion are important as they help motivate countries to legislate and plan inclusive policies at a national level, and can be useful as starting points for discussion at school level. They are best used as information to develop your own 'bottom-up' approach to policy, rather than be held up as a list of 'we must' dictats.

Despite global aims, national policies, and schools' best intentions, in many countries inclusive access policies can be in conflict with other drivers that prioritise academic achievement. They can also cause tension when schools are trying to balance the needs of one child with others in the class or school. Those making inclusion-related policies in schools therefore need to have¹¹:

- **Strong inclusive values:** These enable policy-makers to find their way through situations caused by conflicting policies and the strong feelings these situations can produce.
- **Clarity of vision and the ability to communicate it:** The clearer the direction, the more likely others will be to buy into and support it.
- **High-trust, supportive relationships with teachers, students and families:** The change involved in the journey towards inclusion requires people to think and do things differently. Staff need to be confident that they will be supported to experiment with different inclusive practices in the classroom. Students and families need to be confident that they are understood and that the relationship between school and home is one of partnership.
- **The commitment to 'walk their talk':** Modelling changes to policy is a powerful way of empowering and encouraging others to do the same. Not doing what you say everyone else should be doing, on the other hand, is a significant de-motivator for others.
- **Tenacity and perseverance:** Inclusion development seems to need more tenacity and perseverance than other elements of school improvement, so this is a particularly important quality for policy makers to have.

3.3 Practice

Practice is often described as 'the engagement part' of inclusion: ensuring that when students access school they are getting a quality education that is relevant to their lives.

As with policy, there are a variety of barriers to engagement through inclusive practice, including:

- limited pedagogical strategies
- teachers' skills and confidence
- resources that are not relevant to students' lives
- rigid curriculum
- limited support network for students
- limited focus on personalised learning that emphasises individual achievement.

When teachers are empowered to work inclusively, overcoming some of these barriers, they become the enablers in an inclusive school. They expect and welcome diversity in the classroom and plan in ways that ensure all children are able to participate and learn effectively. Whilst they are able to do this to some extent without the back-up of whole-school inclusive culture and policies, their practice will be stronger with these elements in place simultaneously.

The practice of teachers working inclusively is often called inclusive pedagogy. Inclusive pedagogy:

- Works from the starting point that difference is an ordinary part of life; it therefore does not label students as 'different' or pre-judge what they are capable of.
- Takes responsibility, and aims to provide rich learning opportunities, for all students, rather than thinking about what works for most students alongside something additional or different for some. It therefore focuses on improving

11 Adapted from McLeskey, J and Waldron, N (2015)

learning outcomes for all students.

- Takes into account students' backgrounds – for example their beliefs, cultures, languages and customs – and uses these as a resource in the classroom.
- Focuses on how students achieve outcomes by being part of the community - the bonds, trust and sense of belonging that come when learners get to know and appreciate each other - of a classroom.

A common idea about inclusive pedagogy is that it requires teachers to have a multitude of specialist skills. A recent comprehensive review of the research into pedagogical approaches for students experiencing barriers to learning shows that this is a misconception:

“The pedagogic approaches which have been shown to be effective are accessible for all practitioners. They build on traditional teaching skills and do not require extensive training or deep knowledge of individual impairment characteristics. The key to their success are practitioner’s expectations of themselves, their colleagues, and the children and young people they work with. These expectations need to begin with a recognition that effective pedagogy is based on the skills they already have available to them.”¹²

Inclusive pedagogy, then, focuses on, “how to extend what is ordinarily available in the classroom as a way of reducing the need to mark some learners as different.”¹³ This means that teachers who work inclusively have a range of strategies that are linked to quality learning and teaching for all children. Working from the principles of inclusive pedagogy, they draw on these strategies when planning classes to make sure they include everyone.



Source: Teaching for All: Inclusive Teaching and Learning for South Africa, Unit 4: Inclusive Teaching and Learning (British Council, University of South Africa and MIET Africa)

¹² Rix, J. and Sheehy, K. (2014), Nothing special: the everyday pedagogy of teaching, in L. Florian [ed.] (2014), The Sage Handbook of Special Education. London: Sage.

¹³ Florian L and Black-Hawkins K (2011) Exploring inclusive pedagogy. British Educational Research Journal 37: 5. p.14

Whilst the remit of this toolkit does not allow for an in-depth look at these strategies, we wanted to include them as signposts that you may wish to follow up as part of your school's action plan. It is worth saying if you do want to explore them that the graphic above is a pizza for a reason: a slice or two at a time works best rather than biting off more than you can manage at once.

To empower teachers to make the shift to more inclusive pedagogy, three factors seem to be important:

"developing effective inclusive practice is not only about extending teachers' knowledge ... it is also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs: in other words, it should be about 'knowing', 'doing' and 'believing'¹⁴".

The table below shows these factors and teachers' needs in relation to them. These needs were identified through research into teachers' perceptions of inclusive education in England.¹⁵

Factors	 1. Knowing	 2. Doing	 3. Believing
Teachers' needs	<ul style="list-style-type: none"> The children Teaching strategies How children learn What children need to learn Classroom organisation and management Childrens' differences and resulting needs Assessment for learning Where to go for help Policy and law 	<ul style="list-style-type: none"> Turning knowledge into action: having the confidence to try different strategies Moving beyond reflective practice: professional development that supports doing (not just knowing) Using evidence to improve practice Learning how to work with colleagues as well as children Becoming an 'activist' professional: an agent for change. 	<ul style="list-style-type: none"> All children can learn and are worth educating I have the capacity to make a difference to children's lives This work is my responsibility and not only a task for specialists

This research into teachers' perceptions about inclusion and their role in working inclusively showed that:

- Whilst knowledge about inclusive pedagogy is important, it is not enough on its own for teachers to change their practice: some element of either 'doing' or 'believing' needs to be at play too.
- If two of the three factors are in play at the same time, change happens. For example, if a teacher learns a new inclusive strategy and is supported to try it out in the classroom, change happens. Or if a teacher believes that an idea they have will make a difference to inclusion and they put it into practice, this will also lead to change.

Including these factors in any professional development you undertake with teachers will therefore be important. There is always something a teacher can do to make their class more inclusive; giving them relevant knowledge about inclusion along with permission, motivation and support to experiment with inclusive practice in the classroom, plus the confidence to believe they can make a difference, can bring lasting change.

¹⁴ Adapted from Rouse, M (2008), *Developing Inclusive Practice: A Role for Teachers and Teacher Education? In Education in the North*, 46 <https://www.abdn.ac.uk/eitn/journal/46/> accessed 30.04.19

¹⁵ *ibid.*

To end this section, we want to mention three final points about culture, policy and practice:

- **ACCESS - THROUGH POLICY - AND ENGAGEMENT - THROUGH PRACTICE - ARE INTERDEPENDENT** You can have the most inclusive access policy possible, but it will come to nothing if your students are not receiving an education that is relevant to them and engages them. You can have the most engaging curriculum, teachers who are committed to inclusion and are skilled inclusive practitioners, but your efforts will not have the desired impact if your policies around access are not inclusive.
- **CULTURE, POLICY AND PRACTICE ARE KEY COMPONENTS IN INCLUSIVE SCHOOLS AND CLASSROOMS AND SHOULD THEREFORE FORM THE BASIS OF THE ASSESSMENT OF INCLUSION IN YOUR SCHOOL.** We will guide you through this process in your school through the toolkit.
- **CHANGING CULTURE, POLICY AND PRACTICE DOES NOT HAVE TO BE HIGH COST.** Significant change can be achieved by working with school stakeholders to examine beliefs and attitudes that form the school's culture. Shifting this culture, and encouraging people to think creatively about inclusive policy and practice – starting from what they can do - can lead to positive change at low cost.

4. Barriers to, and resources to support, inclusion

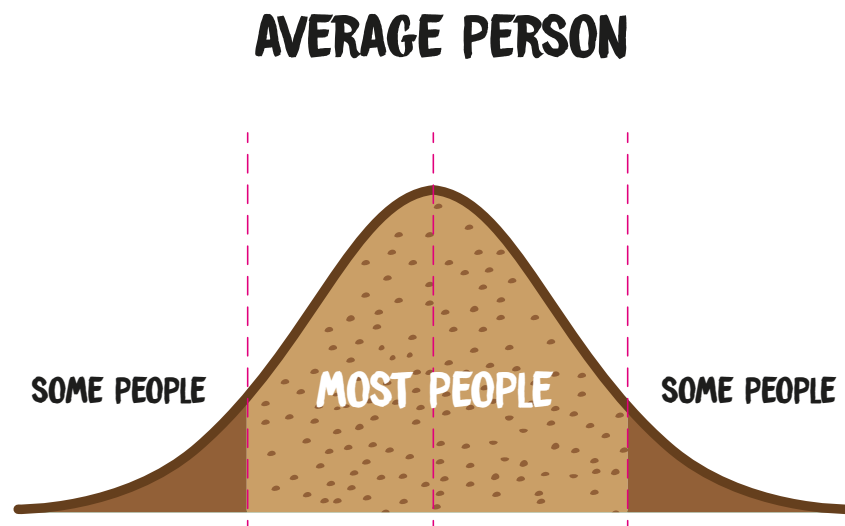
We said in Section 3: Inclusive Schools that culture can be a school's biggest barrier to inclusion or its biggest driver for positive change. In this section we will briefly explore two areas that can have a significant impact on a school's culture and may attention at the start of the journey to inclusion:

- the concept of 'normal'
- barriers to learning: two models.

You can use the information here, and further research you may do (see the Further Resources section for suggestions) to help you explore these issues in your school.

4.1 The concept of 'normal'

Often, schools use a particular idea of 'normal' to organise learners, based on a 'bell curve', as shown below.



Source: www.quora.com

The bell curve started its life in the 18th century as a mathematical tool used in astronomy. More frequent, 'normal' values sit in the middle of the curve and rarer, 'abnormal' values, sit at either end.

During the 19th century sociologists began to apply the bell curve to non-mathematical concepts, leading to the idea of an 'average' or 'normal' person in the middle of the curve (as shown in the version shown above). 'Normal' and 'abnormal' human characteristics became matched with what was desirable or appropriate in the middle of the bell curve, and undesirable or inappropriate at its edges.

The bell curve has become an accepted way of 'sorting' people, as well as numbers, into categories. In schools we commonly talk about: average, above-average or below-average intelligence; high, average or low ability; or normal and abnormal behaviour. These ideas are so embedded that we rarely question them. In particular, the prevailing belief across the education community – despite an ongoing debate about the nature of intelligence – is still that intelligence is something you are born with, and is fixed.

Bell curve thinking about 'normal', and intelligence as fixed leads schools to¹⁶:

group students by intelligence

- organise teaching and learning for students in the middle of the bell curve – the 'average' or 'normal'
- limit expectations of students by pre-judging what students may or may not be able to achieve, known as 'determinist' thinking
- reinforce unconscious bias about expectations of students
- view students' barriers to learning in relation to where they 'sit' on the bell curve: are they 'normal' or 'abnormal'? Do they need something 'different from' or 'additional to' 'normal' students: do they need something 'special'?
- label particular types or groups of students.

These practices, and the bell-curve thinking behind them, are a barrier to inclusion as they separate students into 'most' and 'some', which encourages marginalisation and stigmatisation.

They can be challenged, however, with alternative views and evidence. Key points are summarised below.

Is 'normal' a desirable thing? And does it even exist?

The scholar Martha Nussbaum makes the following point about the link between 'normal' and desirable made by sociological use of the bell curve:

"For, obviously enough, what is typical may or may not be very good. Bad backs, bad eyes and bad judgement are all very typical...[while] much progress in human affairs comes from people who are unusual...So why, in more or less all societies, has the notion of the normal as the usual also served as a normative function, setting up the different for stigmatizing treatment?"¹⁷

Nussbaum also suggests that 'normal' is a construction – no more than a creation or interpretation of an idea. In addition she points out that different people in different places and at different times construct different ideas of what 'normal' is.

When you start to think about 'normal' as a construction, not a given, some interesting questions about social relations emerge, for example:

- Who holds the power and makes decisions about resources?
- Who makes the rules?
- Who is included by the rules, and who is at risk of being excluded?
- What expectations are set up of different groups of people?

¹⁶ Florian, L. and Walton, E. (2018) *Inclusive pedagogy within the southern African context* in P. Engelbrecht and L. Green [eds.] 'Responding to the challenges of inclusive education in southern Africa'. Pretoria: Vans Shcaik Publishers

¹⁷ Nussbaum, M. C. (2004), *Hiding from Humanity: Disgust, Shame and the Law*. Princeton: Princeton University Press. p.218.

- If the construct of normal changes, who stands to gain or lose power?

What we know about learning is changing and challenges the view of intelligence and ability as being fixed.

Most significantly, neuroscience is beginning to provide evidence that shows how learning changes the physical structure of the brain. We have traditionally assumed that the physical structure of the brain that determines how we learn – not the other way round. However, neuroscience research is showing that the relationship between brain development and learning is reciprocal¹⁸. Brain development influences behaviour and learning, and at the same time learning influences brain development and brain health.

Transformative' views of learning, i.e. those that are built on beliefs that intelligence and ability are not fixed, and can change, are more helpful.

What we know about learning is changing our understanding of effective pedagogy.

Learning is influenced by social, cognitive, biological and cultural factors¹⁹. We understand more clearly now that pedagogy needs to take account of these factors, which will be different for every child. We therefore know that moving away from a 'one size fits all' approach to teaching and learning to using a combination of pedagogical strategies is more effective.

Diversity is inevitable and this is changing how we see groups of children.

Children's differences and the environments in which they are learning interact continuously. How children make meaning from a piece of learning, and what support they might need to do so, is therefore also different. The idea of a class as a homogeneous mass of children learning in the same way at the same time has been replaced by one in which the, "classroom community is inevitably diverse, consisting of individuals who differ in many ways and who may require different forms of support at different times in their school careers²⁰".

As a result of what we are learning, it may be time for schools to start thinking about diversity as, "the new normality."²¹ Making this shift in belief would help reveal and challenge unconscious bias, and open the door for inclusive policies and inclusive pedagogical practices that focus on providing equitable access and engagement for all students.

18 National Research Council (2018), *How People Learn II: Learners, Contexts and Cultures*. National Academy Press: Washington D.C.

19 *ibid*

20 Green, L. and Moodley, T. *Thinking differently about educational support*. In Engelbrecht, P and Green, L [eds] *2018 Responding to the challenges of inclusive education in southern Africa*. Pretoria: Van Schaik.

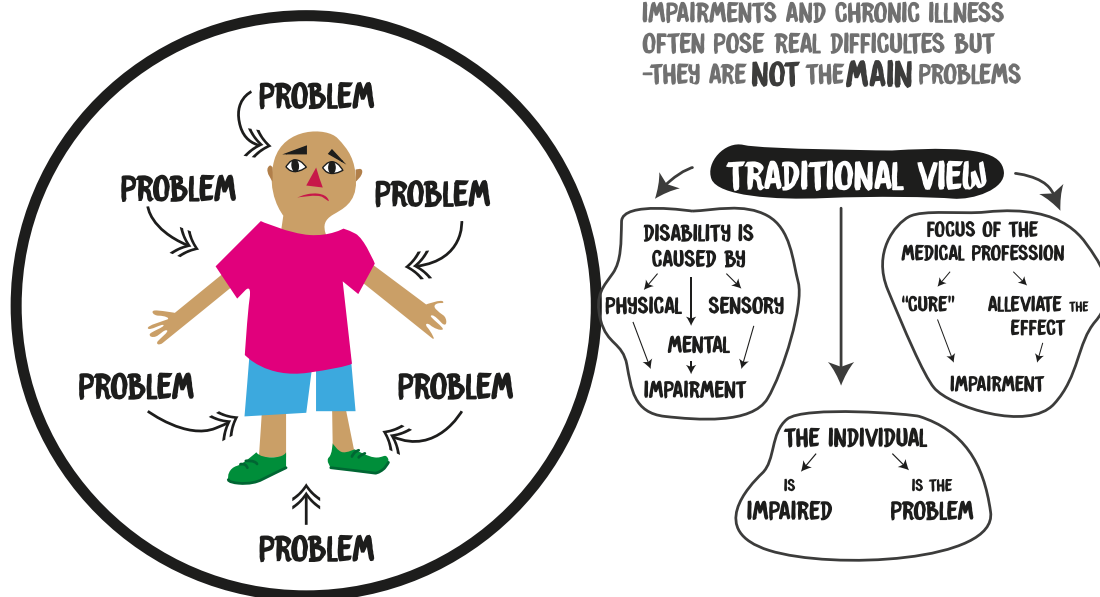
21 Davis L (2013) in Slee, R. (2018) *Inclusive Education Isn't Dead, It Just Smells Funny*. London: Routledge. p.52.

4.2 Barriers to learning: two models

Here we outline two models: the Medical Model of Disability and the Social Model of Disability. Despite their names, each of which shows a different lens through which we can view diversity, not just disability. We link these models to factors that relate to them, so that you can gain a picture of how beliefs are inter-related.

THE MEDICAL MODEL OF DISABILITY

THE INDIVIDUAL



SOURCE: <http://ddsg.org.uk/taxi/medical-model.html>



Alex and his science teacher (1)

Alex is a 13-year-old student who has partial hearing. He finds it easiest to learn when he is sitting at the front of the classroom in the middle so that he can see the teacher clearly when they are talking – he's pretty good at lip reading. He also has a couple of friends who particularly help him during classes by making sure he understands everything that is going on. In looking at his assessments over the term, his form tutor notices that he whilst he is doing well in almost all subjects, he seems to be struggling in science, despite having done well the previous year with a different teacher. She talks with Alex about this. Alex tells her that the science teacher has a strict seating plan that means Alex sits at the side of the classroom towards the back. He cannot see the teacher very well. The friends that help him the most are not sitting nearby. He is therefore not following the learning and has stopped making an effort. He finds the teacher quite scary and doesn't feel like he can talk to him about what is going on, and the teacher just seems to think that Alex isn't very good at science. This is particularly worrying as Alex is clearly interested in science – he attends Science Club with his old teacher and is in the middle of designing a robot there, which he talks about knowledgeably and enthusiastically. Alex's form tutor tries to have a chat with his science teacher in the staff room over coffee. She tries to explain the situation but the science teacher says that if Alex's hearing is a problem then the hospital should give him a hearing aid so that he can learn like everyone else no matter where he is sitting. Or he should, "go to a school for deaf children" so that he can mix with other children like him and be taught by specialists in hearing problems. She says Alex is never going to achieve well in science if he can't hear well, anyway. The seating plan is to make sure the class is well behaved and she doesn't want to change it – Alex and his friends would make too much noise. It's not his problem.

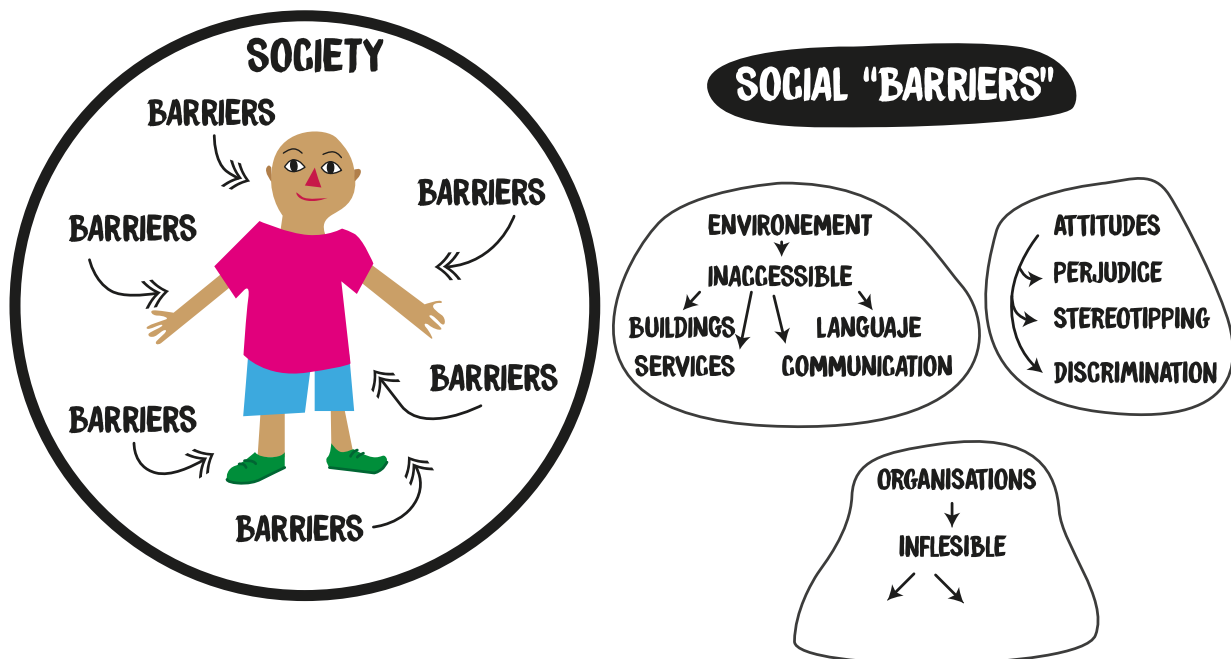
We hope that this wouldn't happen in your school! However, it is a helpful illustration of medical model thinking which, in school, means:

- Viewing diversity as an obstacle or problem that needs 'fixing' so that the person can 'fit in' with everyone else. The person is the problem.
- Seeing it as someone else's job to fix this problem – typically a medical specialist, with a focus on medical or therapeutic intervention.
- Puts increased power over the person with the problem in specialists' hands. For some children the power given to specialists can be highly influential in decisions about where they are educated.
- Labelling, stereotyping and 'othering' people with differences.
- Having preconceived expectations of students' abilities.
- Reinforcing our unconscious bias about individuals or groups of students.

Clearly, medical model thinking will not support inclusion; in fact it often leads to exclusion from learning, or segregated learning. However, there is a different model that is more helpful and can be transformative to school culture in relation to inclusion.

4.2.2 The social model

THE SOCIAL MODEL OF DISABILITY



Source: <http://ddsg.org.uk/taxi/social-model.html>

The following case study is also based on Alex, but imagining he has a different science teacher.

Alex and his science teacher (2)

In looking at his assessments over the term, Alex' form tutor notices that he's doing pretty well in all subjects, but excelling in science. She talks with Alex about this. Alex says he loves his science lessons. At the beginning of the year his teacher had a chat with him and his two best friends who help him out in lessons. She asked Alex how he could learn best in the science lab, and what she could do to make sure this happened. They agreed that:

- Alex would sit at the front of the class.
- His two friends could sit either side of him – on the understanding that they would focus on the learning and avoid chatting about other things – so that Alex could be sure he understood what was going on.
- The teacher would give Alex key vocabulary in advance so that he would have the best chance of understanding any new words that he might need to lip read.
- The teacher would make sure she faced the class from the front while talking so Alex could lip read easily, and avoid talking while writing on the board.
- The teacher would link up with the Inclusion Department to

make sure she stayed up-to-date on any new strategies to help students with partial hearing in class. - Alex would ask about anything that he was unsure about on the day of the class. As a result Alex feels really confident in science and knows what to do if he experiences any difficulties. He finds the teacher really approachable and he trusts her. He says she's always happy to answer questions and shows interest in what he's doing in Science Club, too. She's also asked Alex if he would think about talking to the class about how his experience of sound as they are going to be studying a physics unit about this soon. He says if his friends can help him then he will do it.

Through this case study, we can see that in the social model, in a school context:

- Barriers to learning are seen as being put in place by society. The person is not the problem, the barrier is the problem.
- It is society's – i.e. the school community's – responsibility to work out how to remove barriers to learning in order to provide the student with equitable access to the curriculum.
- Power does not lie in the hands of a specialist – it is shared and problems are worked out together. Both teacher and student act as 'change agents'; they take responsibility for Alex's learning and find solutions for potential problems.
- The teacher challenges any preconceived ideas or unconscious bias they may have about students' abilities; instead they make sure that they give the student what is needed to give them an equitable chance to reach the same learning outcomes as everyone else. In doing so teachers ensure that high expectations are extended to everyone.
- Diversity is valued and used as a resource.

You may remember from the beginning of the toolkit that we described an inclusive school as a "school on the move."²² Shifting attitudes and behaviours – and therefore culture – from medical to social model thinking can be transformative, as this table illustrates:

MEDICAL / SOCIAL MODELS

Medical And Social Model Thinking In Schools

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is Valued
Diagnosis	Strengths and Needs defined by self and others
Labeling	Identify Barriers and develop solutions
Impairment becomes Focus of attention	Outcome based programme designed
Assessment, monitoring, programmes of therapy imposed	Resources are made available to Ordinary services
Segregation and alternative services	Training for Parents and Professionals
Ordinary needs put on hold	Relationships nurtured
Reentry if normal enough OR Permanent Exclusion	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

Source: <https://ukdhm.org/what-is-ukdhm/the-social-model/>

22 Booth, T. and Ainscow, M, op.cit. p.

Both the social model and challenging the concept of 'normal' encourage everyone involved in a school to see the school through a different lens. This lens asks them to examine their own role, through their attitudes and behaviours, in creating barriers to or supporting inclusion. If, through this examination, you can create a change in awareness and in culture, this change will underpin – as we saw in the model at the beginning of this section – shifts that are needed in policy and practice to empower and enable inclusion.

Adult workshops to increase understanding about inclusion and gather views about the current situation and priorities

In this section we give some suggestions about workshop activities for adult stakeholders. Classroom activities for students are included in the toolkit as a separate section and will not be addressed here.

Who do we need to run workshops for, when and why?

For Phase 2 of the project you will need the trust, cooperation and involvement of school stakeholders to collect in-depth information about your school. During Phase 1, it is therefore vital that your adult school stakeholders:

- Are aware of the project: its length, aims, steps and expectations around involvement.
- Develop a common understanding of, and language related to, inclusion.
- Give initial feedback about their views of how inclusive the school is at the moment and its priorities going forward.

Key adult stakeholders include school staff – and here we mean all staff, not only teaching staff – governors and parents. These people are crucial to the success of the project and need to be involved in Phase 1 workshops.

Whilst it is realistic to plan for all staff and governors to be involved in workshops, this is unlikely to be the case for parents. You will therefore need to consider if there are particular parents you would like to involve, and plan accordingly.

What do we need to include in workshops?

Using the Phase 1 toolkit materials is a good guide for material to include. The following table summarises what a comprehensive workshop might include.

You are of course free to add your own sections or change the order. We have also purposely not included timings in the table below as you know your school and therefore which sections will need more time.

The table shows what could be included in a whole-day session. It can be broken up into different chunks of learning as required and delivered in shorter sessions depending on the needs and logistics in your school.

Section	Outline
Introductory activities	Welcome and housekeeping Why are we here? Brief overview of Inclusive Schools project and aims of the day Group agreement: how we will work together inclusively Icebreaker activity
What is inclusion?	What is it not? Exclusion, segregation, integration Defining inclusion Inclusion as a process or journey, not an event
Inclusive values and behaviours	What are values? Discussing and defining the school's inclusive values Relating values to behaviours: what do these values mean we will do and say? How will we be together?
Inclusive schools	How does inclusion work in a school? The three dimensions: <ul style="list-style-type: none"> • Culture and its underpinning role • Policy: equitable access; global drivers; role in empowering practice • Practice: enabling equity through inclusive pedagogy; knowing, doing, believing Interdependence of culture, policy and practice, their use in evaluation and cost implications (i.e. can be low cost)
Barriers to and support for inclusion	The concept of 'normal': traditional thinking and what we know now: to include unconscious bias and the role of power Medical and Social Models of Disability Relating barriers and support to culture, policy and practice
The Inclusive Schools project and our school	Specific aims for the school Project phases in more detail What the project needs from staff, governors, parents and students now and as it progresses – this may need a particular focus with staff to lay the ground for classroom practice as an area that may require change if it emerges as a priority, and that any changes identified will be incremental and supported Logistics: who will be doing what, when and where. To include: <ul style="list-style-type: none"> • the roles of the school lead and core group • outline of classroom activities • Inclusion Week rough date Recruit for the core group if it is not already in place
Where are we now? Priorities	Activities/questionnaire to discover views about where the school is now in terms of inclusive culture, policy and practice, and its priorities
Questions	Time for any final discussion and questions; next steps

How should we deliver the workshops?

The workshops need to be delivered in a way that models inclusion. They therefore need to:

- Take place in a supportive, inclusive environment – setting the scene for this at the beginning of the workshop will be helpful.
- Be based on clear learning outcomes.
- Use different modes of learning – e.g. text, images, film, audio – and different senses.
- Use a variety of:
 - » modes of learning, e.g. text, images, film, audio, movement, so people can use different senses when they are learning
 - » activities that engage people interactively in the material, e.g. discussion based on a range of stimuli, individual reflection, visual organisers such as spidergrams, games, written tasks, drawing images, role play etc..
 - » group sizes – pairs, small, large and whole group – as well as individual learning.
- Use scaffolded tasks to lead people step by step through the learning process, starting from and linking to knowledge that is familiar to them throughout these steps.
- Allow time for discussion so that everyone can participate and all voices are heard, including those people with concerns. It is important concerns are listened to, acknowledged, as far as possible, addressed at this stage.
- Affirm diversity – use examples that challenge stereotypes and show diversity as something that is expected, positive and a resource for the school rather than an obstacle.
- Cater for accessibility and engagement for everyone taking part.

Workshops can be delivered in small or large groups, whichever works best for your circumstances. You need enough people to generate rich discussions and get a workshop ‘feel’ going; anything from ten-twelve people upwards will work.

If the group is large, it is a sensible idea to have two main facilitators so that they can share delivery and keep a good level of energy in the room.

If you have people involved in the workshops with experience to share that would be helpful and thought-provoking, you may also consider using them at relevant points. If you do this, be sure to give them clear guidelines about what you need from them and in what time scale.

Questionnaires for use with adult stakeholders: identifying priority areas for action

This section contains two example questionnaires that you can use with adult stakeholders during Phase 1. They are designed to enable you to collect adults’ initial views about inclusion in school and to help you identify up to three priority areas to work on during the rest of this academic year.

The first questionnaire is for school staff and governors. This questionnaire is divided into the three dimensions of culture, policy and practice as outlined earlier. The indicators can also form the basis of monitoring and evaluating your school’s inclusion journey over the coming years.

The second is for parents and has not been divided into different dimensions.

Both questionnaires also ask stakeholders to identify three things that the school is doing well in relation to inclusion and three areas for improvement.

Please do amend and add to questionnaires so they are tailored to your school.

Views of students will be collected via classroom activities.

Inclusive Schools: staff questionnaire Phase 1 (initial views and priorities)

Introduction

Thank you for taking the time to complete this questionnaire. It should take no more than fifteen minutes and is a vital part of the initial thinking about our school and inclusion.

The questionnaire covers three aspects of inclusive schools: culture, policy and practice. Under each aspect is a list of statements. For each statement please tell us, by marking a box on the right-hand side, whether you:

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

At the end of the questionnaire there are two additional questions. The question about priorities is particularly crucial as it will inform the next steps that we take as a school.

The questionnaire begins on the next page.

Please do ask if you have any questions whilst you are completing it. Thank you once again for your time.

Dimension	Indicator	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
CULTURE	In our school, our attitudes and beliefs mean...					
	1. Everyone who is part of, or visits, the school is made to feel welcome					
	2. Everyone in the school community treats each other with respect and dignity					
	3. The health and wellbeing of everyone in the school is important					
	4. There is a clear vision for and commitment to the education of all children					
	5. All staff take responsibility for the education and progress of all children					
	6. There are high expectations of and for all children in terms of their attendance, learning and relationships with others					
	7. Staff believe they have the capacity to make a difference to all children's development					
	8. Staff and parents work in partnership to support children's development and address barriers to access and engagement					

Dimension	Indicator	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
CULTURE	9. Staff and governors work in partnership to support children's development and address barriers to access and engagement					
	10. Staff collaborate effectively to support children's development and address barriers to access and engagement					
	11. Staff and children have good relationships that support learning					
	12. Everyone understands and expects that everyone is different, rather than some people being seen as 'normal' and others 'abnormal'					
	13. Everyone understands and expects that, because people are different, they may need different support at different times in order to have an equitable experience at school					
	14. Diversity is seen as a resource rather than an obstacle, and therefore everyone is valued					
	15. Different types of achievement are valued, not only academic achievement					
	16. When people have barriers to learning and engagement, the barriers are seen as an issue to be resolved; the person is not seen as 'the problem'					
	17. It is clear that there is no place for discrimination or bullying					
	18. Responses to conflict, discriminatory and bullying behaviours hold people accountable for their actions, whilst maintaining values of respect and dignity					
POLICY	Our school policies mean....					
	19. All children who live in the local community can attend the school					
	20. Where there are barriers to attendance or engagement, these are addressed					
	21. The school site – buildings, playgrounds, gardens etc. – are organised so that everyone – including visitors – can access and participate in school life					
	22. The school curriculum is designed so that all children can access learning					
	23. The school curriculum is designed to develop a wide range of skills, talents and abilities that prepare students for life after school					
	24. A variety of forms of achievement (not just academic) are encouraged, assessed, recognised and celebrated					

Dimension	Indicator	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
POLICY	25. It is expected that learning and teaching activities are designed so that all students can participate in them fully					
	26. Continuing professional development empowers school staff to respond positively to diversity					
	27. Student groupings ensure equitable access for all children to learning and to achieving outcomes; they do not marginalise some students					
	28. There is a range of effective support (staffing and resources) in school for children, including provision around: mental and emotional health; communication and interaction; knowledge acquisition; sensory and physical needs; social needs					
	29. There is a range of effective external support available for children with a greater level of need					
	30. Support for children – whether internal, external or both – is effectively planned and coordinated					
	31. Support for children is organised in a way that encourages inclusion (rather than segregation or integration); it does not stigmatise or marginalise students who receive it					
	32. There are clear referral and information-sharing systems so that children's needs are identified effectively and relevant strategies are shared widely					
	33. There are clear lines of responsibility and accountability for the development and progress of all children					
	34. Funding for children's support is transparent					
	35. Expectations around student behaviour are clearly linked to learning					
	36. There are clear expectations and systems for developing and maintaining relationships and behaviours built on mutual respect and dignity					
	37. Discriminatory and bullying behaviour are always addressed, never ignored					
	38. When relationships go wrong or behaviours cause conflict, there are clear systems that hold people accountable as well as maintain mutual respect and dignity					

Dimension	Indicator	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
POLICY	39. There is an expectation that a range of strategies will be used to support students before they receive an exclusion; exclusion is not the first option					
	40. Strategies to support student behaviour are applied fairly across the student population					
	41. There is a clear and effective induction policy for everyone who is new to the school					
	42. All human resources systems within the school (employment, promotion, discipline, grievance) are transparent and applied fairly					
	43. School development plans are produced with the participation of school stakeholders					
PRACTICE	Our school's practice means that...					
	44. Staff have a sound knowledge of what children need to learn and when, and how they learn					
	45. Staff know about and practice effective classroom organisation and management strategies					
	46. Staff know about, and are confident to use, positive behaviour management strategies					
	47. Staff know about, and are confident to use, conflict management strategies that hold people accountable whilst maintaining mutual respect and dignity					
	48. Classrooms are run as inclusive communities, where everyone's input is valued, and mistakes and risk-taking are welcomed as opportunities for learning					
	49. Staff have sufficient knowledge and understanding of children's differences and needs in order to plan rich learning opportunities for all (NB this is about extending everyday practice, not about being an expert)					
	50. Staff have sufficient knowledge and understanding of a range of inclusive pedagogical strategies					
	51. Continuing professional development supports practising inclusive pedagogical strategies in the classroom, as well as knowing about them					
	52. Staff are supported by the school to experiment with, and become agents of change for, inclusive practice in their classrooms					
	53. Staff are confident to use a range of inclusive pedagogical strategies in the classroom					

Dimension	Indicator	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
PRACTICE	54. Staff use differentiated teaching, learning and assessment so that all children are involved in the same classroom activities, rather than developing different activities for all, most and some children					
	55. Staff know who to go to for support if they need it when planning for children with diverse needs					
	56. Staff know about and understand the policies and laws that support inclusive practice in their school					
	57. Staff use available support and resources so that children are taught together, rather than segregated, or taught separately whilst in the same classroom					
	58. Staff are able to deliver the curriculum in a flexible way that ensures all children can access the content					
	59. Children are actively involved and fully engaged in learning					
	60. Children regularly have the opportunity to learn from each other					
	61. Alternative curriculum pathways are available when necessary to ensure children's continued access to and participation in learning					
	62. Staff understand and know how to use assessment strategies that encourage, recognise and celebrate a wide range of achievements e.g. critical thinking, communication, collaboration, creativity and imagination etc.					
	63. Assessment strategies are used to encourage, recognise and celebrate children's individual achievements					
	64. Staff use assessment strategies to help plan inclusive, differentiated lessons					
	65. Staff have the opportunity to collaborate and learn from each other – planning,					

Three things we are doing well in relation to inclusion are:

- 1.
- 2.
- 3.

The three most important priorities for inclusion that we need to work on next are:

- 1.
- 2.
- 3.

Inclusive schools: parent questionnaire Phase 1 (initial views and priorities)

Introduction

Thank you for taking the time to complete this questionnaire. It should take no more than fifteen minutes and is a vital part of the initial thinking about our school and inclusion.

The questionnaire covers three aspects of inclusive schools: culture, policy and practice. Under each aspect is a list of statements. For each statement please tell us, by marking a box on the right-hand side, whether you:

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

At the end of the questionnaire there are two additional questions. The question about priorities is particularly crucial as it will inform the next steps that we take as a school.

The questionnaire begins on the next page.

Please do ask if you have any questions whilst you are completing it.

When you have completed the questionnaire please return it to [insert name of member of staff] by [insert date].

Thank you once again for your time.

Question	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I feel welcome in the school					
2. Children feel welcome in the school					
3. When children are new to the school, the school helps them get to know the way that the school works and to feel involved					
4. When my child was new to the school, the school helped me get to know the way that the school works and to feel involved					
5. The school buildings, grounds and facilities are clean and pleasant					
6. Everyone who uses the school can access and make full use of all school buildings and grounds					
7. My family is treated with respect by school staff and children when we visit the school					
8. School staff and parents have good relationships					
9. The school values my family as much as it does other families					
10. The school is committed to educating all of its children					
11. All children from the local area can attend the school					
12. The health and wellbeing of every child' who attends the school is important to the school					

Question					
13. The school has equally high expectations of all its children					
14. The school values and respects all of its children equally regardless of gender, race, ability, disability, health, religion, financial situation or any other difference					
15. Children and school staff have good relationships					
16. All children's achievements are valued equally, not only their academic achievements					
17. School staff work in a respectful partnership with me to support my child, whether this is to do with their attendance, participation, behaviour or achievement					
18. I like the school staff and find them easy to approach when I need to					
19. I know who to talk to in school if I need to ask a question or talk about something					
20. School staff are interested in what I tell them about my child					
21. If a child has a problem, the problem is seen as the problem, not the child					
22. Children find it easy to talk to school staff if they have a problem					
23. Children feel listened to in school					
24. My child usually looks forward to coming to school					
25. The children are clear about how they are expected to behave in school					
26. I am clear about how my child is expected to behave in school					
27. Children are usually kind to each other					
28. Children who are different from each other get on well together					
29. My child has good friends at school					
30. Children feel safe in school					
31. There is no place for discrimination or bullying in the school; if it does happen it is handled effectively and never ignored					
32. If I found out my child was bullied or discriminated against, the school would help us sort it out					
33. If children do something wrong they are treated fairly – they are held accountable for their actions and still treated with respect					
34. If children do something wrong they are not automatically sent home					
35. The school helps children learn how to get on with others and how to solve problems and conflict in a non-violent way					
36. The school makes sure that my child gets what they need to achieve the same outcomes as the other children					
37. Children are fully involved with their learning and enjoy it					
38. Children regularly learn from and with others in their class					

Question					
39. Children have regular chances to learn independently – either on their own or with other children in the class					
40. Children know what to do if they get stuck with their learning					
41. My child is learning a lot at school					
42. The teachers make the learning relevant to children and use what they know from their life outside school					
43. Children are praised fairly; there are no ‘favourites’					
44. Children learn in groups that support their learning and do not make them feel that they are ‘different’ to others					
45. If a child needs support, the school can provide this – either from its own staff or through other organisations					
46. If a child needs support, parents are involved in the conversations to plan and review it					
47. If a child receives support they are not made to feel singled out or ‘different’ to others					
48. If a child receives support, their progress is followed closely and parents are regularly updated					
49. Children have the chance to get involved in activities that take place outside lessons – before or after school or at lunchtimes					
50. I am friendly with other parents					
51. I have been involved with activities at school to help make it an even better place for my child					

Three things the school is doing well that make everyone feel included are:

1.

2.

3.

Three things the school could do to make people feel even more included are:

1.

2.

3.

Classroom activities for students

Work with students during Phase 1 needs to mirror the work with adults, i.e. they need to:

- achieve a shared understanding of and common language around inclusion
- give their views about how inclusive the school currently is and priorities for next steps.

To enable this process we have developed a comprehensive range of activities for use in the classroom.

There are two strands of activities: one designed for 9-11 year olds and one for 12-15 year olds. Please do look at both. If you have a mature group of 11-year-olds they will be able to access the activities for the older students. If you look at the activities for 12-15 year olds and decide that your students need something less complex, you may wish to use the activities for younger students. You will notice, if you look at both strands, that there is some overlap in activities as they are suitable for both age groups. However, the level of questioning is designed to be deeper for the set of activities for 12-15 year olds – and can of course be made even deeper by adapting the questions for your students, which you are encouraged to do.

You are of course also welcome to adapt the materials in ways that suit your students, adding or amending as you see fit whilst retaining the core learning outcomes for each set of activities.

There are six sets of activities for each topic area. The topics are as follows:

- Understanding diversity
- Understanding inclusion
- Inclusive values and actions
- Our school and inclusion 1: Now and this year
- Our school and inclusion 2: Review and looking ahead

Sets 1-4 are for designed for delivery in Phase 1 and Set 5 feeds into the school's evaluation of the project, and planning for its sustainability, during Phase 5. However, you are free to change the order of the sets to fit your context. One suggestion is to complete Set 4 first as a benchmarking exercise. If you decide to do this, we recommend introducing the terms used in the activity set to students first to make sure they understand them.

It is up to you as a school whether you deliver the activities to all students or some. Whilst we would advocate for all students being involved, as this is the most equitable and inclusive thing to do, we understand that schools' circumstances might limit their involvement in classroom activities.

It is also up to you to decide how the activities are delivered, for example through:

- life skills or personal development
- different subject areas,
- tutor time or
- a mixture of all of these.

If you decide to deliver the activities through different subject areas, it would be a good idea to involve staff in a mapping exercise to identify which activities could be best delivered through which subject area. This will increase their ownership of the activities and share workload.

In addition, although each set of activities is designed to build knowledge cumulatively, each activity within each set can also be delivered as a 'stand alone' activity. So, it is fine if you do not wish to deliver all of the activities, and decide instead to choose only those that are most suitable, and needed, in your context.

Staff involved in delivering the activities would benefit from a training session where they can work collaboratively to:

- familiarise themselves with the activity sets
- try out some of the activities
- plan for using them in the classroom.

At the very least staff should familiarise themselves with the Introduction to Classroom Activities document before they deliver any of the activities.

See:

[Set of Activities for 9- 11 \(pg. 121 onwards\)](#)

[Set of Activities for 12-15 \(pg.189 onwards\)](#)

Collating and communicating information about priority areas for action

Once school stakeholders have completed a questionnaire or activity that enables them to identify and record their priority areas for action, the core group will need to:

- collate the results
- analyse them to determine the most common priority areas
- decide how many priority areas are realistic, and which are the most urgent, to take forward into the rest of the project for this academic year (to keep this manageable, you may want to stick to no more than three priority areas)
- communicate these priorities to school stakeholders as the focus for the rest of the year
- communicate other priorities to school stakeholders as areas that will be examined further in the following year/s.

Your chosen priority areas will be the focus of Phase 2, during which school stakeholders will be asked for their in-depth views about them.

Tips for analysing data about, and deciding on, priority area/s

The most relevant part of the questionnaire for adult stakeholders at this point is the 'three things' section at the end. You will also receive this information from groups of students. Here are some tips for thinking about how you will analyse your data. If you are lucky enough to have someone in your school with specific responsibility for data collection and analysis, make sure you include them in planning discussion about data analysis as they may be able to help. The following tips assume that you do not have this resource in your school.

- We suggest that you keep the adult and student feedback apart at first and analyse each separately.
- Work in three small groups, each taking on a group's data to analyse:
 - Staff questionnaires
 - Parent questionnaires
 - Student feedback from Classroom Activities Set 4
- Firstly, work through the 'three things the school is doing well' points. Make a tally chart, i.e. make a list of each point as it is raised and put a tally mark next to it. If a point is repeated just add another tally mark next to it. Add these tally marks up at the end and total each point. This will give you a clear picture of areas that arise most often. Do this on large flip chart or sugar paper so it can be shared with the larger group.
- Now do the same for the 'three things the school could improve'. This process will give you a clear picture of what your group of stakeholders think are priority areas for action.

- Once you have finished, get together as a whole group. Compare your tally charts, in particular which areas have come up most often. From here you need to decide as a group which one, two or three priority areas you think are most important / urgent to take through to Phase 2, where they will be investigated in more detail. The number, and scope, of priority areas you choose will depend on your school's particular capacity and circumstances.

For example, you may decide to pick one priority area and just focus on one year group or phase of students in your school. Or you may decide to pick two priority areas and focus on the whole school. Do what is manageable and what you know you will be able to do well: less could well be more at this stage!

What to do with the rest of the data

Once you have decided on your priority area/s:

- Go back to the staff and parent questionnaires and pick out the most relevant connected indicators.
- Collage and analyse the data from these indicators, picking out in particular areas that did not score as well.
- Use these areas to tailor your questions for collecting in-depth data about your priority area/s in Phase 2.

As part of the feedback from students, you will be given a set of photographs. Keep these safe; they are benchmarks against which you can evaluate progress during Phase 5.

Summary of activity - Phase 1: Getting started

School lead

- Take part in initial project training
- Lead recruitment and work of the core group.
- Liaise with the critical friend to organise (and possibly deliver) activities to develop the core group's understanding of inclusion and of the Inclusive Schools project.
- Ensure the aims and pathway of the project – both overall and for each specific phase – are clear and communicated effectively.
- Lead the organisation and delivery of workshops for staff, governors and parents to increase understanding of and develop a common language around inclusion.
- Lead organisation and delivery of classroom activities, ensuring that additional training for those staff involved takes place.
- Lead quality assurance of classroom activities delivery.
- Lead monitoring and evaluation of Phase 1.
- Lead planning/ communication with school stakeholders about planning for Phase 2: Where are we now?

Core group	<p>Once recruited, the group meets as needed to:</p> <ul style="list-style-type: none"> • Familiarise itself with the project aims and outline, and develop a common understanding of, and language about, inclusion. • Develop ways of communicating information about the project to other school stakeholders. • Organise delivery of (and possibly take part in delivering, depending on the skill set of the group) workshops for staff and parents to: increase understanding; develop a common language around inclusion; give views on how inclusive the school is currently; feed back views about priorities going forward. • Analyse initial views and identify top shared priority/ies going forward. • Organise delivery of classroom activities. • Where appropriate, take part in quality assurance of classroom activity delivery. • Evaluate Phase 1. • Plan/ communicate with school stakeholders about planning for Phase 2: Where are we now?
Critical friend	<p>Build trust by:</p> <ul style="list-style-type: none"> • Getting to know the school lead through: training; assisting with recruitment of the core group; helping run initial activities with the core group. • Getting to know the core group by helping the group: explore the project aims and pathway; develop their common understanding of, and language about, inclusion. • Assist, support, encourage, advise, question, give quality feedback and enable honest and open discussion throughout the project – as per the needs of the particular school, lead and core group.
Staff / governors	<ul style="list-style-type: none"> • Receive communication about the aims and outline of the project • Core group representatives identified and attend meetings • Take part in workshop to develop common understanding of, and language about, inclusion, and complete questionnaire to gather views about current level of inclusion and priorities. • Some staff trained in delivery of classroom activities; deliver Sets 1 – 4.
Students	<ul style="list-style-type: none"> • Receive communication about the aims and outline of the project. • Core group representatives identified and attend meetings. • Take part in classroom activities Sets 1-4. • Feed back benchmark information and input about priority areas to the core group.
Parents/other school stakeholders	<ul style="list-style-type: none"> • Receive communication about the aims and outline of the project • Core group representatives identified and attend meetings. • Invited to attend workshops to develop common understanding of, and language about, inclusion, and complete questionnaire to gather views about current level of inclusion and priorities. • Invited to complete questionnaire (as above) if unable to attend workshop.

Monitoring and evaluating Phase 1

At the end of each phase of the project, it is important that you monitor and evaluate your progress so that learning from it can be applied to the next phase.

In the following table we suggest some questions to ask about and ways of evaluating Phase 1. These are a guide and can be added to / amended to suit your school. Once you have evaluated Phase 1 it is a good idea to communicate at least the headline findings to school stakeholders. We suggest you do this in combination with communicating the outline of planning for Phase 2: Where are now? An in-depth look at priorities.

Monitoring or evaluation?	Questions	Methods
Monitoring	What were our outputs (the tangible, measurable things that needed to happen during Phase 1)? Did we complete these?	Use the 'Summary of activity' document to monitor progress.
Evaluation	What did we do well during this phase? To what extent do school stakeholders have a shared understanding of inclusion and are developing a common language? What factors helped progress during this phase? What factors hindered progress? What might we do differently next time? What learning can we take into the next phase?	Core group discussion Evaluation of workshops by participants Evaluation of classroom activities by students

Planning for Phase 2: Where are we now? An in-depth look at priorities

At the end of Phase 1, the core group need to plan together for Phase 2 so that the rest of the school can be prepared for it.

This preparation involves the core group members:

- Familiarising themselves with the materials for Phase 2.
- Planning how to use these materials to collect information from school stakeholders.
- Communicating the aims and outline plans for Phase 2 to school stakeholders; we suggest this information forms part of the same communication that includes the headlines of the evaluation of Phase 1.



Phase 2: Where are we now? An in-depth look at priority areas

Introduction

Through workshops and classroom activities in Phase 1, your school stakeholders will have fed back their initial views about inclusion in school and their priorities for action. Your core group will have identified common priorities and decided on one, two, or three of the most important, urgent priorities to work on during the rest of this academic year.

Phase 2 will involve asking school stakeholders for their in-depth views about your priority areas/s. These in-depth views are important as they will make the shaping of the project action plan in Phase 3 both more meaningful and easier.

The aim of this section is to aid you in the collection of these in-depth views. It will help you think through and plan for five steps:

- Decide on what, and how much, information to collect.
- Decide in which way/s you want to collect information, and from whom.
- Organise and run the information collection process.
- Collate and analyse information; identify most common themes and any particularly interesting points for each priority area.
- Preparing a short report for school stakeholders, summarising themes and interesting points, to inform action planning.
- Communicating summary report and next steps: action planning.

These steps are likely to take two months to achieve (November – December, although step 6 above could also take place in early January). Detailed planning to suit each individual school will place internally, led by the school lead and core group with the assistance of a critical friend.

To support you with these steps, the materials for this phase of the toolkit cover:

- Questioning in more depth
- How much information and from whom?
- Ways of collecting information: questionnaires, focus groups and activities
- Information collection summary template
- The summary report
- Summary of stakeholder activity: Phase 2
- Planning for Phase 3
- Next steps with school stakeholders: looking ahead to action planning
- Monitoring and evaluating Phase 2

Questioning in more depth

At this point you have a choice about how in-depth you want to go with your further questioning. Here we will give you two questioning options. You are of course free to think of your own options if none of the following suit your needs.

Option	Details
A	You could use a generic set of questions, such as those we have provided below. Whilst these may not give you as much precision as Option B, they will give you enough information to take forward into the action-planning phase
B	If you want to tailor-make your further questions, then you could devise a list yourself that is related to your priority area/s. Build these questions from the analysis of indicators most relevant to the priority area/s, which you completed in Phase 1. These questions will give you considerable depth and a greater level of precision than Option A; however, you will need to allow more time for preparation.

Questions for use with Option A

The following questions would need to be asked for each priority area you have agreed to examine in more depth. The aim here is to get a general picture of the school as a whole, rather than a focus on a particular area (subject, phase etc.).

- If 0 is the worst it could be and 10 the absolute best, what would a 10 look / sound / feel like for the priority area? Using the same scale, what number do you think the school is at now for this priority area? What makes you say this number and not one higher or lower?
- Using the same scale, where do you think it would be realistic for the school to get to by the end of May? What does this number look / sound / feel like?
- What might some of the barriers be to getting to this number? How might these be overcome?
- What do you think the school is already doing well in this priority area?
- How can we build on what the school is already doing well?
- What do you think the school can do better at in this priority area?
- What actions can the school take to do better in this priority area?

An additional question about Inclusion Week

You will remember that in Phase 1 we introduced you to Inclusion Week.

Inclusion week will need to have a school-wide theme. Phase 2 is a good point to start the decision-making process about this theme. We would therefore suggest – whichever questioning option you go for – adding an additional question during your information collection activities in Phase 2:

- What do you think would be a good theme for Inclusion Week?

It may be that one of your priority areas would make a good theme, so you may wish to give

your school stakeholders a choice from these, or you may want to give them a free choice.

The best time to ask this question is at the end of the questioning process as your stakeholders will have done some thinking at that point.

How much information and from whom?

Once you have decided on your more in-depth questions, the next steps are to decide how much information you want to collect and therefore who you need to collect it from.

Your information needs to come from the whole range of school stakeholders, i.e. students, staff, governors, parents and any other relevant groups you have included in Phase 1. However, it may not be necessary or realistic to involve every school stakeholder in Phase 2.

Key questions to ask here are:

- How widespread is our project? Does it cover the whole school or a part of the school? Who do we therefore need to collect in-depth information from during Phase 2?
- How much in-depth information can the core group realistically collate and analyse within the time we have? (This is not about becoming a group of academic researchers! The aim here is for the core group to produce a short summary report for school stakeholders that informs action planning.)
- How much more in-depth information do we need to collect to give us a representative picture of the priority areas that school stakeholders will trust?

However many stakeholders you decide to involve, it is important that they are representative of the school as a whole, or the part of the school you are working with in this project, in terms of its demographic. For example, there is no point asking your academically highest-achieving students to represent all students, or one department to input on behalf of all staff.

It may be more difficult to involve a representative group of parents and you may therefore have to think creatively about ways to engage them. It is a good idea here to build on what has worked before in your school, for example:

- pre- or post-school timings for parents who work
- informal coffee mornings
- existing electronic systems used for mass communication with parents
- asking for some time with a group of parents at an existing event they are attending anyway
- identifying staff who have a good existing relationship with parents and asking them to approach parents personally.

Ways of collecting information: questionnaires, focus groups and activities

Once you have decided on your in-depth questions and which school stakeholders you are going to involve in Phase 2, you need to decide how you are going to ask your questions. In this section we explore three options: questionnaires, focus groups and activities. You may decide to use one of these methods, two, all three or of course develop your own method of collecting information.

1. Questionnaires

Questionnaires can be an efficient way of collecting information – as long as you can get people to fill them in!

If your school has access to the internet, designing an online questionnaire for adults using a specific tool – there are many free versions available – can be a good way of collecting information. Because data is stored online in a specifically-designed programme, it can be transformed into graphs or tables quickly and easily, cutting workload.

If you work with paper questionnaires, the key is to allocate time for stakeholders to fill them in. Using existing events or meetings is a good way of allocating this time.

Whether you use online or paper questionnaires, it is important to include guidelines about how long the questionnaire is likely to take and the deadline for completion. Additionally, with paper questionnaires, making it very clear who to return them to is important. Finally, remember to say thank you – it sounds obvious but it goes a long way.

Once completed questionnaires are returned, you need to extract the information that enables the core group to identify common themes and interesting points in relation to each priority area; you can use the Information Collection Summary Template, which can be found later in this document, to help you do this.

2. Focus groups

Focus groups – or group interviews if you prefer – are a good way of collecting a variety of in-depth views. The interaction within the group allows people to reflect and develop their thinking through the questions; focus groups therefore often lead to deeper learning about the topic by the group as well as an opportunity to share views.

Focus groups are not difficult to run. However, there are key elements that you need to get right, which are summarised in the table below:

Timescale	Element	What to consider
Before the focus group	Focus group lead	Focus groups need a lead person who can facilitate by: <ul style="list-style-type: none"> • asking questions neutrally, keeping an open mind • being genuinely curious • avoiding ‘leading’ discussions or joining in with them • gaining the trust of participants quickly so that they open up • organising any resources needed for the session. This is not a specialist role. Focus groups can be carried out by anyone in the school who has the above skills and is willing to give their time – students included.
	Numbers	Too few people might mean that you don’t get the flow of conversation you want; too many and some people won’t feel comfortable to speak. Around six seems to work, but if you have a confident group of speakers they might be able to cope with a slightly larger number.

Timescale	Element	What to consider
	Identifying participants	<p>You could choose to have a:</p> <ul style="list-style-type: none"> • representative group (of staff, of students, of parents, of governors) • more targeted group based on who is best placed to talk about your priority areas • mixture of the two, where you target half the group and ask them to suggest one person each they feel comfortable with and would like to bring. <p>Having a set of people who are 'good reporters' is important. These are people who won't just say everything is 'fine'; they have a level of verbal confidence to express their opinions. (N.B. remember this does not, with students, mean they need to be academically strong).</p>
	Length	Between 45 (particularly for students) and 60 minutes works well for a focus group of this nature. If a group of older students or adults is particularly engaged, a group might last for 90 minutes, but this would be an exception rather than the rule. You may need to be selective about your questions in order to fit them in within 45-60 minutes.
	Venue	<p>ou need to identify a quiet space where you will not be interrupted, and where participants will feel comfortable.</p> <p>In terms of seating, you could sit around a table or, if you want to feel very open, in a circle without a table. If you are mixing discussion with activities (see below) it will be easier if there is access to tables and chairs.</p>
	Questions, activities or both?	<p>Questions need to be open so that they give participants the brain space to think about and fully express their views. With students in particular, you might find that a mixture of asking questions through discussion and activities works better than all discussion. See the activities section below for some pointers. Prepare your questions / activities and decide on their order in advance. If you are doing activities, make sure you have all the resources ready before you start so that you can focus completely on the conversation.</p>

Timescale	Element	What to consider
	Keeping a record	<p>You may find it useful to record the focus group rather than take notes during it. Recording gives you the chance to go back to what was said to extract themes and even useful quotes. Many smartphones have a good enough microphone</p> <p>You may find it useful to record the focus group rather than take notes during it. Recording gives you the chance to go back to what was said to extract themes and even useful quotes. Many smartphones have a good enough microphone</p>
	Giving clear information to participants	<p>Focus group participants need to know:</p> <ul style="list-style-type: none"> • what the focus group is for • that their input is voluntary – they are free to refuse and even if they agree they can change their mind and leave the group once it is running • whether the discussion will be recorded and, if so, what will happen to this recording afterwards • how anonymous their input will be • how long it will take • where it will be and who will be running it. <p>This information means that they can give informed consent, which is important to gain just in case something unexpected happens during the focus group.</p>
During the focus group	Before you start the discussion	<p>Make sure that everyone understands:</p> <ul style="list-style-type: none"> • the purpose of the focus group • the clear information above so that they can give informed consent • any ground rules you want to use for the session <p>If you are recording, do a quick sound check with everyone to make sure everyone's voice is picked up.</p> <p>Make sure any materials you need during the session are easily accessible.</p> <p>Give a brief outline of what will happen in the focus group and how long you expect it to last.</p>
	During the discussion	<p>Remember to keep most of your questions open but feel free to clarify something with a participant or probe if they say something particularly interesting.</p> <p>Make sure everyone's voice is heard and valued (you may want to make this a ground rule).</p> <p>Watch your pace – you need to keep a pace that means you cover your questions but allows for a good level of discussion and time to complete activities if you are using these.</p> <p>Remember to thank participants at the end of the session.</p>

Timescale	Element	What to consider
After the focus group	Producing a summary	Remember this is not about analysing information with academic-style rigour! A summary of the focus group discussion under a heading for each main question asked is enough. Listening back to a recording if you have one will help here; if not, writing up your thoughts quickly from your notes before you forget them will be important. Once you have your summary you can then identify common themes and interesting points to feed back to the core group. The Information Collection Summary template, found later in this document, will help you do this.

3. Activities

Activities with built-in feedback from participants can also be an effective, and interactive, way of collecting information.

For example, participants could:

- discuss questions about priority areas and feed back in a way that can be collected – e.g. flip-chart or sugar paper, sticky notes, annotated images.
- take part in interactive activities where there is a scribe who notes views as part of the activity.

In Set 5 of the Classroom activities we include some examples of these types of activities that can be used with students. These activities can be easily adapted for use with adult stakeholders if you would like to use them, or you are of course free to develop your own.

Once the activities are complete, the facilitator of these activities needs to write a summary of the findings for the core group under a heading for each priority area covered. This summary needs to include common themes that emerged and any particularly interesting points.

The summary report

After the information has been collected:

- Facilitators of questionnaires, focus groups and activities complete a template (see below) to summarise common themes and interesting points, which they return to the core group.
- The core group collates this material and uses it to prepare a short summary report for each priority area to share with school stakeholders. This report will inform action planning during Phase 3.

Remember, this is not about achieving an academic level of analysis! The core group only need to extract information from the collated sources to put together this summary report. (If, however, you are lucky enough to have a school stakeholder who is studying at post-graduate level and would like to use the raw information for a university assignment, this is a great way of getting a more in-depth analysis.)

The summary report itself can be in whatever format makes most sense for your school, for example written, electronic presentation, annotated images, a short film, or a mixture of all of these formats. The most important thing is that the content is clear and accessible, because it is this summary report that your stakeholders will use to inform their action planning in Phase 3.

Information collection summary template

This template is intended as an example and can be adapted freely to suit the needs of your school.

Priority area/s: Please note the priority areas you covered in your discussion:

- 1.
- 2.
- 3.

Information collected from: Please give details of who the information was collected from, and how (focus group, questionnaire, activity).

Summary completed by:

Date:

Summary of common themes noticed: Priority area 1

Where are we now (1-10 estimated average from answers):

Where would it be realistic to get to by the end of May (1-10 estimated average from answers):

What does this number look / sound / feel like?

What we are doing well?

What we can do to build on what we are doing well?

What we need to get better at:

What actions could we take to help?

Interesting points:

Summary of common themes noticed: Priority area 2

Where are we now (1-10 estimated average from answers):

Where would it be realistic to get to by the end of May (1-10 estimated average from answers):

What does this number look / sound / feel like?

What we are doing well?

What we can do to build on what we are doing well?

What we need to get better at:

What actions could we take to help?

Interesting points:

Summary of common themes noticed: Priority area 3

Where are we now (1-10 estimated average from answers):

Where would it be realistic to get to by the end of May (1-10 estimated average from answers):

What does this number look / sound / feel like?

What we are doing well?

What we can do to build on what we are doing well?

What we need to get better at

What actions could we take to help?

Interesting points:

Summary of activity - Phase 2: Where are we now?

School lead	<ul style="list-style-type: none"> • Ensure that school stakeholders are recruited and take part in information collection. • Lead the core group to organise the information collection, collation and analysis processes. • Lead the work of the core group to share the results of the information collection process. • Continue to lead quality assurance of classroom activities delivery. • Lead monitoring and evaluation of Phase 2. • Lead planning/ communication with school stakeholders about planning for Phase 3: Where are we going? How will we get there?
Core group	<ul style="list-style-type: none"> • Recruit school stakeholders take part in information collection. • Organise the information collection, collation and analysis processes. • Communicate the results of the information collection process to school stakeholders. • Continue to quality assure classroom activities delivery where appropriate. • Evaluate Phase 2. • Plan/communicate planning to school stakeholders about Phase 3: Where are we going? How will we get there?
Critical friend	<ul style="list-style-type: none"> • Support the school lead and core group with the information collection process • Support with communication processes
Staff / governors	<ul style="list-style-type: none"> • Take part in in-depth information collection processes as needed • Receive communication about Phase 3: Where are we going first? How do we get there?
Students	<ul style="list-style-type: none"> • Take part in in-depth information collection processes as needed • Receive communication about Phase 3: Where are we going first? How do we get there?
Parents/other school stakeholders	<ul style="list-style-type: none"> • Take part in in-depth information collection processes as needed • Receive communication about Phase 3: Where are we going first? How do we get there?

Monitoring and evaluating Phase 2

At the end of each phase of the project, it is important that you monitor and evaluate your progress so that learning from it can be applied to the next phase.

In the following table we suggest some questions to ask and ways of evaluating Phase 3. These are a guide and can be added to / amended to suit your school.

Monitoring or evaluation?	Questions	Methods
Monitoring	What were our outputs (the tangible, measurable things that needed to happen during Phase 1)? Did we complete these?	Use the 'Summary of activity' document to monitor progress.
Evaluation	What did we do well during this phase? To what extent did we manage to involve as many school stakeholders as we needed to in giving their in-depth views? How successful were the methods we used for collecting in-depth views? What factors helped progress during this phase? What factors hindered progress? What might we do differently next time? What learning can we take into the next phase?	Core group discussion Evaluation of feedback by school stakeholders about the action plan

Once you have evaluated Phase 2 it is a good idea to communicate at least the headline findings to school stakeholders. We suggest you do this in combination with communicating the summary report and the outline of planning for Phase 3: Where are we going first? How do we get there? We cover these next steps in Next steps with school stakeholders at the end of this document

Planning for Phase 3: Where are we going now? How do we get there?

Once the summary report is ready for dissemination, the core group need to start looking ahead at Phase 3.

During Phase 3, groups of school stakeholders will meet and use the summary report to help them decide on a mini-action plan that takes the school forward in one (or more if this makes sense to them) of the priority areas.

The core group will then collate these action plans to become a whole-project action plan.

How many groups are involved in producing mini-action plans, and therefore how extensive the project action plan is, will depend on whether the school is rolling the project out over the whole school or part of the school.

At this point, the core group need to familiarise themselves with the materials for Phase 3 so that they have a clear understanding of them and can communicate the aims, expectations and logistics to school stakeholders.

Next steps with school stakeholders: looking ahead to action planning

At the end of Phase 2, or at the very beginning of Phase 3, the following need to be communicated to school stakeholders:

- the summary report about the school's priority areas, and an explanation of its role in informing action planning during Phase 3
- any relevant learning from the evaluation of Phase 2
- the outline plan for Phase 3, and the expectations around their involvement
- a reminder about Inclusion Week.

It makes sense to do all of these at the same time.

You can use the steps shown in the Introduction to Phase 3 to communicate to school stakeholders what they will be asked to do during Phase 3 and give them a timescale. Essentially, their role will be to look, in groups, at the report and plan for improving at least one of the priority areas.

How you communicate with your school stakeholders at this point will depend on your school's circumstances. If possible, communicating face-to-face would be preferable: being able to talk about the messages from the in-depth findings and explain the action-planning process in person will be easier.



Phase 3: Where are we going first? How do we get there?

Introduction

By now you will have collected in-depth views about your top priority area/s from school stakeholders and shared these. The aim of this phase is to turn these views into an action plan for implementation during Phase 4: Making it happen. Involving as many people as possible in this process will be important in order for all school stakeholders to feel that they have ownership of the action plan.

To ensure wide involvement, the following steps should be used as a guide:

- Distribute:
 - the summary report from Phase 2 covering information about each priority area
 - information about mini-action planning
 - example action-planning template (if needed)
 - blank action-planning template (hard copy or electronically).
- Develop mini-action plans in phases / grades / subject areas that address one (or more if groups wish) of the priority areas.
- Collate the mini-action plans – refining some ideas if necessary - to form an overall project action plan.
- Share the project draft action plan with school stakeholders for comment.
- Make final amendments to the action plan following comments and share the final version.
- Evaluate Phase 3
- Begin planning for, and communicating about, Phase 4.

These steps are likely to take a month (January). Detailed planning to suit each individual school will be led by the school lead and core group, with the assistance of a critical friend. It's important this phase is kept to a tight timescale in order to maintain the momentum of the project.

To support these five steps, the materials for this phase of the toolkit cover:

- The mini-action planning process: information for planning groups
- Action-planning template: EXAMPLE
- Action-planning template
- Refining and sharing the whole-school action plan
- Summary of stakeholder activity: Phase 3
- Evaluating Phase 3
- Planning and communicating for Phase 4: Making it happen

The mini-action planning process

Here, smaller groups of school stakeholders work together to produce a mini-action plan that will become part of the overall project plan. The number and type of mini-action plan groups will depend on each school's circumstances and whether the Inclusive Schools project is being rolled out over the whole school or part of the school. Planning groups could, for example, be based on phase staff teams, department staff teams, cross-curricular staff teams, groups of students, Parent-Teacher Association etc.. Students will have the opportunity to plan some suggested actions through Set 1 of the classroom activities. Activity in Phase 4 is not limited, therefore, to adult-led actions; there is ample opportunity for student-led, peer education.

The flow chart below will guide each group producing a mini-action plan through the planning process. They will also need the action-planning templates. There are three templates following the flow-chart: one for adults (plus a completed example if this is helpful); one for 9-11 year olds and one for 12-15 year olds.

Read the summary document about each of the priority areas

Generate ideas around what you can do as a group to work on this priority area – in your phase / department / class / association etc.

What could you do to build on what the school is already doing well?

What could you do in areas in which the school needs to improve?

Assess these ideas using SMART. Can they be developed into actions that are:

- Specific?
- Measurable?
- Achievable- by the end of May?
- Realistic? Relevant?
- Time bound?

Choose your best idea/s and write an action plan using the template.

Send your template to the core group

Don't forget – these are mini-action plans that will form part of a whole-school action plan. So:

- Keep them achievable.
- Focus on something that you think will make a definite difference to inclusion in your school.
- Look for ways of linking your plan with other things happening within the school, for example: your phase or department development plan; student skills that you want to develop; your own professional development; other programmes happening in school.
- To make life as easy as possible, we suggest that the action planning becomes a 'live process', i.e. once you have your idea, one person makes notes on the action plan template as the discussion progresses and decisions are made.

Inclusive Schools: action-planning template - adults **EXAMPLE**

The following is an example of part of a staff mini-action plan in a school where one of the priorities identified is collaboration. It shows, through an example of a poetry project in English, the connection between culture, policy and practice and how all three dimensions can be worked on at once through one project. Inclusive Schools: mini action-planning template -

Area/s for action	Staff collaborate to develop shared resources Children are actively involved and fully engaged in learning	Children regularly have the opportunity to learn from each other	Staff and parents work in partnership to support children's development	The school curriculum is designed to develop a wide range of skills, talents and abilities
Detailed action	English department develop shared resources for the Year/Grade 7 unit of work on poetry, focusing on multi-modal and multi-sensory pedagogy	Year/Grade 7 work in small groups to write poems in English on the theme of	inclusion/exclusion, based on their shared experiences. Staff and parents work together to organise a Year/Grade 7 event where selected poems are performed, and food from the different cultures represented by families and teachers is included.	Drama teachers work with Year 7 poets to increase their performance skills and public speaking confidence levels
Culture, policy or practice?	Practice	Culture		Policy
Responsibilities (lead and other)	Head of English department (lead) and English department (others)	Head of English department (lead) and English department (others)	Parent-Teacher Association (lead); Year/Grade 7 parents and English department Specialist input from drama department re. confidence and performance skills	Head of English and drama to liaise
Timescale	Completed by end of May 2020	Poems completed by beginning of May 2020	Poems completed by beginning of May 2020	Rehearsals first two weeks of May prior to event

Resources needed	Meeting time Other resources to be confirmed by English department as planning progresses	No additional resources	School hall Facilities staff if the event is in the evening Access to the school kitchen	Rehearsal space and time
Success criteria (outputs and outcomes)	Shared resources completed and used by 100% of English staff 80% of students experience a high level of engagement (teacher observation and student feedback) Assessment shows expected student learning outcomes are met	Poems completed by all Year/Grade 7 involved Event takes place	80% of students increase understanding of empathy with others' experiences (student feedback) Parents feel involved in the event and appreciated, and feel their child is valued by the school (parental feedback) Staff feel appreciated (staff feedback) Relationships are strengthened (student, parent and staff feedback)	Assessments show poetry performances are more skilled and confident than previous Year / Grade 7 poetry schemes of work 100% of students learn public speaking skills (student feedback) 100% of staff involved learn skills from each other (staff feedback)

Inclusive Schools: mini action-planning template - adults

Area/s for action				
Detailed action				

Culture, policy or practice?				
Responsibilities (lead and other)				
Timescale				
Resources needed				
Success criteria (outputs and outcomes: mix of quantitative and qualitative)				

Inclusive schools: mini action plan template - 9-11 year olds

The name of our activity is:

Our activity will take _____. (Write the number of minutes or hours in the space)

Who is involved in the activity (who is running it, who is taking part in it?):

The activity would take place in:

What happens in our activity is:

What we need for our activity is:

We will know our activity has worked well if:

Inclusive schools: mini action plan template - 12-15 year olds

Activity name:

Activity length:

Who is involved in the activity (who is running it, who is taking part in it?):

The activity would take place in:

What would happen during our activity:

Resources needed for the activity:

We will know our activity has been successful if:

Refining the draft action plan and sharing the final version

Once the mini-action plans have been developed, the core group meet to bring them together to form a whole-project plan.

At this point the core group review the mini-action plans to:

- Check for coverage of priority areas: are there any areas missing? To what extent do the gaps impact on the project as a whole? What needs to be done as a result?
- Make sure mini-action plans are SMART (Specific, Measurable, Achievable, Realistic/ Relevant and Time bound): there may need to be some follow-up discussion with representatives from planning groups at this point to refine ideas.

The core group may also wish to develop and add their own mini-action plans at this point.

Once the core group is happy with the mini-action plans, they then collate them to form one draft whole-project action plan. A template for this action plan can be found on the following page. It is very similar to the mini action plan template, but with the addition of a column for monitoring progress. Here, you can use the same system that your school uses in other plans to track progress, for example RAG rating (Red, Amber, Green).

It is a good idea to give school stakeholders a final opportunity at this point to view the action plan and make any final – substantial, rather than minor or stylistic – comments. As they have been fully involved in planning, you will not need to give stakeholders an extended period to comment.

Once any comments have been made, the core group will then refine the action plan as necessary and produce a final version. This version can then be shared with all stakeholders in whichever are the most appropriate ways for your school.

Inclusive Schools: Action-planning template

Area/s for action

Detailed action

Culture, policy or practice?

Responsibilities (lead and other)

Timescale

Resources needed

Success criteria (outputs and outcomes: mix of quantitative and qualitative)

Progress monitoring

Summary of activity - Phase 3: Where are we going? How do we get there?

School lead	<ul style="list-style-type: none"> • Lead the action-planning process with the core group • Work with the core group to ensure that the draft action plan is communicated widely and is amended following any comments from school stakeholders. • Work with the core group to ensure that the final action plan is communicated to school stakeholders. • Lead monitoring and evaluation of Phase 3. • Lead planning/ communication with school stakeholders about planning for Phase 4: Making it happen.
Core group	<ul style="list-style-type: none"> • Develop and communicate the draft action plan to school stakeholders. • Amend the draft action plan in response to comments from school stakeholders and communicate the final action plan. • Evaluate Phase 3. • Plan/communicate planning to school stakeholders about Phase 4: Making it happen.
Critical friend	<ul style="list-style-type: none"> • Support the school lead and core group with the action-planning process • Support with communication and feedback processes
Staff / governors	<ul style="list-style-type: none"> • Involved in producing mini-action plans • Have an opportunity to comment on the draft action plan • Receive outline information about Phase 4: Making it happen
Students	<ul style="list-style-type: none"> • Involved in producing mini-action plans • Have an opportunity to comment on the draft action plan • Receive outline information about Phase 4: Making it happen
Parents/other school stakeholders	<ul style="list-style-type: none"> • Involved in producing mini-action plans • Have an opportunity to comment on the draft action plan • Receive outline information about Phase 4: Making it happen

Monitoring and evaluating Phase 3

At the end of each phase of the project, it is important that you monitor and evaluate your progress so that learning from it can be applied to the next phase.

In the following table we suggest some questions to ask and ways of evaluating Phase 3. These are a guide and can be added to / amended to suit your school.

Monitoring or evaluation?	Questions	Methods
Monitoring	What were our outputs (the tangible, measurable things that needed to happen during Phase 3)? Did we complete these?	Use the 'Summary of activity' document to monitor progress.
Evaluation	What did we do well during this phase? To what extent were school stakeholders involved in creating the action plan? To what extent do school stakeholders seem supportive of the action plan? What factors helped progress during this phase? What factors hindered progress? What might we do differently next time? What learning can we take into the next phase?	Core group discussion Evaluation of feedback by school stakeholders about the action plan

Once you have evaluated Phase 3 it is a good idea to communicate at least the headline findings to school stakeholders. We suggest you do this in combination with communicating the outline of planning for Phase 4: Making it happen.

Planning and communicating for Phase 4: Making it happen

Once the action plan is agreed, the core group need to turn their attention to Phase 4, which is the implementation period.

During this period, two main activities will take place:

- The school's action plan will be implemented.
- Inclusion Week will be planned and implemented.

The core group will need to:

- Monitor the implementation of the action plan.
- Coordinate the planning and implementation of Inclusion Week.

At this point, we suggest the core group familiarise themselves with the materials for Phase 4 before meeting to plan for their tasks for Phase 4.

Phase 4: Making it happen

Introduction

There are two main aims of this next phase of the project:

- Implement the action plan and monitor its progress.
- Plan and deliver Inclusion Week: a week of inclusion-themed activities across the school.

The steps that will need to be followed to achieve these aims are:

- Plan monitoring of action plan implementation and have an initial discussion about Inclusion Week.
- Plan Inclusion Week.
- Monitor the action plan throughout the implementation period.
- Deliver Inclusion Week.
- Evaluate Phase 4.
- Plan evaluation, vision and next steps activity for Phase 5

We suggest Phase 4 runs for four months between February and May. This will leave you time in June and July for evaluating the project. Detailed planning to suit each individual school will be led by the school lead and core group, with the assistance of a critical friend.

Inclusion Week can be held any time during this period at a point that works best for your school.

To support these steps, the materials for this phase of the toolkit cover:

- Monitoring progress of the action plan
- Inclusion Week guidelines
- Inclusion Week action planning template
- Summary of stakeholder activity for Phase 4
- Evaluating Phase 4 and planning for Phase 5

Monitoring progress of the action plan

During Phase 4 it is important that you document the implementation of your action plan. Doing this enables you to:

- Check that the action plan is being implemented.
- Track the ongoing progress and impact of each area of the action plan.
- Keep the profile of the project high and keep its momentum going.
- Collect a body of evidence that can be used to evaluate the overall impact of the project during Phase 5.

Here we suggest a number of ways you could use to track your implementation plan. Feel free to add your own. The more creative you can be with your monitoring methods, the more likely people are to join in.

These methods can be put into practice by a mixture of school stakeholders, including students. Including a range of stakeholders will increase ownership across the school of the action plan's success as well as keep the workload manageable for the core group.

Method	Suggestions
Photographs or film	Take photos or make short films – with the correct permissions – of activities, lessons, events, physical changes to the school site etc. Annotate photos to show changes that are taking place in relation to the action plan.
Observations	Observe individual students or groups of students; monitor and note changes in their access to and engagement in learning and school life. Ensure that you follow your school's procedures around permission before you observe students. Make sure observations are 'light touch'; they must not feel like heavy monitoring sessions and must respect students' rights to privacy. It's also good practice to talk with students about what you have observed and get their view on it. As with case studies (below), any information you share about students from observations should be anonymised. Work with teaching staff to set up peer observations and review sessions for those who are learning and trying out new pedagogical strategies. These processes should be voluntary, supportive and unconnected to any formal lesson observations or performance management. Note any observations about changes to relationships between parents, staff, students, governors; introduce a written comment system with post boxes so that people can contribute widely.
Case studies	Use text, annotated images, comic strips or 'talking heads' films to produce case studies about particular students, pedagogical strategies, events, changes to relationships etc.. Try and aim for an agreed set of headings to cover in case studies to make sure there is some continuity across them, for example: <ul style="list-style-type: none"> • Background information • Aim of the topic, event, theme or activity covered by the case study. • Summary of main activities: what happened? • What was the impact? • Conclusions Stick to first names in case studies for students and make sure that these names are changed so that they are anonymous. If adults are the subject of case studies, seek their view over whether they would like the case study to be anonymised or whether they are happy for it to contain their real name.
Blogs or vlogs	Ask school stakeholders to make a blog or vlog about the changes that they notice through the action plan, or contribute to a whole-school blog or vlog.
Scrapbooks	Ask school stakeholders to contribute to a, or keep their own, scrapbook that tracks activities and change over time, adding text, photos, pictures etc..

Remember – you may need to check for permission with parents, students and staff if they are involved in filming, contributing to blogs, are in photos or appear on the website.

Inclusion Week guidelines

Introduction

In Phase 1 we introduced the concept of an Inclusion Week, which will be held in each school during Phase 4. During this time, each school will organise and run activities over the course of a week that are focused on the theme of inclusion. The overall aims of the week are to continue to:

- extend school stakeholders' understanding of inclusion
- raise the status of inclusion within the school.

Each school will decide where to place Inclusion Week in the school calendar between February and May, and develop tailored activities depending on their priorities and interest areas. The idea here is to be as creative and ambitious as you can be with your ideas to give the school something high-quality that everyone will learn from, remember, and that will energise them in relation to inclusion.

In this section we will give you some guidance around planning and delivering Inclusion Week in your school and some ideas of possible activities.

Planning Inclusion Week

It makes logistical sense for the core group to be responsible for planning and delivering Inclusion Week. You may want to co-opt additional stakeholders with particular skills or interests into the core group specifically for Inclusion Week planning.

You may also want to consider having a separate student planning or action group that is a satellite of the core group, and give one or two core group members responsibility for working with the student group and ensuring their input is included in the wider core group. Setting up this group would ensure a strong student voice throughout the planning and execution of Inclusion Week and could potentially bring a great deal of energy to it.

Once your planning structure is in place there are a number of aspects of the week that need to be discussed in order for it to be a success. These are shown in the table below along with some related questions to start your thinking.

Aspect	Questions and suggestions
Timing	<p>When is a good time to hold Inclusion Week in your school calendar? Some issues to think through here include:</p> <ul style="list-style-type: none"> • Making sure there is enough time for planning and organisation • Choosing a week that does not clash with other major events, for example examinations, school residential trip • Looking for opportunities to combine Inclusion Week with existing events - for example an end-of-term concert date that parents can attend - that could become part of the week
Aim of the week	<p>What do you want people in your school to learn through Inclusion Week? Thinking through this question will lead to the specific aim/s of the week for your school.</p> <p>For example, you might want them to become:</p> <ul style="list-style-type: none"> • more aware of, and celebrate, diversity in school • more skilled at helping to improve social relationships between different ages and groups in school • more knowledgeable about a specific barrier to access and engagement, and more practised at addressing this barrier • better at making sure everyone in the school can participate in learning in an equitable way • better at collaborating together to build an inclusive community • more aware of different ways that students can achieve – beyond the academic • more knowledgeable about the rights of different people to be included in education and in life more generally • the negative impacts of exclusion and the importance of inclusion • more aware of inclusive values and actions.
Theme of the week	<p>What will the theme of your week be?</p> <p>Choosing your theme will come from thinking about your aim/s for Inclusion Week. The theme is the outward facing aspect of your aim/s. For example, using the above list as a starting point, here are some ideas for themes:</p> <ul style="list-style-type: none"> • We are diverse – let's celebrate! • Kaleidoscope of friends (2018 Inclusive Schools Week title in the USA) • Disability / LGBT / Gender / Cultural / Communication / Emotional and mental health / etc. awareness • Learning for all • Building our community • Achievement for all • Knowing our rights • No to exclusion, yes to inclusion • Following our values <p>It's likely that your theme and aims will be related to one of your priority areas as you may want to celebrate and extend your work so far, but this is not a fixed requirement. The most important thing here is to do what is most relevant and achievable for your school, and will spark people's enthusiasm and imagination.</p>
Topics to be covered	<p>What topics do you need to include in Inclusion Week to help you achieve your aims? Each of the themes above can be broken down into a number of different topics, for example:</p> <ul style="list-style-type: none"> • Diversity: different differences (visible and invisible), similarities (what makes us human) • Exclusion: types of exclusion, causes e.g. discrimination, prejudice, stereotyping, and impacts, e.g. stigmatisation and marginalisation • Community: how we live and learn well together • Values: any of the range of values you discussed during Phase 1, likely to include values such as empathy, respect, peace, kindness, cooperation, love etc.. • Human rights: of children and young people, of displaced people, of disabled people
Budget	<p>What sort of budget do you have for the week?</p> <p>Knowing this will help you determine what activities you plan and how you deliver them.</p>

Aspect	Questions and suggestions
Activities	<p>What activities would best deliver your topics whilst keeping within your budget? These could be:</p> <ul style="list-style-type: none"> • across the whole school – for example during the 2018 Anti-Bullying week one activity was a whole school ‘odd socks day’ to give students a chance to show solidarity with, and discuss, difference • in year or phase groups, for example through assemblies • through visitors to the school who can share experience of the topic, e.g. third sector organisations, theatre in education companies • in classes using different subjects to deliver aspects of your topic • student-run activities in the playground at break or lunchtimes • through extended workshops, either run by staff or by visiting tutors, using art, drama, music, film, fashion, food, storytelling creative writing, sports, science, design etc. to explore the topic and develop a product that can be shared with others • parent-teacher organised activities after school hours
Structures and staffing	<p>How best can you deliver these activities? It may be that the most effective way of doing so is to look at a different learning and staffing structure in school for all or part of the week. You may decide to:</p> <ul style="list-style-type: none"> • suspend the normal timetable for the week and organise a range of different activities instead that cover your topics • keep the usual timetable in place and deliver topic-related activities through it • organise a mixture of the above. <p>Suspending the usual timetable gives you more flexibility to try in-depth, practical mini-projects that wouldn’t be possible in usual lessons. It does require a different type of planning and way of working from and with staff. However, if they are brought on board early enough to have time to plan properly, many will be energised by and enthusiastic about trying out new ways of working. It may also give them the chance to work more collaboratively than they normally can, and work in a more informal way with the students, so strengthening relationships. These elements may well fit in with one of your school’s priority areas for the project and your aim / theme for Inclusion Week.</p> <p>In addition, suspending the timetable will enable curriculum planners to ensure that a breadth of curriculum areas are covered by the activities.</p> <p>Involving other adults and students from beyond the school can also be hugely valuable. For example:</p> <ul style="list-style-type: none"> • If you have the resources, working with organisations that deliver specialist workshops for children and young people who can plan and deliver in partnership with school staff can bring new energy and skills to both staff and students. • If you have parents and governors with a particular specialism, you may want to consider how they can work in partnership with staff to deliver activities. • Working with a partner school where the children are of different ages, or have disabilities your school does not currently cater for, can also be very successful and set up long-term, mutually beneficial relationships between schools. • Taking students out of school to learn away from the classroom in places that are relevant to your theme is also a possibility. <p>If you opt to have at least part of the week that includes suspending the usual timetable, and possibly involves people and places outside school, you will need to decide how topic-related activities are timetabled and staffed. For example, will you:</p> <ul style="list-style-type: none"> • Plan activities and ask students to sign up to those that interest them most, mixing year groups and classes? • Plan a range of activities and timetable classes of students to attend each one over the week – so they ‘carousel’ round each activity?
	<ul style="list-style-type: none"> • If you have the resources, working with organisations that deliver specialist workshops for children and young people who can plan and deliver in partnership with school staff can bring new energy and skills to both staff and students. • If you have parents and governors with a particular specialism, you may want to consider how they can work in partnership with staff to deliver activities. • Working with a partner school where the children are of different ages, or have disabilities your school does not currently cater for, can also be very successful and set up long-term, mutually beneficial relationships between schools. • Taking students out of school to learn away from the classroom in places that are relevant to your theme is also a possibility. <p>If you opt to have at least part of the week that includes suspending the usual timetable, and possibly involves people and places outside school, you will need to decide how topic-related activities are timetabled and staffed. For example, will you:</p> <ul style="list-style-type: none"> • Plan activities and ask students to sign up to those that interest them most, mixing year groups and classes? • Plan a range of activities and timetable classes of students to attend each one over the week – so they ‘carousel’ round each activity?

Aspect	Questions and suggestions
	<ul style="list-style-type: none"> Plan a mixture of these? <p>You also need to decide how long each activity will be: usual lesson length? Half a day? A whole day or more so that students get the opportunity to work on an in-depth project?</p> <p>If you would like to explore some specific activity ideas, have a look at this document: https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf</p> <p>Whilst it is designed for American schools, there are plenty of ideas in the document that could be easily adapted. It separates activities into three areas:</p> <ol style="list-style-type: none"> Activities that promote awareness. For example: <ul style="list-style-type: none"> Teachers try out new teaching strategies. Giving students choice over how to show their learning of a particular topic. Activities that influence the system. For example: <ul style="list-style-type: none"> Embed lessons about diversity into the existing curriculum. Reorganise classrooms in ways that maximise everyone's access to and participation in learning. Work with students to develop goals for making the classroom more inclusive. Creating a blueprint for an inclusive school. Inviting a guest speaker. Displays that affirm diversity. Activities that build knowledge and skill. For example: <ul style="list-style-type: none"> Research projects. Teachers try out new teaching strategies. Giving students choice over how to show their learning of a particular topic. Activities that influence the system. For example: <ul style="list-style-type: none"> Embed lessons about diversity into the existing curriculum. Reorganise classrooms in ways that maximise everyone's access to and participation in learning. Work with students
Involving parents	<p>Given that this is Inclusion Week, involving parents – and any other stakeholders important to your school – is important. Could you:</p> <ul style="list-style-type: none"> Ask parents with relevant skills to work in partnership with staff to run workshops? Invite parents to an assembly or after-school event to see what their children have been doing? Run a specific event for parents during the week? Ask parents to organise an event in partnership with school staff? Ask parents to attend a trip as a volunteer additional adult?
Accessibility	<p>You will need to make sure that any activities and events during Inclusion Week are accessible for everyone. You may therefore need to consider, for example:</p> <ul style="list-style-type: none"> Producing information in different languages, including braille. Ensuring sign language interpreters are present. Making sure venues are physically accessible for all. Organising events that involve parents / other stakeholders at times when they are able to attend. Ensuring that events are welcoming and accessible for people from different cultures Ensuring that if there are any costs attached to activities, these do not become a barrier
Resources	<p>What resources will we need to make Inclusion Week happen. You may need to consider:</p> <ul style="list-style-type: none"> Hiring specialist equipment you don't have in school Booking venues, organisations, specialists etc. Asking parents to volunteer for, or organise, events Organising fundraising in school to help cover costs Looking for sponsorship from local businesses to support the week financially or in kind
Risk assessment	<p>Make sure you follow your school's guidelines on risk assessing any activities or events that are outside the school's usual daily business.</p>

Aspect	Questions and suggestions
Publicity	How will you make sure people you want to attend events know when they are happening? Look back to Phase 1 for some ideas you met there about communicating with stakeholders. You may also want to communicate with the press in your local area about what you are doing during Inclusion Week.
Keeping a record	How will you record what's happening during Inclusion Week? Just as with monitoring your action plan, the evidence you collect during the week can feed into your evaluation of the project as a whole. Earlier in Phase 4 we suggested some ways of collecting evidence to monitor your action plan; these would also be very useful for Inclusion Week.
Action planning	You will need to draw up an action plan for Inclusion Week to make sure everyone is clear about actions and responsibilities. There is a sample template below that you can use.
Evaluation	How will you evaluate Inclusion Week? Evaluation of the action plan and a general question about its success forms part of the core group's evaluation of Phase 4. However, you may wish to go further than this and add other ways of evaluating Inclusion Week with a wider group of stakeholders.

Inclusive Schools: Inclusion Week action-planning template

Area/s for action				
Detailed action				
Culture, policy or practice?				

Responsibilities (lead and other)				
Timescale				
Resources needed				
Success criteria (outputs and outcomes: mix of quantitative and qualitative)				

Summary of activity - Phase 4: Making it happen

School lead	<ul style="list-style-type: none"> • Lead the core group in implementation and monitoring of the Phase 3 action plan: maintaining momentum, gathering evidence, keeping school stakeholders updated. • Lead the organisation and implementation of the school's Inclusion Week. • Lead monitoring and evaluation of Phase 4. • Lead planning/ communication with school stakeholders about planning for Phase 5: Where have we got to? Where next?
Core group	<ul style="list-style-type: none"> • Implement and monitor the action plan: maintain momentum, gather evidence, keep school stakeholders updated. • Organise and lead implementation of the school's Inclusion Week. • Evaluate Phase 4. • Plan/communicate planning to school stakeholders about Phase 5: Where have we got to? Where next?
Critical friend	<ul style="list-style-type: none"> • Support the school lead and core group with monitoring the action plan • Support the school lead and core group with planning and delivering Inclusion Week • Support with communication and feedback processes
Staff / governors	<ul style="list-style-type: none"> • Take part in monitoring processes as needed • Help plan and deliver Inclusion Week
Students	<ul style="list-style-type: none"> • Take part in monitoring processes as needed • Help plan and deliver Inclusion Week
Parents/other school stakeholders	<ul style="list-style-type: none"> • Take part in monitoring processes as needed • Help plan and deliver Inclusion Week

Monitoring and evaluating Phase 4

At the end of each phase of the project, it is important that you monitor and evaluate your progress so that learning from it can be applied to the next phase.

In the following table we suggest some questions to ask and ways of evaluating Phase 3. These are a guide and can be added to / amended to suit your school.

Monitoring or evaluation?	Questions	Methods
Monitoring	What were our outputs (the tangible, measurable things that needed to happen during Phase 4)? Did we complete these?	Use the 'Summary of activity' document, the project action plan and Inclusion Week action plan to monitor progress
Evaluation	What did we do well during this phase? To what extent was the project action plan delivered? To what extent was the Inclusion Week action plan delivered? How successful was the week? What factors helped progress during this phase? What factors hindered progress? What might we do differently next time? What learning can we take into the next phase?	Core group discussion Examine evidence collected for monitoring purposes

Once you have evaluated Phase 4 it is a good idea to communicate at least the headline findings to school stakeholders. We suggest you do this in combination with communicating the outline of planning for Phase 5: Where have we got to? Where next?

Planning and communicating for Phase 5: Where have we got to? Where next?

Once this extended period of implementation activity has taken place, the final phase of the project finishes the year with two aims;

- 1. Evaluate the school's journey towards inclusion to date.
- 2. Look ahead to the future: create a longer-term vision for inclusion in your school and decide on next steps.

During Phase 5, the core group will need to:

- • Plan for and implement evaluation activities with school stakeholders.
- • Develop a draft vision for inclusion in the school, and some suggested next steps then share this with stakeholders.
- • Put together a final report for stakeholders that summarises the journey so far and the school's next steps.

At this point, we suggest the core group familiarise themselves with the materials for Phase 5 before meeting to plan for their tasks for Phase 5.





Phase 5: Where have we got to? Where next?

Introduction

This section covers the final phase of the Inclusive Schools year-long project. By now your school will have been involved in a great deal of activity. It's now time to take a step back and consider where you have got to, how things have gone and what needs to happen going forward.

To this end, Phase 5 has two main aims:

- Evaluate your school's journey towards inclusion to date.
- Look ahead to the future: create a longer-term vision for inclusion in your school and decide on next steps.

There are a number of steps that need to take place in order to achieve these aims, as follows:

- Discuss and decide on evaluation, vision and next steps methodology, and organise information collection through evaluation activities.
- Coordinate evaluation, vision and next step activities.
- Collate and analyse information from activities above.
- Develop a draft longer-term vision for inclusion in the school; consult on the draft with school stakeholders and develop a final version.
- Prepare a short report of the year for school stakeholders summarising the evaluation findings, the vision and some suggested next steps.

These steps will take place over six weeks in June and July, before the end of the school year. Detailed planning to suit each individual school will be led by the school lead and core group, with the assistance of a critical friend.

In order to guide you through this Phase, the materials for this toolkit cover:

- Evaluating your Inclusive Schools project
- Evaluation and next steps: information collection summary template
- Developing a shared vision for inclusion
- Evaluating Phase 5
- Preparing a final summary report
- Summary of stakeholder activity: Phase 5
- Planning for sustainability

Evaluating your Inclusive Schools project

Much of your planning and learning from Phase 1 and Phase 2 of the project, where you asked questions in a variety of ways to a variety of school stakeholders, will apply to this phase.

A major focus of this phase is revisiting your priority areas to find out what has changed, and what enabled or hindered change. The evaluation phase is also a good opportunity to find out people's views about their vision for inclusion in the school and what the next steps should be in the school's journey. Encouraging stakeholders to look ahead is a good way of keeping momentum around inclusion going and ensuring that the school's journey towards inclusion



will be sustained beyond the end of the Inclusive School's project.

In this section we will help you think through your evaluation methodology, exploring what, who and how you might ask to evaluate your school's progress.

1. What to ask: questioning for evaluation and next steps

In terms of questions, we suggest there are four areas to think about:

- Changes in relation to the priority areas
- Evaluation of why things have changed (or not changed)
- Vision for the future
- Next steps

For students, these areas will be covered in Set 6 of the classroom activities. Below are some sample questions that you may want to use with adult stakeholders. You can adapt or add to these to tailor them to your school.

The first question is specifically about your priority area/s:

- If 0 is the worst it could be and 10 the absolute best, what does [priority area] look / sound / feel like now compared to when we started the project?

The following four questions could be asked in general terms or in relation to each priority area:

- What have we done well?
- What factors helped us?
- What were the challenges? How did we overcome these?
- What might we do differently if we were to do the project again?

The final four questions are more general:

- What is the most important bit of learning that you are taking away from the project?
- What has been the best thing about the project?
- What is your longer-term vision for inclusion in this school? What do you want the school to believe in, value and hope for in relation to inclusion?
- What do you think the next steps for the school are in its journey to inclusion?

These final four questions are important to ask all of your school stakeholders. They give a helpful insight into individual learning and experiences, and will feed into future plans for the school. It is also crucial to involve everyone in developing the vision so that they feel ownership of it.

2. How much information and from whom?

The same considerations as for Phase 2 need to be thought about here:

- How widespread is our project? Does it cover the whole school or a part of the school? Who do we therefore need to collect evaluation information from during Phase 5?
- How much evaluation information can the core group realistically collate and analyse within the time we have? (The aim here is for the core group to produce a short report for school stakeholders that summarises the evaluation findings and provides the vision and next steps.)
- How much evaluation information do we need to collect to give us a representative picture of the priority areas that school stakeholders will trust?

You may decide to revisit the same set of school stakeholders that you involved in Phase 2 to

question in some depth, or widen your pool. Whichever option you choose, remember that it is important that your respondents are representative of the school's demographic. As with Phase 2, you may have to be creative about ways of involving parents in your evaluation.

It's unlikely that all of your stakeholders will be involved in giving you in-depth feedback. It is, however, important that everyone is given the chance to give you their input about the longer-term vision for the school. Some guidance about how to do this can be found later in this document.

3. Ways of collecting information: questionnaires, focus groups and activities

For continuity and ease, you may choose to keep the same methodology for Phase 5 as you used for Phase 2, but there is no requirement to do this if you want to change things.

In Phase 2 we wrote some guidance about setting up and running questionnaires, focus groups and activities. It would be a good idea to revisit this guidance now before you decide on your methodology for Phase 5. Here we add some specifics about Phase 5 for each method.

Questionnaires

If you decide to use questionnaires, you could:

- Use the suggested questions outlined above in Section 1. 'What to ask...?'
- Use selected, relevant indicators from the Phase 1 questionnaires: staff/ governor or parent.
- Use a mixture of the suggested questions and indicators.
- Add your own questions.

Remember to include the final four questions from Section 1 above.

Focus groups

Given that 45-60 minutes (maybe a little longer with adults) is an optimum time for focus groups, you may need to concentrate on one priority area in each focus group, or just ask general questions from Section 1 above.

Activities

In Set 6 of the Classroom activities we include some examples of evaluation activities that can be used with students. These activities can be easily adapted for use with adult stakeholders if you would like to use them, or you are of course free to develop your own. Remember, you can also include activities in focus groups if that works better for participants.

We have also included a template in Phase 2 of the toolkit that staff who are running focus groups or activities, or collating groups of questionnaires, can use to summarise the information. Doing this will make it easier for the core group to prepare the final summary report for the project.

Evaluation and next steps: information collection

Summary template

This template is intended as an example and can be adapted freely to suit the needs of your school.

Priority area/s: Please note the priority areas you covered in your discussion:

- 1.
- 2.
- 3.

Information collected from: Please give details of who the information was collected from, and how (focus group, questionnaire, activity).

Summary completed by:

Date:

Summary of common themes: Priority areas

If 0 is the worst it could be and 10 the absolute best, what does [priority area 1] look / sound / feel like now compared to when we started the project?

If 0 is the worst it could be and 10 the absolute best, what does [priority area 2] look / sound / feel like now compared to when we started the project?

If 0 is the worst it could be and 10 the absolute best, what does [priority area 3] look / sound / feel like now compared to when we started the project?

Summary of common themes: general evaluation questions

What have we done well?

What factors helped us?

What were the challenges? How did we overcome these?

What might we do differently if we were to do the project again?

What is the most important bit of learning that you are taking away from the project?

What has been the best thing about the project?

What is your longer-term vision for inclusion in this school? What do you want the school to believe in, value and hope for in relation to inclusion?

What do you think the next steps for the school are in its journey to inclusion?

Developing a shared vision for inclusion

*"In order to carry a positive action we must develop here a positive vision."
Dalai Lama*

Over the past school year, you have started your school's journey towards inclusion. You will now be at the point where people are familiar, and more comfortable, with: some of the language associated with inclusion; inclusive values; and some of the steps a school can take to become more inclusive. One of the aims of Phase 5 is for your school to build on this learning and begin looking further into the future in relation to inclusion.

What?

A useful way to start looking longer-term into the future is to develop a shared vision for inclusion in your school: a concise, public statement that clarifies the school's goals for inclusion and its direction of travel.

Why?

A shared vision can be powerful because it gives people a common goal to work towards, a collective purpose. It is also useful because it provides the 'hook' from which to hang the different strands of "positive action" that happen in a school on its inclusion journey.

If you get the process – the 'how' below – right, developing a vision around inclusion can really reflect the beliefs and values that your school stakeholders want to grow and be part of.

Who and how?

In this section we provide some suggestions about how you might go about developing a shared vision for inclusion in your school during Phase 5.

We begin with a warning. For some people, the word 'vision' may trigger connections with a random set of words that someone else has conjured up, which is then imposed on the whole school. This type of thinking will make people 'switch off' and look at the vision as something irrelevant to them that will be stuck on a wall or a website.

For obvious reasons, you need to avoid this situation. This is why we have already stated that it is important to give all of your stakeholders – not just the ones who you will involve in evaluation activities – the chance to contribute to a vision for inclusion for the school.

On the following page is a flow chart you might like to follow, which shows the steps involved in producing your school's vision for inclusion. The flow chart involves stakeholders twice in order to enable a level of dialogue about the vision. This process will increase the amount of ownership people have over the vision.

Below, we have put together a separate flow chart for the vision as it is so important for your all of your stakeholders to have a chance to give their input; only using a representative group will not be enough to secure a shared vision.

Creating a shared vision: activity flowchart

During Phase 5, give all of your stakeholders an opportunity to answer the question:

What is your longer-term vision for inclusion in this school?

You may find the following questions useful for clarifying or probing:

What do you want the school to believe in, value and hope for in relation to inclusion?

How you organise this process will depend on your school. Reminding yourself about ways of communicating with school stakeholders might be useful at this point (see Phase 1: Communicating with school stakeholders). To ensure you receive input from all staff, it would be a good idea to use part of a staff meeting to collect views or run an activity focused on developing a vision for inclusion. Input from students will be collected via Set 6 classroom activities.



Core group collates and analyses input from stakeholders, picking out key words and phrases that are common across their feedback.



Core group develops draft vision using input from stakeholders.



Draft vision shared for comment with school stakeholders, with a clear deadline for feedback.



Core group meets to amend vision, using feedback from stakeholders.



Final version of vision shared with all school stakeholders in summary



Vision made public on website / display boards etc..

Monitoring and evaluating Phase 5

At the end of each phase of the project, it is important that you monitor and evaluate your progress so that learning from it can be applied to the next phase.

In the following table we suggest some questions to ask about and ways of evaluating Phase 5. These are a guide and can be added to / amended to suit your school.

Monitoring or evaluation?	Questions	Methods
Monitoring	What were our outputs (the tangible, measurable things that needed to happen during Phase 1)? Did we complete these? Did we complete these?	Use the 'Summary of activity' document to monitor progress.
Evaluation	What did we do well during this phase? To what extent did stakeholders engage in the evaluation information collection process? To what extent did stakeholders engage in creating a vision for inclusion in the school? What factors helped progress during this phase? What factors hindered progress? What might we do differently next time? What learning can we take into the future?	Core group discussion Analysing the evaluation information from stakeholders Analysing the input from stakeholders around developing a vision

Preparing a final summary report

Once you have collected:

- evaluation information – both from stakeholders and from the core group's evaluation of Phase 5
- feedback about the draft vision
- suggestions for next steps

you are ready to start to prepare your final summary report. This is not intended to be a long or academic document; it is probably best thought of as a summary celebration of what your school has achieved over the year.

Your core group will need to follow these steps to prepare the report:

- Collate the evaluation and next steps information from questionnaires, focus groups and activities, using the evaluation and next steps information summary templates.
- Analyse the above information, picking out common themes.
- Finalise the school's vision for inclusion, ready to include in the summary report.

The most important thing is that the report is clear and accessible, and that people can engage with it. As with the summary you wrote in Phase 2, this final report can be in whatever format makes most sense for your school: written, electronic presentation, annotated images, a short film, or a mixture of all of these formats.

We suggest that the report includes short sections covering the following areas (you are obviously free to add sections, change headings etc.):

- Short introduction – you may want to include thank you's and acknowledgements here
- Your school's starting point with the Inclusive Schools project
- Summary of the steps in the journey
- Examples of your school's actions over this year (highlights of action plan, Inclusion Week)
- Impact of your school's actions
- Learning from the project (summary of the evaluation of the process that the core group undertook at each stage)
- Looking ahead: the school's vision for inclusion and suggested next steps

Sharing the preparation of the report between the core group members will help keep workload manageable.

If you are producing a written report or electronic presentation, remember to include visuals, and film/audio if this is possible. Keep language simple as it will be seen by students as well as adults.

Once your report is prepared you will need to share it widely with school stakeholders.

School lead	<ul style="list-style-type: none"> • Lead the core group in the evaluation process: revisiting stakeholders for views; collating and analysing results; using these results to determine next priorities. • Lead the core group in the development of a draft long-term vision for inclusion in the school, and the communication and discussion of this vision with school stakeholders. • Leads planning for sustainability, ensuring that inclusion remains a core part of the school agenda after the formal project period comes to an end.
Core group	<ul style="list-style-type: none"> • Organise the evaluation process: revisit stakeholders for views; collate and analyse results; use these results to determine next priorities. • Develop a draft long-term vision for inclusion in the school; communicate and collect views about this vision from school stakeholders. • Plan for sustainability, ensuring that inclusion remains a core part of the school agenda after the formal project period comes to an end.
Critical friend	<ul style="list-style-type: none"> • Support the school lead and core group with evaluation, vision and next step activities • Support the core group with the production of the final summary report • Support the school lead and core group with planning for sustainability
Staff / governors	<ul style="list-style-type: none"> • Take part in evaluation, vision and next step activities • Receive the final summary report
Students	<ul style="list-style-type: none"> • Take part in evaluation, vision and next step activities • Receive the final summary report
Parents/other school stakeholders	<ul style="list-style-type: none"> • Take part in evaluation, vision and next step activities • Receive the final summary report

Planning for sustainability

The final role for the core group during this school year is to think about how to:

- Maintain and develop the profile of inclusion across the school going forward.
- Sustain the focus on, and momentum of, the school's journey towards inclusion.
- Embed inclusion into the existing development planning structures of the school, now that the project as a separate entity has come to an end.

We suggest holding a meeting where these are the only two items on the agenda, allowing time for plenty of ideas to be generated, and some recommendations to be put together for the school's senior management.

This meeting would also be a great opportunity to say thank you to your core group for all of their hard work over the year, in whatever way works for your school.

Introduction to the classroom activities

Welcome to the classroom activities. This introduction has been designed to:

- introduce you to the structure and style of the activities
- give you information about preparing to deliver the activities.

Please do read each section before you deliver the activities.

1. Structure of the classroom activities

There are two strands of classroom activities: one for 9-11 year old students and one for 12-15 year old students. Please do look at both. If you have a mature group of 11-year-olds they will be able to access the activities for the older students. If you look at the activities for 12-15 year olds and decide that your students need something less complex, you may wish to use the activities for younger students.

You will notice, if you look at both strands, that there is some overlap in activities as they are suitable for both age groups. However, the level of questioning is designed to be deeper for the set of activities for 12-15 year-olds – and can of course be made even deeper for students as needed by adapting the questions, which you are encouraged to do.

The activities cover five topic areas:

6. Understanding diversity
7. Understanding inclusion
8. Inclusive values and actions
9. Our school and inclusion 1: Now and this year
10. Our school and inclusion 2: Review and looking ahead

In topic areas 1, 2 and 3 there are typically six activities per topic (topic 2 for 12-15 year old students has seven activities). In topic areas 5 and 6 there are three activities per topic.

The tables below show the sets and activities for each strand and the phase of the project with which each set is linked. Please note that the order of the activity sets is flexible. If you want to, for example, start with Set 4 as a benchmarking exercise, go ahead. We recommend, if you start with Set 4, that you start by introducing the terms used in the activity set with students first to make sure they understand them.

Activity set table: 9-11 age group Activity set table: 12-15 age group

Activity set title	Activity list	Linked with...
Understanding diversity	<ol style="list-style-type: none"> 1. Musical chairs 2. Random pairs 3. That's my potato 4. Flags 5. Three questions 6. Let's celebrate! 	Phase 1

Activity set title	Activity list	Linked with...
Understanding inclusion	1. In or out? Phase 1 2. Different but equal 3. Force the circle 4. A bag of difference 5. Fair is not equal 6. Getting the message out	Phase 1
Inclusive values and actions	1. Values mime 2. Values for inclusion 3. Marta's first day: Take 1 4. Marta's first day: Take 2 5. Our classroom values 6. In our class we will...	Phase 1
Our school and inclusion 1: Now and this year	1. Our classroom 2. Our school 3. Me!	Phase 1
Our school and inclusion 2: Review and looking ahead	1. Our classroom 2. Our school 3. Me!	Phase 5

ActiActivity set table: 12-15 age group

Activity set title	Activity list	Linked with...
Understanding diversity	1. Quick-fire views quiz 2. Find someone who... 3. Our world 4. What's good about diversity? 5. Challenges of diversity 6. Celebrating diversity	Phase 1
Understanding inclusion	1. In or out? 2. Force the circle 3. Being included – or not 4. Human rights and inclusion 5. Education and inclusion – a bag of difference 6. Fair is not equal 7. Getting the message out	Phase 1
Inclusive values and actions	1. Values mime 2. Inclusive values in school 3. Inclusive actions and values 4. Khadeja's first day: Take 1 5. Khadeja's first day: take 2 6. Our class: values and actions	Phase 1
Our school and inclusion 1: Now and this year	4. Our class 5. Our school 6. Me	Phase 1
Our school and inclusion 2: Review and looking ahead	4. Our class 5. Our school 6. Me	Phase 5

In between Sets 4 and 5, you will notice that there is a gap. During this time, students will be involved in the implementation of the school's action plan, and could also take part in groups planning activities for Inclusion Week.

During this time we suggest that, together with students, you design a project as part of the school's action plan that tracks changes to inclusion – at school, class, and/or individual levels. Projects of this nature:

- are invaluable for keeping the profile of inclusion high in the school
- act as motivators for change
- keep momentum for change going
- can feed into evidence collection for monitoring and evaluation the project.

For example, students could devise a:

- Scrapbook that evidences change through photographs, images and text
- Regular diary, blog, or vlog
- Timeline that notes key events and learning
- Podcast in which different people are interviewed about what's happening
- Series of short films, for example talking heads, that shows change in school.

2. Style of the classroom activities

The overarching message we want to give about these activities is one of flexibility. Here, we outline how they have been designed and give some options for adapting them so that they are tailored for your students.

The classroom activities have been designed to be 'no tech', i.e. not need any technology at all in the classroom. There is one activity (Set 1, Activity 3, age 12-15) that offers a choice of 'no tech', 'low tech' or 'tech'. All of the activities can be developed to use technology in any way you wish, through the use of films, audio, images, text examples etc.. Please do adapt them to suit your context, your students, what you have available and what you are comfortable using in the classroom.

The activities will help you to build inclusive classroom communities in your school, where students get to know, understand, trust and support each other better. They

are practical, interactive and often have an element of choice built in (which you can broaden as needed). They have been developed using a set of inclusive pedagogical principles, including:

- Starting from, and linking to, what is already known
- Scaffolded and differentiated teaching and learning
- Making space for student voice
- Developing clear and achievable, measurable learning outcomes
- Affirming diversity

Where possible, multi-modal and multi-sensory methods are used. You can increase the use of these methods depending on the needs of your students and what you have available to you in the classroom (see the first paragraph above – technology can be very helpful here).

The activities can be delivered one after the other, or as stand-alone activities. Although they have been designed to flow from Activity 1 to 6 (or 7) in mind, in order to use knowledge built cumulatively, there is no obligation to deliver all of them. You can choose which best suit your context and your students; you can incorporate activities into existing curricula; or you can add activities. A starter list of resources for activities can be found at the end of this document.

Where you deliver the activities is also flexible. For example you could deliver them through:

- life skills or personal development
- different subject areas
- tutor time or
- a mixture of all of these.

If you decide to deliver the activities through different subject areas, it would be a good idea to get together with colleagues and complete a mapping exercise to identify which activities could be best delivered through which subject area.

Timings are estimated. You know your students and you will know best how long something will take them to complete. You can also split many of the activities into different parts and deliver them in short chunks if that would work better for your students.

Groupings are important. We have used a mixture of:

- Individual reflection
- Paired discussion
- Small group tasks (three or four students)
- Larger group tasks (five or six students)
- Whole class discussion

If you want to change numbers in groups for an activity because it would suit your students better, go ahead.

In order to promote the development of an inclusive classroom community, students will need to work with everyone else in their class so that they get to know and understand them better. When you are forming groups for activities, make sure you keep mixing the students up into different, mixed ability, combinations.

You can do this randomly, engineer them or use a mixture of random and engineered groups. In the activities for 12-15 year olds, some groups will be formed by students choosing a particular activity.

You may also find it helpful to structure group work by giving different students different tasks, for example: time-keeper; recorder; facilitator; presenter etc.. You can read more about doing this here:

<https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/>

There are also plenty of resources online that outline roles for students if you would like to try this way of working.

3. Facilitating the activities

Your role as an adult in these activities is a little different to a traditional teaching role. It is to facilitate the students' learning: to organise, resource, manage, question, clarify, summarise, coach, encourage, support and challenge. A major part of the facilitator role relies on how much you can listen and respond, with genuine curiosity and a degree of flexibility, to what students are saying in order to help them construct the learning for themselves.

In order for your facilitation of the activities to be as successful as it can be, you will need to:

- Read and absorb the activities in advance of facilitating them.
- Think in advance about the issues that might come up through the activities, and how you will respond to these.
- Organise the space and resources to run the activities in advance
- Adapt activities for accessibility as needed to enable equal participation in them for your learners (see below for further details).
- Show commitment to facilitating the activities when you are running them: if you do, the students will!

Adapting activities

You are the expert on your students, and it is important that you adapt the activities as necessary to ensure that all of them can take part and learn from them equitably. Here, we include some general points about adapting activities:

- If you are able to talk to students who would benefit from pre-session preparation about the activities to enable them to participate, do so.
- Where activities include noise as a stimulus, find ways of making visual cues instead if the noise will be too much for some students.
- If activities include movement, make sure there is adequate space and time to move for all students, and pair students up for if needed.
- If you know you have students who might find activities challenging emotionally or socially, there are several ways of adapting activities detailed in the section below.
- Use the strengths of students during group work so that they can learn from each other; for example, ask students you know are confident writers to scribe; students who are confident in drama-based activities to support others who are less confident.

Keeping students emotionally safe

Lastly, but importantly, make sure you facilitate in a way that keeps your students emotionally safe. Some of the activities – particularly those for the older age group – require a level of discussion (mostly between pairs) that may bring emotional issues for some students to the surface. It is important that, as a facilitator, you are aware of the school structures in place to support students emotionally, and use these as needed. In addition, there are several things you can do as a facilitator to keep students emotionally safe, for example:

- Being open with students about emotions – that they exist and it is natural to struggle with them at times (particularly during teenage years when the brain is going through a 'rewiring' process).
- Make 'passing' a usual, accepted response to questions in whole group situations – for example, circles.

- Making it clear that students only need to share what they are comfortable sharing – the activities are not about needing to share their innermost secrets.
- If appropriate (i.e. if it will not cause additional anxiety), talking to students individually before sessions so they are prepared for what will happen.
- Encouraging an atmosphere that makes it okay to talk about emotions, but also providing a 'worry box' in which students can post their worries privately and know that they will receive support from staff.

Activity resource list

There is a huge range of internet-based practical, interactive resources for the classroom related to inclusion and evaluation. Below are some that were helpful in the creation of these classroom activities.

Artworks Creative Communications: Creative Evaluation Toolkit

<http://www.artworkscreative.org.uk/wp-content/uploads/2015/11/Creative-Evaluation-Toolkit.pdf>

Australian Government: Harmony Week

<https://www.harmony.gov.au/get-involved/schools/lesson-plans/>

Council of Europe: All Different, All Equal

<https://rm.coe.int/1680700aac>

Council of Europe: Compasito - Manual on Human Rights for Children

http://www.eycb.coe.int/compasito/chapter_3/1.html#19

Council of Europe: Compass – Manual for Human Rights Education with Young People

<https://www.coe.int/en/web/compass/home>

Kidscape: Being me: isn't it time someone heard your story?

https://www.kidscape.org.uk/media/1011/being_me_-_chapters_1-5.pdf

Kidscape: Celebrating difference and promoting friendship

https://www.kidscape.org.uk/media/1021/classroom_activities_celebrating_difference_ks1-ks3.pdf

London Borough of Brent: Living in a Diverse World

<https://www.brent.gov.uk/media/387128/Living%20in%20a%20diverse%20world.pdf>

UK Equality and Human Rights Commission: Secondary Education Resources

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights>

Unicef: UN Convention on the Rights of the Child

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

UNICEF: Teaching for Children's Rights: Rights, wants and needs

https://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113

Welsh Government: Understanding and preventing bullying: A lesson plan for Key Stage 2

<https://www.torfaen.gov.uk/en/Related-Documents/AntiBullying/Understanding-and-preventing-bullying-Lesson-Plan-Key-Stage-2.pdf>

We hope you enjoy facilitating the classroom activities with your students.

Set 1: Diversity Age range: 9-11

Activity 1. Musical chairs

Time

10 minutes

Overview

A warm-up activity to get children moving and to introduce the concepts of similarity and difference.

Objective/s

For children to experience working as a group together in an interactive way

To demonstrate the concepts of difference and similarity in a practical way

Group organisation

Whole class

Resources

Space to work in a circle

Instructions

This activity is adapted from *Compasito: Manual on Human Rights for Children*
http://www.eycb.coe.int/compasito/chapter_3/1.html#19

Arrange chairs in a close circle. You should not have a chair in the circle – there should be one fewer chair than the number of people involved in the activity.

Move to the middle of the circle and explain that you are going to state your name and make a statement about yourself e.g. “I am X and am left-handed,” “I am X and I have a cat” or “I am X and I dislike eating ____”.

When you make your statement, everyone for whom that statement is also true must change chairs. They can go anywhere in the circle but not to the chair next to them – that’s too easy!

Try to get a chair for yourself. The child left without a chair moves to the middle of the circle and makes a statement about themselves and everyone for whom it is true moves. Continue until most children have had a chance to introduce themselves in this way.

Questions

- What did you notice – did everyone move at the same time?
- If they did, why do you think this happened? (Here you are looking to elicit words related to similar.)
- If they didn’t, why do you think this happened? (Here you are looking for words related to different.)
- What does this activity tell you about us as human beings?

Finish by summarising that, as human beings, we share similarities but we also have many differences

Activity 2: Random pairs

Time

10 minutes

Overview

A short activity that enables children in a class to speak to different people in their class and find something out about each of them

Objective/s

For children to:

- discover further differences and similarities between each other
- recognise and explain the meaning of 'diverse'

Group organisation

Whole class

Resources

Space to walk around the room

If you like, a bell or whistle of some kind – or you can use your hands to clap

Instructions

Ask the children to spread out and find a space in the room. When you make a sound with your bell, whistle, or clap, they need to walk around the room until you make the sound again. Then they need to get into a pair with the person standing nearest to them.

When you make the sound, check the children are in a pair with the person standing nearest to them. If you have an odd number of children, ask one child to form a three with two others.

When they are in a pair, ask the children to find out from each other one way in which they are similar and one way in which they are different. Repeat this activity once more.

Repeat the activity again, but this time ask the children to find two similarities and two differences. Then repeat a final time, asking them to find three of each.

Questions

- *What did you notice about doing that activity as it went on?*
- *Did anything surprise you?*
- *How did it feel talking to lots of different people about yourself?*
- *Was it easier to find similarities than differences, or the other way round, or the same?*

It is possible to find similarities and differences between everyone. Our differences mean we are all unique and this makes the world a diverse place.

- *What do you think 'diverse' means?*

Activity 3: That's my potato!

Time

20 minutes

Overview

A small-group activity that encourages children to talk about differences, then introduces the idea of common similarities and needs

Objective/s

For children to

- illustrate characteristics of diversity by creating a life story
- recognise that whilst we have many differences, we also share basic similarities

Group organisation

Small groups of three children

Resources

- One potato (or other vegetable or piece of fruit) for each group of three – make these as similar to each other as possible in terms of size, shape, colour etc.
- Bag

Instructions

This activity is adapted from Kidscape: *Celebrating difference and promoting friendship*

https://www.kidscape.org.uk/media/1021/classroom_activities_celebrating_difference_ks1-ks3.pdf

Put the class into groups of three. Give each group a potato. Ask each group to inspect their potato carefully and notice the potato's characteristics such as bumps, markings, spots etc..

Then ask each group to give their potato a name and make up a life story for it as if it were a person, e.g. how old it is, how many brothers and sisters it has, what it does for fun, what food it likes and dislikes, its favourite colour etc.. They can be as creative as they like in their story. Ask each group to feed back one interesting thing about their potato's life.

Collect all the potatoes into a bag and mix them up. Put them in the middle of the room and ask each group if they can identify their potato. This should quite a hard challenge.

Questions

- Was it difficult to identify your potato? If so, why?
- What does this tell us about potatoes? (The point here is that even though they are diverse, they are all potatoes and therefore share basic similarities)
- Does what we have found out about potatoes also apply to human beings? We have already seen we are unique and this makes the world diverse, but do we also have some shared basic similarities? If so, what might these be?
- Do similar people have differences? Do different people have similarities?

Activity 4: Flags

Time

45 minutes

Overview

A group activity in which children produce a flag that shows their differences and at least one shared similarity

Objective/s

For children to:

- demonstrate the characteristics that make them who they are as well as similarities that connect them
- relate diversity in their class to the wider community and world

Group organisation

Groups of five-six children

Resources

- A4 paper
- flip chart or sugar paper
- coloured pens or pencils
- glue
- pictures of flags if this would help scaffold the activity for your group

Instructions

Put the class into groups of five or six. The group task is to create a flag on a large piece of flip chart or sugar paper that shows each person in the group's unique characteristics as well as similarities that connect the group. At this point you may need to unpick 'unique' and 'characteristics' with the class to check their understanding and give some examples (hobbies, likes, dislikes, traits etc.).

If you want to break the activity down further, you could ask the groups to discuss:

1. The similarities that connect them, then choose the ones that are most important for them to display on their flag and make a note of these.
2. Where on their flag they are going to display their similarities in a way that shows the group is connected.
3. How they are each going to show their unique characteristics. (The simplest way to do this is by using a piece of A4 paper for each person to design their own section of the flag, which can then be stuck onto the large piece of paper).

Groups then create their flag - remind them to be as creative as possible. They can use symbols, pictures and/or words.

Once the flags are ready, share them using one of the following ways:

- A gallery walk: stick the flags on the wall, walk round as a class to view them.
- A table walk: groups leave their flags on the table and move round to view others.
- An envoy: one group member visits another group with their flag and presents it; do this until all groups have seen all flags - change the envoy each time
- Passing: pass each flag round from group to group for viewing and comment.
- Presentations: each group presents their flag to the whole class.

Questions

If you are leaving groups to look independently at flags, set up some questions for children to discuss as they are looking.

- *What did you notice about the range of unique characteristics in the class? What does this tell you about the diversity of the class? In what sorts of ways are we different? (Skills, qualities, the way we communicate, the ways we learn, our backgrounds, our abilities, the way our bodies work – disabilities, health, our personalities etc.)*
- *Could you guess who any of the unique characteristics areas on the flags belonged to? What helped you do this?*
- *What did you notice about the similarities that connected the different parts of the flag? Did groups share any of the same similarities? What were some of these?*
- *What does this activity tell us about our class?*
- *What might it tell us about diversity and*
- *our whole school?*
- *our local community?*
- *our country?*
- *the world?*

The main points here are:

- for everyone to understand that the world is full of diversity and that it's a usual part of life
- in addition to being diverse, humans across the world also share similarities and are connected through these similarities.

Put the flags on display in the classroom at the end of the session.

Activity 5: Three questions

Time

60 minutes (you could also break this activity up into three separate parts of 20 minutes each)

Overview

Three questions with three different group activities to explore the positives of diversity and the challenges it can bring

Objective/s

For children to examine and explain the positives, and some of the challenges, that diversity brings to their lives

Group organisation

Groups of five-six children

Resources

- Question 1 – flip chart or sugar paper, pens
- Question 2 – scenario for each group. sticky notes
- Question 3 – space

Instructions

Put the class into groups of five or six. Tell them that they are going to have three questions to discuss.

Question 1: What's good about being diverse?

Give each group a piece of flip chart or sugar paper and ask them to complete a spidergram that shows as many things as they can think of that are good about being different. They can use pictures or text. To start them off, you may want to give them a couple of examples from your own life, or ask them for some examples, for example it's more interesting, it means you learn different languages, you try different food etc..

Take feedback by completing a whole group list by getting an idea from each group in turn, which can be displayed in the classroom. Ask a child who is a confident writer to scribe. Use questions to probe children to explain their answers, ask if others agree and create a discussion as you are going through the feedback.

Conclusion: there are lots of useful, interesting, fun (etc.) things about being diverse.

Question 2: Is it always easy being different?

Scenario

Marta has just moved to a new country. It's her first day at her new school. She can only speak a few words of her new country's language.

If you were Marta, how would you feel? Before the group starts to discuss the scenario, get some ideas from them about the challenges they think Marta might face at school that day. Give each group a copy of the above scenario and a pile of sticky notes. Ask them to write down all the feelings they would feel if they were Marta. They should write one feeling on each sticky note.

When the groups have finished, ask one person from each group to stick their group's sticky notes on a board. If they see a sticky note with the same feeling, they should put these together. Once the sticky notes are on the board, reflect back to the class the feelings they have suggested, pointing out which ones are the most common.

Conclusion: It's not always easy being different.

If you want to challenge the class further and widen the discussion, you could ask them what other situations might be challenging because of difference, or to speak about their own experiences.

Question 3: What would it be like if we were all the same and there was no diversity?

Give this question to each group. Their task will be to create a mime of what it would be like if we were all the same. Before you start, gather some words from the class to describe what they think it would be like and write them on the board to give them something to work with. Once you have done this, make sure they understand what you mean by a mime. Model, or ask some of the children to model, an example. You could think about: looking the same; moving the same; eating in the same way etc..

Once the mimes are ready, ask each group to show theirs to the class. Ask the rest of the class some questions:

- What do you think the mime showed?
- What did it make you think?
- How did it make you feel?

Questions

- *What are your thoughts about diversity now you have completed all of these activities?*
- *Do the positives that diversity brings make it worth working through the challenges? Explain why or why not.*

If you wanted to, you could ask this final question as an 'agree-disagree' line, where one end of the room is 'agree' and the other is 'disagree'.

Agree-disagree

Children move to a place that shows their thinking along the continuum: if they agree they go to the agree end; if they disagree they go to the disagree end; if they are undecided or have mixed feelings they place themselves along the line at the point that best describes their feelings.

Next, ask the children to talk about the reasons they have placed themselves at a particular point. After a discussion that allows for different opinions, you can ask if any of the children – having heard others' points of view – want to move to somewhere else along the line. Take feedback from a few children who move.

Activity 6: Let's celebrate!

Time

60 minutes

Overview

Group activity that will produce ideas for Inclusion Week later in the year

Objective/s

For children to work together to create a plan for a way of celebrating diversity in school

Group organisation

Groups of five-six children

Resources

Paper and pens
Let's Celebrate! Activity plan

Instructions

Remind the children of all of the positive things they said about diversity in Activity 5. Because it brings so many positive things and it's everywhere around, diversity is worth celebrating. Today they are going to make a plan in groups for a way of celebrating diversity in school. Explain that later in the year, the school will have a week with lots of different activities (Inclusion Week) and the plans they make today will be put forward to the people who will be organising the week.

Before you put the children into groups, start with gathering children's ideas about different ways of celebrating: parties, food, dancing, music etc.. Ask the class how they can connect these ways of celebrating to what they have learned about diversity so far. For example, what have they learned about diverse food; how could this become a celebration in school? This will give them some ideas to start their group discussions.

Groups can make their plan for their own age group, younger children or anyone

in the school including parents and school staff.

Then put the children into groups of five or six. Break the task into mini-tasks:

1. Come up with as many ideas as you can for ways to celebrate diversity in school. One person needs to make a note of these.
2. Choose your favourite idea – you might need to vote on this if you can't agree.
3. Using the Activity plan headings, talk about your activity in more detail and plan it out roughly.
4. Once you are clear about your activity plan, fill in the Activity plan.

Once the plans are finished, ask each group to share theirs with the class. Ask them to comment positively on each plan and think of any ways in which they could be improved.

Let's celebrate! Activity plan

The name of our activity is:

Our activity would take _____. (Write the number of minutes or hours in the space)

The activity is for:

The activity would take place in:

What happens in our activity is:

What we need for our activity is:

Set 2: Understanding inclusion Age range: 9-11

Activity 1: In or out?

Time:

10 minutes

Overview

A starter activity to introduce the concepts and vocabulary of exclusion and inclusion

Objective/s

For children to recognise what inclusion and exclusion mean

Group organisation

Whole group

Resources

Five sets of small pieces of paper – each set a different colour (you can also use stickers if you have them)

One small piece of white paper (or white sticker)

Instructions

This activity is adapted from *All Different, All Equal* (Council of Europe):

<https://rm.coe.int/1680700aac>

Before you give out the small pieces of paper, you will need to decide to whom you are going to give the white piece. This person needs to be someone who is quite resilient and can talk about their feelings openly.

Tell the class that you are going to give each of them a small piece of paper. They must not show this to anyone else – it's a secret. Then give out the paper. Each child except for the one you have chosen will have a coloured piece of paper; when you are giving out the paper give this child the white piece.

Tell the class that their task is to find – as quickly and quietly as they can – the rest of the children with the same colour paper as them. When they find their group they should arrange themselves in height order and stand in a circle. (This last sentence is just to give them a quick task – feel free to change it if you want to).

The child with the white piece of paper will be left without a group.

Questions

- Have a look around the room. What do you notice?
- Let's ask [child with white paper] about what's happened. What was it like not to be able to find a group? What were you thinking / feeling?
- What about the rest of you – how did it feel to find your group?

Introduce – or elicit – the word 'included' as being or feeling part of something, and the word 'excluded' as not being allowed to be/feel part of something.

Activity 2: Different but equal

Time

15 minutes

Overview

A whole-group activity and discussion about difference and equality

Objective/s

For children to:

- experience being part of different groups with different classmates
- remember that differences are often not visible or predictable
- recognise that whilst we are all different, we are all equal, and all have the right to be included

Group organisation

Six groups of five or six children

Resources

Space

Instructions

This activity is adapted from *Welsh Government: Understanding and preventing bullying: A lesson plan for Key Stage 2*

<https://www.torfaen.gov.uk/en/Related-Documents/AntiBullying/Understanding-and-preventing-bullying-Lesson-Plan-Key-Stage-2.pdf>

Ask students to find a space in the room. Explain that you are going to give them a characteristic and they need to find all of the other people in the room with whom they share the characteristic. Give them an easy example to start with to get them moving, for example: Find everyone who has the same shoe size as you.

Here are some ideas for characteristics – you can also add your own, tailor-making them for your class from what you know about your children:

- Was born in the same month as you.
- Is roughly the same height as you.
- Gets to school in the same way as you (walking, biking, bus, car etc.).
- Has the same number of siblings as you.
- Shares the same favourite animal, TV programme, colour, sport, author, food etc. as you.
- Speaks the same number of languages as you.

Given them a few moments to discuss what they have in common with each other as they reach their groups.

Complete as many rounds as the attention spans of the class permit!

Questions

- *Were the same people always in the same groups?*
- *Were the groups always the same size? - When could you guess/predict just by looking at someone which group they were going to be in? When couldn't you guess/predict?*

The above question is a reminder that there are many ways of being diverse that we can't see or predict.

- Did being in one group rather than another group mean that you were better than anyone else? Or worse than anyone else?

Emphasise that our characteristics don't make us better or worse than anyone else, just different. We are all different, and all equal.

- Is it right for people to be excluded just because they are different?

Here you might want to emphasise that everyone has the right to be included in school and in their community. If you want to talk specifically about the UN Convention on the Rights of the Child to give more detail here, look at Articles 28, 29, 30, 22 and 23: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Questions that link to the last activity and the next one:

- *What did it feel like if you were on your own because you couldn't find anyone with the same characteristic as you?*
- *What did it feel like when you were in a big group?*

These last two questions are a way of unpicking that, although in our heads we understand that being different is just different – not better or worse – we can still feel excluded when we are on our own, and stronger when we are included in a big group.

- *Are there times when you want to be on your own and not part of a big group?*

As long as children have chosen to be alone, it is also part of being human to want this at times. The difficult feelings come when we don't want to be alone – we want to be part of something that we are being denied access to.

Activity 3: Force the circle

Time

20-25 minutes

Overview

A whole-group activity to illustrate and explore inclusion and exclusion more fully than Activity 1.

Objective/s

For children to explore and explain experiences of, and reasons for, inclusion and exclusion

Group organisation

Whole group

Resources:

Space – outside would work well

Instructions

This activity is adapted from *All Different, All Equal* (Council of Europe):

<https://rm.coe.int/1680700aac>

Ask the children to stand in a circle. Explain that what is going to happen is that all of them, except for one, are going to link arms and stand strongly together

like a circular wall. One child will be outside the circle and will try to get in. It's important to emphasise that this activity is not about using force, it's about using your brain and being thoughtful about your tactics. However, to make sure everyone stays safe, you will need some clear rules, e.g.:

1. If, when you are part of the wall, you feel the person succeeding in getting in, let them in. You must not put anyone else in danger of being hurt.
2. If you are the person trying to get in, your attempts must not put anyone in danger of being hurt. Remember this is about using your brain!

Ask for a volunteer to be the first person to be outside the circle and try to get in. If, after about two minutes, they haven't managed to get in, stop the activity, bring them into the 'wall' and ask for another volunteer. Repeat the activity four or five times (or for more if it's going well) so at least several people try to get into the circle.

Questions

- *What strategies were people using to try and get through the wall?*
- *What strategies were people in the wall using to try and stop others getting through?*
- *How did you feel when you were trying to get through?*
- *How did you feel when you were in the wall and people were trying to get through?*
- *If you got through the wall, how did you feel then?*
- *How does this game link to real life?*
- *What's it like when you see a group or activity you want to be part of and are excluded from?*
- *Have you ever been part of a group that excludes someone? What did that feel like?*
- *Why do we exclude people? We will come back to this in Set 3, so you may want to spend only a small amount of time on this question.*
- *Where else in life do you see examples of exclusion – in your school / community (e.g. bullying) / country / in the world (e.g. conflict and displacement)?*

Activity 4: A bag of difference

Time

20 minutes (30 if you ask the optional questions)

Overview

A small-group activity followed by a whole-class discussion that begins to relate inclusion and exclusion to diversity

Objective/s

For children to experience the challenges that differences can bring in the classroom and start to relate these to inclusion and exclusion

Group organisation

Six groups of five or six children

Resources

A bag for each group that contains:

- one different set of instructions for each group (see Instructions Sheet)
- pair of scissors
- 1/2 sheet of blue paper (or other colour)
- 1/4 sheet of yellow paper (or other colour)
- glue stick
- felt pen

Instructions

This activity is adapted from *Stephanie Shaw, Student Activities to Promote Diversity, Inclusion and Empathy*;

<https://www.gettingsmart.com/2016/10/student-activities-to-promote-diversity-inclusion-and-empathy/>

Put the class into six groups. Explain that each group is going to complete a task. Everyone will have the same materials and directions, which they will receive in a bag. The object is to see who can finish a short task quickly so it's a competition to see who can finish the task first. Check everyone thinks this sounds fair. Tell the class that the key to them being successful is to read and follow the instructions in their bag very carefully as you will not be able to help them. Check that they all agree to do this.

Give each group a bag and tell them they are not allowed to touch it until you start the activity. Once each group has a bag, start the activity. You are likely to hear a lot of 'It's not fair!' comments around the room – you can remind them that they agreed at the beginning it was fair. Have some fun with this – you're very sorry they don't speak English/Polish/Greek/Spanish/French, but that's not your fault!

After a couple of minutes, Group 1 will finish the task. Make a big show of getting everyone to stop and applaud them. Talk about how brilliant they are for winning the competition and finishing so quickly. Go on to praise each one of them. Eventually someone from another group will speak out and say that because of the instructions not everyone had the same chance to finish so quickly.

Questions

- *What happened for you during the activity? (Summarise to the class that each group was given the same instructions but a different way they had to complete the activity).*
- *What was it like for you and your group during the task? What were you thinking? How were you feeling?*
- *Who felt fully included in the task? Why?*
- *Who didn't feel like they were fully included? Why not?*

Summarise this part by saying that sometimes our differences can make us feel excluded – not just from our friends but from learning too. You can relate this to some of the challenges the class brought up in relation to diversity in Set 1. It's important to remind students here that although the activity they have just done involved some fairly obvious differences, these are just to illustrate that there are differences. In real life the differences between people are often far less physical or visible.

The following are optional questions:

- So was it a fair task? Why, or why not?

Talk here about the task looking fair – everyone had the same materials and instructions, which seems fair.

- But was it really fair? If you asked a fish and a monkey to climb a tree to show how fast they were, would that be fair? Why / why not? What different talents do they have to each other?

- Would you laugh at the fish for not being able to climb the tree?

- But do we laugh sometimes at people who can't do what we can easily – who have different talents to us? How do you think this makes them feel? Is it fair? What can you do instead?

If you're group are really engaged in the discussion, here are some further questions:

- What would be a fair task for the fish to do to show how fast it is? Why / why not?

- Think about the task you just did. The object was to complete a short task quickly. Could the task have been made fairer for your group? How? Or would you have needed a different task altogether?

The point here is that, because we are diverse, we often need different ways of taking part in, and showing, our learning*. We also have different talents, so comparing ourselves to others is unhelpful. These options make sure that we can be included and have an equitable chance to learn what everyone else is learning. These options make education inclusive and truly fair. (This idea is covered interactively in Activity 6.)

** Please note here we are not talking about learning styles, which research shows do not have an evidence base.*

Activity 4: A bag of difference – instruction sheets

These instructions need to be cut up to separate them. Place a different set of instructions in each of the bags for the groups. Please note there are five different language alternatives for Group 2 (Spanish, Polish, French, Greek, English): please choose a language your children do not speak well!

Group 1

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write "We love school" on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Tomar la pieza azul de papel y doblar por la mitad.
2. Tomar el papel apisto y cortar un círculo fuera de él 3. Pegue este círculo en el papel azul. 4. Utilice el apis para escribir en marrón "Yo amo la escuela." Dentro del círculo. 5. Poner su nombres en la parte posterior de la tarjeta.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Weź niebieską kartkę i złoż ją na pół
2. Weź żółtą kartkę i wytnij z niej kółko
3. Przyklej kółko do niebieskiej kartki
4. Weź pióro i napisz "Kochamy szkołę" na tym kółku
5. Napisz swoje imię z drugiej strony niebieskiej kartki

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Prenez le papier bleu et pliez-le en deux.
2. Prenez le papier jaune et découpez-y un cercle.
3. Collez ce cercle sur le papier bleu.
4. Ecrivez avec un stylo "Nous aimons l'école" sur le cercle.
5. Chacun écrit son nom au dos du papier bleu.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Πάρτε το μπλε χαρτί και διπλώστε το στη μέση.
2. Πάρτε το κίτρινο χαρτί και κόψτε έναν κύκλο.
3. Κολλήστε τον κύκλο πάνω στο μπλε χαρτί.
4. Χρησιμοποιήστε τον μαρκαδόρο για να γράψετε τη φράση «Αγαπάμε το σχολείο» πάνω στον κύκλο.
5. Γράψτε ο καθένας το όνομά σας στο πίσω μέρος του μπλε χαρτιού.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write "We love school" on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 3

Read the instructions. Then your team must follow the directions with all eyes closed – no cheating!

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write "We love school" on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 4

All of your team members must follow the directions with each member having one of their hands behind their back

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write "We love school" on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 5

Only two people on the team can give instructions to one person and this person must have their eyes closed at all times.

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write "We love school" on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 6

No one can talk – complete the directions in total silence.

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write “We love school” on the circle.
5. Each write your name on the back of the blue piece of paper.

Activity 5: Fair is not equal

Time

10 minutes

Overview

An interactive way of showing that fair is not equal

Objective/s

For children to recognise that they all need different things to be given an equal chance of learning

Group organisation

Whole class

Resources

Sickness slips – cut up so you have one per child (see Sickness slips sheet)
Six plasters

Instructions

This activity is adapted from Mrs Lefave Band-Aid Lesson: Fair is not Equal:

<https://www.teacherspayteachers.com/Product/FREE-Band-Aid-Lesson-Fair-Is-Not-Equal-814855>

Give each child a ‘sickness slip’. Tell them they are going to have one minute to act out what’s wrong with them.

Once the minute is up, stop them and ask one person with each type of ‘sickness’ – cut arm, sore throat, ear infection, sprained ankle, stomach ache, itchy rash – to come to the front.

Hold up the plasters and tell the class that you are going to heal each ‘sickness’ with a plaster. For each child, make a show of how you would stick the plaster onto their problem – obviously it will work for the cut arm but the class will find it funny or strange when you try to heal the other problems with a plaster. You don’t need to go as far as sticking the plaster on – just in case someone has a plaster allergy – the mime and show are enough.

Questions

- *Who does the plaster work for? Why?*
- *Who doesn't it work for? Why? What do the other people need to feel better?*
- *What have we learned about ourselves so far? (If they need a prompt – are we all the same or are we quite different?)*
- *So do you all learn the same? Do you all need the same help when you are learning? You can extend this question by asking children to talk about what they find easier and more difficult – and need more help with – when they are learning.*

Finish by saying that in the classroom, fair means giving them different help so that they can learn the same as everyone else.

Activity 6: Getting the message out

Time

90 minutes, or more if needed – once it is set up, the activity can be something you go back to for chunks of time

Overview

Two linked activities designed to consolidate children's learning about inclusion and exclusion

Objective/s

For children to reflect on what they have learned about inclusion and create a product that expresses the most important piece of learning for them

Group organisation

Whole class, then choice of pairs or small groups

Resources

Various – depends on children's choice of activity and what you have available

Instructions

Start by asking children to think on their own about this question:

- What have you learned about inclusion and exclusion in the activities we have done?

You may want to spend a few minutes first recapping the activities you have done to refresh their memories.

Once they have had a few minutes to think, ask children to share their thoughts in a pair. After a few minutes of sharing, ask each pair to join with another pair and share their thoughts. Then ask them as a group of four to decide what the most important thing they have learned about inclusion and exclusion is. They should make a note of this on paper.

Gather the class together and ask each group to share their most important piece of learning. Write all of these on the board so everyone can see them. You will probably have a list that includes things like:

Feeling excluded is upsetting / frustrating / makes you angry etc.

Feeling included makes you happy / comfortable / relaxed etc.

We are all different and we are all equal

You can't always see how people are different

We all need different things to help us learn

We need to include everyone, even when they are different to us

These pieces of learning are going to become messages for other people in school. The next part of the activity involves the children making a choice. Explain

that they are going to create a product that they can use to get at least one of these messages across to other people in the school. They can choose from the following ways to do this (amend this list depending on your own circumstances):

Poster

Role play (a story with words, interview, mime)

Poem

Song lyrics or a complete song

Presentation (with or without a computer, depending on your resources)

Article for a school newsletter

Comic strip

Collage

The success criteria for the product are:

1. They must work with at least one other person and in groups no larger than ____ (decide which number you are happy with).
2. The message from the piece of learning must come across clearly.
3. The product must be high quality as it will be shown to other people in the school.

Assign an area of the classroom for each product and ask the children to move to the area for the product they want to make.

From here, ask them to form pairs or groups, or if necessary, put them into these groups.

Once they are in groups, the children decide – using the list on the board – which message/s they want to show through their product.

They can then start to work on their product. Depending on how much time you have to give to this, you can limit the scope of their work or expand it, coming back to the task at different times for 30-minute chunks.

Once the products are ready, find a way to share them. This could be within the class, with another class, with a phase or year group, in an assembly (with or without parents). Each group will need to prepare a short introduction for their product before they present it.

Set 3: Inclusive values and actions Age range: 9-11

activity set

Activity 1: Values mime

Time

15 minutes

Overview

Warm-up activity to introduce the concept of values through mime

Objective/s

For students to recognise and explain what a value is

Group organisation

Whole class

Resources

Nothing special. This activity can be done sitting down / standing up, at desks / in a circle, inside / outside.

Instructions

Put the class into pairs. Tell them that you are going to give them a word. Together in their pair they are going to work out a short mime that shows the word. They will have only one minute.

Choose a word from the list below for the pairs to mime. Repeat the activity choosing a different word. As you go through the activity, ask a few pairs to show their mimes to the class. You will see that the words in the list are opposites. It would be good to give them words from the left and right-hand lists: Activity 2 is about thinking about inclusive values. Exposing the students to some values that are not inclusive will be helpful at this point.

Love Hate

Courage Fear

Respect Disrespect

Equality Power

Peace Violence

Kindness Cruelty

Joy Sorrow

Sharing Selfishness

Curiosity Ignorance

Understanding Unsympathetic

Questions/learning points

What are these words examples of? Prompt question: if you describe [insert name] as always being kind, thoughtful and generous, what are these words examples of?

Here you are trying to lead the class towards identifying the words as qualities or principles that people hold as important, and by which they decide to live their life; we call these values. You could also ask about famous people, or people they have learnt about, to draw out more examples of different people's values.

Activity 2: Values for inclusion

Time

Part 1: 15 minutes

Part 2: 30 minutes

Overview

A two-part activity that includes discussion (either as a whole class or in groups) and a practical activity.

Objective/s

For children to:

- identify some of their own values
- recognise the relationship between values and behaviours
- illustrate and explain the values of an inclusive person

Group organisation

Whole group discussion followed by small group work (five-six in a group)

Resources

Large paper, marker pens for Part 2

Instructions

There are two parts to this activity. They can be run one after the other or you can separate them (Part 1 needs to be done before Part 2).

Part 1: the relationship between values and behaviours

Start by checking that the class are clear about the meaning of the word 'values' (see Activity 1 for notes – you could do a quick-fire version of the activity or use further examples of famous people here).

Once you are happy with their understanding, ask each child individually to think of three values that are personally important to them: three qualities or principles they try to stick to every day. After some thinking time, ask them to share these values with a partner. After some discussion time, ask for You can choose to do the next part of the activity, which focuses on four questions, as a whole class discussion or as a think-pair-share / paired discussion with feedback, or using a mixture of these strategies.

Next, ask the first question:

1. If you had to say where you feel these values, where would that be in your body?

The point here is that values are something that we feel quite deeply. Most of the time we don't even notice them, they are just part of us. Here, draw a visual on the board of a tree in earth, or in the roots of a tree.

Use an example of a value that has come up as important to people in the class. Write this value in the roots of your tree.

Ask the next question:

2. If [name of example value] is an important value to you, what would other people see you doing or hear you saying as a result?

After some discussion / feedback, use your visual on the board to ask the class:

3. If the value is underneath the earth on our picture, where would you draw or write what you say and what you do?

Here, the visual will help the class see that their behaviours are like the trunk, branches and leaves of a tree.

Then ask the final question,

4. So, what is the connection between our values and what we do and say – the way we behave?

The point to bring out here is that our values are a core part of us. They are very important as they have a lot of influence on the way we behave.

In Part 2 the class will show how values relate to behaviours.

Part 2: values and behaviours of an inclusive person

Put the class into groups of five or six children. There are two choices here for how to run the first part of Part 2, which you can decide between depending on your group, resources and time. Both options will work fine for the activity; the first option requires a bit more effort, and will be slightly more chaotic, but it's more fun for the children.

The first option is that each group has a very large piece of paper the length of a child. Wallpaper liner works well, or you could stick together pieces of sugar or flipchart paper. One child lies on the paper and the others draw round their body to make an outline of a person.

The second option is that each group has a piece of flip chart paper or sugar paper and draws the outline of a person.

Once each group has their outline, remind them about your iceberg / tree visual, and about values being underneath the surface and behaviours being above. Ask them the following questions:

Where do you think values are in us – inside or outside the body? Inside.

What about our behaviours – the things people hear us say and see us do – would these be inside or outside the body? Answer: Outside.

Now that you have established that values go inside and behaviours go outside the body, the class is ready for the next part of the task.

Start by asking them to recall what they learnt about inclusion / exclusion in Set 2: Understanding inclusion. Once you have a few ideas, tell the class that today they are going to think about a person who really wants to make other people feel included. We would call this person an inclusive person.

Their task is as follows:

1. Inside the outline of your person, write as many values as you can think of that would be important to that person.

2. When you think of a value, outside the outline of your person, write one thing that this person would say or do as a result of this value.

Get some examples from the children before they start the task.

Once the 'people' are ready, share them using one of the following ways – use a different method to the one you chose for the Flags activity in Set 1:

- A gallery walk: stick the people on the wall, walk round as a class to view them.
- A table walk: groups leave their people on the table and move round to view others.
- An envoy: one group member visits another group with their person and presents it; do this until all groups have seen all of the people – change the envoy each time
- Passing: pass each person round from group to group for viewing and comment.
- Presentations: each group presents their person to the whole class.

Questions for Part 2

What do you notice about the inclusive people?

Are there any values and behaviours that have come up many times? If so, which ones?

What do you think the most important values for an inclusive person to have are?

Activity 3: Marta's first day – Take 1

Time

60 minutes

Overview

A group spidergram that leads to a role-play activity

Objective/s

For children to apply inclusive values to a realistic situation and demonstrate their thinking through a role play

Group organisation

Groups of five-six children

Resources

Large paper, marker pens
Space for role play rehearsal

Instructions

Put the class into groups of five or six children so that you have six groups in the class. Remind them about the scenario they met in Set 1, when they were talking about diversity:

Marta has just moved to a new country. It's her first day at her new school. She can only speak a few words of her new country's language.

Explain that each group is going to create a spidergram that shows as many

ideas as they can think of in response to the following instruction: 'You are in Marta's class. What are the things you can do or say to help Marta feel included in the class?'

Once the class have had some time to work on their spidergrams, bring them back together to share a few of their ideas about inclusive behaviours.

The next part of the activity is for each group to create a short role play that demonstrates at least one of the ideas from their spidergram. They can choose more than one of their ideas to show in the role play, but should bear in mind that they only have 15 minutes to put it together (feel free to allow more time if you have it and think the class can sustain their attention on the role play for longer). Someone needs to be Marta; the other children need to act other characters showing one or more of the behaviours from their spidergram.

When the role plays are ready, each group present theirs to the rest of the class.

Optional:

1. During a presentation you can say 'Freeze' and the class (or you) can ask the characters questions about what their character is thinking or feeling at that moment.
2. At the end of the presentations you can choose some particularly strong characters to 'hot seat', i.e. the class (or you) asks them questions about their character, for example ask people about how it felt to their characters to include Marta, and how it felt for Marta when she was included.
3. Film the role plays so that you can use them for further teaching about inclusion, or for easier freeze-framing discussions.

Questions

What values did you see in action during these role plays?

Have we come across some of these values before in other activities? Which ones keep coming up?

Activity 4: Marta's first day – Take 2

Time

30 minutes

Overview

A group activity using scenarios related to a realistic school situation

Objective/s

For children to:

- discuss and explain what stops us including other people
- show the impact when we don't include others
- identify alternative ways of acting that are more inclusive

Group organisation

Groups of five-six children – six groups in the class

Resources

Six scenarios (see following sheet)

Paper and pens

Thought bubble worksheets (see sheet following scenarios)

Instructions

Explain that, even though we know from everything that we have learned so far that it is good to have inclusive values and include everyone, sometimes we don't. In this activity we are going to explore what stops us from including people. We are going to continue using Marta's first day at school to help us do this.

Put the class into six groups. Explain that each group is going to have a scenario to read and discuss. During this discussion they are going to have four tasks:

1. Decide and note down what, or who, they think is stopping the person in their scenario from including Marta.
2. Complete a thought bubble worksheet for this person to explain what they are thinking and feeling. Drawings are fine here as well as words.
3. Complete a thought bubble worksheet for Marta to explain what she would be thinking and feeling in the scenario. Drawings are fine here as well as words.
4. Discuss and make a note of what they would do instead of the person in their scenario to make sure Marta was included. Drawings are fine here as well as words.

After the activity, each group reads their scenarios to the class and presents their tasks.

Optional amendments:

1. Put some of the characters into a 'hot seat' so that you and the class can ask them questions about their scenario and their thoughts and feelings.
2. If you have time, make scenario 4 a role-play activity to show a different outcome for all involved.

Questions

Do you agree with the group's thinking and suggestions?

Do you have any questions or anything to add?

What sort of values do you think the people in the scenarios are showing?

What have you learned from this activity?

Activity 4: Marta's first day: Take 2 - Scenarios

Scenario 1

My name's Anna. At break time today I really wanted to go and say hello to Marta because she looked a bit lonely and lost. I went towards her and she saw me but my friends said we were too busy as we had to go and practise our dance for the talent show. They kept telling me to hurry up. They said we didn't have time to speak to new people. So I went with them without speaking to Marta.

Scenario 2

I'm Samuel. My teacher put Marta next to me in maths today and asked me to show her how to do the work. I didn't want to – she can't speak our language so she must be stupid. I didn't want to waste my time with her and get behind with maths.

Scenario 3

I'm Carolina. My teacher brought Marta over to me and asked me to sit with her at lunch and introduce her to my friends. I said I would but I didn't – she's not like me and I don't talk to people who aren't like me. What would we have to talk about, anyway?

Scenario 4

My name's Alex. I smiled at Marta today and I think she saw me, but I didn't talk to her because I know she doesn't speak my language. So I didn't, because I didn't know what I would say if she didn't understand me and it would all be really embarrassing.

Scenario 5

I'm Toni. Marta came up to me at break time today and said 'Toilet?' to me. I guess she wanted me to show her where the toilets are. I didn't because my mum has already told me not to talk to her or her family because they aren't from here.

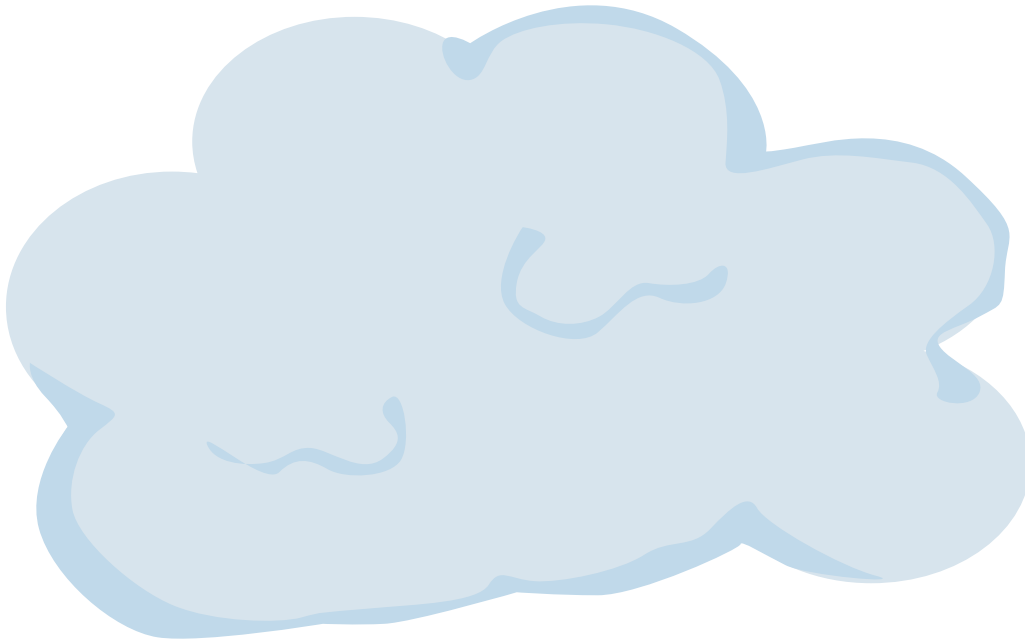
Scenario 6

My name's Yianni. Why would I talk to a new girl? I'm far too busy. There's just no time in my day to talk to anyone who isn't going to help me with my classwork or with the talent show. So when the teacher put me in a pair with her in English today I went and worked with Samuel instead – he's great at English.

Activity 4: Marta's first day: Take 2 – Marta's thoughts and feelings

In this thought bubble, write down or draw what you think Marta might be thinking and feeling when your scenario happens.

Activity 5: Our classroom values



Time

20 minutes

Overview

A ranking and tallying activity using Diamond 9

Objective/s

For children to:

- identify their top nine inclusive values for the classroom
- rank these values into a Diamond 9 shape
- explain the reasoning behind their top and bottom choices
- create a tally chart that shows the class' most popular values choices and identify the top six to use in Activity 6

Group organisation

1. Small groups of five-six children
2. Whole class discussion with one small group working simultaneously on a tally chart

Resources

Values cards (see sheet following instructions) – printed and cut up, one set for each group

Glue

A4 paper – 2 pieces per group

Tally sheet (see sheet following values cards)

Instructions

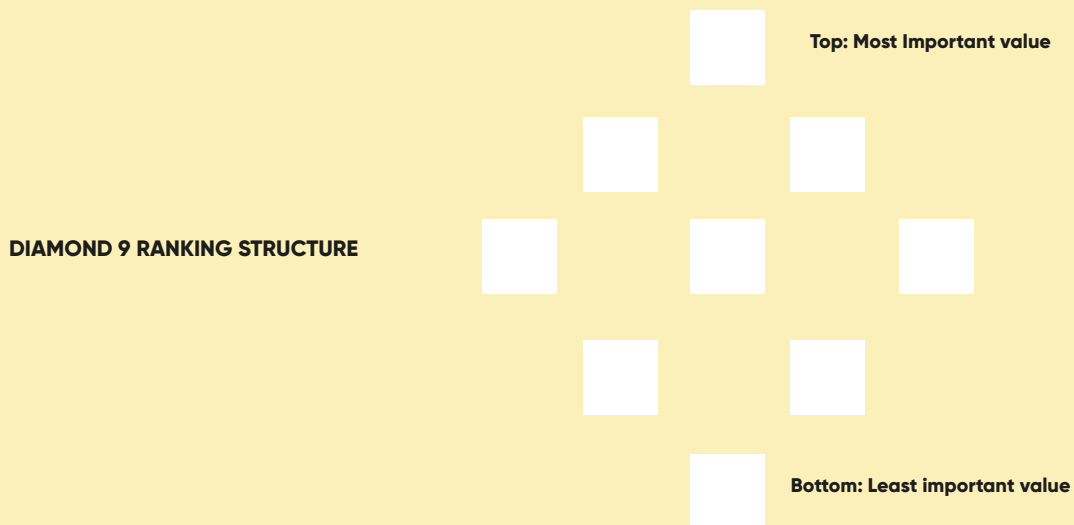
Preparation: Each group will need a set of values cards. The ones on the resource sheet are suggestions and can be changed / added to as needed. We have given you twenty choices; this will be too many for the children to have in a pack. The aim of the activity is for them to choose nine they think are most important for the classroom and then rank these. You will therefore need to decide how many, and which, values to include in the packs you give out. Make sure you include the

values that have come up frequently in the previous activities.

Put the class into groups of five-six children and give each group the set of cards you have decided on.

Firstly, ask the children to choose the nine values they think are most important in their classroom. Put the other cards to one side. They do need to stick to nine as the next task is focused on that number.

Once the groups have decided on their nine values, their next task is to discuss each value with the aim of ranking them a Diamond 9 shape (see the next page for an illustration). The ranking needs to be a group decision, so they need to be confident about expressing their opinions, make sure everyone is heard, and may need to compromise. Spend a few minutes talking about this process before the groups begin the task.



Once the groups have ranked the values cards, give out glue and two sheets of paper. Ask each group to:

1. Stick their completed Diamond 9 ranking onto one piece of A4 paper.
2. Make a note of their top and bottom choices on the second piece of paper.

Next, ask for (or choose) a group of volunteers who can make a tally chart – independently of you and quietly – using the following instructions:

Values tally chart: instructions

1. Put all the Diamond 9 sheets in a pile.
2. Take the top Diamond 9 sheet. Write a list of all the **values** from this sheet in the Values column on the values tally sheet. Add a tally mark next to each value in the **Tally** column. Put this Diamond 9 sheet to one side.

3. Take the second Diamond 9 sheet from the pile. Look at each value. If the value is already written on your Values column, add a tally mark in the tally column. If it is not already written on your list, add it. Add a tally mark next to it. Put this Diamond 9 sheet to one side.

5. Repeat Step 4 with the third, fourth, fifth and sixth Diamond 9 sheets until you have finished all the sheets.

6. Write the total tally mark for each value as a number in the **Final total** column. Now you have a completed tally chart for all the values in the class – well done!

7. Your last task is to put a circle around the six values that got the highest number of tally marks. Once you have done that, let your teacher know you are ready.

While the tally chart group is working, get some feedback from the rest of the class about the Diamond 9 activity, asking questions about their top and bottom-ranked values, for example:

Which value did you put at the top / bottom of your Diamond 9? Why?

Did anyone else have this at the top / bottom of their Diamond 9?

Why did you put it there – was it for the same reasons or different ones?

Does anyone disagree with this choice? Why?

Who had a different choice? What were your reasons for choosing this value?

When your tally chart group has finished, ask them to tell the class the six values that got the most tally marks. Write these on the board for everyone to see.

Finish the activity by summarising that these values are the six that the class have chosen as the most important in their classroom. They will use these values in the next activity.

Optional additional activity:

Make a poster showing the class' six activities with the title 'Our class values are...'

Activity 5: Our classroom values – values cards

Friendship	Hope
Curiosity	Kindness
Fun/joy	Sharing
Courage	Peace
Trust	Equality
Respect	Love
Patience	Imagination
Honesty	Participation
Determination	Thoughtfulness
Collaboration	Understanding

Activity 6: In our class we will...

Time

40 minutes

Overview

A group activity to put the class' key values into action in their classroom followed by a consensus-making discussion

Objective/s

For children to:

- define some key statements for the classroom for each of the top six values chosen in Activity 5
- create a class agreement from these actions

Group organisation

1. Small groups of five-six children
2. Whole class discussion and agreement

Resources

Flip chart or sugar paper
Marker pens
Sticky tac, tape or drawing pins

Instructions

Write 'In our classroom we will...' on the board.

Put the class into groups of five-six children; give each group a piece of flip chart or sugar paper and a marker pen.

Explain to the class that the aim of this task is to agree on ways of behaving that make the class an inclusive place where everyone can learn well together. These ways of behaving will come from the six values that the class decided were most important to them in the classroom (Activity 5). At this point, ask the class to remind you about the connection between values and behaviours.

Each group will focus on one value. Their task is to make some short statements about this value that start with, 'In our classroom we will...' The statements are to show people how everyone needs them to act for the classroom to be inclusive. Model some examples on the board, or ask the children to model some examples. Here are a couple to start you off:

Value	In our classroom we will...
Kindness	Treat people kindly or leave them alone.
Respect	Treat people and the environment with respect.

Note that the language is positive. Explain to the class that it is much easier for people to follow what people do want them to do, rather than what they don't want them to do. For example, if you were talking about sharing, 'In our classroom we will ask politely if we need to use something' is clearer - and much friendlier - than 'In our classroom we will not take things without asking'.

Give the class a couple of examples of other 'not' statements and ask them to tell you how they would turn these into positive statements that can follow 'In our classroom we will'. For example:

We will not be impatient when someone needs help.

We will not put people down.

Now give the groups some time to think about their value and write down some statements, using 'In our classroom we will...' to start the sentence. They could do this as a list, using the model you put on the board, or as a spidergram. It is important that their value is written somewhere on the paper so people can see it when it is displayed.

Once they have a few sentences, ask the groups to decide on their most effective statement and draw a circle round it.

Ask a member of each group to stick the group's sheet on the wall. Put the sheets together so everyone can see them.

Ask each group to read out their chosen statement. If it has 'not' in it, ask the rest of the class to turn it round so it is a positive statement. Seek agreement from the class about this statement. Here are some questions to help with this process:

Could everybody agree to follow this statement? If not, does it need to be improved?

How could it be improved? Are there other statements on the sheet that could help improve it?

Make notes about any changes through the discussion. Do the same for each of the six statements.

At the end of the process, read out the final set of six statements to the class. These behaviours are what they need from each other for everybody to work well together in an inclusive classroom.

Ask the class how they would like to display the list in the classroom. It could be typed up or made into a piece of art – either is fine but it's important that the list is put somewhere prominent; it could also be signed by everyone.

However it is displayed, the document needs to be used by both teachers and children as a frequent reminder about the way the class members have agreed to be together.

Set 4: Our school and inclusion - Now and this year Age range: 9-11

activity set

Activity 1: Our classroom

Time

Part 1: 20 minutes

Part 2: 25 minutes

Overview

A combination of a whole class and small group activity to enable children to think about how inclusive their classroom is currently, and to prioritise a way forward

Objective/s

For children to:

- reflect on how good they are as a class at making people feel included
- identify what's going well and what needs to be better

Group organisation

Whole class then groups of three

Resources

Space

Burger feedback bun (see page following instructions)

Tape or sticky tac / drawing pins

Instructions: Part 1

Start with a quick classroom discussion as a reminder about what it means to be included and how it makes people feel. If it helps to remind the class about the learning they did about Marta's situation in Set 3, use that as a stimulus.

Next, explain to the class that they are going to make an individual decision about how good they think the class is – as a whole group – at making people feel included. You are going to ask them a question and there are four possible answers to this question. Each wall will be an answer. (If you are outside, use north, south, east and west.) Their task is to choose – honestly – which answer they most agree with and go to the wall where that answer is.

Tell the class the four answers and which wall they match with - or you can make labels for each wall if you are inside and that makes it clearer. The answers are:

- No good at all
- Good some of the time
- Good most of the time
- Good all of the time

Once the class are clear about the answers, you can ask them the question:

As a class, how good are we at making people feel included?

Everyone in the class moves to the wall that matches the answer they agree with most. When this has happened do a count of how many children are matched with each answer – keep this safe as this is your class' benchmark and you will come back to it later in the year.

Once the class are in place, ask them to talk to the person next to them about why they have chosen this answer. Give them a couple of minutes to do this – it will help them to get their thoughts together for the next stage of the activity.

You can now facilitate a class discussion to find out why individuals have matched themselves with particular answers. Before you start, let the class know that they need to talk generally rather than about individuals; this is not a naming / blaming / shaming exercise. Instead of names, if they want to talk about behaviours they don't think are inclusive, they can say 'a few people', 'some people' or 'most people'.

Some questions to start you off might include:

Why did you choose this answer?

Does anyone standing nearby want to add anything?

Do other people agree? Disagree? Tell us why.

Does anyone want to add anything to what [name of child] said?

At the end of the discussion: Does anyone want to change positions now that you have had more time to think and hear what others say?

If people move positions at this point, alter the count you made earlier.

Instructions: Part 2

Put the class into groups of three.

Give each group the image of the burger (see next page). Explain that this is a burger feedback bun (meat or vegetarian – up to you!). This is a useful way of giving feedback as it sandwiches an area for improvement in-between two positives.

Their group task is to:

1. Discuss what they think the class is doing pretty well to help people feel included.
2. Decide on the two things they think class is best at: write one in the top part of the bun and the other in the bottom part of the bun.
3. Discuss ways they think the class could get better at making sure people feel included.
4. Decide on the most important / helpful / useful one of these ways and write this in the burger.
5. Around the outside of the burger, write down one or two things that the class could do to get better at this.

Give the instructions one at a time and some time to complete each one before you move on. The class discussion from Part 1 should have given them some examples and started their thinking, but do model some answers before each instruction if you think your class need it.

Stick the complete burger buns on the wall and summarise them for the class

Summarise in the style of the bun, so:

Some of the things we are good at are...

Things we want to get better at are...

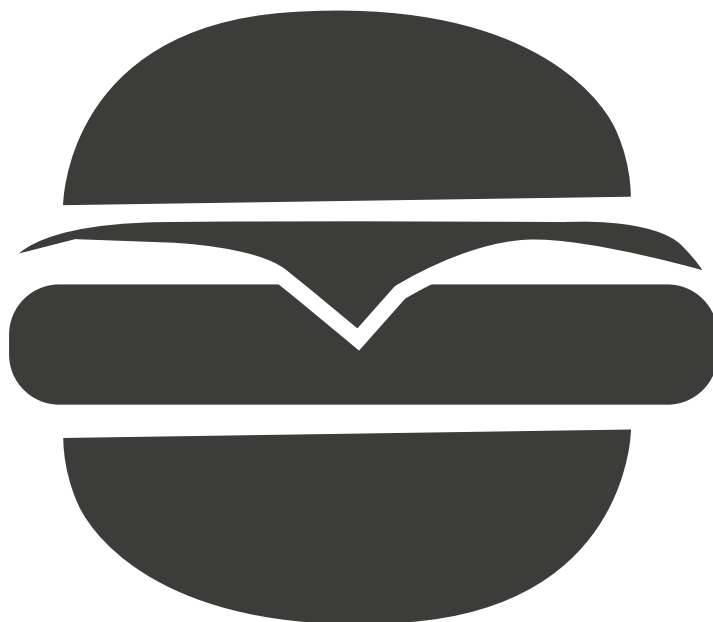
Some of the ways we can do this are...

Some other things we are good at are...

Display the burger buns and use them as reminders over the next few months about what the class is good at plus what they want to get better at and how they could do this. You can also incorporate opportunities for them to practise these areas for improvement into your planning.

You will come back to these burger buns in Set 5: Our school and inclusion – where have we got to?

Activity 1: Our classroom – hamburger feedback bun



Activity 2: Our school

Time

Part 1: 15 minutes

Part 2: 20 minutes

Overview

A combination of a whole class and small group activity to enable children to think about how inclusive the school currently is now, what has changed, and to prioritise ways forward

Objective/s

For children to:

- reflect on how good the school is at making people feel included
- Identify what the school has done well and priorities for the future

Group organisation

Whole class followed by groups of five-six children

Resources

Space

An object for each child (a pencil or pen will be fine)

Statement on a piece of paper: Our school is good at making people feel included (see resource sheet after instructions)

Three things... worksheet – one per group (see resource sheet after instructions)

Instructions: Part 1

This activity is adapted from *Artworks Creative Communications: Creative Evaluation Toolkit*

<http://www.artworkscreative.org.uk/wp-content/uploads/2015/11/Creative-Evaluation-Toolkit.pdf>

If you need to, start with a quick classroom discussion as a reminder about what it means to be included and how it makes people feel. If it helps to remind the class about the learning they did about Marta's situation in Set 3, use that as a stimulus.

Explain to the class that lots of people in the school this year are working together to think about how the school can get better at including people. The class' views are important and this activity is about collecting their views.

Sit the class in a circle. Make sure each of them has a pen, pencil or other small object. Tell them that you are going to read them a statement then put it in the middle of the circle. They need to imagine that there is a line between them and the statement. When you have read the statement you want them to put their object somewhere on this line. The closer towards the statement they put their object, the more they are showing they agree with it. The further away from the statement they put their object, the more they are showing they disagree with it.

Read the statement: Our school is good at making sure people feel included.

When all of the children's objects are in place, photograph the result. Follow up with a brief classroom discussion using questions such as:

[Name of child], can you tell us why you put your object there?

Do other people agree? Disagree? Tell us why.

What helpful / useful / things does the school do to help people feel included?

What do you think it needs to do better?

Make brief notes of this discussion to feed back to the core group.

Instructions: Part 2

Put the children into groups of five or six. Give each group a copy of the 'Three things...' worksheet. Explain that, in their groups, they are going to discuss and decide on:

1. Three things they think the school is doing well to make people feel included.
2. Three things they think the school could get better at to make people feel included.

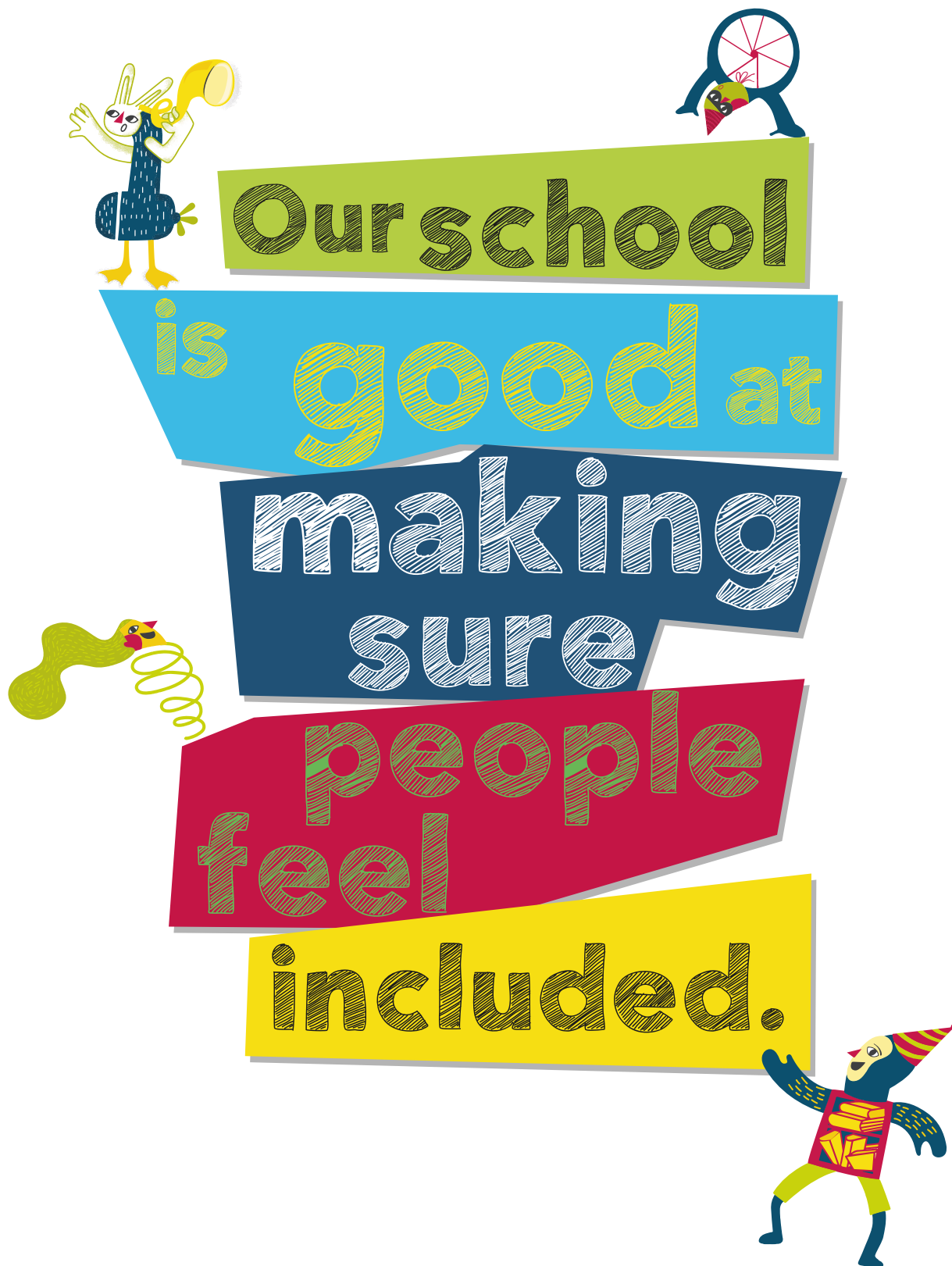
These views will be given to the group in charge of thinking about how to make the school better at including people. So it's important that their groups are as thoughtful as they can be.

Give some time to the groups to complete the worksheet. Once they are completed, each group can present their thoughts to the class. Finish by asking the class about anything they noticed about their thoughts; it is probable that certain themes will emerge that are worth picking out.

Thank them for their input and tell them that you will be passing on these thoughts. Collect in the worksheets.

Following this activity, give the photograph and notes from Part 1, and the worksheets from Part 2, to the school's core group, who will be collating information from across the school.

Activity 2: Our school - Statement



Activity 2: Our school – Three things... worksheet

Three things our school does well to help people feel included:

1.

2.

3.

Three things our school could do better to help people feel included:

1.

2.

3.

Activity 3: Me!

Time

20 minutes

Overview

An individual, reflective activity, the outcome of which is a postcard that children write to themselves

Objective/s

For children to:

- reflect on how good they think they are at being inclusive
- identify two things they do well that makes other people feel included and one thing they want to get better at
- record what they would like to get better at on a postcard to themselves

Group organisation

Individual activity with some paired discussion

Resources

Postcards (see resource sheet after instructions)

Instructions

If you need to, start with a quick classroom discussion as a reminder about what it means to be included and how it makes people feel. If it helps to remind the class about the learning they did about Marta's situation in Set 3, use that as a stimulus.

Explain to the class that in this activity they are going to be giving themselves some feedback about how good they are individually at including people, and think about one thing they would like to do better.

Firstly, ask them to think quietly about this question

What do I already do well that helps people feel included in my class and in school?

After some reflection time, ask them to share their thoughts in pairs.

Then ask them,

What else can I do that will help people feel included in my class and in school?

Again, after some reflection time, ask them to share their thoughts in pairs.

Then give each child a postcard. This postcard will be kept in a safe place by you for a few months. No one else will see it. Towards the end of the school year, you will give them out again so that the children can see if they have managed to do the 'what else can I do?' things on their postcard. This is about each child making a personal commitment to change their behaviour to help others feel more included. It doesn't have to be a big change – small changes can make a big difference to other people!

Give out the postcards. Ask each child to write or draw their thoughts in response to the statement on the postcard, and write their name on it.

Collect the postcards in and put them in a safe place. You will need them again towards the end of the school year.

Activity 3: Me! – Postcard



I can help people feel
even more included by...

www.inclusiveschools.net

Write your name here:



Set 5: Our school and inclusion 2 - Review and looking ahead Age range: 9-11

Activity 1: Our classroom

Time

Part 1: 20 minutes

Part 2: 25 minutes

Overview

A combination of a whole class and small group activity to enable children to think about what's changed in their classroom, and to prioritise a further way forward

Objective/s

For children to:

- recognise and explain what they have done well over the last months as a class to make sure people feel included, and what has changed as a result
- identify a further priority for the future

Group organisation

Whole class then groups of three

Resources

Space

Burger feedback buns from Set 4, Activity 1

Two stars and a wish worksheets (see resource sheet following instructions)

Tape or sticky tac / drawing pins

Instructions: Part 1

There will have been a gap between Sets 4 and 5 of the classroom activities, so you may need to start with a class discussion to refresh children's memories about the learning around diversity and inclusion they did earlier in the year. It would be a good idea to remind them about the activities they did that focused on how good the class, the school as a whole, and they as individuals, were back then at making sure people feel included.

Once you are happy that the class is ready, repeat Set 4, Activity 1: Part 1 (with slightly different wording, as follows):

Explain to the class that they are going to make an individual decision about how good they think the class is now - as a whole group - at making people feel included. You are going to ask them a question and there are four possible answers to this question. Each wall will be an answer. (If you are outside, use north, south, east and west.) Their task is to choose - honestly - which answer they most agree with and go to the wall where that answer is.

Tell the class the four answers and which wall they match with - or you can make labels for each wall if you are inside and that makes it clearer. The answers are:

- No good at all
- Good some of the time
- Good most of the time
- Good all of the time

Once the class are clear about the answers, you can ask them the question:

As a class, how good are we at making people feel included?

When the children are in place, look at the count you made from the first time you did this activity. Record any differences and discuss them with the class – using questions such as:

What's changed?

What have we done well?

What's helped us change as a class?

Is there anything that has got in the way of us changing?

What do you think we should try next as a class to get even better at including people?

Instructions: Part 2

Put the class into groups of three.

Give out the 'Burger feedback bun' worksheets the class completed in Set 4, Activity 1. It doesn't matter if the groups of three are different to the groups that completed these worksheets; the point here is that the groups discuss the 'burger' part of the feedback.

Ask each group to look at the 'burger' part of the sheet. Remind them that this was something the group who completed the worksheet wanted the class to do to make sure people feel more included. Their task is to discuss whether this thing happened. Here are some questions to help with their discussion:

What's it been like in the class in the last few months – do you think people have been making sure everyone is included?

Did what is written on the burger happen?

If so, how much did it happen?

If not, why do you think it didn't happen?

Take some brief feedback from some groups about their discussion.

Next, give each group the 'Two stars and a wish' worksheet. Their group task is to:

1. Write or draw one thing in each star that the class has done well to make sure people feel included since the last time they did this activity.

2. Write or draw one wish that shows something they would like the class to do next to make sure people feel even more included. If it hasn't happened and the group are keen that it does, this can be a repeat of what was in the burger. Alternatively, the group can write or draw something new.

Stick the worksheets on the wall and summarise them for the class. Use the language of the worksheet:

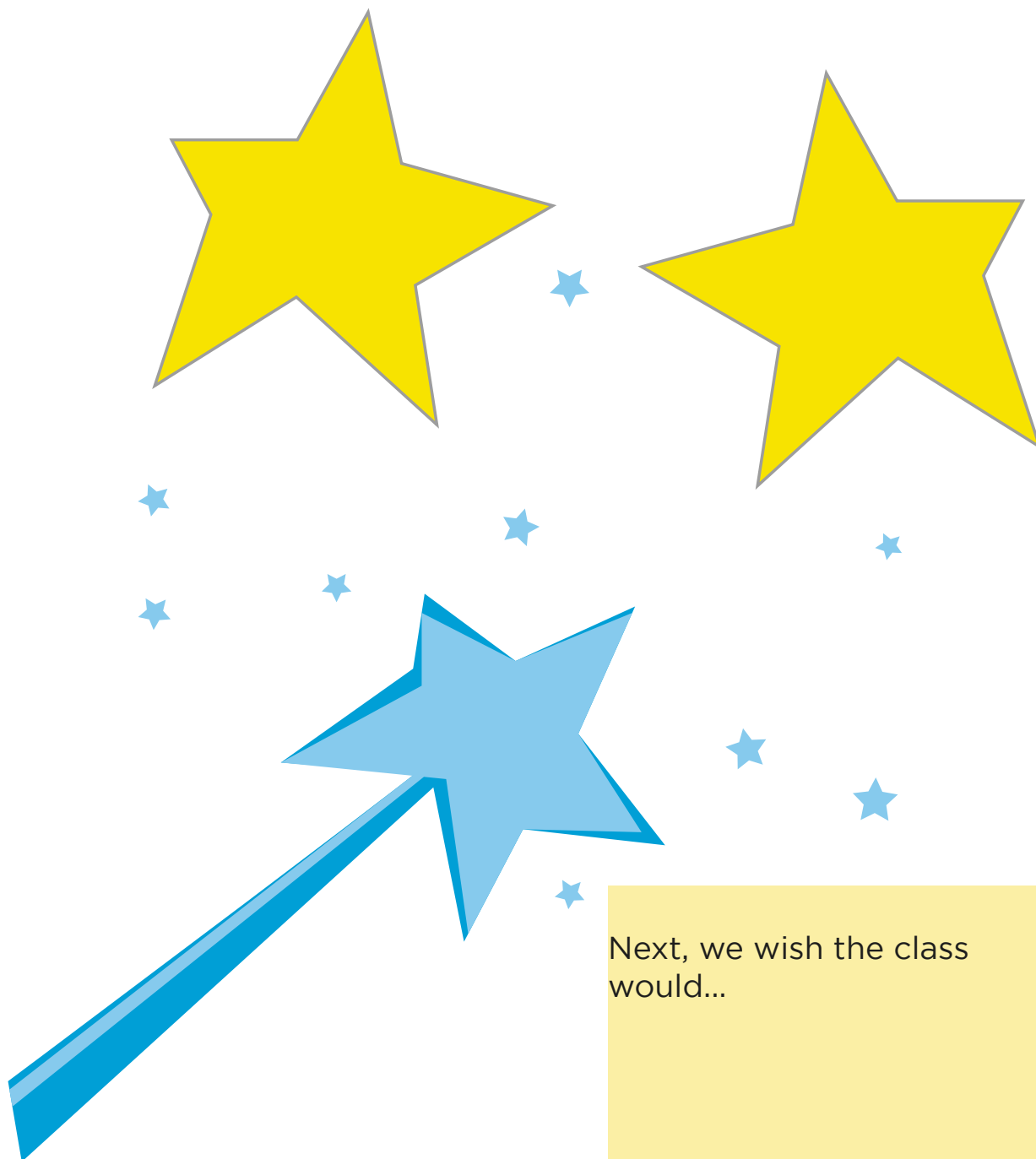
We gave ourselves stars for...

We wish that...

Display the 'Two stars and a wish' worksheets and use them as reminders over the next few months about what the class is good at, plus what they want to do next. You can also incorporate opportunities for them to practise these areas for improvement into your planning.

Activity 1: Our classroom – Two stars and a wish

Two things we have done well
since the burger bun feedback
activity



Next, we wish the class
would...

to make sure people feel
included.

Activity 2: Our school

Time

Part 1: 15 minutes
Part 2: 20 minutes
Part 3: 45 minutes

Overview

A combination of whole class and small group activities to enable children to think about how inclusive the school currently is, to prioritise ways forward and develop their vision of the school as an inclusive school

Objective/s

For children to:

- reflect on what's changed in the school in relation to making sure people feel included
- Identify what the school is good at and what it needs to get better at
- create a vision of the school at its most inclusive

Group organisation

Whole class followed by groups of five-six children

Resources

Space
An object for each child (a pencil or pen will be fine)
Statement on a piece of paper: Our school is good at making people feel included (see resource sheet after instructions in Set 4: Activity 2)
Photograph of the previous time you did this activity during Set 4
Three things... worksheet – one per group (see resource sheet after instructions)
Sugar or flip chart paper
Marker pens / paints

Instructions: Part 1

If you have not yet had a class discussion to refresh the children's memories about the learning they did earlier in the year, do so here. You may want to talk through the activities they took part in to think through how good the class, the school as a whole, and they as individuals, were at making sure people feel included.

Remind the class that lots of people in the school this year are working together to think about how the school can get better at including people. The class' views are important and this activity is about collecting their views.

Sit the class in a circle. Make sure each of them has a pen, pencil or other small object. Tell them that you are going to read them a statement then put it in the middle of the circle. They need to imagine that there is a line between them and the statement. When you have read the statement you want them to put their object somewhere on this line. The closer towards the statement they put their object, the more they are showing they agree with it. The further away from the statement they put their object, the more they are showing they disagree with it.

Read the statement: Our school is good at making sure people feel included.

When all of the children's objects are in place, photograph the result. Compare it to the photograph from the last time and summarise what has changed for the children.

Follow up with a brief classroom discussion using questions such as:

What's changed? What's it been like in the school over the last few months – have people got better at making sure everyone is included?

What has the school done to change things?

Is there anything that hasn't changed that you wanted to change?

What do you think the school should try next to get even better at including people?

Make brief notes of this discussion to feed back to the core group.

Instructions: Part 2

Put the children into groups of five or six. Give each group a copy of the 'Three things...' worksheet. Explain that, in their groups, they are going to discuss and decide on:

1. Three things they think the school has done well so far to make sure people feel included.
2. Three things they think the school could still get better at to make sure people feel included.

These views will be given to the group in charge of thinking about how to make the school better at including people. So it's important that their groups are as thoughtful as they can be.

Give some time to the groups to complete the worksheet. Once they are completed, each group can present their thoughts to the class. Finish by asking the class about anything they noticed about their thoughts; it is probable that certain themes will emerge that are worth picking out.

Thank them for their input and tell them that you will be passing these thoughts on. Collect in the worksheets.

Instructions: Part 3

This part of the activity focuses on children working in groups to create an annotated picture of what they think the school would look like at its most inclusive. The pictures will form part of the school's work around creating a vision for the future.

Put the children in groups of five or six. Explain to them that the school wants to keep working on making sure people feel included. To do this they want to get a picture of what people in the school think it would look, sound and feel like if the school was as inclusive as it possibly could be. This activity is the children's chance to let the school know what they think.

Their task is to create a picture – with some words to add a bit more detail – of how their group imagines the school would be like if it was the most inclusive it could be.

Below, there are some questions you can use to help children create their picture. Depending on your class, you may choose to:

1. Separate the activity into three stages, one for each question, and begin each stage with a class discussion about the questions.
2. Print out these questions and give them to groups to enable them to work independently.
3. Do a mixture of 1. and 2.

1. What would the school look like?

- *Who would be in the school?*
- *If there was a camera running, what would you see children doing – in classrooms and in the playground?*
- *What would you see staff doing?*
- *What would the relationships look like between staff and children?*
- *What would you see when parents or visitors came to the school?*
- *What wouldn't you see?*

2. What would the school sound like?

- *What would you hear in classrooms?*
- *What would you hear in the playground?*
- *What would you hear in the staffroom?*
- *What would you hear in the corridors?*
- *What wouldn't you hear?*

3. What would the school feel like?

- *How would you feel as a student?*
- *How would you feel as a member of staff?*
- *How would you feel as a parent?*
- *How would you feel as a visitor?*
- *How wouldn't you feel?*

Give out paper, pens/paints and let the groups create their pictures. As you are going round the class, spot where pictures may need more explanation and ask the children to write a word or phrase next to the picture that would help explain it to someone seeing it for the first time.

When they are finished, each group can present their picture to the class.

- the pictures from Part 3

to the school's core group, who will be collating information from across the school.

Activity 2: Our school – Three things... activity sheet

Three things our school has done well so far to make sure people feel included:

1.

2.

3.

Three things our school could still do better to make sure people feel included:

1.

2.

3.

Activity 3: Me!

Time

20 minutes

Overview

An individual, reflective activity, with a group outcome to be stuck on the wall of the classroom

Objective/s

For children to:

- reflect on whether they have become better at making sure people feel included
- identify one thing they want to get better at next
- record what they would like to get better at on a class poster

Group organisation

Individual activity with some paired discussion

Resources

Postcards from Set 4: Activity 3

Large paper – sugar paper, flip chart paper or wallpaper liner

I am going to... slips (see resource sheet after instructions)

Glue

Instructions

If you have not yet had a class discussion to refresh the children's memories about the learning they did earlier in the year, do so here. You may want to talk through the activities they took part in to think through how good the class, the school as a whole and they as individuals were at making sure people feel included.

Remind the children that some time ago they wrote postcards to themselves about something they would like to do to make sure people feel more included. It's now time for them to look at those postcards and see how they have done.

Give each postcard to the child who wrote it. Ask them to reflect quietly on the following questions (you may want to write these on the board or give them directly to children):

Have I done what I said I would do?

Was it hard to stick to it? If so, why? If not, why?

Did anyone else help me? If so, who?

Can you think of an example of a time that you did this thing? What happened?

How did you feel? How do you think the other person or people felt?

After some thinking time, ask them to share their thoughts with a partner.

Then take some feedback from people who are willing to share their experiences. Remind the children that they need to talk without mentioning other people in the class by name (unless you are really confident that this will be OK and you have the class' agreement to use names).

The next stage of the activity is for children to think of something else they can do next to make sure people feel included. Again, give some individual thinking time and some time to discuss ideas with a partner.

Once the children are ready with their decision about what they want to do, give out the 'I am going to...' slips (see the resource sheet below) and ask them to write what they will do on the slip. These are going to be displayed on the wall. They do not have to put their name on the – they will remember which one they have written just by looking at it.

Put a large piece of paper, or two stuck together, somewhere accessible in the classroom. Put some glue sticks next to this.

As each child completes their slips, check it and then ask the child to glue their slip to the large piece of paper. This will become a big poster to put on the wall of the classroom as a reminder. Stick the poster up when it is complete.

Activity 3: Me! – I am going to... slips

To make sure people feel included, I am going to...

To make sure people feel included, I am going to...

To make sure people feel included, I am going to...

To make sure people feel included, I am going to...

To make sure people feel included, I am going to...

To make sure people feel included, I am going to...

Set 1: Diversity Age range: 12-15

Activity 1: Quick-fire views quiz

Time

5 minutes

Overview

Quick-fire quiz to be completed individually, with brief feedback in between each round

Objective/s

For students to:

- Recognise that differences are common and that they bring interest to life

Group organisation

Whole class together, individual task

Resources

Scrap paper, pens

Instructions

Explain to the class that you are going to give them a quiz. All they have to do is note down the answer that applies to them.

Read out the three questions below. In-between take a small amount of feedback from individuals – just enough to highlight at the end that there is a variety of views across the class.

The questions (which you are free to change to suit your students) are:

1. What is your favourite food?
2. What is your favourite colour?
3. Who is your favourite TV or film star?

Questions

What did you notice? Were your answers the same or different?

What would it be like if we all answered the same?

Finish by summarising that having different views makes life more interesting.

Activity 2: Find someone who...

Time

20 minutes

Overview

Practical activity that requires students to move around the room and talk to different people in their class

Objective/s

For students to:

- Find out something about their fellow students they might not have known before
- Recognise that both differences and similarities exist within the class
- Explain the range of differences within the class

Group organisation

Whole class

Resources

Space

Find someone who... sheet (see resource sheet after instructions)

Instructions

Give each student a 'Find someone who...' sheet, which has a different statements written in 25 boxes. The students' task is to see if they can find a different student to match each box, and write this student's name in the box. If you want to change the text in the box to tailor it to your students, or change the number of boxes, please do.

Model what the students need to do. Choose a square and ask a student about the text in the square (for example 'shares the same favourite colour as you'. Keep going until you find a student who matches it. Show how you would write their name in the box, and then move on to another square.

Tell the students:

- They must move around the room and find someone different for each square – they cannot repeat the same name twice on their sheet.
- That the activity finishes when someone has filled in all of their squares and shouts out a word – you can choose whichever word makes sense for your context.

Ask the students to get ready, make sure they have their pens and activity sheets, and start the activity.

Once the first student has let you know they have completed the sheet, stop the class. Check the student's sheet to make sure it has different names in each square. If it doesn't, you can make a choice to carry on or stop there.

Alternative to filling in all squares:

Give the students a time limit and see how many students managed to complete within your time limit.

Questions

What were the reasons for doing this activity? (Getting to know each other better, finding out about each other, understanding that everyone shares similarities and differences, communication skills, /...)
What did you learn about similarities between your classmates?
What do you think are some of the fundamental similarities between humans?
What did you learn about the kinds of differences there are in the class – how are we different?
Was it easier to find people who shared your favourite things or to fill in the boxes with different statements?

Do people with lots of similarities still have differences?
 Do people who are quite different to each other still have similarities?

Activity 2: Find someone who... activity sheet

Find someone who...

Is passionate about the environment	Has the same favourite TV show as you	Has the same number of siblings as you	Is really good at looking after other people
Is brilliant with technology	Can play a musical instrument	Has been to another country in Europe	Likes the same music as you
Enjoys reading	Has the same favourite sport as you	Practises a religion	Can speak more than one language fluently
Prefers the outdoors to indoors	Has been to a country outside Europe	Has the same favourite food as you	Plays video games as a hobby
Has a subject in school they find difficult	Enjoys cooking	Has parents or grandparents who were born in another country	Has the same favourite colour as you

Activity 3: Our world

Time

20 minutes (Options 1 and 3); up to 60 minutes (Option 2)

Overview

This activity offers a choice of three ways through which students can explore difference in the world. The activity also introduces students to the word 'diversity'.

Objective/s

For students to:

- Expand on the range of differences they recognise from their class by looking more widely at difference in the world

Group organisation

Groups of five or six students

Resources

Sugar or flip chart paper (Options 1 and 2)

Marker pens (Option 1)

Magazines and newspapers, scissors and glue (Option 2)

Computer and projector with audio and access to wifi (Option 3)

There are three ways of running this activity:

- Option 1. No tech (discussion and spidergram activity)
- Option 2. Low tech (create a collage of diversity)
- Option 3. Tech (show a film to stimulate a discussion)

Instructions: Option 1 – No tech

Recap the differences that the students found out from the 'Find someone who...' activity. Their task today is to broaden their knowledge of differences by thinking about the world as a whole, rather than just their class. They are going to do this by making a spidergram that shows as many differences between people in the world as they can think of.

Put the students into groups of five or six. Give each group a piece of flip chart or sugar paper and some marker pens and some time to make their spidergram.

Once the spidergrams are ready, share them using one of the following ways:

- Gallery walk: stick the spidergrams on the wall, walk round as a class to view them.
- Table walk: groups leave their spidergrams on the table and move round to view others.
- Envoy: one group member visits another group with their spidergram and presents it; do this until all groups have seen all spidergrams – change the envoy each time
- Passing: pass each spidergram round from group to group for viewing and comparison/contrast.
- Presentations: each group presents their spidergram to the whole class.

Instructions: Option 2 – Low tech

Recap the differences that the students found out from the 'Find someone who...' activity. Their task today is to broaden their knowledge of differences by thinking about the world as a whole, rather than just their class. They are going to do this by making a collage that shows as many differences between people in the world as they can find from newspapers and magazines.

Put the students into groups of five or six. Give each group a pile of magazines and newspapers, some scissors and glue, and a piece of sugar or flip chart paper. Give them some time to search for images and words that represent differences between people across the world.

Once the collages are ready, share them using one of the following ways

- Gallery walk: stick the collages on the wall; walk round as a class to view them.
- Table walk: groups leave their collages on the table and move round to view others.
- Envoy: one group member visits another group with their collage and presents it; do this until all groups have seen all collages – change the envoy each time
- Passing: pass each collage round from group to group for viewing.
- Presentations: each group presents their collage to the whole class.

Instructions: Option 3 – Tech

This activity focuses on the first two minutes of the trailer for the film *One Day on Earth*. This is a project that asked people all over the world to film their lives on the same day (in October 2010) then made a feature film from the results. The trailer can be found at:

<https://www.youtube.com/watch?v=ihJb6PkwZIs>

<https://vimeo.com/26378195>

Explain the background of the film to students and tell them you are going to show them the first two minutes. Their task is to notice as many differences between the people in the film as they can. Afterwards, ask students what they noticed and make a shared list on a board / flipchart. They are likely to say things like:

- Races
- Genders
- Clothes/appearance
- Displaying emotions
- Access to technology
- Ways of having fun
- Languages
- Cultures / traditions
- Beliefs
- Environments
- Ways of travelling (including by wheelchair – point this out if it doesn't come up)
- Lifestyles
- Ways of making a living
- Music
- Dance

Questions

What have we learnt about difference across the world from this activity?

Make sure that a whole range of differences comes out in your discussion, including race, gender, beliefs, attitudes, cultures, sexuality, ability and disability, socio-economic circumstances: poverty and wealth; peace and violence – leading to displaced peoples. This may lead to comments about inequality – we will come back to this in Set 2.

Has it taught us anything about similarities between humans, as well as difference?

Here you can draw out the fact that as humans we share many underlying similarities, but we put many of these into practice in different ways. So a wedding in one part of the world will be different to another part, music and dancing are different across the world, one person's idea of fun is not the same as another's, etc.. You can use examples from what you know about the class (e.g. some people being good at art, others at maths, but everyone begin good at something) and also your own life to relate the learning closely to the students' own experience.

Explain to the students that these differences mean the world is a very diverse place – and that's from just thinking about humans, let's not forget that there is a lot diversity of plants, animals, landscapes etc..

So what does diverse mean? (Something that is diverse has a lot of variety or difference.)

And diversity? (The state of being diverse – so, you could say 'These countries are very diverse', or 'these countries are full of diversity'.)

Activity 4: What's good about diversity?

Time

Part 1: 15 minutes

Part 2: 25 minutes

Overview

Some individual reflection and a think-pair-share activity that results in a class poem – all focused on the positive aspects of diversity

Objective/s

For students to:

- reflect on and identify the influence of diversity on their own lives
- explore the positive aspects of diversity
- create a whole class 'nonsense poem' about the positive aspects of diversity

Group organisation

Individual reflection, pairs and fours

Resources

Paper and pens

Slips of paper big enough to fit a sentence on: Part 2

Sticky tape or tac: Part 2

If you did not do Activity 3, you will need to work with the students before this activity to make sure they understand the words 'diverse' and 'diversity'.

Instructions: Part 1

Part 1 is an individual task. Ask each student to make a list – drawing or writing is fine – of the things that are important to them in their life (family, friends, music, films, gaming, books etc..).

Next, ask them to look at their list and consider which of the items on it are influenced by people who are different to them – from different countries, abilities, genders, sexualities, cultures, beliefs, backgrounds etc.. Ask them to write a few words next to each item on their list when they can see a clear influence.

Take some feedback from some students.

Questions

What sort of influences did you notice? Which items on your list were influenced by people who are different to you? Were there any items that weren't influenced by people who are different to you?

What does this activity make you think about diversity?

Here it's worth emphasising that diversity is a fact of life - is not going to go away, and brings many positives into our lives.

Instructions: Part 2

This activity is adapted from Artworks Creative Communications: Creative Evaluation Toolkit

<http://www.artworkscreative.org.uk/wp-content/uploads/2015/11/Creative-Evaluation-Toolkit.pdf>

Part 2 is organised as a think-pair-share activity, which leads into a group activity.

Ask students to think for a short time about the main positives that diversity brings to their lives (these could be people they love, access to culture or goods from around the world, generally more excitement or interest, a love of foreign food etc.).

Next, put them in a pair and ask them to share their thoughts. After a few minutes, ask the pairs to join with another pair and share again. Give these groups a piece of paper each as this time, they also need to produce a list or spidergram of words that sum up their conversation.

Take some feedback from these groups of four to get some examples of words they have on their paper.

Then, ask the students to study their piece of paper really hard for thirty seconds. Once they have done this, they need to turn the paper over and make a note of as many words they can think of from their list – no cheating! – stopping when they reach seven words as a maximum.

Once they have the list of these words, give each group a slip of paper, large enough so they can write a sentence on it. Their next task is to make a sentence out of the words on their list. They can use small connector words, such as 'and', 'but', 'so', 'it', 'for' to put their sentence together from their words.

When the sentence is ready, ask one member of each group to come and stick their sentence to a clean piece of paper, so that the sentences flow one after the other. Check the sentences as they are going up.

This group of sentences now becomes a class poem: 'What's good about diversity?'

Ask a student to read the poem to the class. It might not make total sense! But it will sum up some of the key positives about diversity that are meaningful to the class.

Finish by asking the class about their favourite parts of the poem. Display it in the classroom.

Activity 5: Challenges of diversity

Time

60 minutes

Overview

Group activity using drama techniques and whole-class discussion to explore some of the challenges related to diversity

Objective/s

For students to:

- identify and explain, through a human photograph, some of the challenges that diversity can bring
- recognise that they have a choice in the way they act in a diverse environment, and that their choices impact on others

Group organisation

Groups of five or six students

Resources

Challenges of diversity scenarios (see resource sheets after instructions; there are six scenarios to choose from)

Instructions

Establish with the students that whilst, as Activity 4 demonstrated, there are many positive aspects to diversity, it can also bring challenges. This activity gives students a chance to explore some of these challenges.

Put the class into groups of five or six. Explain that they are going to work in groups to create a human photograph (or tableau) to show, as a class, some of the challenges that diversity can bring. Each group is going to have a scenario about a character as their starting point.

Give each group a scenario; one or two member/s of the group should read it aloud to the others. Once they have read the scenario, ask the groups to discuss:

- the challenges the character is facing
- why the character is facing these challenges.

After some time for discussion, explain to students that their next task is to create a human photograph, or tableau, that shows what is going on in their scenario and at least one challenge facing their character.

Here are some questions to help groups think through their human photograph; you may want to write these somewhere students can see them or give out a set of questions per group.

Who needs to be in the human photograph?
Where do they need to be?
What do they need to be doing?
What emotions do they need to be showing?

Tell them also that once their human photograph is ready they will show it to other groups who will be trying to work out what is happening – so it is important that their photograph is as clear as possible.

Give the groups some time to work on their human photograph.

When the groups are ready, each group shows their photograph to the class. Take a photograph of each one; these can be used in Set 3. Ask them questions about each photograph, for example:

What's happening here?
What are the emotions you can see?
What challenge/s do you think the character/s might be facing?

The words 'included' and 'excluded' might come up in your discussions – if so, let students know that you will be coming back to these themes over the coming weeks.

Ask each group to summarise their scenario to the rest of the class.

Optional extension activities:

1. Students can create questions for different characters in any of the human photographs. These characters can then be put into a 'hot seat' to answer the questions in role.

2. Choose one human photograph to explore in more detail. Students create questions for the different characters in this photograph. Ask the students involved in the photograph to set it up again, then other students can ask their questions to the characters in role.

Questions

When you see these situations happening, what challenges does it bring for you? Do these challenges mean that we should give up on diversity? Explain your thinking.

What are some of the most helpful or useful ways for us to approach diversity?

Finish the session by summarising that diversity definitely brings challenges, but most people agree that the positive aspects it brings to our lives outweigh these. Diversity is therefore something that makes our lives richer, and is worth celebrating.

Activity 5: Challenges of diversity – scenarios

Scenarios 1-4 are adapted from *Kidscape: Being me: isn't it time someone heard your story?*

https://www.kidscape.org.uk/media/1011/being_me_-_chapters_1-5.pdf

Scenario 5 is an extract from *Out of Place* by Archie Pyke, St Saviour's Primary School: Tower Hamlets Creative Writing Competition 2016

<http://www.towerhamlets-sls.org.uk/outofplace/>

Scenario 6 is a BBC news story, *Daily torment of racism in the classroom* by Divya Talwar, BBC Asian Network, 23.05.12

<https://www.bbc.co.uk/news/education-18150650>

Scenario 1: Evan's story

8.00am

I look at myself in the mirror and try and see what others see. I'm the smallest in my class and I have two left feet when it comes to football, but I can't see anything else that's different. Do my shoes look stupid? Have I got a girly face? Is it my skin?

8.15am

"Have you got your swimming stuff?" shouts Mum from downstairs. "Yep," I shout back, my stomach twisting into a knot. I like swimming. I just wish I didn't have to swim at school. Some of my class think it's weird I dive well and dance and that's why they call me names. I'd rather be rubbish at everything and never dance again and be in one of the gangs in my class than be good at something and be picked on. I wonder if I'll get in trouble if I 'forget' my swim stuff again so I have to sit on the side.

9.00am

At school I sit next to Ella. We start talking about what we did at the weekend and she asks me if I saw this dance programme on TV on Saturday. "You girls okay?" comes a voice behind us. Rich again. "Give us a break, Rich. Haven't you got anything better to do?" says Ella. "She your bodyguard, Evie?" says Rich, and the boys all laugh. In case you're wondering, this particular 'Evie' joke started when I wasn't listening to Mrs Geller in an art class in primary school and she asked all the girls to get up and get their bags and I stood up and then realised my mistake. In that one split second my name was changed from Evan to Evie. It might have been funny if it had lasted one class, or even one day. But this was a year ago – in a different school – and the boys from primary school told everyone in this class and they still won't let it go.

Scenario 2: Faria's story

I take my brother up to the shop every day to get milk or whatever Mum needs. My mum's in a wheelchair so it's hard for her to go up the hill and Rahul, my brother, has autism so doesn't like to go out on his own. He's two years older than me -14 - and I'm 12 but he gets really scared of walking through the park if there are lots of people there so we have to walk right round the outside. He likes to walk on the white lines that go round the football pitch. Then we cut up a quiet path to the shop and wait until everyone has gone out so he can go in and have a look. He doesn't like busy places and too much noise.

On a good day people will just laugh at us. They won't say anything and I don't think Rahul sees them. Although every day I ask myself the same question: what are they laughing at? But sometimes the kids in the park follow us and say things like "Weirdo on the warpath", or "Is the freak show opening?", or "Are you going to the life shop to get a life?" Then I have to work really hard to stop Rahul running home or getting cross. Sometimes he hits me on my arm because he's so cross with them and everyone laughs and shakes their head. Rahul knows I won't hit back. I just have to stroke his hand and wait until he is calm again, Mum says.

Scenario 3: Leah's story

7.15am

I put on my joggers so I can go out with Mitch, our dog. I like to run round the block with him before breakfast, even when it's raining. After breakfast I go and change. I can't find my trousers, the baggy ones that don't cling to my legs. Mum must have washed them after they got muddy yesterday - so I get back into bed. I have a bad feeling about today. 8.45am Mum's giving me a lift in as I missed the bus because of what she calls 'the trousers debacle'. She's a bit cross because she's late for work, but she tells me she's definitely not cross with me and rubs my hair. I look in the mirror and flatten my hair down again and then keep checking in my bag to make sure my pencil case is zipped up and then fasten my bag again. Sometimes when I go through reception the older kids grab my bag and if the pens fall out they get broken. 9.30am In class we're working on our history essays. It's really noisy and Mr Babinski keeps telling everyone to calm down. Paper is being flicked across the class, and Nikos and Leroy in front of me are trying to get things out of their bags, and Mr Babinski is setting up the projector and tells everyone to be quiet, and I can't stand the noise. "Quiet!" I shout, "Quiet!" The boys look at me and then carry on as if nothing has happened.

Scenario 4: Akin's story

9.00 am

I'm late - again. But I don't mind being late to school some days. Yesterday was Antony's birthday and I couldn't go so they'll be talking about it in the cloakroom and if I'm late I'll miss that. Antony did invite me but my mum was having a bad day and asked if I'd bring Fola (my seven year old sister) home after school before the party. To be honest once I'd arrived home and got her sorted with a snack and made Mum a cup of tea and changed my jeans (Mum said the ones I put on were dirty and it took me ages to find clean ones) I thought I'd probably missed too much - they might even have gone to the park to play football by now. Mrs Kouppas asks me why I'm late. She asks me the same question so often she doesn't even wait for an answer and tells me to sit down and get on with my reading in her firm voice. I can see Eleni and Anwar in front sniggering to each other as I get into my seat and search for my book in my desk. 9.05am I

look at the clock and work out I have been up for three hours. Dad has to leave for work really early so woke me to help with Fola at 6. He wanted to make sure we were ready for school before he left at 7. Then after he'd gone Fola spilt her breakfast on her shirt and I had to find another and iron it and she made such a fuss about getting changed. I got her to watch TV for a bit while I got Mum her breakfast and sat with her to make sure she ate it. Then it was already 8.20 and Fola complained all the way to school, going along like a big, ugly, slow snail to the school gate. And that's why I'm late.

Scenario 5: Yasim's story

My name is Yasim and I'm thirteen years old. I hate my life but at least I've got a life. I've come from Syria and I don't know what's happened to my family...

It's been two weeks since I've been in this country, it's called England and things have got a bit better though I still don't know what anyone is saying. I have been put with a family called 'foster parents'. I'm starting to understand some words and we also communicate by a made-up sign language.

I've started school and my teacher can speak the same language as me but I still feel so lonely that no one else can understand what I'm saying. I have no friends and every day in the playground I am sitting on the bench watching everyone have fun.

I feel embarrassed and scared.

Scenario 6: Khadeja's story

School is finished for the day, but as on most evenings, 14-year-old Khadeja Fahat, is catching up on her school work.

Since Khadeja faced racist Islamophobic abuse every day at her school, her education has suffered along with her mental health.

"I was tormented nearly every day; I was scared to go to school," said Khadeja.

"I used to go to school thinking: what am I going to face today? Is someone going to physically hurt me, or shout something at me or throw something at me?"

She continued: "The other children would shout verbal abuse at me; I was called a terrorist and a Taleban and asked why I was behind 9/11. Someone once shouted: look at that girl, she has a bomb in her bag. It made me feel so low and all my confidence had gone.

"I went from this happy girl who was always smiling and loved going to school and learning, to someone that didn't care about anything and just wanted each day to be over.

"I didn't understand why I was being treated like this. I was the same as the other students, except that I wore a headscarf."

Khadeja has since changed schools.

Activity 6: Celebrating diversity

Time

45 minutes

Overview

Group activity that will produce ideas for Inclusion Week later in the year

Objective/s

For students to work together to create a plan for a way of celebrating diversity in school

Group organisation

Groups of five or six students

Resources

Paper and pens

Action plan template (see resource sheet after instructions)

Instructions

Explain to the class that later in the year the school will be running a week of activities when it will be celebrating inclusion and diversity. This will be called Inclusion Week. Today, their task is to come up with an idea for an activity that celebrates diversity, and turn this into an action plan that can be used during Inclusion Week.

Before you put the students into groups, start by gathering their ideas about different ways of celebrating: parties, food, dancing, music etc.. Ask the class how they can connect these ways of celebrating to what they have learned about diversity so far. For example, what have they learned about diverse food / music / cultures / beliefs / dances etc.; how could this become a celebration in school? This will give them some ideas to start their group discussions.

The group's activity can be for students their own age, younger students (if there are younger students than them in the school) or for any combination of students, staff and parents.

Put the students into groups of five or six. Break the task into steps (display these or give them out to groups for reference):

1. Come up with as many ideas as you can for ways to celebrate diversity in school. One person needs to make a note of these.
2. Choose your favourite idea – you might need to vote on this if you can't agree.
3. Using the Activity plan headings, talk about your activity in more detail and plan it out roughly.
4. Once you are clear about your activity plan, fill in the Activity plan sheet.

Once the plans are finished, ask each group to share theirs with the class. Ask them to comment positively on each plan and think of any ways in which they could be improved.

Activity 6: Celebrating diversity: activity plan

Activity name:

Activity length:

The activity is designed for:

The activity would take place in:

What would happen during our activity:

Resources needed for the activity:

Set 2: Understanding inclusion Age range: 12-15

Activity 1: In or out?

Time:

10 minutes

Overview

A starter activity to introduce the concepts and vocabulary of exclusion and inclusion

Objective/s

For students to recognise what inclusion and exclusion mean

Group organisation

Whole group

Resources

Five sets of small pieces of paper – each set a different colour (you can also use stickers if you have them)

One small piece of white paper (or white sticker)

Instructions

This activity is adapted from *All Different, All Equal* (Council of Europe):

<https://rm.coe.int/1680700aac>

Before you give out the small pieces of paper, you will need to decide to whom you are going to give the white piece. This person needs to be someone who is quite resilient and can talk about their feelings openly.

Tell the class that you are going to give each of them a small piece of paper. They must not show this to anyone else – it's a secret. Then give out the paper. Each student except for the one you have chosen will have a coloured piece of paper; when you are giving out the paper give this student the white piece.

Tell the class that their task is to find – as quickly and quietly as they can – the rest of the student with the same colour paper as them. When they find their group they should arrange themselves in height order and stand in a circle. (This last sentence is just to give them a quick task – feel free to change it if you want to).

The student with the white piece of paper will be left without a group.

Questions

- Have a look around the room. What do you notice?
- Let's ask [student with white paper] about what's happened. What was it like not to be able to find a group? What were you thinking / feeling?
- What about the rest of you – how did it feel to find your group?

Introduce – or elicit – the word 'included' as being or feeling part of something, and the word 'excluded' as not being allowed to be/feel part of something.

Activity 2: Force the circle

Time

20-25 minutes

Overview

A whole-group activity to illustrate and explore inclusion and exclusion more fully than Activity 1.

Objective/s

For students to explore and explain experiences of, and reasons for, inclusion and exclusion

Group organisation

Whole group

Resources:

Space – outside would work well

Instructions

This activity is adapted from *All Different, All Equal* (Council of Europe):

<https://rm.coe.int/1680700aac>

Ask the student to stand in a circle. Explain that what is going to happen is that all of them, except for one, are going to link arms and stand strongly together like a circular wall. One student will be outside the circle and will try to get in. It's important to emphasise that this activity is not about using force, it's about using your brain and being thoughtful about your tactics. However, to make sure everyone stays safe, you will need some clear rules, e.g.:

1. If, when you are part of the wall, you feel the person succeeding in getting in, let them in. You must not put anyone else in danger of being hurt.
2. If you are the person trying to get in, your attempts must not put anyone in danger of being hurt. Remember this is about using your brain!

Ask for a volunteer to be the first person to be outside the circle and try to get in. If, after about two minutes, they haven't managed to get in, stop the activity, bring them into the 'wall' and ask for another volunteer. Repeat the activity four or five times (or for more if it's going well) so at least several people try to get into the circle.

Questions

- What strategies were people using to try and get through the wall?
- What strategies were people in the wall using to try and stop others getting through?
- How did you feel when you were trying to get through?
- How did you feel when you were in the wall and people were trying to get through?
- If you got through the wall, how did you feel then?
- How does this game link to real life?
- What's it like when you see a group or activity you want to be part of and are excluded from?
- Have you ever been part of a group that excludes someone? What did that feel like?
- Why do we exclude people? We will come back to this in Set 3, so you may want to spend only a small amount of time on this question.
- Where else in life do you see examples of exclusion – in your school / community (e.g. bullying) / country / in the world (e.g. conflict and displacement)?

Activity 3: Being included (or not)

Time

Part 1: 15 minutes

Part 2: 15 minutes

Part 3: 10 minutes

Overview

A variety of mini-activities to explore the idea of inclusion

Objective/s

For students to:

- reflect on and share their own experiences of being included
- think about and express their opinions about being included in education
- identify people involved in ensuring children are included in education

Group organisation

Part 1: individual and paired discussion

Part 2: whole-class agree – disagree movement and discussion

Part 3: whole class discussion

Resources:

Space for part 2

Image on board for part 3 (see instructions)

Basic knowledge about your country's laws that support inclusion through equality of opportunity and are anti-discriminatory for Part 3

Instructions: Part 1

Part 1 asks students to reflect on, and share their own experiences with a partner. Please remind them that they should only share with their partner what they are comfortable with sharing.

The instructions for Part 1 are as follows:

Firstly, think of a time when you felt excluded from something – in school or out of school, with classmates, friends or family. Think about this time through these questions:

- *What were you doing, where were you, who was there, when was it?*
- *How did you feel? How did you behave?*
- *Who, and/or what, made you to feel excluded?*

After some thinking time, ask the students to share their thoughts with a partner. Take brief feedback from the class, then move on to the second task in Part 1, as follows.

Now think of a time when you felt really included from something – in school or out of school, with classmates, friends or family. Think about this time through these questions:

- *What were you doing, where were you, who was there, when was it?*
- *How did you feel? How did you behave?*
- *Who, and/or what, helped you to feel included?*

Again, after some thinking time, ask the students to share their thoughts with a partner.

Take some feedback from the class. The main point to establish here is that feeling included makes you feel and behave much more positively. Part of the reflection, acknowledge that this activity – especially the first part – may have brought up some emotional issues for students. You may want to provide a worry box for students to privately express any concerns they have, and let them know that these will be followed up later by you – again, privately.

As a link to Part 2, explain to the class that for the next part of the activity, they are going to focus on the idea of being included in education.

Instructions: Part 2

Part 2 is an agree:disagree activity. Explain to the students that you are going to read them a statement. Designate one end of the room as agree and the other as disagree. They need to imagine a line between these two ends of the room. When they hear the statement they need to stand at the place on the line that best describes how much they agree or disagree with the statement.

Do a practice run to make sure the class understand, for example:

Cats are better than dogs.

- *Winter is more fun than summer.*

Cauliflower tastes nicer than broccoli.

- *Maths is more interesting than history.*

Take some very brief feedback from your trial run statement – it will be a good opportunity to remind the class that everyone is different and that everyone's views are valued.

Then move on to the statement about inclusion and education:

It is important for all children across the world to be included in education.

Once students have placed themselves along the line for this question, ask them to talk to someone near them about their thoughts. This will help them form and verbalise their opinions. Ask some students to share their opinions with the class, and facilitate a class discussion, using probes and questions such as:

Do other people agree with what [name of student] has just said? Or disagree?

Can you say some more about...

Can anyone add to...

What are your reasons for saying that?

It's likely that most of the class will – at least to some extent – agree with this statement. They may talk about fairness and equality of opportunity, and about the need to learn. You can probe students about their thoughts about fairness and equality of opportunity; for example, what are their thoughts about children and young people who commit crime – should they have equal and fair access to education? What about young teenagers who become mothers? Children and young people who work? Also probe students about why it is important for children across the world to learn – what are they learning for? The main point here is that, across the world, it is the children of today who in the future will need to:

- Work towards solving the world's problems, e.g. climate change (you could mention Greta Thunberg here); poverty; major health challenges (e.g. malaria, diabetes); inequalities in education (you could mention Malala Yousafzai's passion for girls' education here), work and health etc..
- Look after the vulnerable people in their societies.

- Find a way of making enough money to look after themselves and their families.

After a discussion, ask if any of the students – having heard others' points of view - want to move to somewhere else along the line. Take feedback from a few students who move.

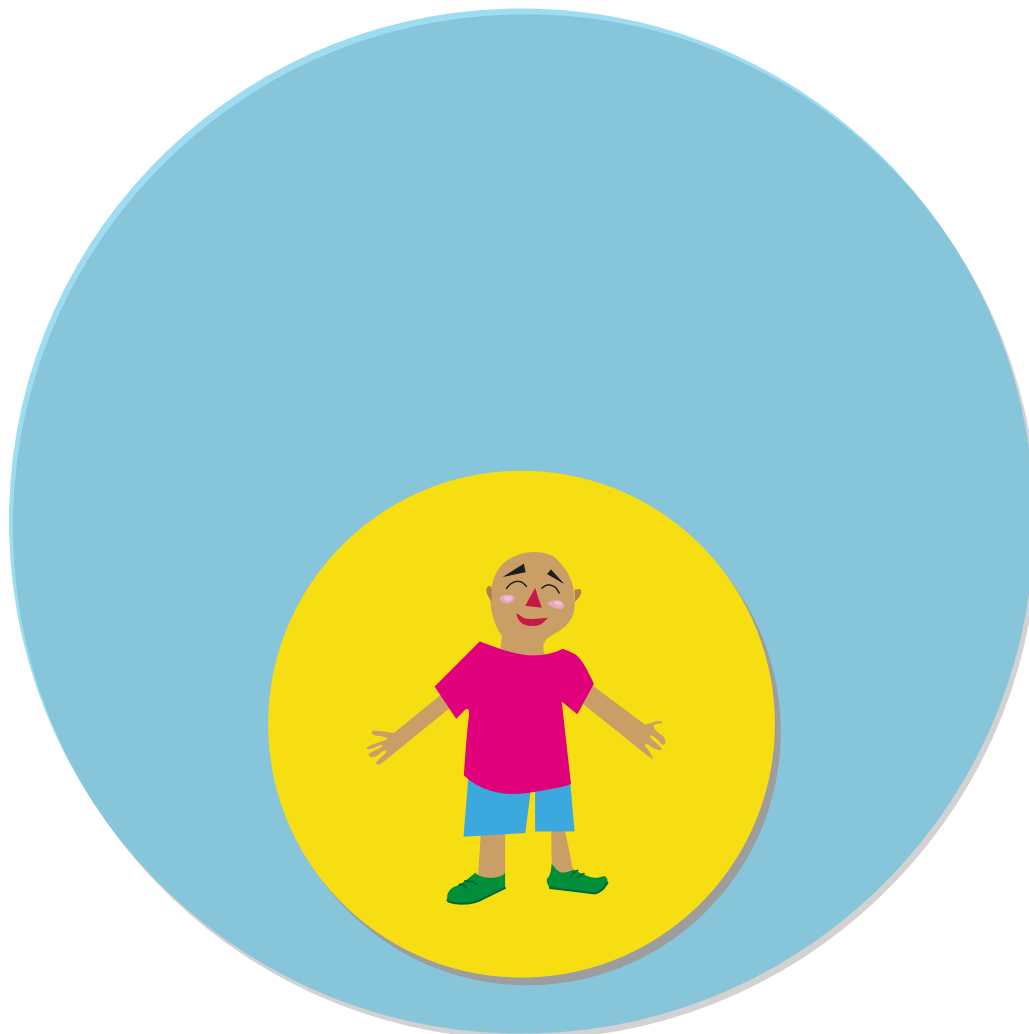
Summarise by saying that while there are still many challenges to including all children in education (there are about 263 million children out of school), most people believe that it's important for all children to be included in education.

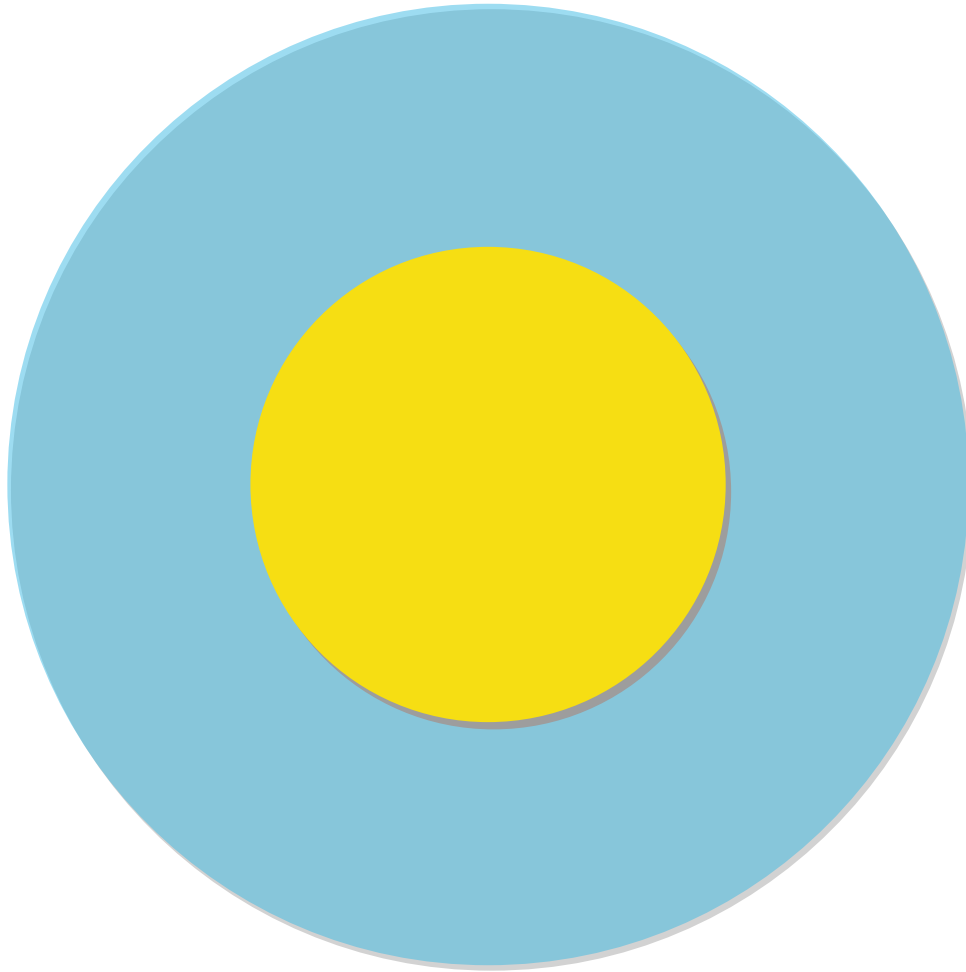
Instructions – Part 3

Part 3 is a short whole-class activity that answers the question:

Whose job is it to make sure children are included in education?

Draw something like this image on the board:





In the middle there is a child, who is included in their classroom in school.

Start with the area in the circle where the child is.

Whose job is it here – immediately around the child – to make sure that this child is included in education? Teacher, friends, other students in the class – write these next to the child on the board (or ask a student to).

Then repeat the question, moving outwards from the child, taking in:

- school
- family
- local government - education, health, social services
- national and European government – policy and laws: here please talk about the most important laws your country has put in place around equal rights and discrimination.
- world bodies, for example the United Nations.*

Ask questions to help students' thinking if needed.

Finish this part by summarising that there are many people with responsibility for making sure children are included in education. In the next few weeks they will explore their own role in more detail, and think about how well the school includes its students. Next, they are going to focus on the biggest picture and look at the role of the UN.

If you need to clarify what the United Nations is for your students, here is some basic information:

What is the United Nations (UN)?

The UN was set up in 1945 at the end of World War II. It was set up between different countries to make sure that conflict at the same level as WWII was never repeated, and to promote international cooperation. Today there are 193 member states. There are a variety of different UN agencies that work to protect and promote human rights and encourage cooperation over the world to address the world's problems (relating to poverty, health, education, climate change etc.).

Activity 4: Human rights and inclusion

Time

60 minutes

Overview

Objective/s

For students to:

- recognise what a human right is
- discuss ten of the articles UN Conventions on the Rights of the Child
- analyse a young person's scenario in relation to these articles
- evaluate each young person in the scenario's situation in relation to these articles

Group organisation

Whole group discussion followed by groups of 5 or 6 students
Envoy, presentations or hot seating at the end of the group discussions

Resources:

UNCRC sheet (resource sheet following the instructions) – you can cut these up and make them into cards prior to the activity or use it as is
Character scenarios (these relate to the scenarios in Activity Set 1 and can be found after the UNCRC sheet)

This activity 'dips into' human rights. It is not intended as a full introduction to human rights. If you feel that your students would benefit from additional time learning about human rights, please do build this in. There are plenty of resources online that will enable you to plan practical sessions easily, including:

Council of Europe: Compasito – Manual for Human Rights Education with Children

<http://www.eycb.coe.int/compasito/>

Council of Europe: Compass – Manual for Human Rights Education with Young People

<https://www.coe.int/en/web/compass/home>

UK Equality and Human Rights Commission: Secondary Education Resources

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights>

UNICEF: Teaching for Children's Rights: Rights, wants and needs

https://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113

Instructions

Explain to the students that today they are going to be exploring the role of a wide-reaching global organisation – the United Nations Children’s Fund (UNICEF) – in promoting the rights all children and young people across the world. Specifically,

they are going to be focusing on rights that have a role in helping people feel included.

Before you move on, ask the class what they think a right is, and have a brief class discussion about this. Get some examples from them of things that they think are rights. Finish the discussion by saying that, according to UNICEF,

“rights are things every child should be able to have or to do, in order to survive and grow to reach their full potential.²³”

UNICEF promotes children’s rights through a document called the UN Convention on the Rights of the Child (UNCRC). Here is some basic information to share with your students about the UNCRC:

What is the UN Convention on the Rights of the Child (UNCRC)?

(adapted from <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>)

The UNCRC was developed by UNICEF (the United Nations Children’s Fund) in 1989.

The UNCRC is the most complete statement of children’s rights ever produced and is the most widely ratified international human rights treaty in history.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention has 54 articles that cover all aspects of a child’s life and set out the rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. All the rights are linked and no right is more important than another.

The UNCRC is the most widely ratified human rights treaty in the world. All UN member states except for the United States have ratified the Convention.

Fill in any vocabulary that you need to (or ask students who know to explain it to the class) and answer any questions about the UNCRC

Now you are ready to set up the group task. Put the class into groups of five or six students

Give each group the UNCRC cards (if you have cut the sheet up) or sheet. This shows the articles from the total of 54 rights.

²³ Unicef: Teaching for Children’s Rights: Rights, wants and needs
https://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113

Allocate two articles to each group (or less if you have more than five groups in the room – share them out). Ask the group to read these articles and discuss what they mean to everyone in the group. Afterwards their task will be to explain their two articles to the rest of the group.

When they are ready, ask each group to present their two articles to the rest of the class. Explain that it is important everyone understands all ten articles as they are crucial to the next part of the activity. Allow time for students to ask questions.

Once everyone is clear about the articles, explain the next part of the activity. They are going to have a scenario in which a character is talking about their life and experience of school. They are going to:

1. Read the character scenario (if they did Set 1 Activity 5 they will remember them).
2. Look at the ten UNCRC articles they have and answer some questions.

Firstly, give each group a character scenario and ask one student to read their scenario to the rest of the group.

Then, ask them to look at the scenario and the ten UNCRC articles together and answer the following questions (display these questions on the board or cut them out and give them on paper to groups):

Which of the ten articles are particularly important for your character?

To what extent do you think these rights are being met?

Are any being broken?

What might your character need to make sure that they are more included in school and in life?

Everyone in the group's aims are to be able to introduce others to their character and summarise the group's discussion around the questions. They can take notes if this helps them.

At the end of the discussion, either:

1. Run an envoy system, where one person from each group visits another group, introduces their character and feeds back the group's discussion. Repeat this – with a different envoy each time – until all the groups have been visited.
2. Ask each group to present their character and summary of the discussion to the whole class, allowing time for students to ask each other questions.

3. Ask one member of each group to be in a 'hot seat' and answer questions:

Which of the ten articles are particularly important for your character?

To what extent do you think your rights in these areas are being met? Tell us why you think this.

Are any of your rights being broken?

What do you need to help you be more included in school and in life?

Questions

What have you learned about human rights from this activity?

What have you learned about the relationship between human rights and being included in education and in wider life?

Activity 4: Human rights and inclusion – ten UNCRC articles

UNCRC Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.	UNCRC Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
UNCRC Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.	UNCRC Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.	UNCRC Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
UNCRC Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention.	UNCRC Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
UNCRC Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.	UNCRC Article 39 (recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Activity 4: Human rights and inclusion – character scenarios

Evan

Hi, I'm Evan. I'm twelve years old. My favourite thing in the world is dancing – I do a lot of that outside school. I also like diving, TV (especially dance shows) and gaming. I'm rubbish at football. I wish I was good at it because at least then the boys at school wouldn't be nasty to me about dancing and change my name to a girl's name – they think that's really funny. I try to keep it quiet at school that I'm a good dancer or I just get bullied more. But to be honest there's not much going on at school for dance – or art, music or drama actually – it's all about maths, science and technology. Boring...

Faria and Rahul

My name's Faria and I'm twelve. I love playing in the park with my friends or going swimming. I don't get much time to do these things because my mum and my brother Rahul need my help. Rahul doesn't talk much – he says words like 'car' (he really loves cars), 'bed' and 'chocolate'. He's mostly really funny but he gets overwhelmed in noisy or busy places. Sometimes you have to be very quick to make sure he doesn't run off. My mum can't do that because she uses a wheelchair and it's just the three of us at home so there's no one else to help.

I don't go to school much because my mum says she needs me, that it costs money for me to get there (we haven't got much money) and she can't really see the point anyway as I'm going to have to stay at home and look after her and Rahul when I'm older.

Leah

I'm Leah. I'm thirteen and I love knowing about stuff – I think space is my favourite topic at the moment but when I was younger it was trains. I also really like gaming and play with lots of different people on my computer. I pretty much hate school. It's noisy and crowded and I can't concentrate. Plus I don't have any friends there. Even though I try I always seem to make them really bored by talking too much. Or I try and join in their games but I don't get the rules so they laugh at me. I've been told that I am "on the autistic spectrum", but I just feel like me.

Akin

My names Akin and I'm fifteen. I'm a pretty good footballer and love films too. I live with my mum and dad and my sister Fola, who's 7. My mum isn't well – she hasn't been for a couple of years – and my dad works far from home so I have to help out a lot round the house. I don't mind helping (even though 7-year-olds are really annoying) but it is hard to juggle everything. Especially now that school is getting serious and I have exams coming up. I'm often late in to school because I have to take Fola to her school first, and that gets me in trouble, and sometimes I haven't had time to do my homework, so that gets me in more trouble. My friends are starting to give up on me as I haven't got much time to do anything outside the house.

Yasim

I'm Yasim and I'm thirteen. I'm from Syria. There I liked to play football with friends and was starting to learn karate. I arrived here two months ago. My house there was shelled last year and I haven't seen my parents since then. Or my sister. My uncle arranged for me to be smuggled out of the country and after a really long and hard journey (that's another story) I came here. I am staying with a good family and I have found a mosque, but everything here is so strange. I've started school but it's hard as I don't speak the language yet. There's only one person there who speaks Arabic and that's a teacher. Sometimes I can't think about anything else but what happened to my house and my family. I'm lonely and sad a lot of the time.

Khadeja

My name's Khadeja. I'm fifteen. My favourite subject is art, and I'm lucky – I've got a really good teacher at school who lets me hang out in her classroom a lot with my best friend Marta. This makes my life at school bearable – just. A lot of the other kids seem to have a problem with me wearing a headscarf (I'm Muslim). They call me lots of really horrible racist names, and accuse me of being a terrorist. The school say that it would be better if I don't wear my headscarf, as maybe they'll leave me alone then, but that doesn't seem right to me. It's an important part of who I am and I don't get why I should take it off just because other kids don't wear one. I'm not hurting anyone! Now the school are starting to discipline me for wearing my headscarf, and saying I might not be able to take my exams. I can't wait to leave.

Activity 5: Education and inclusion - a bag of difference

Time

30 minutes

Overview

A small-group activity followed by a whole-class discussion that relates inclusion and exclusion to diversity

Objective/s

For student to experience the challenges that diversity can bring in the classroom, and start to relate these to inclusion and exclusion

Group organisation

Six groups of five or six students

Resources

A bag for each group that contains:

- one different set of instructions for each group (see Instructions Sheet)
- pair of scissors
- 1/2 sheet of blue paper (or other colour)
- 1/4 sheet of yellow paper (or other colour)
- glue stick
- felt pen

Instructions

This activity is adapted from Stephanie Shaw, *Student Activities to Promote Diversity, Inclusion and Empathy*;

<https://www.gettingsmart.com/2016/10/student-activities-to-promote-diversity-inclusion-and-empathy/>

Put the class into six groups. Explain that each group is going to complete a task. Everyone will have the same materials and directions, which they will receive in a bag. The object is to see who can finish a short task quickly so it's a competition to see who can finish the task first. Check everyone thinks this sounds fair. Tell the class that the key to them being successful is to read and follow the instructions in their bag very carefully as you will not be able to help them. Check that they all agree to do this.

Give each group a bag and tell them they are not allowed to touch it until you start the activity. Once each group has a bag, start the activity. You are likely to hear a lot of 'It's not fair!' comments around the room – you can remind them that they agreed at the beginning it was fair. Have some fun with this – you're very sorry they don't speak English/Polish/Greek/Spanish/French, but that's not your fault!

After a couple of minutes, Group 1 will finish the task. Make a big show of getting everyone to stop and applaud them. Talk about how brilliant they are for winning the competition and finishing so quickly. Go on to praise each one of them.

Eventually someone from another group will speak out and say that because of the instructions not everyone had the same chance to finish so quickly.

Questions

- *What happened for you during the activity? (Summarise to the class that each group was given the same instructions but a different way they had to complete the activity).*
- *What was it like for you and your group during the task? What were you thinking? How were you feeling?*
- *Who felt fully included in the task? Why?*
- *Who didn't feel like they were fully included? Why not?*

Summarise this part by saying that sometimes our differences can make us feel excluded – not just from our friends but from learning too. You can relate this to some of the challenges the class brought up in relation to diversity in Set 1. It's important to remind students here that although the activity they have just done involved some fairly obvious differences, these are just to illustrate that there are differences. In real life the differences between people are often far less physical or visible.

- *So was it a fair task? Why, or why not?*

Talk here about the task looking fair – everyone had the same materials and instructions, which seems fair. When people talk about equal opportunities, they meant giving everyone the same and expecting them to achieve the same.

- *But was it really fair? If you asked a fish and a monkey to climb a tree to show how fast they were, would that be fair?*
- *What would be a fair task for the fish to do to show how fast it is?*
- *Think about the task you just did. The object was to complete a short task quickly. Could the task have been made fairer for your group? How? Or would you have needed a different task altogether? What would have worked for your group?*

The point here is that, because we are diverse, we often need different ways of taking part in, and showing, our learning*. These options make sure that we can be included and have an equitable chance to learn what everyone else is learning. These options make education inclusive and truly fair. (This idea is covered interactively in Activity 6.)

* Please note here we are not talking about learning styles, which research shows do not have an evidence base.

Activity 6: Bag of difference – instruction sheets

These instructions need to be cut up to separate them. Place a different set of instructions in each of the bags for the groups. Please note there are five different language alternatives for Group 2 (Spanish, Polish, French, Greek, English): please choose a language your student do not speak well!

Group 1

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write "We love school" on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Toma la pieza azul de papel y dobla por la mitad.
2. Toma el papel apís y corta un círculo fuera de él
3. Pegue este círculo en el papel azul.
4. Utiliza el lápiz para escribir en marrón "Yo amo la escuela." Dentro del círculo.
5. Pone su nombres en la parte posterior de la tarjeta.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Weź niebieską kartkę i złoż ją na pół
2. Weź żółtą kartkę i wytnij z niej kółko
3. Przyklej kółko do niebieskiej kartki
4. Weź pióro i napisz "Kochamy szkołę" na tym kółku
5. Napisz swoje imię z drugiej strony niebieskiej kartki

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Prenez le papier bleu et pliez-le en deux.
2. Prenez le papier jaune et découpez-y un cercle.
3. Collez ce cercle sur le papier bleu.
4. Ecrivez avec un stylo "Nous aimons l'école" sur le cercle.
5. Chacun écrit son nom au dos du papier bleu.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Πάρτε το μπλε χαρτί και διπλώστε το στη μέση.
2. Πάρτε το κίτρινο χαρτί και κόψτε έναν κύκλο.
3. Κολλήστε τον κύκλο πάνω στο μπλε χαρτί.
4. Χρησιμοποιήστε τον μαρκαδόρο για να γράψετε τη φράση «Αγαπάμε το σχολείο» πάνω στον κύκλο.
5. Γράψτε ο καθένας το όνομά σας στο πίσω μέρος του μπλε χαρτιού.

Group 2

All of your team members must fully participate in the activity and follow the directions given

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write "We love school" on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 3

Read the instructions. Then your team must follow the directions with all eyes closed – no cheating!

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write “We love school” on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 4

All of your team members must follow the directions with each member having one of their hands behind their back

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write “We love school” on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 5

Only two people on the team can give instructions to one person and this person must have their eyes closed at all times.

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write “We love school” on the circle.
5. Each write your name on the back of the blue piece of paper.

Group 6

No one can talk – complete the directions in total silence.

Instructions:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it.
3. Glue this circle onto the blue paper.
4. Use the pen to write “We love school” on the circle.
5. Each write your name on the back of the blue piece of paper.

Activity 6: Fair is not equal

Time

10 minutes

Overview

An interactive way of showing that fair is not equal

Objective/s

For student to recognise that they all need different things to be given an equal chance of learning

Group organisation

Whole class

Resources

Sickness slips – cut up so you have one per student (see Sickness slips sheet)
Six plasters

Instructions

This activity is adapted from *Mrs Lefave Band-Aid Lesson: Fair is not Equal*:

<https://www.teacherspayteachers.com/Product/FREE-Band-Aid-Lesson-Fair-Is-Not-Equal-814855>

Give each student a 'sickness slip'. Tell them they are going to have one minute to act out what's wrong with them.

Once the minute is up, stop them and ask one person with each type of 'sickness' – cut arm, sore throat, ear infection, sprained ankle, stomach ache, itchy rash – to come to the front.

Hold up the plasters and tell the class that you are going to heal each 'sickness' with a plaster. For each student, make a show of how you would stick the plaster onto their problem – obviously it will work for the cut arm but the class will find it funny or strange when you try to heal the other problems with a plaster. You don't need to go as far as sticking the plaster on – just in case someone has a plaster allergy – the mime and show are enough.

Questions

- Who does the plaster work for? Why?
- Who doesn't it work for? Why? What do the other people need to get better?
- How does this activity relate to learning?
- Do you all learn the same?
- Do you all need the same input when you are learning?
- Do you all need to show your learning in the same way?
- So when we talk about including everyone in a classroom, what do we mean?

Finish by saying that inclusion in the classroom means that everyone gets what they need so that they can take part and learn the same as everyone else.

Activity 7: Getting the message out

Time

90 minutes, or more if needed – once it is set up, the activity can be something you go back to for chunks of time

Overview

Two linked activities designed to consolidate student's learning about inclusion and exclusion

Objective/s

For student to reflect on what they have learned about inclusion and create a product that expresses the most important piece of learning for them

Group organisation

Whole class, then choice of pairs or small groups

Resources

Flip chart or sugar paper

Marker pens

For the student choices: various – depends on activity and what you have available

Instructions

Start by asking the students to think back to the activities that they have done in this set and what they have learnt from them.

Then ask them to reflect individually on the following question:

What is inclusion?

Once they have had a few minutes to think, ask student to share their thoughts in a pair. After a few minutes of sharing, ask each pair to join with another pair and share their thoughts. Then ask them as a group of four to summarise their thoughts on sugar of flip chart paper with the heading Inclusion is...

Stick all of these large pieces of paper somewhere in the classroom where everyone can see them. Have a look at them and ask any clarification questions needed.

These Inclusion is... thoughts are going to become messages for other people in the school. The next part of the activity involves the student making a choice. Explain that they are going to create a product that they can use to get at least one of these Inclusion is... messages across to other people in the school. They might choose from the following ways to do this (amend this list depending on your own context / expertise):

Poster

Role play (a story with words, an interview, a mime)

Poem

Song lyrics or a complete song

Presentation (with or without a computer, depending on your resources)

Article for a school newsletter or a newspaper

Comic strip

Collage

Podcast

Talking heads film

The success criteria for the product are:

1. They must work with at least one other person and in groups no larger than ____ (decide which number you are happy with).
2. The message from the piece of learning must come across clearly.
3. The product must be high quality as it will be shown to other people in the school.

Assign an area of the classroom for each product and ask the student to move to the area for the product they want to make.

From here, ask them to form pairs or groups, or if necessary, put them into these groups.

Once they are in groups, the students decide – using the class' Inclusion is... lists – which message/s they want to show through their product.

They can then start to work on their product. Depending on how much time you have to give to this, you can limit the scope of their work or expand it, coming back to the task at different times for 30-minute chunks.

Once the products are ready, find a way to share them. This could be within the class, with another class, with a phase or year group, in an assembly, at a parents' event. Each group will need to prepare a short introduction for their product before they present it.

Set 3: Inclusive values and actions Age range: 12-15

Activity 1: Values mime

Time

15 minutes

Overview

Warm-up activity to introduce the concept of values through mime

Objective/s

For students to recognise and explain what a value is

Group organisation

Whole class

Resources

Nothing special. This activity can be done sitting down / standing up, at desks / in a circle, inside / outside.

Instructions

Put the class into pairs. Tell them that you are going to give them a word. Together in their pair they are going to work out a short mime that shows the word. They will have only one minute.

Choose a word from the list below for the pairs to mime. Repeat the activity choosing a different word. As you go through the activity, ask a few pairs to show their mimes to the class. You will see that the words in the list are opposites. It would be good to give them words from the left and right-hand lists: Activity 2 is about thinking about inclusive values. Exposing the students to some values that are not inclusive will be helpful at this point.

Love	Hate
Courage	Fear
Respect	Disrespect
Equality	Power
Peace	Violence
Kindness	Cruelty
Joy	Sorrow
Sharing	Selfishness
Curiosity	Ignorance
Understanding	Unsympathetic

Questions/learning points

What are these words examples of? Prompt question: if you describe [insert name] as always being kind, thoughtful and generous, what are these words examples of?

Here you are trying to lead the class towards identifying the words as qualities or principles that people hold as important, and by which they decide to live their life; we call these values. You could also ask about famous people, or people they have learnt about, to draw out more examples of different people's values.

Activity 2: Inclusive values in school

Time

Part 1: 15 minutes

Part 2: 60-120 minutes split over different sessions depending on your context

Overview

A ranking and tallying activity using Diamond 9, followed by a practical activity to explore one value in depth

Objective/s

For students to:

- identify their top nine inclusive values for school
- rank these values into a Diamond 9 shape
- explain the reasoning behind their top and bottom choices
- create a product that illustrates their top value and its importance

Group organisation

Small groups of five-six students

Resources

Part 1:

Values cards (see sheet following instructions) – printed and cut up, one set for each group

Glue

A4 paper – 1 piece per group

Part 2:

Space if students are working on drama-based options

Various, depending on students' choices and needs

Instructions: Part 1

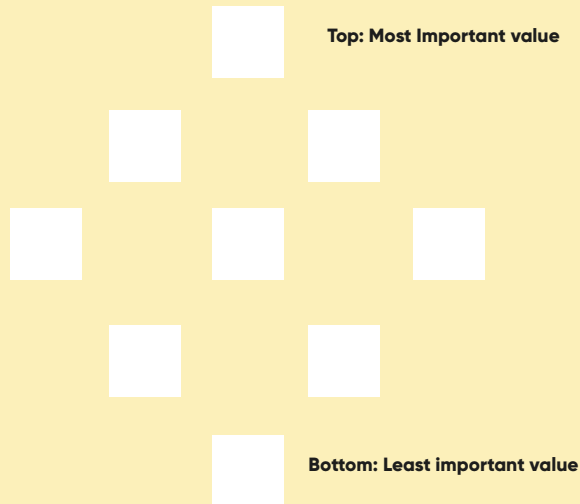
Preparation: Each group will need a set of values cards (see the resource sheet following the instructions). The ones on the resource sheet are suggestions and can be changed / added to as needed. We have given you twenty choices; this is likely to be too many for the students to have in a pack. The aim of the activity is for them to choose nine they think are most important for the classroom and then rank these. You will therefore need to decide how many, and which, values to include in the packs you give out. Make sure you include the values that have come up frequently in the previous activities.

Put the class into groups of five-six students and give each group the set of values cards you have decided on.

Firstly, ask the students to choose the nine values they think are most important in life to make sure people feel included in school. Put the other cards to one side. Students do need to stick to nine as the next task is focused on that number.

Once the groups have decided on their nine values, their next task is to discuss each value with the aim of ranking them a Diamond 9 shape (see the next page for an illustration). The ranking needs to be a group decision, so they need to be confident about expressing their opinions, make sure everyone is heard, and may need to compromise. Spend a few minutes talking about this process before the groups begin the task.

DIAMOND 9 RANKING STRUCTURE



Once the groups have ranked the values cards, ask them to stick them onto an A4 piece of paper. At the end of Part 2, collect these and store them safely as they will be used in Activity 3. Then ask the class some questions.

Questions

Which value did you put at the top / bottom of your Diamond 9? Why?

Did anyone else have this at the top / bottom of their Diamond 9?

Why did you put it there – was it for the same reasons or different ones?

Does anyone disagree with this choice? Why?

Who had a different choice? What were your reasons for choosing this value?

Instructions; Part 2

Explain to students that, in Part 2, they are going to make a product that illustrates their top value from their Diamond 9 structure. They are going to have a choice of how to do this.

Below are two 'options lists': one drama-based and the other desk-based. If you have the space, the Option A list would be preferable as this gives a balance of activities over the activity sets. Amend the lists to suit your students and context.

Option A: drama based

TV interview (panel debate)
Social media vlog
TV or radio advert
Scenario in school

Option B: Desk-based

Blog or web page for young people
Newspaper article
Poster advert
Comic strip

Students will know their product has been a success if the rest of the class:

- is clear about which value they chose
- understands why this group thinks the value is important to make sure all students feel included in life at school
- understands how the value can be used by everyone in daily life at school
- was engaged in – drawn in to – their product.

The first stage for students is to complete a planning process in their groups. The following list contains some useful starter questions for students for this process. Please add to / amend this list as needed. You can cut the list out and give it to students once you have added to / amended it.

1. Think about how are you going to get the following messages across clearly:

What is your value?

In what ways does the value help to make sure people feel included in school:
how will people behave towards each other if they follow this value?

Why is it an important value to follow?

Why is this, in your opinion, the most important value to make sure people feel included in school?

If you need one for your choice of product, what is your strapline for the value that will make people remember it? For example: 'Kindness: why wouldn't you?' 'Determination: yes you can'.

2. Think about how you are going to design and organise your product:

What's going to happen in your product? Does it need a beginning, middle and end? A visual plan – i.e. a sketch of what you will put where?

Who will be doing what, when?

What resources do you need?

Once students have completed the planning process, give them time to prepare their product. How long you give them depends on your own context. Preparation time can be organised in 'chunks' rather than all together if that's better you're your students.

At the end of the preparation time, each group presents their product to the rest of the class. If you are working on the Option B list you may need to make copies of the products so that other students can read them.

After each sharing of a product, ask questions (some are suggested in the list below). Here you are focusing more on the content of the product, although it will of course be important to acknowledge the hard work of the students – hence the final question.

Questions

What was the value?

What message did you take away about how this value will help to make sure people feel included in school?

Did you get a feeling or a message that the group felt this value was important?

If so, what made this happen?

What were the best things about this product?

Activity 2 / 3: Inclusive values in school – values cards

Friendship	Hope
Curiosity	Kindness
Fun/joy	Sharing
Courage	Peace
Trust	Equality
Respect	Love
Patience	Imagination
Honesty	Participation
Determination	Thoughtfulness
Collaboration	Understanding

Activity 3: Inclusive actions and values

Time

Part 1: 20 minutes

Part 2: 20 minutes

Overview

A group task focusing on a scenario (related to the scenarios used in Sets 1 and 2)

Objective/s

For students to:

- discuss a scenario and devise a range of actions that the person in the scenario could take to help a friend feel included
- evaluate these responses as a class
- relate these actions to values through a diagram

Group organisation

Small groups of five-six students (or smaller if you wish)

Resources

Sugar or flip chart paper

Marker pens

Scenarios (see resource sheet following instructions)

Values list (see resources sheet above)

Scissors and glue

Instructions – Part 1

Explain to students that in this activity they will be taking on the role of a team working for a website for teenagers. Their role is to read a message that has arrived from a young person who is worried about one of their friends. This young person wants some advice about how to make their friend feel more included in school.

Explain that the scenarios are an extension of those that the class worked with in Sets 1 and 2, so they will recognise the people's names and know a little about the characters already.

Put the class into groups of five or six. Give each group a piece of sugar or flip chart paper and ask them to draw the outline of a tree that fills the piece of paper:



Give each group a scenario (the groups and the scenarios can be different from the groups they worked in the last time they met these characters).

Their task is to:

1. Arrange for one person to read the scenario out loud a couple of times to their small group. Make sure everyone understands it – allow some time here if needed for clarification questions.
2. Put themselves into the role of the team at the teen website. Discuss actions they think the person who wrote the message could take to help make their friend feel more included in school. They need to be more detailed than 'be kind', 'be helpful' etc. – what specific actions could they take?
3. Write these actions in the top part of the tree – leave the trunk blank at this stage.

Once the groups have completed these steps, gather them back together as a whole class. Share the scenarios and ask for a few examples of actions.

Then ask the class some questions about how these actions are related to values: What do you think are some of the values shown by these actions?

Which values do you think are important to the young people writing about their friends?

If you had to say a place in the body where you feel a value, where would that be? Can you explain your thoughts?

So, looking at your tree, where do you think the values that the person in your scenario feels would go?

The aim here is to help the students understand that values are something that we feel deeply – so deeply that we don't often notice that they are there. They only really come to the surface when we are challenged in some way and have to 'dig deep'. So, on their tree, the values would be down the trunk and / or in the roots.

Instructions – Part 2

Give each group a copy of the values cards, a pair of scissors and some glue. Explain that their next task is to:

1. Look at their actions and the list of values together.
2. Decide which values are being shown by the actions. They can also add their own values to the list if they are not shown.
3. Cut out these values and stick them to the trunk / roots area of the tree (for older students you may want to leave out the cut and paste task and ask them to write on their tree).
4. Stick their scenario onto their paper as well.

Once the trees are ready, share them using one of the following ways:

- Gallery walk: stick the trees on the wall, walk round as a class to view them.
- Table walk: groups leave their trees on the table and move round to view others.
- Envoy: one group member visits another group with their spidergram and presents it; do this until all groups have seen all trees – change the envoy each time
- Passing: pass each spidergram round from group to group for viewing and comparison/contrast.
- Presentations: each group presents their spidergram to the whole class.

Finish the activity by asking the class to summarise their learning from both Part 1 and Part 2.

Activity 3: Inclusive actions and values – scenarios

Scenario 1: Ella and Evan

You are part of a team running a website for teenagers. Your job – as ‘Helping Hand’ – is to look through the inbox of messages that ask for help and advice, and reply to them. The message you have been asked to reply to is:

Dear Helping Hand,

My name’s Ella. I’m 12. I need some advice about my friend Evan.

Evan’s a really good dancer. He loves dancing more than anything else, but the boys in our class are making his life miserable because of this. They change his name to ‘Evie’ so he sounds like a girl and make fun of him all the time. He’s not brilliant at sticking up for himself, and every time I try to stick up for him the boys just turn it into a joke and laugh at him all over again.

I can tell that Evan isn’t happy and is quite lonely at school because he feels like he can’t be himself when these boys are around (which is a lot because they are in our class).

What can I do to make him feel less lonely and more included? How can we get these boys to understand that what they are doing is making Evan unhappy?

I hope you can help.

Ella

Scenario 2: Tolu and Faria

You are part of a team running a website for teenagers. Your job – as ‘Helping Hand’ – is to look through the inbox of messages that ask for help and advice, and reply to them. The message you have been asked to reply to is:

Dear Helping Hand,

My name’s Tolu and I’m 12. I’ve got a friend called Faria and I need some advice.

Faria’s great – she’s funny and we love hanging out in the park together. But Faria’s not coming to school as much as she used to, which is sad because she really likes school. She’s missed quite a bit of what we’ve been learning in the past couple of months, so she’s quiet in lessons. And some of the people in our class have stopped being friendly with her because she’s not around so much.

I know that Faria has a lot to do at home for her mum and her brother, and I can’t change that, but can you give me some advice about what I can do to make her feel more included in school when she comes?

I hope you can help.

Tolu

Scenario 3: Nikos and Leah

You are part of a team running a website for teenagers. Your job – as ‘Helping Hand’ – is to look through the inbox of messages that ask for help and advice, and reply to them. The message you have been asked to reply to is:

Dear Helping Hand,

My name’s Nikos and I’m 13. I’m writing to you for some advice about a girl in

my class called Leah. She's not great at talking to people – she often talks at the wrong times and not about what we're talking about. Or she talks about something that interests her – usually space – for a long time. She really knows her stuff and it's great to listen for a bit but then people get bored and cross. I've also noticed that she doesn't like noise much, which must be a nightmare in our class as they are quite loud!

I think Leah's quite lonely and I want to make her feel more included. What can I do?

I hope you can help.

Nikos

Scenario 4: Antony and Akin

You are part of a team running a website for teenagers. Your job – as 'Helping Hand' – is to look through the inbox of messages that ask for help and advice, and reply to them. The message you have been asked to reply to is:

Dear Helping Hand,

Hi. I'm Antony and I'm 15. I'm writing to you about a friend of mine called Akin. His mum is ill and his dad works miles away, so he does a lot at home. He's got a 7-year-old sister who he pretty much looks after all the time.

There are two problems, really. The first one is that Akin's late to school a lot of the time because he has to take his sister to school first. So he's quite often in trouble for that. He gets detentions after school for being late and that makes him angry, as he has to pick up his sister. Then he gets in trouble for being rude.

The second problem is that he's started to cut himself off. He won't play football with us at lunchtime any more (and he's really good) or play for the school team as he says he doesn't have time. Some of our friends are telling me not to bother with him. They've stopped asking him to play football or to go out at the weekends. But I really like Akin and I don't want to give up on him.

What can I do to try and help Akin stay included?

I hope you can help.

Antony

Scenario 5: Martin and Yasim

You are part of a team running a website for teenagers. Your job – as 'Helping Hand' – is to look through the inbox of messages that ask for help and advice, and reply to them. The message you have been asked to reply to is:

Dear Helping Hand,

My name's Martin and I'm thirteen years old. I'm writing to you about a boy called Yasim who has just come to our school. He's from Syria and he only knows a few words of our language. He looks really lonely and miserable and sits on his own.

What can I do to help him feel more included in our class?

I hope you can help.

Martin

Scenario 6: Marta and Khadeja

You are part of a team running a website for teenagers. Your job – as ‘Helping Hand’ – is to look through the inbox of messages that ask for help and advice, and reply to them. The message you have been asked to reply to is:

Dear Helping Hand,

My name's Marta. I'm fifteen. I'm worried about my friend Khadeja. Quite a lot of the kids in my class make racist comments to her, just because she wears a headscarf. It's got to the point where the only place she feels safe from comments is the art room, which is her favourite subject taught by her favourite teacher. So we spend a lot of time in there together – luckily the teacher is nice and let's us stay in there. But this means Khadeja is missing out on loads of things that she's good at, and she's starting to become withdrawn. She used to be really happy all the time and now she's so quiet.

I know there are other people in my class who don't like what is happening but we've talked about it and none of us really know what to do. Could you help us? We'd really like some ideas about how to make Khadeja feel more included in the class – then maybe we can stand up together to the others.

I hope you can help,

Marta.

Activity 4: Khadeja's first day – Take 1

Time

Part 1: 25-40 minutes depending on whether you include the optional games

Part 2: 60 minutes

Overview

A group thinking process followed by a role-play exercise

Objective/s

For students to:

- identify the factors that prevent them from including others, and therefore promote exclusion
- create and present a role-play that demonstrates these factors
- analyse the role-plays and identify alternative ways of acting

Group organisation

Small groups of five-six students

Resources

Sugar or flip chart paper

Marker pens

Space

Instructions: Part 1

Start by asking the question:

Do we always behave inclusively towards other people, even when we know it's the right thing to do?

The point here is that even when we believe values like kindness, friendship and participation are important, we sometimes act in a way that isn't kind, friendly or welcoming of others.

Explain to the students that the first part of this activity is designed to help them identify the things that sometimes stop them from including others. Ask the class to think of a couple of examples (e.g. peer pressure, shyness).

Optional activities for this point in the activity:

1. Put the class into pairs with people they do not know so well. Ask them to guess each other's favourite:

- colour
- food
- hobby or interest.

Ask them on what evidence they were basing their choices. The point here is that we often make assumptions based on people without having any, or much, evidence. Often our assumptions are therefore wrong. One of the factors that can stop us behaving inclusively to others is our assumptions about them.

2. Put the class into pairs and ask each pair to stand facing each other. Give them five-ten seconds to study each other's appearance – clothing, shoes, jewellery etc. Then ask them to turn back to back (about 30 cm apart – not touching).

Tell each person to make three small changes to their appearance (rolling up sleeves, taking a shoe off etc.). Then ask the pairs to face each other and see if they can spot the three changes the other person has made.

Repeat this whole process again. Then tell the class to do it for a third time. By this time they will complain, and you can stop the activity. Watch how quickly everyone rights their appearance back to how it was before the game as they sit down. The groaning and the putting things back to how they were are the two points to pick up on: we don't like change, it's difficult to change our habits, and even when we are trying to change we have a tendency to go back to these habits.

Not liking change can be one of the factors that can stop us behaving inclusively.

3. Read out a stereotypical statement, for example:

All teenagers are rude.
Boys don't cry.
All girls love to cook.
Boys are better at science than girls.
All old people are boring.

Ask the students if they agree or disagree with these: why or why not? Key words to bring out in the discussion are:

- Stereotype: a generalised / simplistic idea of a group, which is usually negative.
- Prejudice: viewing some people as inferior, or superior, without knowing them.
- Discrimination: acting on the basis of prejudice.

Stereotyping, prejudice and discrimination are all factors that can stop us from behaving inclusively.

If you have the ability to spend more time on these areas, it would definitely be worth looking at them in more depth. Have a look for resources from your existing curriculum or look online: here is a good place to start:

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>

Put the class into groups of five or six and give each group a piece of sugar or flip chart paper and a marker pen. Their task is to identify as many things, or people, as possible that could get in the way of them behaving inclusively. They can record their thoughts in any way that makes sense to them, e.g. writing, drawing, list, spidergram, mind map.

Once they have completed this task, ask groups to share their ideas with the class. Make sure that the areas from the optional activities above come up as part of this discussion. Ask the students which factors they think get in the way most, and / or most often.

Instructions: Part 2

Give the groups their next task, which is to make a short role play that shows one or more of these factors. Remind them about Khadeja, the fifteen-year-old girl who was on the receiving end of racist bullying for wearing a headscarf. Khadeja changed schools as a result and this will be the focus of their basis for the role-play, which is:

Khadeja joins your class mid-way through the school year. Deep down, you want to – and know you should – welcome her in and make her feel included. But you don't. What's stopping you?

Groups use their results of the first part of the activity to inform their role-play. They can choose one or more factors to include and need to make their role-play as much like real life as possible.

When the role-plays are ready, each group presents theirs to the class. Ask questions about each role-play to analyse what was happening and the impact of these events. Sample questions are shown below.

Groups will use these role-plays again in Activity 5.

Questions

What happened in this role-play?

Who and what were getting in the way of Khadeja being included?

How realistic was it?

What values did you see in action?

What do you think [character] was thinking / feeling when...?

What do you think the impact on [character] might be...?

What could [character] have done differently (generally or at a particular moment) that would have led to a more inclusive outcome?

Optional variations for the presentation process – Part 2

1. During a presentation you can say 'Freeze' and the class (or you) can ask the characters questions about what their character is thinking or feeling at that moment, or about the impact on them.
2. At the end of the presentations you can choose some particularly strong characters to 'hot seat', i.e. the class (or you) ask them questions about their character, for example ask people about how it felt to their characters to include Marta, and how it felt for Marta when she was included.
3. Film the role-plays so that you can use them for further teaching about inclusion (they could be used in Activity 5), or for easier freeze-framing discussions.

Activity 5: Khadeja's first day – Take 2

Time

Part 1: 20 minutes

Part 2: 60 minutes

Overview

A group thinking process followed by a role-play exercise

Objective/s

For students to:

- identify the factors that help them include others, and therefore promote inclusion
- create and present a role-play that demonstrates one or more of these factors
- analyse the role-plays

Group organisation

Small groups of five-six students

Resources

Sugar or flip chart paper

Marker pens

Space

Instructions – Part 1

Having identified and explored the factors that prevent them from being inclusive in Activity 4, this activity asks students to identify factors that support them behaving inclusively in school.

Start by asking the class:

Have you ever been in a situation where you knew what the right thing to do was, and although this was hard, you did it?

Follow up with:

What, or who, helped you?

Once you have elicited two or three examples, explain to the class that what they are going to do in this activity is explore these questions.

Put the class into groups of five or six students. If they completed Part 2 of Activity 4, they need to stay in these same groups.

Give each group a piece of sugar or flip chart paper and a marker pen. Their task is to identify as many things, or people, as possible that they can think of that help them behave inclusively. They can record their thoughts in any way that makes sense to them, e.g. writing, drawing, list, spidergram, mind map.

Once they have completed this task, ask groups to share a few of their ideas with the class. Find out from doing this which factors stick out as being the most common and/or helpful.

Instructions: Part 2

There are two alternatives for Part 2. If your class have completed Activity 4, please read pathway 2A. If they have not, please read pathway 2B.

Pathway 2A

Part 2 of the task is designed for students to build on and alter the role play that they completed in Activity 4 to suit the following situation:

Khadeja joins your class mid-way through the school year. You make sure she feels welcomed and included in your class. How do you do this; who and what helps you do this?

They can use the same basic scenario but, instead of using factors that stop people being inclusive, they re-imagine their scenario using factors that support inclusive behaviours.

For example, if in the last role play one student wanted to befriend Khadeja but her friends told her not to, in this role play the friends would help this student and support her to befriend Khadeja.

Pathway 2B

Remind them about Khadeja, the fifteen-year-old girl who was on the receiving end of racist bullying for wearing a headscarf. Khadeja changed schools as a result and this will be the focus of their basis for the role-play, which is:

Khadeja joins your class mid-way through the school year. You make sure she feels welcomed and included in your class. How do you do this; who and what helps you do this?

Both pathways

Groups use their results of the first part of the activity to inform their role-play. They can choose one or more factors to include and need to make their role-play as much like real life as possible.

When the role-plays are ready, each group presents theirs to the class. Ask questions about each role-play to analyse what was happening and the impact of these events. Sample questions are shown below.

Questions

What happened in this role-play?
Who and what were supporting Khadeja being included?
How realistic was it?
What do you think [character] was thinking / feeling when...?
What do you think the impact on [character] might be...?
How do the outcomes compare to when you focused on things and people that stopped Khadeja from being included?
What values

Optional variations for the presentation process – Part 2

1. During a presentation you can say 'Freeze' and the class (or you) can ask the characters questions about what their character is thinking or feeling at that moment, or about the impact on them.
2. At the end of the presentations you can choose some particularly strong characters to 'hot seat', i.e. the class (or you) ask them questions about their character, for example ask people about how it felt to their characters to include Marta, and how it felt for Marta when she was included.
3. Film the role-plays so that you can use them for further teaching about inclusion or for easier freeze-framing discussions.
4. Show the films from Activity 4 to compare and contrast the factors and outcomes.

Activity 6: Our class - values and actions

Time

Part 1 minutes

Overview

Objective/s

For students to:

- identify the values they think are most important to their class
- create a list of values and corresponding actions that everyone in the whole class can agree to follow

Group organisation

Part 1: Individual reflection

Part 2: Home and jigsaw groups of five-six students

Resources

Diamond 9 activity sheets from Activity 2

Small, plain stickers – enough for three per student (you could also use paper and sticky tape)

Sugar or flip chart paper

Marker pens

Paper and pens

Instructions - introduction

Preparation: Use the class' Diamond 9 activity sheets to prepare a list of ten to fifteen values. The aim of the first part of this activity is for each student to identify three values from the list that they think are most important for inclusion in their classroom. Exactly how many you include on the shortlist will depend on how many the class included in their combined Diamond 9 activity sheets, and how many you think they can cope with to choose from.

If your class did not do the Diamond 9 activity, have a look at the values sheet at the end of Activity 2 and choose a list from there. Choose the shortlist based on the values that have come up with your conversations with the class throughout this set of activities, and based on how many you think they can cope with to choose from.

Once you have your shortlist, write this on the board or on flipchart paper – stick the paper on an accessible wall in the classroom.

Start by asking the class what they have learned about so far through the activities on inclusive values and behaviours (e.g. values that they think are important for inclusion; how these are related to actions; what gets in the way of, and supports, putting these values into actions).

Explain that today they are going to think, and make a class agreement, about the values and actions they think are most important for making people included in their class. The activity will be in two parts.

Instructions - Part 1

Explain to students that the first part of the activity involves them identifying – individually – three values from a list that you have prepared. Show them the list.

Give each student three stickers. Their task is to reflect individually on which three values from the list are the most important for making people feel included in the class. Once they have had some time to think they will put one sticker by each of the three values they choose.

Give the class some time to think and to place their stickers by the values they think are most important.

Once this process is complete, identify the six most voted-for values and circle these on the board or flip-chart paper. If there is a tie between values you can hold a run-off vote by counting hands up (or keep seven, in which case read 'seven' for 'six' in the instructions for Part 2).

Explain that the six values that have been identified by the class as being the most important will be developed into a class agreement during Part 2 of the activity.

Instructions - Part 2

Put the class into groups of six students. Explain to them that this is their home group and to remember it (it's fine if there is a group with fewer students). Ask each student in the group to choose one of the shortlisted values so that all of the values are covered in the group. If there is a group with fewer students, ask them to choose one value each.

Next, bring together new 'expert' groups that are made up of everyone who chose the same value (for example, all the people who chose friendship, all the people who chose trust etc.).

Give each of these groups a piece of flip chart or sugar paper and marker pens.

This group's tasks are to:

1. Discuss and record some behaviours that are related to their value, which they think will help make the class (even more) inclusive of everyone in it. If it helps to scaffold this activity they can do it by completing the sentence 'In our class we will...'.
2. Once they have some ideas, the group needs to sum them up in one or two sentences on sugar or flip chart paper. They can do this by:

- looking for ideas on their paper that are similar and could become one (for example 'make sure everyone joins in' and 'include everyone in groups').
- looking for ideas that could be put together easily (e.g. 'listen to everyone's ideas' and 'don't interrupt' could become 'listen to everyone's ideas without interrupting').

3. When they have their sentences, edit them to make sure they are worded positively rather than negatively. Explain to the class that it is much easier for people to follow what people do want them to do, rather than what they don't want them to do. 'Treat people kindly' is more effective than 'Don't be nasty'; 'Make sure everyone is part of activities' is more effective than 'Don't leave people out.' Write the final version of the sentence/s on the back of the paper along with the value.

4. Everyone in the group needs to have a written copy of the group's positive sentences to take back to their home group. Give the flip chart or sugar paper copy to the teacher.

When everyone has a written copy of the summary, ask the class to return to their home group with their summary sheet.

Once back in their home group, each member presents, in turn, the sentences from the 'expert' values group. The group then needs to discuss whether it is happy with the sentence/s, or whether they want to suggest any changes. While they are discussing, stick the flip chart / sugar paper versions on the wall.

After some discussion time, bring the class together and go through the values sentence/s one by one. Check whether the class can live with them and make – with their discussion and agreement – any changes. Look for any that are similar or that can be combined, and check for positive language.

The aim by the end of this process is to have a set of statements that form a collective agreement about how students will live and learn together in a way that makes sure that everyone is included in the class.

At the end of the process, read out the final set of statements to the class.

Ask the class how they would like to display the list in the classroom, and what it should be called. The agreement could be typed up or made into a piece of art – either is fine but it's important that the list is put somewhere prominent. It could also be signed by everyone (including teachers who teach the class), which is a good way for everyone to show a shared commitment to the agreement.

However it is displayed, the document needs to be used by both teachers and students as a frequent reminder about the way the class members have agreed to live and learn together.

Set 4: Our school and inclusion 1 - Now and this year Age: 12-15

activity set

Activity 1: Our classroom

Time

20 minutes

Overview

Individual activity that enables students to think about how inclusive their class is currently, and suggest one way to improve it

Objective/s

For students to:

- reflect on how inclusive they think the class is now
- estimate the progress they think the class can make over the next few months
- suggest one way of being with each other that can contribute to this progress

Group organisation

Individual activity

Resources

Space

Sticky notes – three per student

Instructions

In this activity there are three questions that students will answer: two based on a scale and one free thought.

As a recap of students' learning so far, start by asking the question: What is an inclusive class? Get some ideas from members of the class. They may say things like:

An inclusive class...

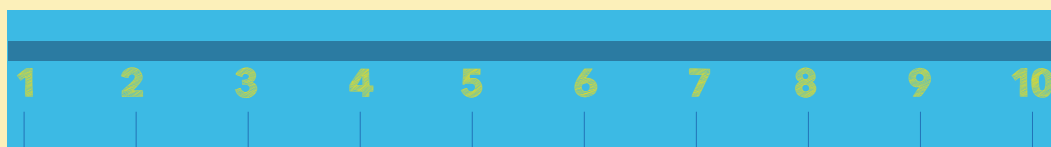
- is somewhere where people follow the class agreement
- makes everyone feel welcome
- helps each other with learning
- understands that everyone is different and this isn't a big deal
- is fun
- doesn't ignore people
- is kind
- /...

Explain that next, students are going to answer two questions about their class in relation to how inclusive it is. Give each student three sticky notes.

The first two questions are:

1. Draw the scale below on the board.

How inclusive is this class? 0: Not at all inclusive - 5 Quite inclusive - Really inclusive: 10



Ask each student to record the number between 0 and 10 that best describes their current opinion on a sticky note. Collect these sticky notes into one pile. Ask for a volunteer to work out the average of these numbers after the activity.

2. Using the same scale as above, ask the class:

If we were to use our class agreement and work at making the class more inclusive over the next few months, which number do you think we could get to by the end of May?

Ask each student to record the number between 0 and 10 that best describes their opinion on another sticky note. Ask the students to write their name on this sticky note – it won't be seen by anyone else but they will look at them in a few months. Collect these sticky notes into another pile.

Then explain to the students that you have one last question, which follows from the scaling questions.

3. Ask the class:

As well as using the class agreement, what could people in the class do to help us get to the number you wrote down for question 2? Remember to keep your answer general – leave names out.

Ask them to record their answer on their final sticky note – without their name. Once they have completed it, ask them to bring their note up and stick it to the board. Categorise them as they are being put up so that any that are the same are placed together.

Summarise the results of this final question for students and let them know that they will be revisiting these results in a few months time to see if there has been any progress. It's over to them now!

After the activity:

- Make sure the volunteer gives you the average score for question 1 and keep this score safe.
- Keep the named sticky notes for question 2 safe.
- Keep all of the different answers for question 3 safe. You can discard any repeats of the same answer.

Activity 2: Our school

Time

Part 1: 15 minutes

Part 2: 20 minutes

Overview

A combination of a whole class and small group activity to enable students to think about how inclusive the school currently is now, what has changed, and to prioritise ways forward

Objective/s

For students to:

- reflect on how good the school is at making people feel included
- Identify what the school has done well and priorities for the future

Group organisation

Whole class followed by groups of five-six students

Resources

Space

An object for each student (a pencil or pen will be fine)

Statement on a piece of paper: Our school is good at making people feel included (see resource sheet after instructions)

Three things... worksheet – one per group (see resource sheet after instructions)

Instructions: Part 1

This activity is adapted from Artworks *Creative Communications: Creative Evaluation Toolkit*

<http://www.artworkscreative.org.uk/wp-content/uploads/2015/11/Creative-Evaluation-Toolkit.pdf>

If you need to, start with a quick classroom discussion as a reminder about what it means to be included and how it makes people feel.

Explain to the class that the school is working together this year to think about how the school can get better at including people. The class' views are important and this activity is about collecting their views.

Sit the class in a circle. Make sure each of them has a pen, pencil or other small object. Tell them that you are going to read them a statement then put it in the middle of the circle. They need to imagine that there is a line between them and the statement. When you have read the statement you want them to put their object somewhere on this line. The closer towards the statement they put their object, the more they are showing they agree with it. The further away from the statement they put their object, the more they are showing they disagree with it.

Read the statement: *Our school is good at making sure people feel included.*

When all of the students' objects are in place, photograph the result. Follow up with a brief classroom discussion using questions such as:

[Name of student], can you tell us why you put your object there?

Do other people agree? Disagree? Tell us why.

What helpful / useful / things does the school do to help people feel included?

What do you think it needs to do better?

Make brief notes of this discussion to feed back to the core group.

Instructions: Part 2

Put the students into groups of five or six. Give each group a copy of the 'Three things...' worksheet. Explain that, in their groups, they are going to discuss and decide on:

1. Three things they think the school is doing well to make sure people feel included.
2. Three things they think the school could get better at to make sure people feel included.

These views will be given to the group in charge of thinking about how to make the school better at including people. So it's important that their groups are as thoughtful as they can be.

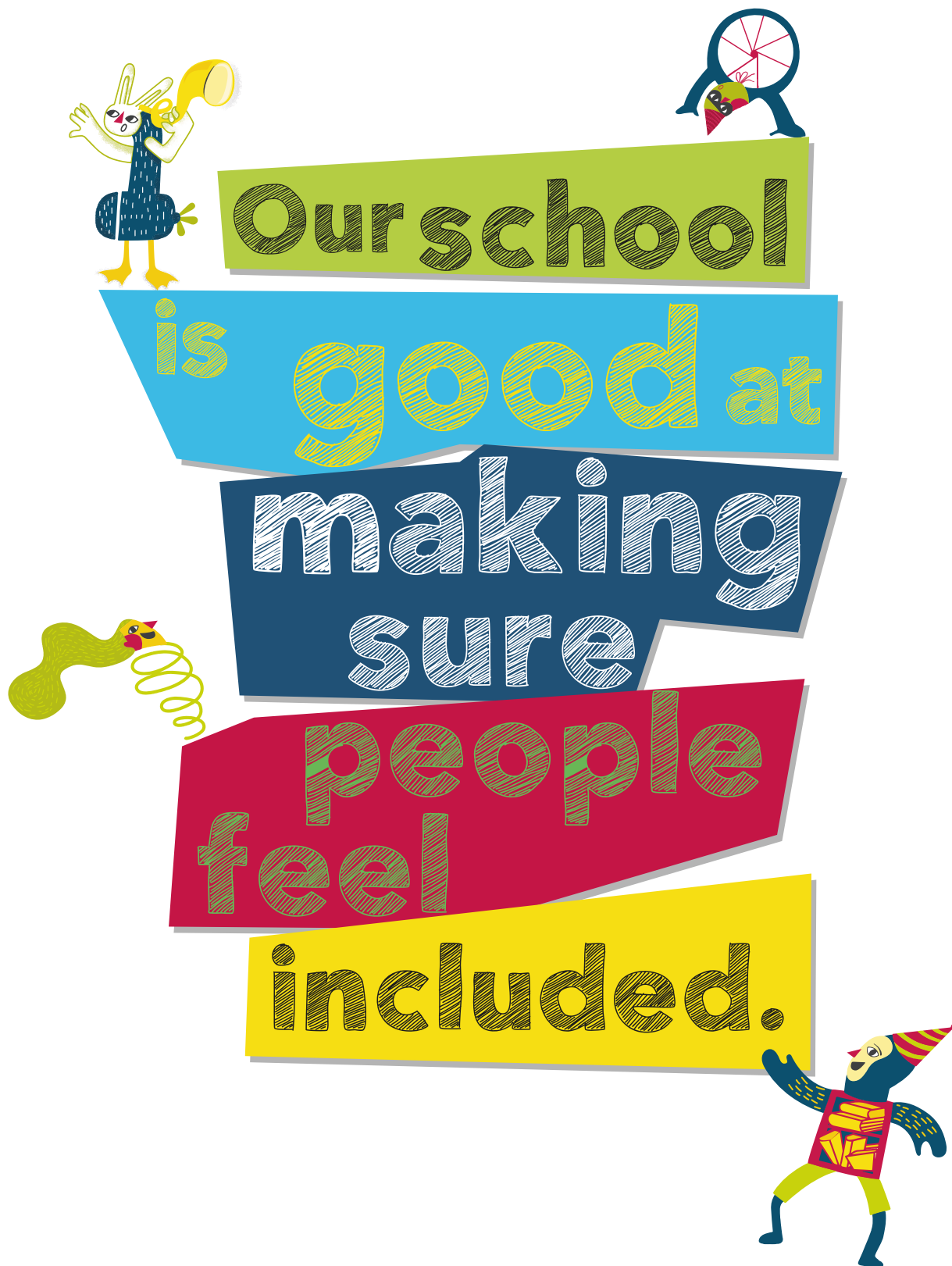
Give some time to the groups to complete the worksheet. Once they are completed, each group can present their thoughts to the class. Finish by asking the class about anything they noticed about their thoughts; it is probable that certain themes will emerge that are worth picking out.

Thank them for their input and tell them that you will be passing on these thoughts. Collect in the worksheets.

Following this activity, give the photograph and notes from Part 1, and the worksheets from Part 2, to the school's core group, who will be collating information from across the school.

Activity 2: Our school - StatementActivity

activity set



2: Our school – Three things... worksheet

Three things our school does well to help people feel included:

1.

2.

3.

Three things our school could do better to help people feel included:

1.

2.

3.

Activity 3: Me

Time

20 minutes

Overview

An individual, reflective activity, the outcome of which is a postcard that students write to themselves

Objective/s

For students to:

- reflect on how good they think they are at making sure others feel included
- identify two things they do well that makes other people feel included and one thing they want to get better at
- record what they would like to get better at on a postcard to themselves

Group organisation

Individual activity with some paired discussion

Resources

Postcards (see resource sheet after instructions)

Instructions

If you need to, start with a quick classroom discussion as a reminder about what it means to be included and how it makes people feel. If it helps to remind the class about the learning they did about Marta's situation in Set 3, use that as a stimulus.

Explain to the class that in this activity they are going to be giving themselves some feedback about how good they are individually at including people, and think about one thing they would like to do better.

Firstly, ask them to think quietly about this question

What do I already do well that makes sure people feel included in my class and in school?

After some reflection time, ask them to share their thoughts in pairs.

Then ask them,

What else can I do that will make sure people feel included in my class and in school?

Again, after some reflection time, ask them to share their thoughts in pairs.

Then give each student a postcard. Let them know that you will keep this postcard in a safe place for a few months. No one else will see it. Towards the end of the school year, you will give them out again so that the students can see if they have managed to do the 'what else can I do?' things on their postcard. This is about each student making a personal commitment to change their behaviour to help others feel more included. It doesn't have to be a big change – small changes can make a big difference to other people.

Give out the postcards. Ask each student to write or draw their thoughts in response to the question on the postcard, and write their name on it.

Collect the postcards in and put them in a safe place. You will need them again towards the end of the school year.



Activity 3: Me! – Postcard





I can help people feel
even more included by...

Write your name here:

www.inclusiveschools.net







Set 5: Inclusion and our school: where are we now? Age range: 12-15

Activity 1: Our class

Time

30 minutes

Overview

Individual reflection, paired and whole class discussion - using material the class produced in Set 4, Activity 1 - to consider what has changed in the class and prioritise further ways forward.

Objective/s

For students to:

- evaluate what has changed in the class over the last months as a class in relation to making sure people feel included
- identify further priorities for future change

Group organisation

Whole class - questions 1 and 3

Individuals and pairs - question 2

Resources

Information from Set 4, Activity 1 (see preparation below)

Preparation: For this activity you will need to have the following ready:

1. The average score from Set 4, Activity 1, Question 1.
2. The named sticky notes from Set 4, Activity 1, Question 2
3. The sticky-note statements from Set 4, Activity 1, Question 2. Put these statements in a hat or a bag ready for this activity.
4. The scale below - drawn on the board.
5. Sticky notes - three per student.

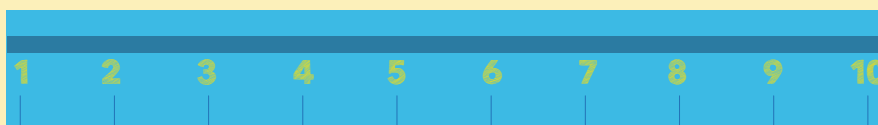
Instructions

There will have been a gap between Sets 4 and 5 of the classroom activities, so you may need to start with a class discussion to refresh students' memories about the learning around diversity and inclusion they did earlier in the year. It would be a good idea to remind them about the activities they did that focused on how good the class, the school as a whole, and they as individuals, were back then at making sure people feel included.

Next, explain to the class that in this activity they are going to look back at their thinking from a few months ago. They are going to use this to evaluate how much progress they have made as a class in making sure other people feel included in the class. There were three questions that they completed; they are going to look back at, and discuss, these in turn.

1. The first question was: How inclusive is this class?

0: Not at all inclusive -5- Quite inclusive Really inclusive: 10



On the continuum of the scale drawn on your board, place a mark on the spot that shows the average score from this question when they completed in in Set 4.

Their task now is to record the number between 0 and 10 that best describes their current opinion on a sticky note. Collect these sticky notes into one pile. Ask for a couple of volunteers to work out the average of these numbers while you are setting up the next phase of the activity.

Once the new average has been worked out, place a mark on the spot that shows it on the continuum. Note what has happened to the average – hopefully it will have risen but there will be plenty to discuss if it hasn't! Use the following questions as a starting point for a class discussion about the result.

What's changed?

Is the change what you would have expected? Explain why or why not.

What's helped this change?

What's got in the way of change?

2. Move on to the second question, which was:

If we were to use our class agreement and work at making the class more inclusive over the next few months, which number do you think we could get to by the end of May?

Give out the students' named sticky notes that show how they answered this question a few months ago (you can do this while you are waiting for the average for question 1 to be worked out, then go back to question 1 when the average arrives).

Ask them – individually – to look at the number they wrote down and think about whether the class has reached it. If so, how and why? And if not, what's got in the way of progress? Once they have had some time to think, ask them to share their thoughts with a partner. Take some feedback from across the class.

3. Move on to the final question, which was:

As well as using the class agreement, what could people in the class do to help us get to the number you wrote down for question 2?

Explain that you have some of these statements in a hat / bag (if you are able to sit the class in a circle at this point, do so). Ask one student at a time to take a statement out of the bag and read it to the class. Ask the class:

Have you done this as a class?

*If so, can you give an example? What happened? What was the impact?
(Remember to talk generally and leave names out)*

What helped you do this? What got in the way?

If you haven't done it, what has got in the way of you doing it?

Is it still something you need to work on as a class? Keep these statements to come back to in the future with the class.

Finish by asking the class to reflect generally on their progress in relation to making sure people feel included, and then for their ideas about what they think they could do next to make the class even more inclusive.

Make a note of these actions. Afterwards, combine them with the actions that are still outstanding from the hat / bag activity and keep them safe. They can be used in future evaluations with the class.

Activity 2: Our school

Time

Part 1: 15 minutes

Part 2: 20 minutes

Part 3: 45-90 minutes depending on what time is available

Overview

A combination of whole class and small group activities to enable students to think about how inclusive the school currently is, to prioritise ways forward and develop their vision of the school as an inclusive school

Objective/s

For students to:

- reflect on what's changed in the school in relation to making sure people feel included
- Identify what the school is good at and what it needs to get better at
- create a vision of the school at its most inclusive

Group organisation

Whole class followed by groups of five-six students

Resources

Space

An object for each student (a pencil or pen will be fine)

Statement on a piece of paper: Our school is good at making people feel included (see resource sheet after instructions in Set 4: Activity 2)

Photograph of the previous time you did this activity during Set 4

Three things... worksheet – one per group (see resource sheet after instructions)

Sugar or flip chart paper

Marker pens / paints

Instructions: Part 1

If you have not yet had a class discussion to refresh the students' memories about the learning they did earlier in the year, do so here. Specifically you may want to talk through the activities they took part in to think through how good the class, the school as a whole, and they as individuals, were at making sure people feel included.

Remind the class that lots of people in the school this year are working together to think about how the school can get better at including people. The class' views are important and this activity is about collecting their views.

Sit the class in a circle. Make sure each of them has a pen, pencil or other small object. Tell them that you are going to read them a statement then put it in the middle of the circle. They need to imagine that there is a line between them and the statement. When you have read the statement you want them to put their object somewhere on this line. The closer towards the statement they put their object, the more they are showing they agree with it. The further away from the statement they put their object, the more they are showing they disagree with it.

Read the statement: Our school is good at making sure people feel included.

When all of the students' objects are in place, photograph the result. Compare it to the photograph from the last time and summarise what has changed for the students.

Follow up with a brief classroom discussion using questions such as:

*What's changed? What's it been like in the school over the last few months – have people got better at making sure everyone is included?
What has the school done to change things?
Is there anything that hasn't changed that you wanted to change?
What do you think the school should try next to get even better at including people?*

Make brief notes of this discussion to feed back to the core group.

Instructions: Part 2

Put the students into groups of five or six. Give each group a copy of the 'Three things...' worksheet. Explain that, in their groups, they are going to discuss and decide on:

1. Three things they think the school has done well so far to make sure people feel included.
2. Three things they think the school could still get better at to make sure people feel included.

These views will be given to the group in charge of thinking about how to make the school better at including people. So it's important that their groups are as thoughtful as they can be.

Give some time to the groups to complete the worksheet. Once they are completed, each group can present their thoughts to the class. Finish by asking the class about anything they noticed about their thoughts; it is probable that certain themes will emerge that are worth picking out.

Thank them for their input and tell them that you will be passing these thoughts on. Collect in the worksheets.

Instructions: Part 3

This part of the activity focuses on students working in groups to create a product that shows what they think the school would look like at its most inclusive. The product will form part of the school's work around creating a vision for the future.

Explain to the class that the school wants to keep working on making sure people feel included. To do this they want to get a picture of what people in the school think it would look, sound and feel like if the school was as inclusive as it possibly could be. This activity is the students' chance to let the school know what they think about this.

Their task is to create a product that shows how they imagine the school would be if it was the most inclusive it could be.

Depending on your class and context, you can restrict the class' choices of product or give them a totally free choice. Some products they might produce are:

- Poster
- Film or audio recordings of interviews with students
- Poem
- Song lyrics or a complete song
- A story about a fictional young person in the school
- Filmed presentation
- PowerPoint presentation
- Article for a school newsletter or a newspaper
- Blog or vlog for the school website
- Comic strip
- Collage

Organise the class into groups depending on which product they are interested in producing. We suggest restricting group sizes to maximum six students per group.

Below, there are some questions you can use to help students create their product. Depending on your class, you may choose to:

1. Separate the activity into three stages, one for each question, and begin each stage with a class discussion about the questions.
2. Print out these questions and give them to groups to enable them to work independently.
3. Do a mixture of 1. and 2.

1. What would the school look like?

- *Who would be in the school?*
- *If there was a camera running, what would you see students doing - in classrooms and in the playground?*
- *What would you see staff doing?*
- *What would the relationships look like between staff and students?*
- *What would you see when parents or visitors came to the school?*
- *What wouldn't you see?*

2. What would the school sound like?

- *What would you hear in classrooms?*
- *What would you hear in the playground?*
- *What would you hear in the staffroom?*
- *What would you hear in the corridors?*
- *What wouldn't you hear?*

3. What would the school feel like?

- *How would you feel as a student?*
- *How would you feel as a member of staff?*
- *How would you feel as a parent?*
- *How would you feel as a visitor?*
- *How wouldn't you feel?*

Give the students time and resources to create their products.

When they are finished, each group can present their picture to the class.

At the end of Activity 2, give:

- the photograph and notes from Part 1
- the activity sheets from Part 2
- the products from Part 3

to the school's core group, who will be collating information from across the school.

Activity 2: Our school – Three things... activity sheet

Three things our school has done well so far to make sure people feel included:

1.

2.

3.

Three things our school could still do better to make sure people feel included:

1.

2.

3.

Activity 3: Me

Time

20 minutes

Overview

An individual, reflective activity, with a group outcome to be stuck on the wall of the classroom

Objective/s

For students to:

- reflect on whether they have become better at making sure people feel included
- identify one thing they want to get better at next

Group organisation

Individual activity with some paired discussion

Resources

Postcards from Set 4, Activity 3

Preparation: For this activity you will need to have located the postcards that students wrote to themselves in Set 4, Activity 3. You will also need to have planned where the target that the students set themselves at the end of the activity will be recorded. Ideally it should become part of an existing system of target setting within the school in order for it to become an embedded part of school culture.

Instructions

Remind the students that some time ago they wrote postcards to themselves about something they wanted to do to make sure people feel more included in their class and school. They are now going to look at those postcards and evaluate whether they have done what they said they were going to do.

Give each postcard to the student who wrote it. Ask them to reflect quietly on the following questions (you may want to write these on the board or give them directly to students):

Have I done what I said I would do?

Was it hard to stick to it? If so, why? If not, why?

Did anyone else help me? If so, who?

Can you think of an example of a time that you did this thing? What happened? How did you feel? How do you think the other person or people felt?

After some thinking time, ask them to share their thoughts with a partner.

Then take some feedback from people who are willing to share their experiences. Remind the students that they need to talk without mentioning other people in the class by name (unless you are really confident that this will be OK and you have the class' agreement to use names).

The next stage of the activity is for students to give themselves a target that describes what they will do next to continue to make sure people feel included. Again, give some individual thinking time and some time to discuss ideas with a partner.

Where this target is recorded will depend on your school's context. Ideally, it will be recorded as part of any wider target setting you do with the student, so it becomes embedded in existing structures.

You may also choose to put together a class poster, on which people write their target.

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