



Erasmus+

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Contents

A large yellow curved line starts from the left and goes under the title. At the top, there are several short, colorful lines in red, yellow, green, and blue. On the right side, there is a cartoon character made of a blue cube with two eyes, a yellow wavy shape on top, and two long, striped legs. The character is jumping or dancing. On the far right, there are more short, colorful lines in blue, yellow, and red. On the bottom left, there are more short, colorful lines in blue, green, and red.

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A toolkit for schools


The toolkit is user-friendly and can be easily adapted to suit the needs of your students. You can pick it up, and dip in and out depending on how much time you have in your planning. There is a great range of fun, engaging activities which enable children to truly understand the meaning of quite complex terms such as values and diversity. It is an educational resource that tackles big themes in a manageable way.

“

**Pupils love the discussion and
hate when these lessons end!**

*Joanne Doddie, Principal Teacher
Fox Covert Primary School, Edinburgh*

”



This toolkit is designed to guide you flexibly, in ways that suit your school, through the start of a journey towards including more children and young people in learning and life at school. 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 improving their access to and participation in quality, inclusive education.



Source: Interaction Institute for Social Change | Artist: Angus Maguire

Equity v Equality

We have all seen this cartoon, but the final picture is a visual reminder: the aim for inclusive education is to remove as many barriers to learning as possible.

The cartoon on the left 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.

This toolkit supports children to learn around diversity and equity, by providing activities to explore their own values.

By using them teachers can learn from their pupils: what do they need to be more included?



How to use the pack

You will find a selection of activities that are designed to work in order, but of course you can pick and choose:

1. Our school: now
2. Understanding diversity
3. Understanding inclusion
4. Exploring values and actions
5. Our school: review
6. What's next?



These activities are flexible – tailor them for your pupils. Timings are estimated. You can also split many of the activities into different parts and deliver them in short chunks if that would work better for your pupils. We recommend that you try at least 1 activity from each section.

In order to promote the development of an inclusive classroom community, pupils 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. You may also find it helpful to structure group work by giving different students different tasks, for example: time-keeper; recorder; facilitator; presenter etc.

Facilitating the activities

Your role in these activities is to facilitate the pupils' 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.

- Think in advance about your class and about the issues that might come up through the activities. How you will respond to these?
- Adapt activities for accessibility as needed to enable equal participation in them for your learners
- Facilitate in a way that keeps your pupils emotionally safe – they may bring emotional issues to the surface.

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
- 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.

We welcome feedback – if you have loved something or if you have other comments please get in touch:



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The Inclusive Schools project

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



Erasmus+

Our school: now

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

Objectives

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

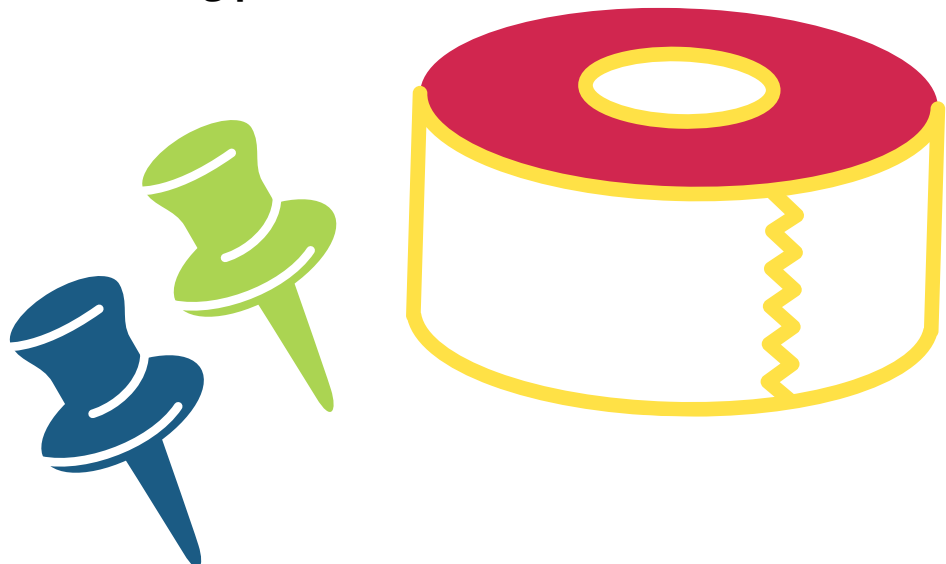
Whole class then groups of three

Resources

Space

Burger feedback bun (see page following instructions)

Tape or sticky tac / drawing pins



Our school: now

Activity 1: instructions



Part one

Start with a quick classroom discussion as a reminder about what it means to be included and how it makes people feel.

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?



Our school: now

Activity 1: instructions



Part two

Put the class into groups of three.

Give each group the image of the burger (see page 4). 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:

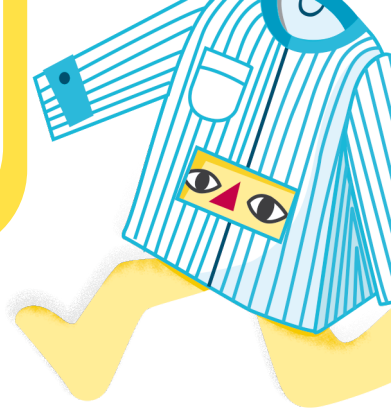
1. Discuss what they think the class is doing pretty well to help people feel included.
2. Decide on the two things they think the class is best at: write one in the top part of the bun and the other in the bottom part of the bun.
3. Discuss ways they think the class could get better at making sure people feel included.
4. Decide on the most important/ helpful / useful one of these ways handwrite 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.



Our school: now

Activity 1: instructions



Part two (continued)

Stick the complete burger buns (see page 4) 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...

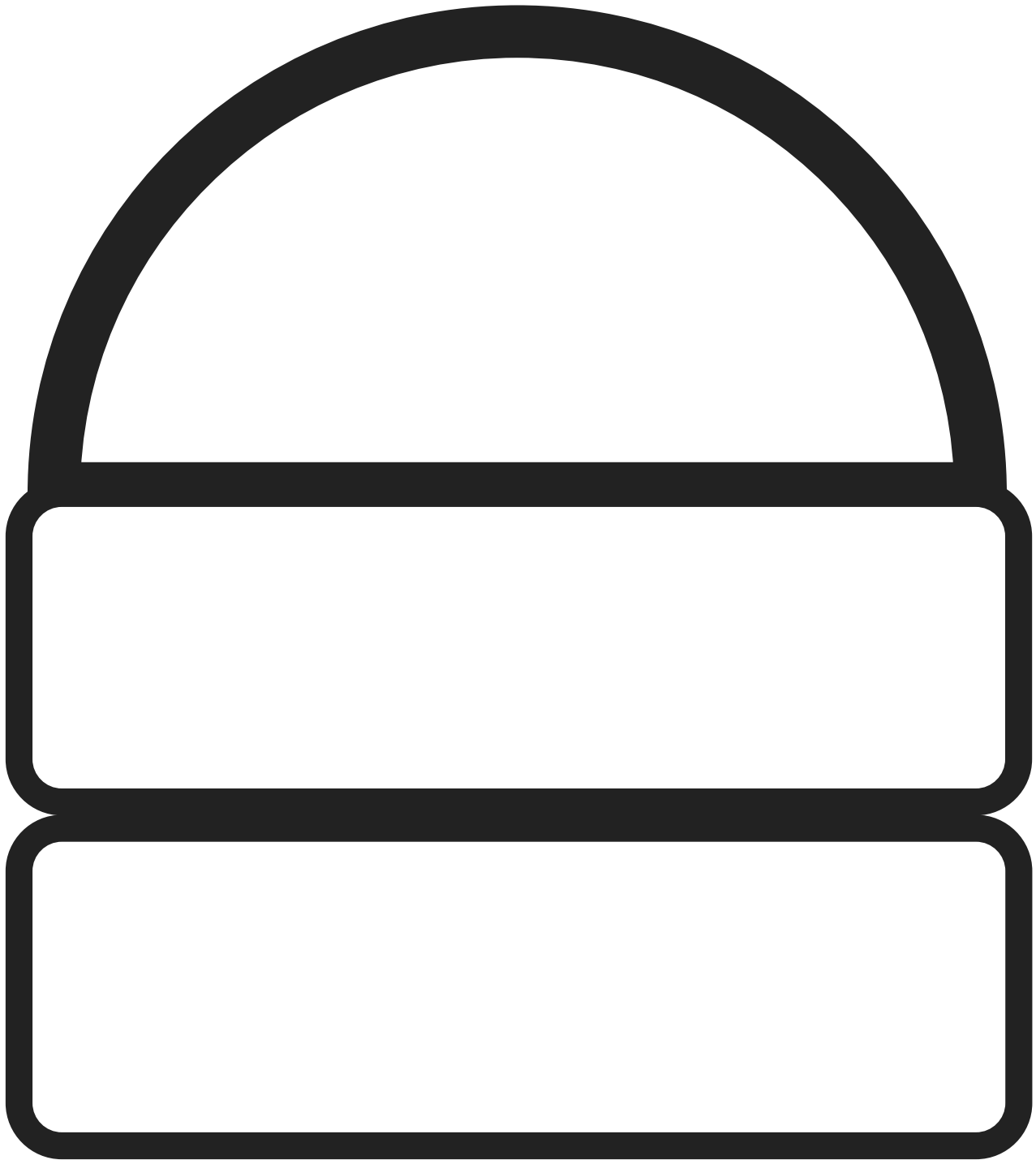
Display the burgers and use them as reminders over the next few months about what the class is good at, plus what they want to get better at and how they could do this.

You can also incorporate opportunities for them to practise these areas for improvement into your planning.



Activity sheet

Hamburger feedback bun



Our school: now



Activity 2: Our school

Time

Part 1: 15 minutes

Part 2: 20 minutes

Objectives

For children to:

- reflect on how good the school is at making people feel included
- Identify what the school is doing well

Group organisation

Whole class then groups of five or six children

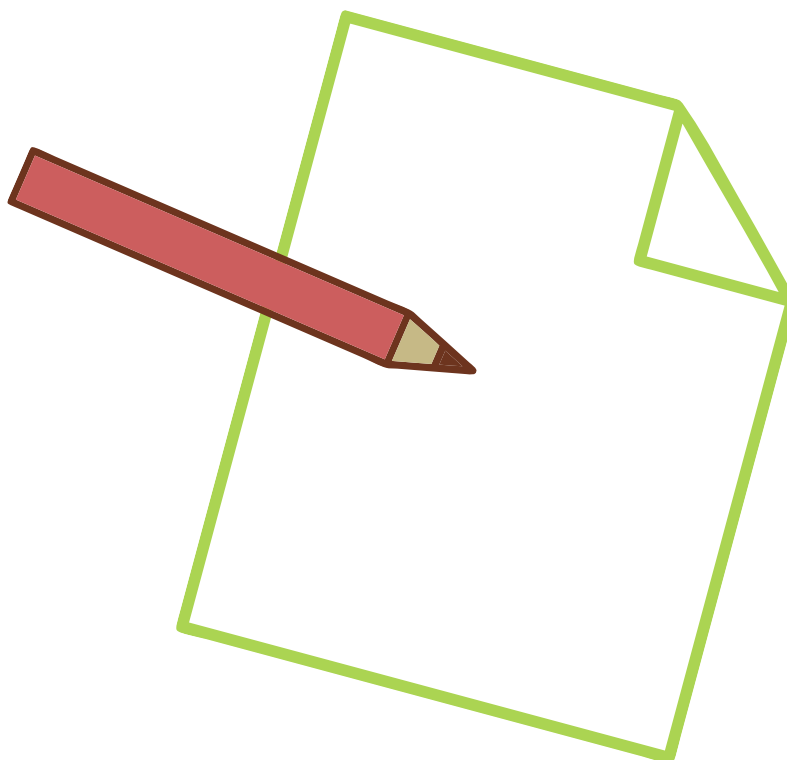
Resources

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)





Our school: now

Activity 2: instructions

Part one

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 that lots of people in the school 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.

Our school: now

Activity 2: instructions

Part two

Put the children into groups of five or six.

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.

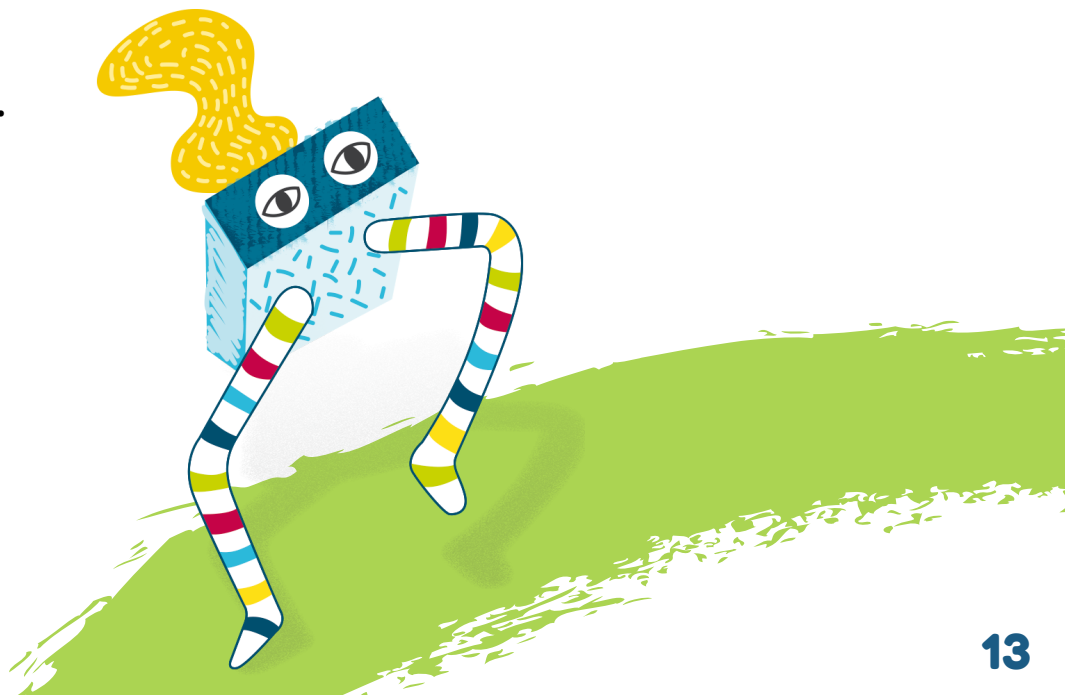
These views will be given to the group in charge of thinking about how to make the school better at including people. So it's important that their groups are as thoughtful as they can be.

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 notes.





**OUR
SCHOOL IS
GOOD AT
MAKING
PEOPLE
FEEL
INCLUDED.**

Activity sheet

Three things... worksheet



Three things our school does well to help people feel included:

Three things our school could do better to help people feel included:

Our school: now

Activity 3: Me!

Time

20 minutes

Objectives

For children to:

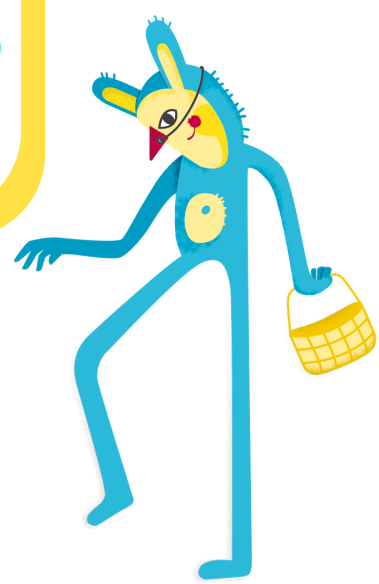
- reflect on how good they think they are at being inclusive
- identify two things they do well that makes other people feel included and one thing they want to get better at
- record what they would like to get better at on a postcard to themselves

Group organisation

Individual activity with some paired discussion

Resources

Postcards—any blank ones



Activity sheet

Me! postcard



I can help people feel even
more included by...

PLACE
POSTCARD
POSTAGE
HERE

Write your name on the line below:

Understanding diversity

Activity 1: Random pairs

Time

10 minutes

Objectives

For children to:

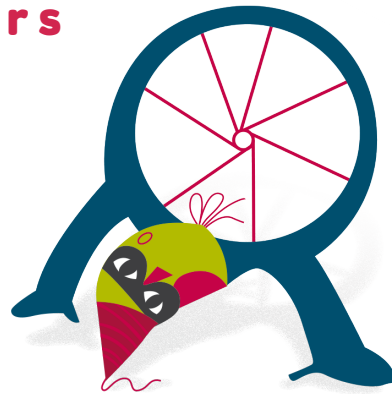
- discover further differences and similarities between each other
- recognise and explain the meaning of 'diverse'

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



Understanding diversity

Activity 2: That's my potato!

Time

20 minutes

Objectives

For children to:

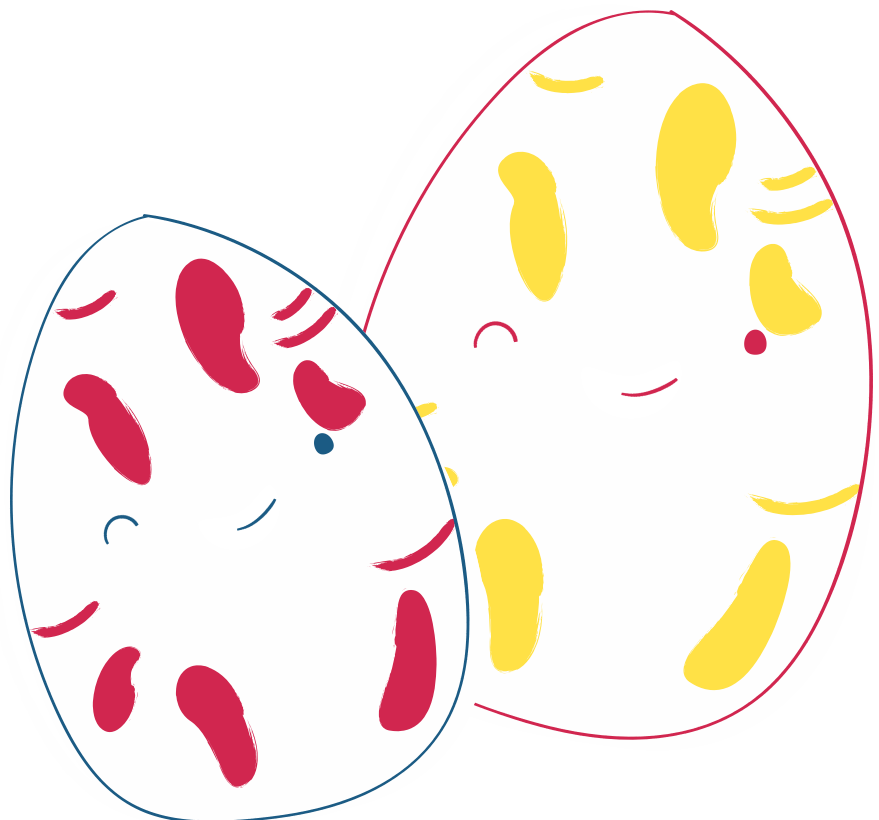
- illustrate characteristics of diversity by creating a life story
- recognise that whilst we have many differences, we also share basic similarities

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



Understanding diversity

Activity 2: instructions

Organise 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.

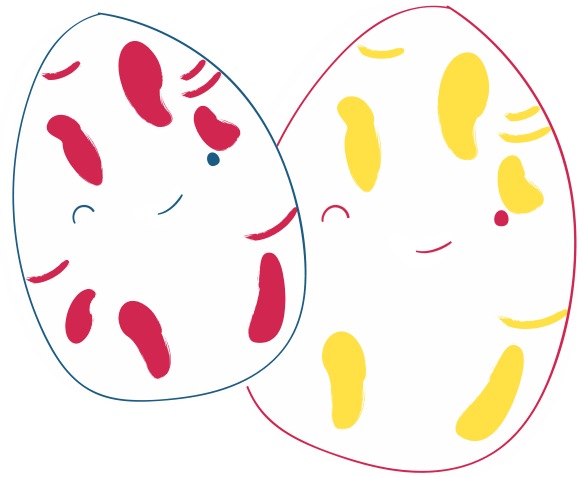
Now ask each group to give their potato a name and make up a life story for it as if it were a person, e.g. how old it is, how many brothers and sisters it has, what it does for fun, what food it likes and dislikes, its favourite colour etc.

They can be as creative as they like in their story. Ask each group to share 2-3 interesting things 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 to find and identify their potato. The pupils should find this 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 common similarities and needs)
- 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 needs?
- If so, what might these be?



Understanding inclusion

Activity 1: What does inclusion mean?

Time

10 minutes

Objectives

For children to recognise what inclusion and exclusion means.

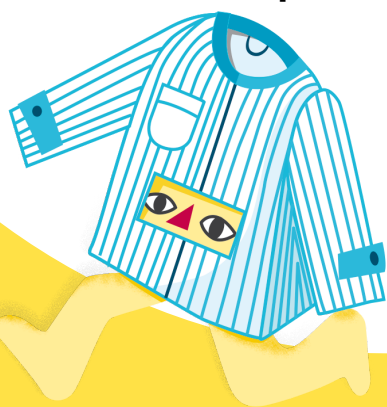
Group organisation

Whole group

Resources

You will need:

- 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)



Understanding inclusion

Activity 1: instructions

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. Each child except for the one you have chosen should be given 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.

Understanding inclusion

Activity 2: A bag of difference

Time

20 minutes (30 if you ask the optional questions)

Objectives

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
- ½ sheet of blue paper (or other colour)
- ¼ sheet of yellow paper (or other colour)
- glue stick
- felt pen



Understanding inclusion

Activity 2: instructions

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. Tell the children that they are going to complete a competition to see who can finish a short task the quickest. 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?

Understanding inclusion

Activity 2: instructions

Summarise this part by saying that sometimes our differences can make us feel excluded – not just from our friends but from learning too.

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?

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?

Understanding inclusion

Activity 2: instructions

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.

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

Instruction sheets



A bag of difference

Group 1

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

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.

Instruction sheets



A bag of difference

Group 2

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

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.

Instruction sheets



A bag of difference

Group 3

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

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.



Instruction sheets

A bag of difference

Group 4

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

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.

Instruction sheets



A bag of difference

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:

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.



Instruction sheets

A bag of difference

Group 6

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

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.

Exploring values

Activity 1: Values mine

Time

15 minutes

Objectives

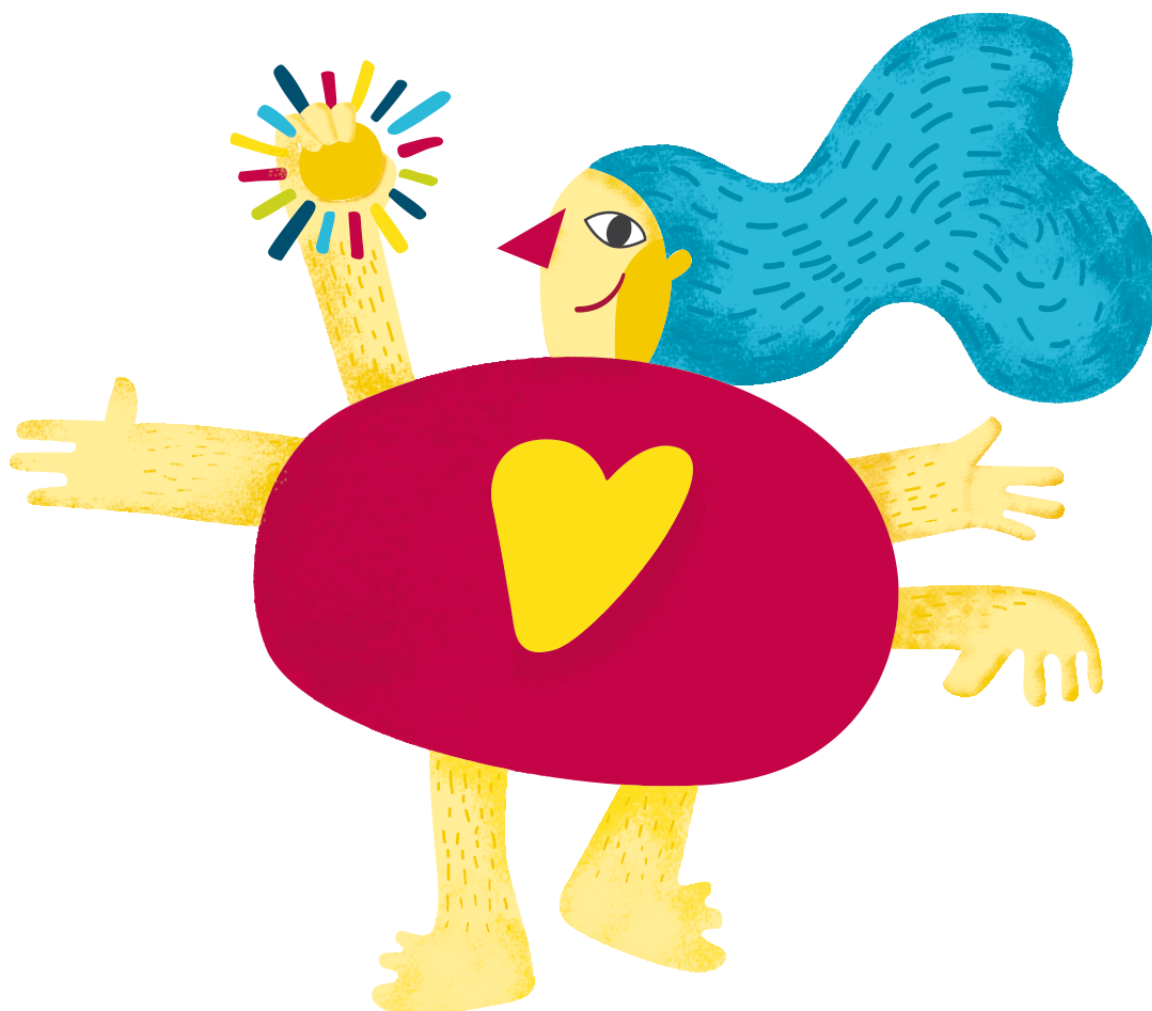
For pupils to recognise and explain what a value is.

Group organisation

Whole class

Resources

Nothing special. This activity can be done sitting down/standing up, at desks/in a circle, inside/outside. No other resources needed!



Exploring values

Activity 1: instructions

Organise the class into pairs. Tell them that you are going to give them a word. Together in their pair they are given 1 minute to work out a short mime that shows the word.

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 will explore inclusive values so 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.

Exploring values

Activity 2: Values for inclusion

Time

30 minutes

Objectives

For children to:

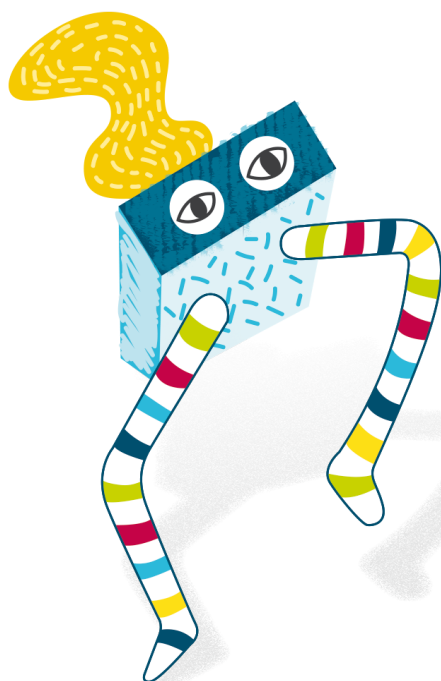
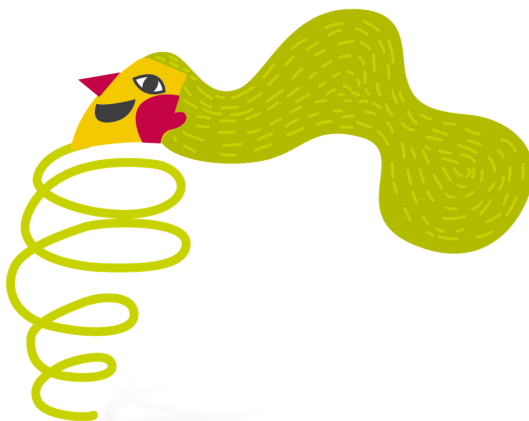
- recognise the relationship between values and behaviours
- illustrate and explain the values of an inclusive person

Group organisation

Whole group discussion followed by small group work (five or six in a group)

Resources

- Large sheet of paper
- Marker pens



Exploring values

Activity 2: instructions

Values and behaviours of an inclusive person

Organise the class into groups of five or six children.

There are two choices here for how to run the first part of this activity which you can decide between depending on your group, resources and time.



Option 1

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.

Option 2

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?* Answer: 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.

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.

Exploring values

Activity 2: instructions

Their task is as follows:

1. Inside the outline of your person, write as many things they would feel (values).
2. Outside the outline of your person, write one thing that this person would say or do (behaviours).

Get some examples from the children before they start the task.

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

- 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.

Afterwards as a whole class discuss:

- 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 are the most important values for an inclusive person to have?

Our school: review

Activity 1: Our classroom



Time

Part 1: 20 minutes

Part 2: 25 minutes

Objectives

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

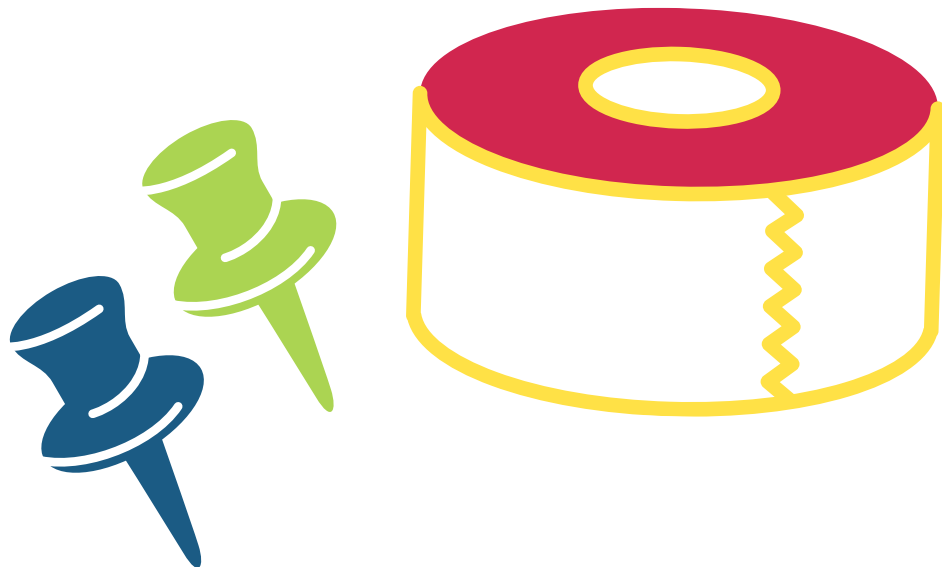
Resources

Space

Burger feedback bun (from Activity 1)

Two stars and a wish worksheets (see resource sheet following instructions)

Tape or sticky tac / drawing pins



Our school: review

Activity 1: instructions

Part one

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?



Our school: review

Activity 1: instructions



Part two

Organise the class into groups of three. Ask each group to look at their burgers. 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.

Their NEXT STEPS group task is:

1. Each group should draw around someone's feet and cut them out.
2. On each foot write or draw one thing that shows something they would like the class to do next to make sure people feel even more included.

Stick the feet on the wall and summarise them for the class:

Our next steps are....

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.

Our school: review

Activity 2: Our school



Time

Part 1: 15 minutes

Part 2: 20 minutes

Objectives

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 then groups of five or 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)

Our school: review

Activity 2: instructions



Part one

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.

Our school: review

Activity 2: instructions

Part one (continued)

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.



Our school: review

Activity 2: instructions

Part two

Put the children into groups of five or six.

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.

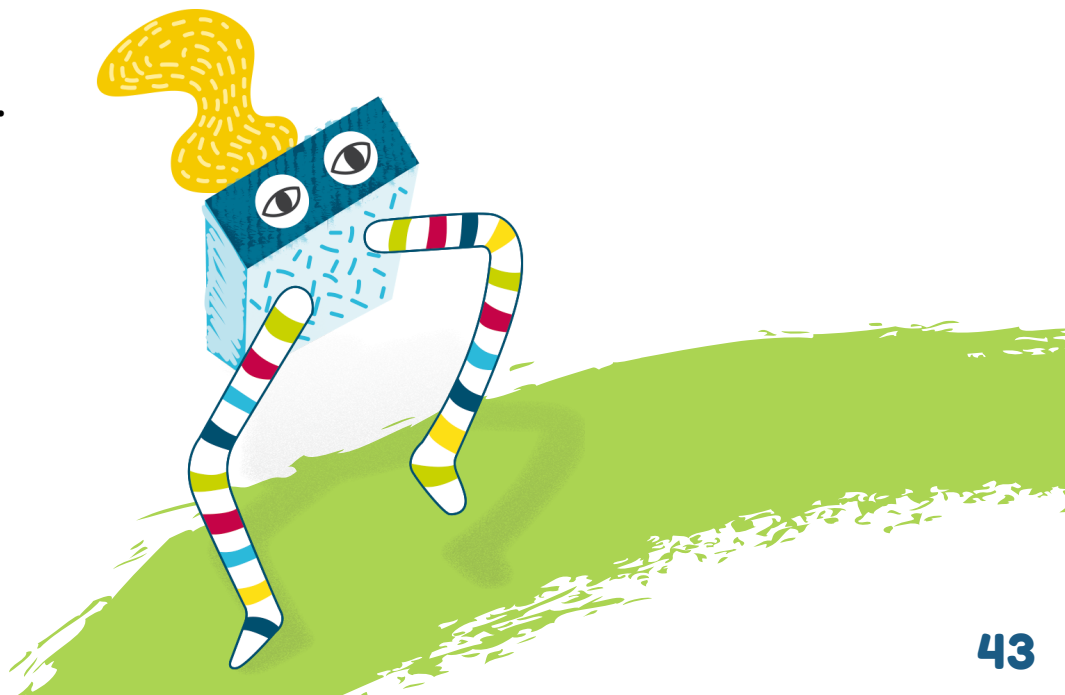
These views will be given to the group in charge of thinking about how to make the school better at including people. So it's important that their groups are as thoughtful as they can be.

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 notes.



Our school: review

Activity 2: instructions

Part three

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.



Activity sheet

Three things... worksheet



Three things our school does well to help people feel included:

Three things our school could do better to help people feel included:

Activity sheet



Question 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?

Activity sheet



Question 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?

Activity sheet



Question 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?

Our school: review

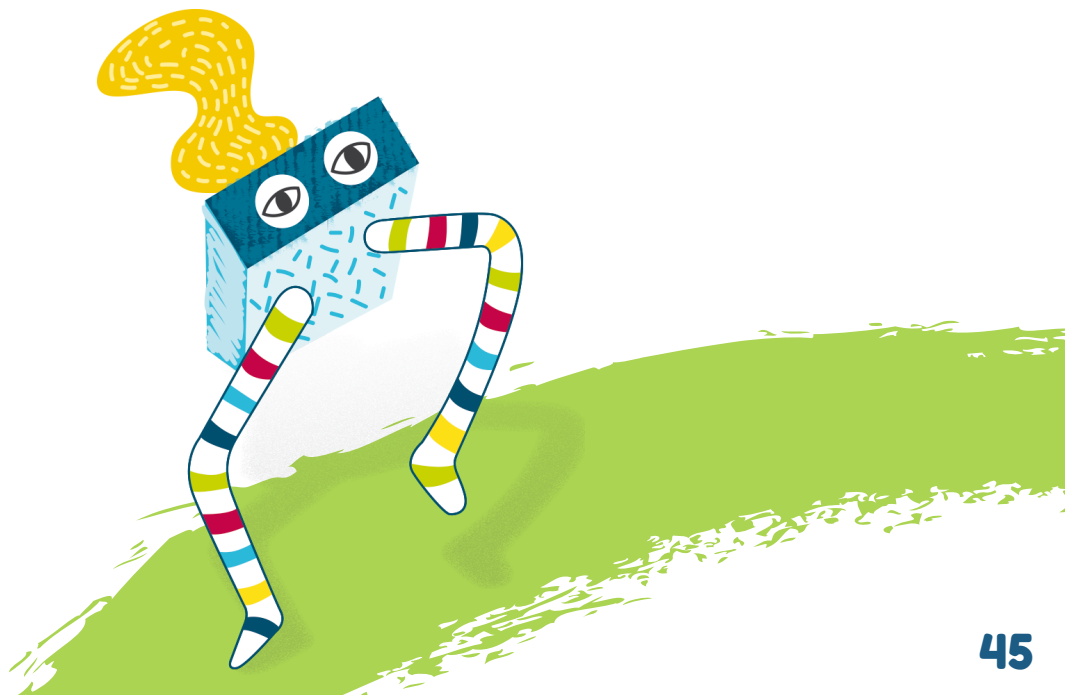
Activity 2: instructions

Part three (continued)

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.

At the end of Activity 2, give the photograph and notes from Part 1, the worksheets from Part 2 and the pictures from Part 3 to the school's core group, who will be collating information from across the school.



Our school: review

Activity 3: Me!

Time

20 minutes

Overview

This individual, reflective activity, will result in a group outcome to be displayed on the wall of the classroom

Objectives

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



Our school: review



Activity 3: 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).

Our school: review

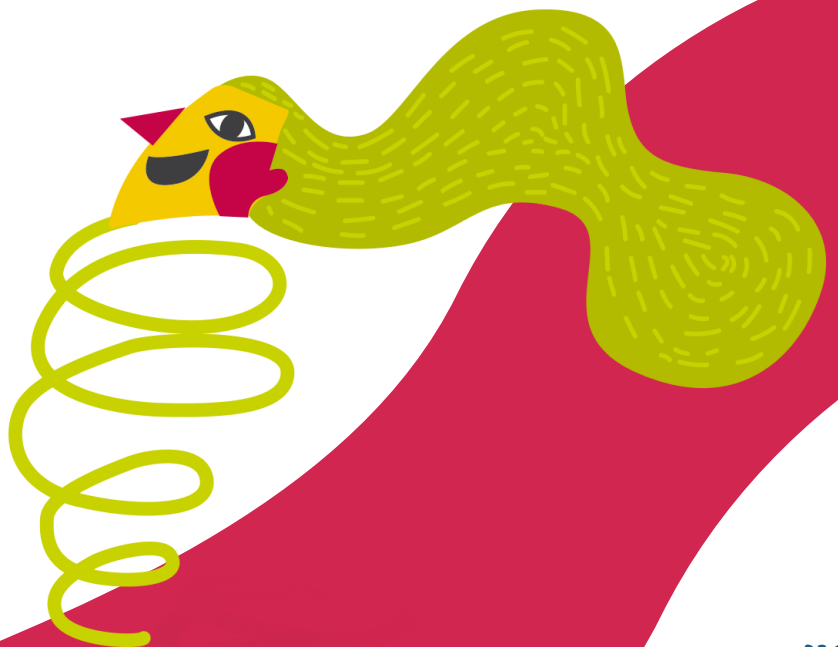
Activity 3: instructions

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, 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 sheet



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...

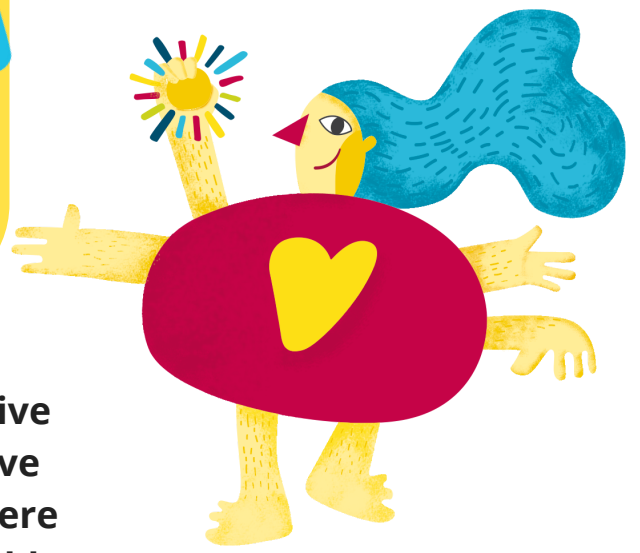
To make sure people feel included, I am going to...

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...

Our school: next steps



Activity 1: Our values

Supporting pupils to build a more inclusive school community is the next step. Active pupil participation is a challenge, but there are many activities and resources available to support these next steps. Below we have selected a few to encourage pupils to review or create new classroom, school and playground charters. These charters will hopefully (after all that learning!) be built on equitable values and can bring together further learning around children's rights.

Time

20 minutes

Objectives

For children to:

- identify their top nine inclusive values for the classroom add examples
- 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

- Small groups of five-six children
- 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
- 2 pieces per group
- Tally sheet (see sheet following values cards)

Our school: next steps

Activity 1: instructions

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. We suggest a maximum of 14. Organise 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 be willing to compromise if needed.

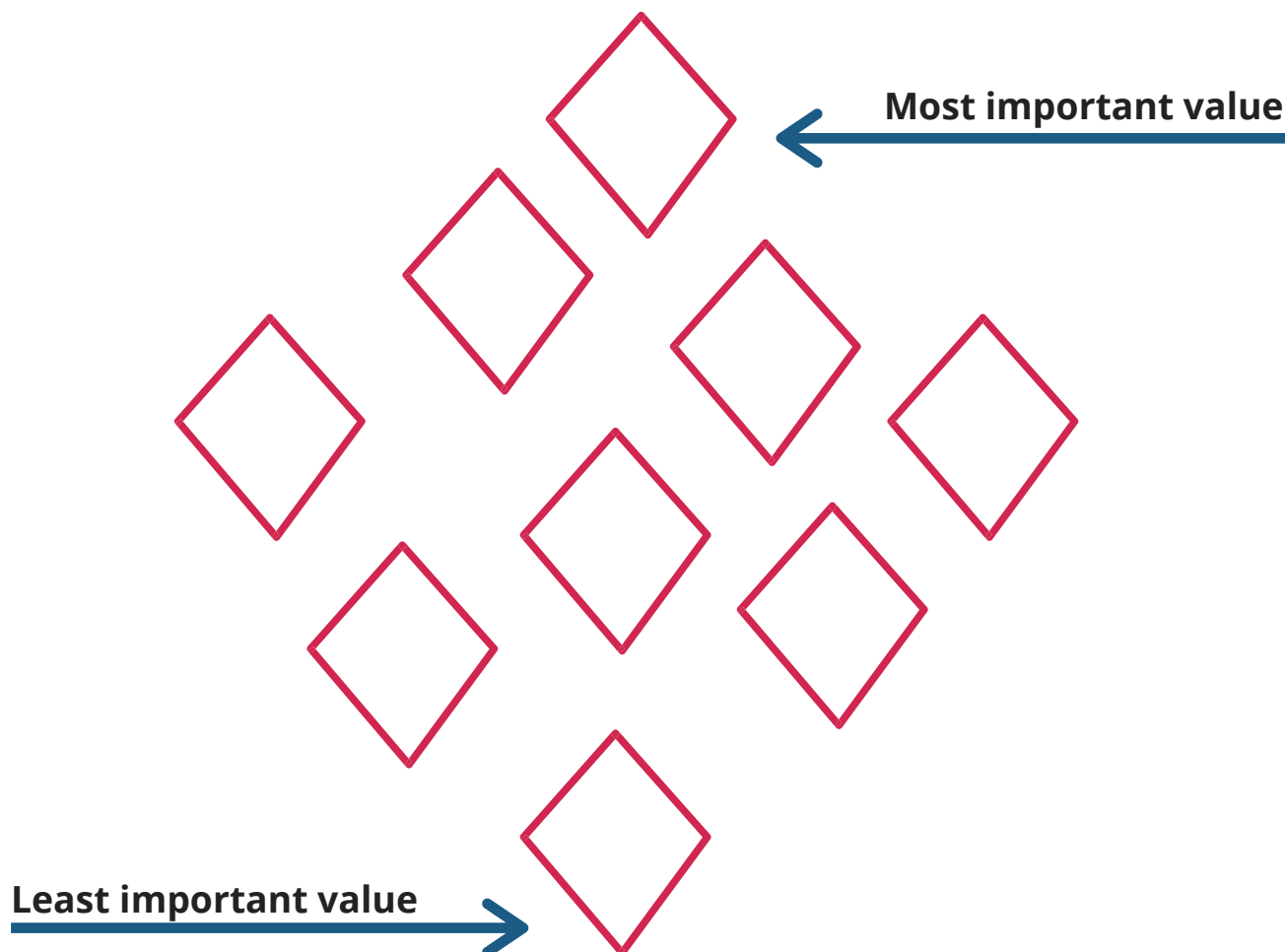
Spend a few minutes talking about this process before the groups begin the task.



Our school: next steps

Activity 1: instructions

Diamond nine ranking structure



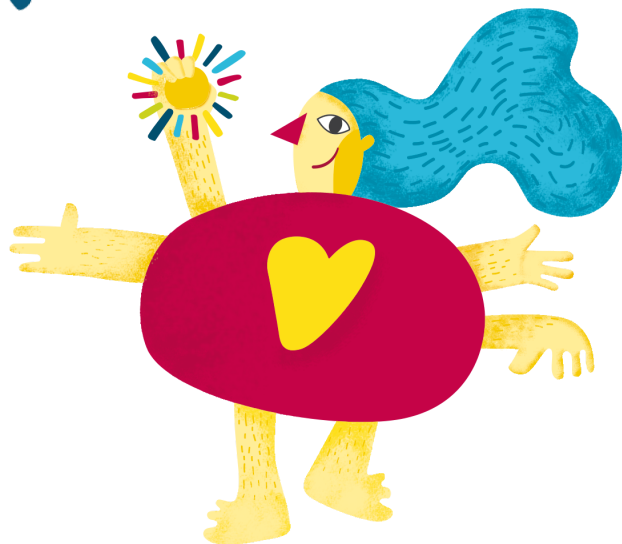
Once the groups have ranked the values cards, give out glue and two sheets of paper. Ask each group to:

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:

Our school: next steps

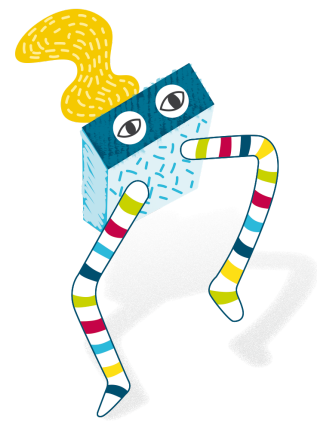
Activity 1: instructions



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.
4. Repeat Step 4 with the third, fourth, fifth and sixth Diamond 9 sheets until you have finished all the sheets.
5. 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!
6. 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.



Our school: next steps



Creating or reviewing a charter for your classroom, school or playground

These top 6 values could be added to your charter (s) or used as a first step to creating new ones. The pupils could make links from the top 6 values to the UNCRC articles.

You could ask pupils to work in smaller groups and draw a compass:

- North = Need
- East = Excites
- West = Worries
- South = Solutions



Think about your classroom, school or playground and fill it in as a group. Use the solutions to form your charter. You could come up with nine ideas and think about how you can get other pupils to vote on them or use a diamond 9 ranking activity again.

You could look at the UNCRC articles and select ones that were applicable to your classroom, school or playground. Pupils could vote for as many as want to and you could select the top three. In your charter try using the term 'respectful actions' instead of 'behaviours'.

Ask children to draw their playground, but from memory – they are not allowed to look outside. This encourages them to draw their favourite areas because it is from memory and so teachers can understand what areas of the playground children like to play in and what could be improved.



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