

SEEVAL Learning activity

1. Activity title	My school, an inclusive space
2. Target group	6th grade students (12-13 years old). Previous knowledge/previous skills required: -knowledge of children's rights/the concept of ESC; -Skills in using a smartphone (taking pictures, recorder function) and an editing app.
3. Duration	The activity will take place during 3 separate hours of Social education, excluding the field research part, which will be scheduled by each team according to the availability of the group (time and motivation).
4. Learning Environment	The activity will take place mainly indoors, in the classroom. The research part will give autonomy to the groups including the learning environment. To collect the required data they will explore both the indoor and outdoor environment of the school. Also, if the groups find it useful, they will be able to centralize the collected information also on an app like jamboard, thus working also online asynchronously/synchronously. For the three hours of classroom activity, it is important that the furniture is grouped into sectors to facilitate communication within each team.
5. Learning outcomes	At the end of this activity, students will be able to ... - analyse the concept of school inclusion; - recognise the evidence for inclusion, providing equal opportunities to education in their own school and in the community; - Propose a solution for providing equal opportunities to education; - produce a creative and well-structured presentation; - identify and recognise their own emotions; - work in a team.
6. Subjects and topics covered	Target subject: Social education The activity can also be carried out in collaboration with the ICT teacher, who can support them in using the necessary applications for organising materials - for example Jamboard or video editing software.

	<p>Other interdisciplinary openings:</p> <ul style="list-style-type: none"> - In Romanian language and literature based on the reading of the novel „The WONDER” by RJ PALACIO pupils will identify evidence for and against the opportunity for integration in school offered to the main character August Pullman; they can make comparisons with the situation in their school. -drawing pupils will be able to create a drawing/collage of the inclusive school as they imagine it; the work can be done individually or in groups. 		
<p>7. SEL competences</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p><u>PERSONAL</u></p> <p>X Identifying and expressing emotions</p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><input type="checkbox"/> Dealing with negative emotions</p> <p>X Flexibility/resilience/problem solving</p> </td> <td style="vertical-align: top;"> <p><u>SOCIAL</u></p> <p>X Empathy</p> <p>X Appreciating diversity</p> <p>X Relationship building</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying</p> </td> </tr> </table>	<p><u>PERSONAL</u></p> <p>X Identifying and expressing emotions</p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><input type="checkbox"/> Dealing with negative emotions</p> <p>X Flexibility/resilience/problem solving</p>	<p><u>SOCIAL</u></p> <p>X Empathy</p> <p>X Appreciating diversity</p> <p>X Relationship building</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying</p>
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<p>8. Method / Didactic techniques</p>	<p>Working in small groups (teams)</p> <p>Action-based methods: case study method.</p>		
<p>9. Tools / Materials / Resources</p>	<p>smartphone, notepad, wordwall link, assessment sheets, jamboard, laptop/video projector</p>		
<p>10. Detailed description of the step-by-step description of the activity / sequences of the units</p>	<p>In the first hour of social education, students are divided by lot into 3 teams, which will have the following task:</p> <p>Identify, in the school where you study, the elements that support the statement "my school is an inclusive school, providing equal educational opportunities for all its students". Record your evidence in a diary page or on your mobile phone. Finally, centralize the results and give, by negotiation within the team, a score from 1 to 10 for the level of inclusion. Propose an action that can be taken at class/school/individual level to ensure equal educational opportunities</p>		



for all children in the school." The teams formed will have time during this lesson to work on the strategy, share tasks. The teacher will support them at this stage, making sure that each team is clear about the next steps. They will have 2 weeks to collect data.

At the next social education class, the students will be able, again in teams, to collate their results, discuss what they have found, decide how they will make their presentation, identify a solution for equal educational opportunities appropriate for their school. The teacher facilitates this process, supporting the teams especially in the organisation and structuring part. He/she carefully monitors how team members interact, making sure that the principles of inclusive education are also respected in each team.

In the third social education lesson each team will present their results, finally proposing a score for the level of inclusion and an action that can be taken at class/school level to ensure equal educational opportunities for all pupils in the school. The presentation can be made using media (video, PPT, jamboard) or flipchart sheets. The teacher and other students will be able to ask additional questions related to the presentation, the documentation process. Each team completes the evaluation sheet for the other teams' presentations.

Finally, students are given a wordwall link asking them to write down three emotions they have experienced during this project period.

Stages of the activity: The activity will take place over 3 separate hours of social education, excluding the field research part, which will be scheduled by each team according to team availability.

1. Presentation and discussion of the work task (hour I)
2. Division into teams (hour I)
3. Development of the work strategy (hour I)
4. Field research
5. Synthesis of results, preparation of presentation (hour II)
6. Team presentations (hour III)
7. Word wall exercise - identifying emotions (hour III)
8. Conclusions (hour III)

Role of the teacher: The teacher has the role of facilitator, mentor.

Ensures that teams understand the task, follow the steps, put the strategy into practice. Provides support where needed. The teacher will

	<p>also link the project results to the noble goal of making the school a safe space accessible to all pupils.</p> <p>Work tasks for pupils:</p> <ol style="list-style-type: none"> 1. Identify, in the school space, indicators of inclusion/respect of the right to education for all children. Indicators will be collected by designated teams in the form of photos, testimonials from peers/teachers/parents in the school, over the course of a school week. 2. Present, in front of the class, the collected indicators, giving a score from 1 to 10 to the level of inclusion perceived by the team. 3. Propose an action that can be taken at class/school/individual level to ensure equal educational opportunities for all children in the school.
<p>11. Extension / Take home activity</p>	<p>The teacher can encourage them to choose one of the proposed solutions, which can be submitted to the Student Council and the school management for implementation at class/school level to increase inclusion;</p> <p>Pupils can also take different actions to implement at family or even community level for the same purpose.</p>
<p>12. Feedback & assessment</p>	<p>A formative assessment will be used, the teacher will use, throughout the activity, the systematic observation of the behaviour of each student, based on an observation sheet, in which he will tick:</p> <ul style="list-style-type: none"> - ability to assume a role in the team; - the spirit of collaboration and adaptation to team work; - the spirit of initiative. <p>Inter-assessment will also be used; each team will complete an evaluation sheet for each project presented. The sheet will be structured according to the following criteria:</p> <ul style="list-style-type: none"> - viability/originality of the proposed solution for ensuring equal opportunities in education; - identification of at least 3 pieces of evidence on inclusion, equal opportunities in education; - quality of the materials/activities carried out; - creativity in the presentation. <p>Each criterion will be awarded between 0- 5 points.</p> <p>Self-assessment: Each student writes down three emotions they experienced during the project period by accessing a wordwall link. The</p>



	final result - the "cloud of emotions" - will be presented to the class as a self-reflective support.
13. Intellectual property rights (IPR) / Origin of the activity	Harap Cristina Iuliana. School Counsellor CJRAE BN https://creativecommons.org/licenses/by-nc-sa/4.0/