



<b>1. Activity Title</b>	<b>Understanding neurodiversity</b>		
<b>2. Target group</b>	For the last grades of Primary School, the three grades of High School and A High School.		
<b>3. Duration</b>	45 minutes / 1 teaching hour at least.		
<b>4. Learning environment</b>	The activity can be adapted to all learning environments (indoor/outdoor, online synchronous/online asynchronous etc.).		
<b>5. Learning results</b>	At the end of this activity neurodiverse students will be able to: <ul style="list-style-type: none"> <li>• Communicate and claim a learning and social approach based on acceptance.</li> </ul> At the end of this activity neurotypical students will be able to: <ul style="list-style-type: none"> <li>• They empathize with the barriers to social integration of neurodiverse students.</li> <li>• Approach their classmates inclusively</li> </ul>		
<b>6. Course and Object</b>	The activity can be integrated into language, home economics, physical education, social and political education lessons and any lesson integrated into actions for inclusion.		
<b>7. Social and Emotional Education Skills</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <p><b><u>PERSONAL</u></b></p> <ul style="list-style-type: none"> <li>▲ Identifying and expressing emotions</li> <li>▲ Self-regulation</li> <li><input type="checkbox"/> Identification of Strong Points</li> <li><input type="checkbox"/> Growth Mindset</li> <li><input type="checkbox"/> Well-being</li> <li>▲ Coping with negative emotions</li> <li><input type="checkbox"/> Flexibility/ Resilience/ Problem Solving</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><b><u>SOCIAL</u></b></p> <ul style="list-style-type: none"> <li>▲ Empathy</li> <li>▲ Appreciation of diversity</li> <li>▲ Construction Relationships</li> <li><input type="checkbox"/> Cooperation</li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> Ethical and responsible behavior and decisions</li> <li><input type="checkbox"/> Dealing with negative relationships such as bullying</li> </ul> </td> </tr> </table>	<p><b><u>PERSONAL</u></b></p> <ul style="list-style-type: none"> <li>▲ Identifying and expressing emotions</li> <li>▲ Self-regulation</li> <li><input type="checkbox"/> Identification of Strong Points</li> <li><input type="checkbox"/> Growth Mindset</li> <li><input type="checkbox"/> Well-being</li> <li>▲ Coping with negative emotions</li> <li><input type="checkbox"/> Flexibility/ Resilience/ Problem Solving</li> </ul>	<p><b><u>SOCIAL</u></b></p> <ul style="list-style-type: none"> <li>▲ Empathy</li> <li>▲ Appreciation of diversity</li> <li>▲ Construction Relationships</li> <li><input type="checkbox"/> Cooperation</li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> Ethical and responsible behavior and decisions</li> <li><input type="checkbox"/> Dealing with negative relationships such as bullying</li> </ul>
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<b>8. Method/ Teaching Techniques</b>	Role playing in two phases:		
<b>9. Tools/ Materials/ Resources</b>	Materials: paper, stationery Teacher skills: it is a prerequisite to have created a climate of trust and safety in the classroom so that students can express themselves, i.e. the teacher acts as an animator of the class, with empathy and acceptance.		
<b>10. Detailed, step-by-step description of the activity</b>	<b>Groups:</b> We are divided into groups of 5-8 people. <b>PHASE A</b>		



	<ol style="list-style-type: none"> <li>1. <b>Roles:</b> One or two people are the teachers in a typical school that has neurodiverse students. One or two people are the neurodiverse students with strong impulsivity and low resistance to frustration. The rest are their classmates</li> <li>2. <b>Text:</b> By brainstorming, the participants write common words that the children in the class hear from the teacher, such as <i>sit quietly, look in front of you, don't make a fuss, don't talk to the person next to you, don't tap the pen on the desk</i>, etc.</li> <li>3. <b>Role play:</b> We act out a typical day, making sure to include all the typical phrases we noted.</li> <li>4. <b>Reflection:</b> We discuss what happened in the group, how the neurodiverse participants felt, how the teachers, how the classmates and what else could have been done.</li> </ol> <p><b>B PHASE</b></p> <ol style="list-style-type: none"> <li>1. <b>Roles:</b> We think about what other way there is to work in our classroom, what other example we can follow and what discourse is produced in the new condition.</li> <li>2. <b>Text:</b> the new alternative text that includes and respects every human being is recorded.</li> <li>3. <b>Role play:</b> We act out a typical day in an <i>inclusive</i> school.</li> </ol>
<p><b>11. Extension / Home Activity</b></p>	<p>For deepening, we ask them to think about reversing the roles. The video <a href="https://www.youtube.com/watch?v=Cr7A9POk1VE">https://www.youtube.com/watch?v=Cr7A9POk1VE</a> can be given and the students think of other cases of role reversal which will be recorded on the "wall" in the school . As an example, let's mention the movie <i>staight story</i> for older ages.</p>
<p><b>12. Feedback &amp; evaluation</b></p>	<p>We create the "wall" of the school, on a piece of paper we write the topic we discuss in each lesson, in order: NEURODIVERSITY and there the students write what they would like to be heard, while the reversal of roles in the activity will take a separate part preceded in order to achieve intersubjectivity and interconnection with other identities.</p>
<p><b>13. Copyright / Origin of the activity</b></p>	<p>Did. Christiana Moschou, Psychopedagogue.</p> <p><i>Creator Attribution-NonCommercial Use-No Derivatives CC BY-NC-ND - NoDerivatives (nd).</i></p>