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Promoting inclusion through extracurricular activities

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MAKING EUROPEAN SCHOOLS MORE INCLUSIVE

Extracurricular activities to enhance the educational inclusiveness

2025

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ARGUMENT

Research conducted within the Erasmus + project “Promoting inclusion through extracurricular activities” (2023-1-RO01-KA220-SCH-000158071) showed that educational inclusiveness is perceived by most of the educational actors (in Romania, Türkiye, North Macedonia and Serbia) as being an important and necessary aspect of a good quality education. The importance and necessity of educational inclusiveness are more obvious for adults (parents and teachers) than for pupils.

Educational actors (pupils, parents, teachers) have an average level of knowledge regarding the educational inclusiveness, even if most of them have the general impression of a deeper understanding of this concept. As expected, the knowledge about inclusion is significantly higher for specialists compared with pupils and parents, but still even specialist lack a lot of important information about this concept. All educational actors have the general ideas about inclusiveness, such as inclusiveness means that all children should feel welcomed, secured and valued, it means that all children are part of the educational activities and it involves adequate support for all children to learn with their peers. Still, the social perception of inclusion needs a lot of updates, as many of the educational actors still think that inclusion means putting all kids in mainstream education, even if adequate support is not possible for those who need it, that it means putting kinds with special educational needs in special classes in mainstream schools or even in specials schools; also, many educational actors, even specialists, are not aware that inclusiveness refers to all children, not only the ones with special educational needs.

Putting that information together one could realise that the efforts done in the past decades in promoting educational inclusiveness are yet to reach their goals; if many people, including specialists, still consider that inclusion is just about putting a special child in mainstream education without providing any additional or adequate support to him, it’s clear that the educational systems still have a lot of work and additional actions need to be takes, maybe starting with the teachers. According to collected data, there are two things that will make this systemic intervention harder. On the one hand, almost 20% of the respondents are not sure about the importance and necessity of educational inclusiveness (or even not agree to those), and they

will be almost impossible to motivate to fully understand inclusiveness and apply its principles in education. On the other hand, educational actors, especially teachers, are convinced they fully understand the concept of educational inclusiveness (in the focus groups, nobody mentioned that they would need more information, all answered that the concept is very well knows in education), and also this makes learning more difficult, as nobody is easy to motivate to learn about a topic considered very well known.

The social perception of educational inclusiveness is rather moderate, with most respondents evaluating it as average, with significant differences between the perception of the three categories of educational actors involved in the research. Educational inclusiveness in perceived in the most positive way by the pupils, the specialists are a little more reserved while the parents are the most critical and evaluate the educational inclusiveness in the most negative way (compared with pupils and specialists). On the one hand, this aspect is important for policy makers as it suggests that it will me much difficult to involve pupils to activities focusing on educational inclusion, as they consider that this might already be present. On the other hand, research data suggests that policy makers focusing on inclusion should really rely on parents to assist them, their rather negative perception of the actual level of educational inclusiveness making them more likely to get involved and more motivated to participate to activities or projects to enhance educational inclusiveness.

Social inclusion is perceived in a rather moderately negative way, with most respondents evaluating it as average, but enough evaluating it as low or very low. Social inclusiveness is evaluated as being significantly lower than educational inclusiveness, suggesting that somehow the educational system is slightly more effective than the social system in promoting inclusion, which is a gratifying aspect for teachers and a way to acknowledge the efficacy of their work (without disregarding the necessity of future intervention in education)

Social inclusion is perceived as better by children compared with adults, most probably due to their better adaptability and perhaps their lack of experience in social contexts that makes them less receptive to social discrimination, prejudice etc.

The positive consequences of inclusiveness are not so obvious for all educational actors, as almost half of them are still to be decided; it's true that almost the entire other half agree with those positive consequences, but, still, the large proportion of undecided respondents strongly suggests that information about inclusiveness is still to reach a large part of the population.

As expected, specialists are more aware of the positive consequences of educational inclusion compared with pupils and parents, and this is, more likely, due to their pedagogical training and general knowledge. The plus side of this result is that specialists could be easily involved in projects or activities that have measurable positive consequences (as they are more aware of the positive changes these activities might trigger) but the downside is that there is still a major need for informing pupils and parents regarding the positive consequences or inclusion.

Based on research data, we could emphasize on the complex causality of social perceptions regarding inclusion: the positive consequences of educational inclusiveness are more visible for the more informed educational actors and for the ones that evaluate the educational and social inclusiveness better. On the one hand, this suggests that educational inclusiveness could be enhanced if the society themselves become more inclusive, therefore suggesting that there is a need for consistency and coherence between the educational and social interventions for inclusiveness. On the other hand, research data strongly suggests that, as expected, the positive consequences of inclusiveness could be made more obvious in an indirect way, by increasing the level of knowledge about inclusion and increasing the level of educational inclusiveness.

To increase the level of educational inclusiveness, educational actors mentioned the extracurricular activities as the most reliable solution, followed (far behind) by the implementation of new ways of teaching with interactive activities, allowing more time for teachers to have personal discussions with kids, exchanges of good practices and a better involvement of parents. Still, one could stress out that almost all of those potential activities still have a very important nonformal component (characteristic to the extracurricular activities), as personal discussions and better involvement of parents and even exchanges of good practices being dominated by the nonformal component.

Extracurricular activities are the best solutions for pupils (by far the most selected potential solution), but is also present as top option for parents and specialists; still, parents focus firstly on new ways of teaching – interactive activities, while specialists focus more on better involvement of parents and training the teachers. Pupils' hierarchy clearly stated their preferences, as extracurricular activities will always be selected by pupils when compared with "classic" teaching and learning, while parents' and specialists' hierarchy are more surprising. On the one hand, parents and specialist prove the "fundamental attribution error", with parents mentioning firstly aspects that depend on teachers (new ways of teaching – interactive activities) and specialists mentioning firstly aspects that depend on parents (better involvement of parents). On the other hand, it is noticeable that specialists assume their role in enhancing the educational inclusiveness and mentioned the need for teachers training and for implementing interactive activities.

Considering the input from respondents, we emphasise that a methodological guide to assist teachers in enhancing the educational inclusiveness in their classes / school should include mostly extracurricular activities, as this is considered to be effective by pupils, parents and specialist. More than that, out data suggest that those extracurricular activities, to be more effective, could be organized in the form of individual activities that facilitate the communication between teachers and pupils, or group activities that use interactive methods and / or include parents.

Considering the feedback from teachers using this material and using the designed activities, pupils involved in those activities and their parents, we strongly recommend to any specialist or institution that will use or adapt our activities to **emphasise on the educational role of each activity, to organize a mini-session at the end of each activity to provide information about the role of the activity, about what was planned to be learnt from that activity, about the skills and competencies that the activity aims to develop**, therefore making its educational purpose obvious for the participants.

Section 1

Individual activities for pupils

Hello, it's me

Overview

The activity promotes self-knowledge, self-perception and self-exploration as specific ways to facilitate social and educational inclusion.

Objectives

» to develop pupils' self-perception and construction of self-image

» to enhance pupils' awareness of their role in self-development

» to increase pupils' interest in knowing themselves and others

Resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: worksheet in Appendix 1.

Time

90-100 minutes / two (consecutive) teaching hours

Activity type

☑ individual activity for pupils

❑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is focused on encouraging children to reflect on their skills, attitudes and general self, as part of extracurricular activities to facilitate self-awareness and to encourage children to fully understand that their social and educational integration is dependent on their accurate self-image.

Description of activity

Teacher asks the children to have a short reflection on theirs self and to fill in the self-knowledge worksheet in appendix 1 with maximum responsibility. The teacher doesn't influence children in any way on their responses, doesn't discuss any individual responses of any child within the class, just limit his intervention to general encouragement of children and general clarification of the asked questions, if any are needed (one teaching hour).

Children are allowed to finish their work at home, until next day, but they are advised not to ask parents or other persons and to include only what they think about themselves.

In the next teaching hour, volunteers present their work, with positive reinforcement from their teacher; while conducting the activity, teacher should pay special attention to the positive climate in the class and not to allow criticism from other pupils.

Final discussion with children

The teacher announces the class that this activity aimed to help them to think of some positive aspects they have, about things they like or like doing. He also mentions that it is important for children to be aware of their strengths and interests as this is the first step for building their future.

Teacher could ask questions like:

» What did you learn doing this activity?

» How can you use these things you have learned on your activity at school?

Self-evaluation for teachers

The teacher evaluates whether the activity has achieved its purpose in line with the goals set at the beginning, by discussing with children based on some topics like:

» Was it easy or hard to fill in the worksheet?

» Did you fully understood what was asked from you?

» Was this activity useful for you?

Appendix 1 - worksheet

Think about yourself and write some first things about you (name, age, where are you from, other things you think others should know about you).

Hello, it's me

Now write five streghts, five positive things about you.

My strengths are…

Now write five things you like doing.

My interests are…

Now write something that few people know about you.

My secret is…

My culture, my identity

Overview

This activity encourages pupils to reflect on and share their cultural identities through a structured one-on-one discussion with the teacher.

Objectives

» to develop pupils' skills of self-expression and active listening

» to enhance pupils' awareness of their own cultural background

» to increase pupils' interest of how personal identity relates to culture

Resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: printed worksheet with guiding questions

Time

45-50 minutes / one teaching hour

Activity type

☑ individual activity for pupils

❑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on encouraging pupils to think critically about their cultural backgrounds and share them in a safe environment. The teacher plays the role of a facilitator, encouraging deeper reflection without judgment.

Description of activity

Distribute worksheets with the following guiding questions:

» What is a tradition from your culture that you are proud of?

» What is a holiday or celebration in your culture that is meaningful to you?

» What is something unique about your hometown?

» How does your culture influence your daily life (food, language, habits)

» How do you feel your culture differs from or is similar to others?

Give pupils 10–15 minutes to write their answers independently. Encourage them to reflect deeply and be specific in their examples.

Organize one-on-one discussions where each pupil shares their answers with the teacher. Use follow-up questions to encourage deeper thought, such as:

» "Why is this tradition important to you?"

» "How do you think others perceive this aspect of your culture?"

Summarize key points at the end of the session and encourage pupils to think about what they learned about themselves.

Final discussion with children

Conclusions. After the activity, conduct a short discussion with each child focused on:

» What did you learn about your own culture?

» How can reflecting on your culture help you better understand others?

Self-evaluation for teachers

Teachers should reflect on aspects like:

» Did pupils engage in meaningful self-reflection?

» Were any pupils hesitant to share? Why?

» How can this activity be improved for future sessions?

Where I Feel Happy

Overview

This activity aims to support children's social emotional development and to raise awareness, enabling children to know themselves and their friends better.

Objectives

» to develop pupils' self-expression skills, social and emotional development

» to enhance pupils' awareness of each other and sense of belonging

» to increase pupils' interest in getting to know different friends by enabling them to communicate with each other

Resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ specific resources:

Time

90-100 minutes / two (consecutive) teaching hours

Activity type

☑ individual activity for pupils

❑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on achievements such as children knowing themselves individually, expressing themselves, and being aware of differences. This activity supports children's development both individually and socially. It helps establish a stronger bond between children.

This activity focuses on allowing children to share their work and interact with each other, learning, and social bonding.

Be aware of the following when implementing this activity: Be aware of appreciating children's work in a way that increases their self-confidence and giving positive feedback to increase their motivation.

Pay particular attention to the following: Take the necessary precautions to ensure safety in using materials such as cutters and glue.

Remember that you can give encouraging words and ideas to start the activity. Be a pioneer, you can express your own "place where I feel happy" by making an example work for the activity.

Description of activity

Part 1 (5 min): The teacher introduces the lesson as follows: Hello dear children! Today we will do a great activity together. The name of our activity is "WHERE I FEEL HAPPY." In this activity, we will draw our favourite place, where we feel the

happiest, using our imagination. The teacher says that they will work with the materials on the table and has all children check their own materials.

Part 2 (5 min): Teacher tells children: Our first step is to imagine! Now everyone should think about the "Place Where I Feel Happy"... Those who want can close their eyes. Where would be the place or places where you feel the happiest?... (When the teacher thinks that there has been enough waiting) Each child should determine these places and their features together. Gives children a chance to think.

Part 3 (20 min): Now let's start drawing the place you dream of! We draw the Place I Feel Happy that you dream of on a large piece of paper or cardboard. We can colour our drawing using coloured pencils and paints. You can draw and paint as you wish using your imagination.

Part 4 (40-50 min): After the pictures are completed, the teacher asks the children to share their work with their other friends. The students take turns hanging the pictures they have made on the board and briefly explaining their work.

While the students are making their presentations, the teacher directs them to talk in more detail by asking the following questions. Different questions may be asked or the number of questions may be increased:

» Why did you choose this place?

» What does this place mean to you?

» Have you experienced anything in this place before? Or what do you expect to experience in this place?

» Who do you want in this place and why? What opportunities would you like to have?

Final discussion with children

The teacher concludes (20 min.) by asking the students the following questions:

» What did you learn in this activity?

» Why do you think this activity was done?

» What did you think and feel while doing this activity?

» What did this activity add to you?

The teacher listens to the answers from the children for all the questions. He does not make any judgments. He gives the opportunity for all the children to share their thoughts without being influenced.

The work is evaluated together. The child who shares is applauded and the other child is given the floor to share. When the children's presentations are finished, the teacher thanks them and ends the activity.

Self-evaluation for teachers

The teacher evaluates whether the activity has achieved its purpose in line with the goals set at the beginning.

» Were students able to express themselves accurately and comfortably?

» Did students learn more about each other?

» Did they learn to respect different cultures, stories, and characteristics?

After this work and sharing, teachers can catch clues that need to be considered about children's interactions, their environmental conditions, children's emotional and motor development skills, etc.

Discover the Differences

Overview

This activity aims to ensure that students understand the importance of inclusive education and encourage them to accept differences, thus increasing interaction between them and developing friendships; as well as improving cooperation and collaboration skills.

Objectives

» to develop pupils' social and cooperation skills, ability to accept differences

» to enhance pupils' awareness regarding inclusive education

» to increase pupils' interest in social interaction, in teamwork

Resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: List of questions and tasks

Time

90-100 minutes / two (consecutive) teaching hours

Activity type

☑ individual activity for pupils

❑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on students expressing themselves individually in a classroom environment. Remember that each student has different talents and skills.

While encouraging each child's participation, be careful to respect individual differences. Give children roles in the game to ensure their active participation in the activity. Make sure each student has something to do and include them.

Provide positive and motivating feedback to children who have completed their work. Appreciating their efforts increases their self-confidence

Make sure the activity takes place in a fun and enjoyable atmosphere. Let children enjoy learning while having fun. Be careful to ensure children's safety throughout the activity. Supervise the safe use of materials such as cutters and glue.

Before this activity is carried out, teachers need to know the following information about inclusive education.

Inclusive education is an educational approach that aims to include each student equally in the learning process by considering their individual needs and differences. This educational model allows students with different abilities, disabilities, cultures and language differences to learn together in the same educational environment.

Inclusive Education with Examples:

1. Supportive Educational Tools: If there is a hearing impaired student in a class, using a sign language interpreter or subtitled videos during the lesson. In this way, the student can fully participate in the course content.

2. Flexible Teaching Methods: The learning styles of the students in the class may be different. The teacher ensures that each student learns in the best way by using visual, auditory and kinaesthetic learning methods together.

3. Recognizing Cultural Diversity: Providing opportunities for students from different cultures to introduce and share their own cultures in class. For example, each student can make a presentation about a food, dance or tradition from their own culture.

4. Accessibility Arrangements: Making classroom arrangements for students with physical disabilities. For example, providing ramps and wide transition areas for a student who uses a wheelchair. For visually impaired students, such as tactile surfaces.

5. Individualized Education Programs (IEP): Preparing personalized education plans to meet students' special educational needs. These plans are created by taking into account the student's strengths and development areas and are reviewed regularly.

Description of activity

Part 1 (5 min): Before the activity is explained, the teacher draws a large heart on the board and leaves the inside blank. Then, he creates cards by cutting coloured paper or cardboard in the shape of a heart, in a size that allows the questions and tasks in the Appendix 1 to be written. He writes questions and tasks on each heart. He duplicates these cards according to the number of students. He puts the written parts upside down on the table.

Part 2 (5 min): Teacher to students: Hello kids! Today we will play a great game together. The name of our game is "Discover Differences". Thanks to this game, we

will learn about our differences and understand the importance of living together in harmony. Are you ready? First, we will do a warm-up activity. All of you sit in a circle and say something interesting about yourselves. For example, your favourite food, your hobby, your favourite colour. In this way, we will get to know each other better and learn about our differences. A warm-up activity is done with students who want to speak.

Part 3 (10 min): Teacher: Now we are moving on to the main part of our game. I will hand out different coloured cards to each of you. There will be various questions or tasks written on these cards. You will take turns drawing your cards, reading the question or task on them, and answering them. The students who answer will stick their cards on the heart on the board. (After the teacher receives the students' answers, he/she will help the students stick their cards on the board)

For example: "What is your favourite animal and why?", "How do you work with your friends?", "How do we get along with people from different cultures?" There will be questions like this.

- As each of you share your answers, we will have short conversations together about our differences and similarities.

Part 4 (50-60 min) : The teacher asks the students to choose a card on the table in a certain order, answer the question written on the card or do the task. The student who has completed the task sticks the card in his hand into the heart on the board and takes his place. The teacher continues the game by removing another student. After all the students have completed their tasks, the teacher asks the students the following questions:

» Why do you think it is important to accept differences?

» What was the most interesting difference you learned during the game?

» Did you learn why it is important to respect different cultures and traditions?

» Did you discover anything new about yourself during the game? What is it?

» Did you think about how differences can enrich the classroom environment?

» What did this game teach you about the importance of living together in harmony?

The activity ends after all the questions are answered by the students.

Final discussion with children

At the end of the "Discover Differences" game, the teacher concludes (20 min) by asking the students the following questions:

» What did you learn in this activity?

» Why do you think this activity was done?

» What did you think and feel while doing this activity?

» What did this work add to you?

The teacher listens to the answers from the participants for all the questions. He does not make any judgments. He gives the opportunity for all the participants to share their thoughts without being influenced.

The work is evaluated together. The people who share are applauded and the turn is given to the other people to share. When the people finish speaking, the teacher thanks everyone and ends the activity.

Self-evaluation for teachers

The teacher should evaluate whether the activity raises awareness among students about what inclusive education is. The teacher observes whether the students in the school develop characteristics such as accepting each other's differences, knowing themselves better, developing friendships by knowing their friends better, respecting and tolerating different cultures and individual characteristics.

Appendix 1. List of question and task suggestions

These questions and tasks include fun and educational activities that will help children get to know each other and accept differences. 17 different question and task suggestions that you can use in the "Discover Differences" game:

Question 1: What is your favourite food and why? Which sport do you like and why?

Task 1: What is your favourite game, why and how is it played?

Task 2: In which situations do you thank and in which situations do you apologize? Can you give an example?

Question 2: What do you like to do the most on vacation?

Task 3: Try to introduce a friend who comes from a different country. What characteristics do you pay attention to?

Question 3: What is your favourite animal and why? What is your favourite colour and why?

Question 4: Which book did you like the most and why?

Task 4: Draw a place you dream of living in.

Question 5: Do you have a hobby? Why do you like this hobby?

Task 5: In what situations and to whom do you help?

Task 6: Choose a song, why did you choose it and can you sing it?

Question 6: How do you get along with most people and how do you get along?

Task 7: Write a short story about yourself.

Question 7: What is your favourite place at school and why do you like it?

Question 8: In what situations do you need to work with a friend?

Question 9: What is your favourite holiday destination and why?

Question 10: Is there anything you are afraid of doing? Why? What would give you the courage to overcome this fear?

I am powerful

Overview

This activity will allow children to discover their level of self-confidence by reflecting on their ability to solve certain specific hypothetical situations and decide on various actions.

Objectives

» to develop pupils' self-esteem and self-image

» to enhance pupils' self-awareness

» to increase pupils' interest on their role in their social and educational inclusion

Resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ specific resources: worksheets in Appendix 1, Appendix 2

Time

90-100 minutes / two (consecutive) teaching hours

Activity type

☑ individual activity for pupils

❑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity allows children to examine their ability to adapt to specific situations and to identify positive solutions to everyday life situations. Also, this activity allows children to better understand their role and responsibility in their social and educational inclusion, to better understand the consequences of their actions and their responses to other people actions.

Description of activity

Teacher announces pupils that they will do a less formal educational activity where they need to put themselves in various situations they could face in real life and imagine their reactions. Teacher mentions that responses will be individual and pupils will only share their answers with teacher or classmates if they want.

For the first teaching hour, pupils are asked to solve questions in appendix 1 by identifying as many potential solutions to each situation; enough time is given so that each child answers to all questions without feeling time pressure. Some of the pupils, the ones that want that, share their answers with the class; teacher facilitate communication and warm, secured climate by ensuring that all children respect the one that talks.

For the second teaching hour, pupils are asked to answer questions in appendix 2; enough time is given so that each child answers to all questions without feeling time pressure. Some of the pupils, the ones that want that, share their answers with the

class; teacher facilitate communication and warm, secured climate by ensuring that all children respect the one that talks. Teacher concludes on the role of each person in controlling their responses and that each child is accepted in society and school based on their ability to find adequate responses to different situations they face.

Final discussion with children

The teacher concludes by asking the students the following questions:

» What did you learn by doing this activity?

» How can you use what you learned in your activity in school?

» How do we act to solve our problems?

Self-evaluation for teachers

The teacher evaluates whether the activity has achieved its purpose in line with the goals set at the beginning; some questions that teachers should ask themselves could be:

» Did pupils understand their tasks and did what they were supposed to do?

» Were pupils interested in sharing their answers and opinions with the others?

» Were pupils involved in the activity? Was it stressful for the kids?

Appendix 1. Reactions and solutions

Find as many solutions as you can for each of the following situations.

A pupil from another class encourages you to laugh at one of your colleagues.

Someone makes fun of your clothing or hairstyle.

Neither of your colleagues are willing to talk to you during breaks.

You really have a lot to learn for a test next day and you become stressed.

It is hard for you to understand today's lesson in mathematics.

You are the last one selected in a team (for any sport, for some competition etc.)

Appendix 2. Reflection

How many different solutions did you find for each situation in previous worksheet?

How did you come up with those solutions?

Were all solutions positive? Were all your reactions solutions to that situation?

Are all your solutions dependent only on you? Were there any situations when you relied on other persons to assist you?

Are your solutions universal? Could they be applied to all issues, all difficult situations?

My self

Overview

This activity is an individual activity that facilitates self-knowledge and better understanding of personal characteristics so that pupils can be more aware of their role in the society, in school, in relationships with others etc.

Objectives

» to develop pupils' interest in their self and their relation with others

» to enhance pupils' self-awareness

» to increase pupils' interest in understanding themselves and others

Resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ specific resources:

Time

45-50 minutes / one teaching hour

Activity type

☑ individual activity for pupils

❑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is focused on self-knowledge and ability of self-analysis; therefore, it is very important to inform the children before the activity that responses will not be made public and they will not have to share them with the teachers or classmates, that this activity is only for self-reflection.

This activity should only be conducted with pupils that already know and trust the teacher, and in classes where a climate of trust and positive4 relations are already established. Even if it is an individual activity, when did in classes, teachers need to be aware of negative comments that could occur and to have already answers and reactions prepare to re-establish a positive climate.

Description of activity

Teacher informs the pupils that they will do an individual activity and they will not share their responses with other persons (teacher or classmates).

Teacher asks pupils to take a blank sheet of paper and write, as a title, the question "who am I?"; now teacher ask each pupil to provide 20 answers to this question, mentioning again that responses will not be made public in any circumstances. Teacher gives enough time for each pupils to come up with 20 answers and encourage them to provide relevant and adequate answers (to take the assignment seriously).

After enough time was given for all participants to come up with 20 answers, teacher ask the pupils to analyse their responses and to choose the 5 answers that are least important for them, with the instruction to cross them with a horizontal line.

After enough time was gives for all pupils to solve the task, teacher asks pupils to choose, again, the 5 answers that are least important for them (from the remaining 15) and to cross them with two horizontal lines.

After enough time was gives for all pupils to solve the task, teacher asks pupils to choose, again, the 5 answers that are least important for them (from the remaining 10) and to mark them with a star.

In the end, pupils are asked to circle the remaining 5 answers, that should be the most important 5 attributes of themselves, and to reflect on them, reflecting on questions like:

» are those really their most important 5 attributes?

» would they change something? (for instance, selecting attributes marked with a star?)

» how confident they are in their selection?

Final discussion with children

The teacher concludes by asking the students the following questions:

» was it easy to answer the question 20 times, to find 20 personal characteristics?

» was it easy to eliminate some of the answers and to select the most important?

» would they use the 5 most important attributes to present them-self in any situation? Are they relevant in school, in family, in free time, with strangers etc.?

The teachers clearly mention that pupils should answer those questions without making specific references to what they wrote, the 20 answers to the “who am I?” question.

Self-evaluation for teachers

The teacher evaluates whether the activity has achieved its purpose in line with the goals set at the beginning; some questions that teachers should ask themselves could be:

» Did pupils understand their tasks and did what they were supposed to do?

» Were pupils interested in sharing their answers and opinions with the others?

» Were pupils involved in the activity? Was it stressful for the kids?

Section 2

Activities for group of pupils

School theater

Overview

An extracurricular activity that has proven to be exceptional and attracts a large number of students is the school theatre. School theatre means workshops that take place with students divided into two age categories - with students of lower and with students of higher grades. Each of these categories has individual rehearsals with teachers, which, if necessary, can be held together.

Objectives

» to develop pupils' skills to express themselves through basic acting techniques adapted to their growth

» to enhance pupils' awareness regarding communication, social relationships

» to increase pupils' interest on group integration, participation in social activities

Resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

☑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

❑ specific resources: -

Time

45-50 minutes / one teaching hour

Activity type

❑ individual activity for pupils

☑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on the fact that the child, guided by the teacher, and by getting to know the basics of acting, pantomime, theatre, will manage to develop a sense of self-confidence, overcome the fear of public speaking, strengthen concentration, awaken creativity and nurture a sense of individuality within the group. Individual work leads to the development of awareness that there are no small roles; each individual is important for the realization of the final project - the school play - be it a monologue, dialogue, musical, recital. The individual pedagogical approach to the child takes into account the child's previous experiences, his affinities, as well as the talent, but also the possibility to recognize the talent in the child that he is not yet aware of. Every child has a talent for acting, it just needs to be nurtured. An individual approach strengthens self-confidence, leads to the improvement of diction, communication, expansion of vocabulary, but also to the development of empathy.

The analysis of the characters - the roles he interprets, allows the child to express different emotions - from joy, happiness, to anger, and in this way allows him to relieve himself of stress through the "other" - the role he finds himself in, but also to understand the other when found himself in his place.

Students get the opportunity to learn to adapt to unforeseen situations through improvisation. Strengthening yourself as an individual will enable you to become a strong link in the team, taking care not to slip into egocentrism. Through stage movement, they will learn that body language can supplement communication with the audience, as well as that body language is something that overcomes the language barrier, it is clear to everyone.

The individual work of the teacher with the child leads to the development of the social, physical, emotional and intellectual abilities of the individual, making him a quality social being.

In implementing this activity, be aware that some pupils need more time to understand the task, and sometimes dealing with strong emotions

Description of activity

The activity most often carried out by the teacher and the student in individual work is the development and building of the character of the interpreter.

Realization of the play begins with the reading of the text in the group, so that everybody understands the concept. After that, the script must be analysed

When the roles are divided according to the affinity, talent and capabilities of the children, the individual development of the character is approached. The teacher must be able to feel the capacities of the students he is working with, which certainly enables him to work individually with all students. Through listening, answering questions, patiently and following intuition, he gives clear instructions through a warm, open and tolerant approach. During this exercise, students are taught about the importance of internal and external character development – they must try to identify with the character they are going to play. It allows them to imagine and express the physical characteristics of their characters (behaviour, mannerisms, speech, gait, something characteristic only for him). The goal is for the student to "step into the character" to get to know him as well as possible, starting with defining the personal biography of the character he is acting, and ending with an

understanding of his psychological profile. In order to define the character as precisely as possible, the question arises, "Why are we the way we are?" Talk with the children about what they consider important for the formation of us as a person, give them time to write down the biography of the character, taking into account gender, age, environment, family values, ethnic and cultural origin, religion, tradition... After the character began to theoretically is created on paper, to enrich it with physical manifestation - to design a walk, gesticulation. The students are motivated, taking into account everything they know about the character, to show through walking, gesturing, tic, gag, to walk through the room first as they walk, and then to walk as the character they interpret walks.

When a character is built individually, it needs to be further developed through cooperation with other characters, their interaction will further upgrade the character. When a character's biography is well built, it contributes to making the scene acted out more convincing and the characters more real.

Final discussion with children

Quality and thorough treatment of the character will make it more realistic to the audience, and with regular practice it will enable the child actor to distinguish himself from the character he has to portray.

Persistent work leads to awareness of one's own body and speech apparatus, correct speech is encouraged, vocabulary is expanded by working on new texts, which all together represent a plus in further learning, as well as later professional development and advancement.

Self-evaluation for teachers

After this activity ends, the teacher can gain insights into their teaching methods and strategies. The teacher in this kind of activity must have enormous patience, persistence and creativity. Compassion and empathy help in understanding pupils and how to increase their mastery of the material.

Typewriter

Overview

An activity that combines play - fun and learning, therefore enhancing the interest of pupils for extracurricular activities and for group work. This activity can allow teachers to work with topics that the education process itself does not deal with directly, but which are significant for society and changing consciousness.

Objectives

» to develop pupils' skills to work together and collaborate

» to enhance pupils' awareness regarding the importance of education

» to increase pupils' interest on group work, social interactions

Resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ specific resources: description, Appendix 1

Time

45-50 minutes / one teaching hour

Activity type

❑ individual activity for pupils

☑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

» be aware of involving all participants in both the group work and the group discussion

» pay particular attention to teachers sharing their expertise and good practice examples

» pay particular attention to encouraging all participants to get involved and speak

Description of activity

Children line up in a circle and receive certain letters of the alphabet. Then they are given a proverb (e.g. "All that glitters is not gold", "A friend in need is a friend indeed" etc.). The goal is to "type out the proverb" by saying it clearly, loudly and eloquently (each child steps up and says the letter that is their turn – A L L T H A T G L I T T E R S I S N O T G O L D...)

Through this exercise, concentration is strengthened, the correct pronunciation of sounds, the feeling of belonging to a group... they also learn not to get angry if one of them makes a mistake, but try to pronounce the proverb correctly by "typing" it again. In this way, they understand that the mistake of an individual is the mistake of the whole team, and work is done to overcome the problem until there is harmony and the proverb is well said.

The exercise can be realized by levels. The first level is to write the proverb on the board, and to follow the text to make it easier to understand when it is their turn.

The second level involves pronouncing the letters faster and faster, and the third level is when they don't have the text in front of them and they try to pronounce the letters so quickly, as if one person said them in a breath, which requires a lot of concentration and listening to each other.

Final discussion with children

There are many exercises that can be applied in interactive work, and they are applied to train concentration, body language, facial expressions, coordination of movements, focus on the other.

The stage in the theatre is a key element of the narrative and therefore it is important to emphasize the importance of partnership on stage. Through the exercises, a relationship of trust is built with the other child actors, the sense of community is strengthened, they learn how to move around the stage, when to appear, what to do if something goes wrong. Everything learned in individual work with the teacher is deepened through interaction with other participants on stage - through movement, tempo, dance, singing, rhythm.

Self-evaluation for teachers

Differences in children's abilities - talent, experience, nervousness, contribute to diversity - just as an experienced teacher knows how to adjust the task according to the students' abilities. The goal is clear - the teacher through an open, tolerant approach gives the children precise instructions, showing a serious approach to work, but also with a touch of humour - not forgetting the spirit of play and fun, which will relax the children and release their creativity.

Buddy system

Overview

This activity pairs students in a structured buddy system to foster empathy, cooperation, and inclusion. Through collaborative tasks, pupils develop social skills and a deeper understanding of diversity.

Objectives

» to develop pupils' skills to communicate and collaborate with peers from different backgrounds

» to enhance pupils' awareness regarding the importance of inclusion and support in a group

» to increase pupils' interest on positive relationships with their classmates

Resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: Buddy Interview Sheet (simple template with 3-4 questions and space for answers); Inclusion Pledge Poster (large paper with the heading "Our Inclusion Pledge" and space for pair contributions

Time

45-50 minutes / one teaching hour

Activity type

❑ individual activity for pupils

☑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on cooperative learning and social-emotional development principles. It focuses on creating bonds between students while promoting an inclusive classroom culture.

In implementing this activity, be aware that:

» some students may need guidance in initiating conversations.

» pairing should be intentional (e.g., mixing different personalities, abilities, or backgrounds).

Pay particular attention to:

» ensuring all students feel valued during discussions.

» modelling respectful listening and positive reinforcement.

Description of activity

Step 1: Introduction (10 min)

Discuss what a "buddy system" is and why inclusion matters.

Present the activity: "Today, we'll work in pairs to learn more about each other and how we can support one another."

Step 2: Buddy Pairing & Interview (15-20 min)

Pair students (consider diversity in pairs).

Hand out the "Buddy Interview Sheet" with questions like:

» What is something you enjoy doing?

» What is one way you like to help others?

» What makes you feel included in our class?

Pairs take turns interviewing each other and jotting down responses.

Step 3: Group Sharing & Inclusion Pledge (15 min)

Volunteers share something interesting about their buddy.

Introduce the "Inclusion Pledge" (Appendix 2)—a poster where each pair writes one way they'll support inclusivity (e.g., "We will invite others to join games").

Step 4: Reflection & Closing (5 min)

Ask: "How did it feel to learn about your buddy? How can we keep supporting each other?"

Final discussion with children

After the activity, conduct a short discussion with children focusing on:

» What did you learn? (New things about classmates, how small actions help inclusion.)

» What was this activity for? (To build friendships and make sure everyone feels welcome.)

» How can we use these skills? (By being kind buddies every day, not just during the activity.)

Self-evaluation for teachers

Teachers should reflect on aspects like:

» Did all students engage positively?

» Were pairs well-matched to encourage interaction?

» How can the buddy system be reinforced in daily routines?

Who are you, who am I?

Overview

Working with the entire class to develop a sense of belonging to the school and community through a workshop using interactive methods, role assignments, responsibilities, debating different opinions, and creating a collective class display - something like a class badge

Objectives

» to develop pupils' skills to communication, tolerance, empathy, and group belonging

» to enhance pupils' awareness regarding their similarities and differences, fostering acceptance of diversity

» to increase pupils' interest on recognizing their unique traits - the qualities that make them special compared to others

Resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ specific resources: description, Appendix 1

Time

45-50 minutes / one teaching hour

Activity type

❑ individual activity for pupils

☑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on strengthening tolerance, promoting group cohesion, and fostering closeness, cooperation, and a sense of belonging. It helps students become aware of their uniqueness while recognizing the many similarities that connect them.

Pay special attention to communication and mutual respect among participants.

Encourage students to express themselves honestly and present their opinions in the best possible way.

Support hesitant students by helping them describe themselves using their knowledge and skills, not just personality traits.

This workshop fosters teamwork, self-expression, and a sense of belonging, making it a valuable experience for both students and teachers.

Description of activity

Step 1: Introduce the Person Next to You (5-10 min)

Students sit in a circle. Each student says something positive and meaningful about the person to their right—focusing on their best qualities or skills.

Step 2: Introduce Yourself (10 min)

Students spread out as they wish. After hearing how others describe them, they now introduce themselves following the same model.

The facilitator (teacher, counsellor, psychologist) starts first. Model: "I am... I can..."

Step 3: Groups I Belong To (15 min)

Students listen to responses and find peers with similar abilities, traits, or interests. They form groups based on shared passions (e.g., music, art, ecology).

Each group discusses and decides how to best present themselves (e.g., singing a favourite song, drawing, acting out a skit).

Step 4: Puzzle Pieces (15 min)

Each group receives a piece of a large puzzle (a paper segment).

Their task: Create a group name, symbol, and transfer them onto the puzzle piece. Once completed, all pieces are joined together to form one cohesive puzzle.

Step 5: The Puzzle (5 min)

The assembled puzzle represents the collective work of all groups. Students brainstorm a new, creative name for the entire class, using letters from each group's name (e.g., combining random letters to form a new word).

The final product can be turned into a class badge.

Final discussion with children

After the activity, conduct a short discussion with children focusing on:

» What did you learn? (We are all different yet part of a whole. Respect and tolerance among classmates.)

» What was the purpose of this activity? (Developing creativity, respect, empathy…)

» How can we use these skills? (Strengthening bonds between students, boosting confidence, etc.)

Self-evaluation for teachers

Teachers should reflect on aspects like:

» Did this workshop help strengthen connections between students?

» How did students react to the final result (the puzzle)? Did they want to present or display it?

» What challenges did I face in organizing and conducting this activity?

» Did they enjoy this type of activity? Would I change anything in the future?

Building bridges

Overview

This group activity uses role-play and collaborative problem-solving for various scenarios to foster communication and cooperation among pupils from different cultural backgrounds.

Objectives

» to develop pupils' teamwork and collaboration skills

» to enhance pupils' awareness of cultural similarities and differences

» to increase pupils' understanding of conflict resolution

Resources

❑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: scenario scripts

Time

90-100 minutes / two (consecutive) teaching hours

Activity type

❑ individual activity for pupils

☑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity focuses on understanding cultural misunderstandings and how to resolve them through empathy and communication.

Description of activity

Divide pupils into small groups of 4-5.

Distribute scenario cards. Each group gets one scenario.

Scenario 1. Two classmates are paired for a school project. One values punctuality and structure, while the other prefers a more flexible approach. How do they collaborate successfully?

Scenario 2. A family invites a classmate of their children, member of a different culture, to a holiday dinner. The guest struggles with unfamiliar food and customs. How can both sides make the experience comfortable?

Scenario 3. A sports team with pupils from both countries faces a disagreement during a game due to language barriers. How do they overcome it and work together?

Instruct pupils to read the scenario, discuss what the problem is and what would be a solution to the same problem.

Instruct pupils to role-play the situation described in their card. Allow 10 minutes for them to plan and practice.

Each group performs their role-play in front of the class. After each performance, hold a group discussion:

» What was the conflict?

» What challenged did the characters face?

» How were the challenges resolved?

» What can we learn from this scenario?

Final discussion with children

After the activity, conduct a short discussion with children focusing on:

» What did you learn about collaboration and cultural understanding?

» How can you apply these lessons in real-life situations?

Self-evaluation for teachers

Teachers should reflect on aspects like:

» Were the pupils able to identify cultural differences and resolve misunderstandings?

» Did the scenarios feel relevant and engaging?

» How could the scenarios or instructions be improved?

Ancient professions

Overview

This activity increases students' interaction and develops friendships by organizing a trip to a museum or a historical place; it also develops cooperation and collaboration skills through teamwork.

Objectives

» to develop pupils’ social skill by increasing students' interactions

» to enhance pupils’ awareness regarding each other through group work and collaboration

» to increase pupils’ interest in getting to know different friends by enabling them to communicate with each other

Resources

❑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: observation form - Appendix 1; distinctive visual elements (clothes, books, hammers, etc.) related to the profession to be introduced (if any)

Time

90-100 minutes / two teaching hours

study visit time (half a day)

Activity type

❑ individual activity for pupils

☑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on group work. It is carried out to increase communication and interaction among students. Teachers should focus on teamwork, cooperation and helping each other.

When implementing this activity, environments should be created for students with different characteristics to work together and develop friendships. Attention should be paid to distributing disadvantaged students equally among groups. In particular, make sure that professions where they will have enough knowledge to make a presentation/play a role are chosen, that a fair work plan is prepared within the group and that the burden is not given to certain individuals.

Preparations should be made thoroughly before the trip. Necessary precautions should be taken. Care should be taken that the materials to be used do not harm anyone. The trip plan should be explained in detail to the parents who will accompany the students. Teachers should observe the students with the attached observation form before the activity and note the necessary information for later comparison.

Description of activity

Part 1 (5 minutes): The teacher tells the students that they will visit an (archaeological) museum (for instance, the ancient city of Ephesus. He/she tells them that the students will form groups and that these groups will work together to research the professions that were practiced in ancient times. He/she tells them that the group that finds the most interesting profession that was practiced at that time and introduces this profession during the trip will receive a prize. Then, the teacher gives some brief information about the museum to be visited (for instance, for Ephesus, it can be: "The ancient city of Ephesus is located on the western coast of Anatolia (3 km from today's Selçuk district). This ancient Greek city, which was founded in 8600 BC, later became an important Roman city. An important port city between the East and the West, Ephesus is also home to the Temple of Artemis, one of the seven wonders of the ancient age. Visitors to this city have the opportunity to see the architectural remains that bear the traces of the structures of the period, especially while walking through the streets of the city to see the Library of Celsus and the Great Theater"

Part 2 (5-10 minutes): The teacher gives numbers from 1 to 5 to divide the students into groups. Then, the teacher tells the students who have the same number to come together and form groups. Since the teacher will write the numbers on small pieces of paper and give them to the students, he/she makes sure that the numbers are distributed evenly among the disadvantaged students. Students are given time to research the most important and remarkable professions of the period. For example, for an event to be held in the ancient city of Ephesus, you can direct the students to professions such as "librarian, opera/theater artist, architect, painter".

Part 3 (35 minutes): The teacher directs the groups to research the professions that were done in the past on the internet. The teacher tells each groups to research together and decide on a profession together. The groups collect the necessary information about the professions they choose and create a draft of their presentation texts (40 minutes).

Part 4 – study visit: On the day of the trip, students and their companions are taken to the vehicles at a predetermined place and time. And they go to the museum. While the groups visit the open-air museum, the groups in the relevant field

introduce the professions they have researched. As the trip continues, the other groups make their presentations. Pupils are encouraged to ask additional information from guide or from their teachers.

Part 5 (45-50 minutes): After all the groups have made their presentations and the trip is over, the teacher asks all the students to decide which profession they think was the most interesting and, more important, why.

The students vote for the groups outside their own group by open voting and expressing their opinions. The group that receives the most votes wins the competition and receives the prize determined by the teacher.

Final discussion with children

The teacher evaluates the activity by asking the students the following questions.

» What did you learn in this activity?

» Why do you think this activity was done?

» How can you use the knowledge and skills you acquired?

» How did you work with your group mates while doing this activity?

» Did you have a chance to get to know your group mates better? What characteristics did you like about your friends?

» What did you think and feel while working together?

» How do you think your friendships changed after working together?

The teacher listens to the answers from the students for all the questions. He does not make any judgments. All students share their thoughts without being influenced.

Self-evaluation for teachers

Teachers should evaluate whether the activity has achieved its main purpose. The main purpose of the activity is to increase interaction among all students by working together, to develop friendships and to contribute to educational inclusion. Teachers should evaluate themselves on whether they can provide a working environment where students can express themselves comfortably. Teachers should evaluate themselves on whether disadvantaged students are successful in their in-group interactions. The evaluations should be made with the observation form in the appendix, both before and after the activity.

Appendix 1. Observation form

Purpose:

The purpose of this observation is to observe and reveal the communication, interaction, working habits and friendships of the students.

Research questions:

1. What are the behaviors of the students while working together? Do they have any problems? If they do, what kind of problems do they experience?

2. How is the interaction of the students? How are their friendships? Before and during the activity?

3. What emotional reactions do the students give and what feelings and thoughts do they express while doing the activity?

Data Collection:

The observation will be made during 2 class hours before the activity and during the trip.

Treasure hunt

Overview

This activity aims to increase interaction among students and develop friendships by organizing a trip to a touristic place where shopping is possible. It also develops cooperation and assistance skills through teamwork. While students discover the historical and cultural richness of Şirince, they are expected to interact with local people, taste local flavors and develop teamwork, problem solving and navigation skills.

Objectives

» to develop pupils' social skill by increasing students' interactions

» to enhance pupils' awareness regarding each other through group work and collaboration

» to increase pupils' interest in getting to know different friends by enabling them to communicate with each other

Resources

❑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

☑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ specific resources: online maps; observation form - Appendix 1; treasure hunt tips – Appendix 2

Time

90-100 minutes / two teaching hours

Treasure hunt time

Activity type

❑ individual activity for pupils

☑ activity for group of pupils

❑ activity of group of pupils, involving parents

General information for teachers

This activity is based on group work. It is done to increase communication and interaction among students. Teachers should focus on teamwork, cooperation, and helping each other. It is appropriate to assign a consultant teacher to each group to ensure the safety of the groups while implementing this activity.

This activity also aims to contribute to students' problem-solving, map-reading, and cooperation skills. When implementing this activity, it is necessary to go to the relevant places in advance and make arrangements.

When implementing this activity, environments should be created for students with different characteristics to work together and develop friendships. Attention should be paid to the distribution of disadvantaged students equally among groups.

Preparations should be made thoroughly before the trip. Necessary precautions should be taken. The trip plan should be explained in detail to the parents who will accompany the students. Teachers should observe the students with the attached observation form before the activity and note the necessary information for later comparison.

Description of activity

Part 1 (5 minutes): The teacher tells the students that they will visit a touristic place in their regions (for instance, for pupils in Izmir, the village of Şirince). He/she tells them that the students will form groups and that these groups will work together to investigate the trade areas in this village. He/she tells them that they will play the treasure hunt game during the trip. He/she tells them that the group that will complete the tasks given the fastest during the treasure hunt will receive a prize.

Part 2 (5-10 minutes): The teacher numbers the students from 1 to 5 to divide them into groups. Then, the teacher tells the students who have the same number to come together and form groups. Since the teacher will write the numbers on small pieces of paper and give them to the students, he/she pays attention to the distribution of the numbers in a balanced way to each group for the disadvantaged students. The groups are formed. Each group goes to a certain place in the classroom. The necessary tools and materials are brought out.

Part 3 (35 minutes): The teacher asks the groups to do research on the internet about the polace they will visit. The teacher tells the groups to do research together, to research the trade in the village and the structures there are. He/she says that they will contact the people who do trade in the village and that they will carry out the tasks given by getting help from people. The teacher gives the students enough time and expects the groups to complete their preparations.

Part 4 - visit: On the day of the trip, students and their companions are taken to the vehicles at a predetermined place and time and the visit starts. They give clues to the groups for the treasure hunt. All groups go to the places specified on the map and complete the task there and get the requested item. The fastest group wins the game.

Part 5 (45-50 minutes): After all groups have completed their assigned tasks and collected the requested items, the teacher asks all students the following question:

» What do you think about the village?

» What did you think about the trading places?

» What did you think and feel when communicating with the locals?

Students share their experiences during the trip and the game. The teacher gives the right to speak to all groups and students.

Final discussion with children

Teacher evaluates the activity by asking the students the following questions.

» What did you learn in this activity?

» Why do you think this activity was done?

» How can you use the knowledge and skills you acquired?

» How did you work with your group mates while doing this activity?

» Did you have a chance to get to know your group mates better? What characteristics did you like about your friends?

» What did you think and feel while working together?

» How do you think your friendships changed after working together?

The teacher listens to the answers from the students for all the questions. He does not make any judgments. All students share their thoughts without being influenced.

Self-evaluation for teachers

Teachers should evaluate whether the activity has achieved its main purpose. The main purpose of the activity is to increase interaction among all students by working together, to develop friendships and to contribute to educational inclusion. Teachers should evaluate themselves on whether they can provide a working environment where students can express themselves comfortably. Teachers should evaluate themselves on whether disadvantaged students are successful in their in-group interactions. The evaluations should be made with the observation form in the appendix, both before and after the activity.

Appendix 1. Observation form

Purpose:

The purpose of this observation is to observe and reveal the communication, interaction, working habits and friendships of the students.

Research questions:

1. What are the behaviors of the students while working together? Do they have any problems? If they do, what kind of problems do they experience?

2. How is the interaction of the students? How are their friendships? Before and during the activity?

3. What emotional reactions do the students give and what feelings and thoughts do they express while doing the activity?

Data Collection:

The observation will be made during 2 class hours before the activity and during the trip.

Appendix 2. Treasure hunt tips

Tips and Materials – for visit in Şirince, to be adapted for other locations

First Clue: “In the heart of Sirince, where the stones speak, you will find the next clue. There, you can taste the sweetest surprise in the village.” (This clue directs students to an ice cream shop in the village square.)

Materials: A scoop of ice cream (they can choose from different flavors) / A photo of themselves here / Filling in the back of the activity card

Second Clue: “Look for the next clue in the place where grapes once grew and now wine is tasted.” (This clue directs students to a wine cellar.)

Materials: A wine bottle label / A photo of themselves here / Filling in the back of the activity card

Third Clue: “The mysterious treasure is hidden in one of the oldest buildings in Şirince. Be careful to find it! Here, you can find an object that reflects the history of Şirince.” (This clue directs students to a historical mansion or museum. This is also a restaurant.)

Material: Brochure of the mansion or museum, entrance ticket or a small souvenir / A photo of themselves taken here / Filling in the back of the activity card

Fourth Clue: “At a point on the hill with a fascinating view, you will find the next clue. Here, you can drink the best coffee in Şirince and get a card for that coffee house.” (This clue directs students to a café where you can watch the panoramic view of Şirince.)

Material: Coffee card or a piece from the menu / A photo of themselves taken here / Filling in the back of the activity card

Fifth Clue: “Discover the next clue among the stone walls that bear the traces of history. Here you can find a picture of one of the silent witnesses of the past.” (This clue directs students to a historical church.)

Materials: A photo or postcard of the church/ A photo of themselves taken here/ Filling in the back of the activity card.

Section 3

Activities of group of pupils, involving parents

Musical and poetic evening

Overview

Musical and poetic evening can be a useful interaction of pupils and their parents. Parent involvement in education is widely regarded as a way to help students succeed in school.

Continuous cooperation between parents and teachers is necessary for the proper development and progress of children. Direct communication between parents and teachers also enables the exchange of information about the child's behavior and interests, which leads to a better understanding of the person for whom they are responsible for their upbringing and education

Objectives

» to develop pupils' skills to speak in public, to be part of the social scene

» to enhance pupils' awareness regarding the importance of education

» to increase pupils' interest on social interaction with peers and with adults

Resources

❑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

❑ specific resources

Time

45-50 minutes / one teaching hour

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity is based on the fact that the role of parents in extracurricular activities should not be limited to technical support only. Although parents often respond to artistic and creative workshops and want to help with the creation of scenography, costumes, and sound systems, it sometimes happens that they also get a role in one of the performances that are organized.

Educators should encourage family members to become lifelong learners. Parents of both genders and all ages should be encouraged to become actively engaged.

Also, teacher should be aware that this activity might be time consuming, so they must make a realistic time plan and follow it.

A major reason that parent's involvement has been considered beneficial for children's achievement is that it emphasizes the value of school to children. Parents have a great role in nurturing the talents of their children. Most often, they are the ones who first recognize a child's interest in the wonderful world of acting. Parents are the first who, from an early age, should, by reading various books, interest children in the wonderful, colourful world of fairy tales, which will awaken the child's imagination and motivate them to even just disguise themselves, create a scene

from improvised materials, and in a warm family atmosphere win the first applause. Parents going to the theatre with their children is a wonderful experience that can trigger many emotions in the child. Being an observer in the audience contributes to strengthening children's concentration (of course, the length of the performance should be adapted to the age group), developing good manners, imagination, but also bonding, social skills and empathy. Parents are the ones who, by their personal example, teach children how to behave in a cultural institution, how to dress and respect both actors and other theatre visitors. When the game grows into something more, it is the parents who refer the children, according to their wishes and possibilities, to teachers who will work on perfecting that talent.

Description of activity

Some excellent opportunities to organize activities that involve parents are School Day celebrations, and especially International Women's Day - March 8. It is a great opportunity for children to organize a musical-poetry evening with their parents, for the audience, which is mainly made up of mothers, grandmothers, teachers, and friends.

Parents, pupils and the teacher first need to make a plan – which songs and poems they can sing, play and recite. After that, they need to prepare musical instruments, depending on which ones they can play. They can use a computer to find adequate songs, sheet music for the instruments...They can write dialogues on a flipchart - the idea is to incorporate creativity, stage performance, speaking and fun into the activity. They can create costumes, set the stage, ensure good lighting and a comfortable seating area for the audience – their mums, grandmothers, teachers, friends and relatives.

At the end of this evening, fathers and children can present the paper flowers they made together to the female part of the audience.

Final discussion with children

Parents get the opportunity to set the child in themselves free, to contribute to the diversity of the program through creativity, songs, acting, playing instruments. The quality of the time spent together, the fun of a shared experience - something that a parent shares with their child on their territory (school theatre) is certainly something that the child will remember for a long time. The child's self-confidence and emotional security will increase, knowing that they are in the company of the closest people who make him feel loved and appreciated. This strengthens their social skills, family communication, but also connection with the community, both with other children and their families, and with the local community. The cooperation that starts in the school can also be transferred to the local self-government, the city theatre.

Self-evaluation for teachers

Teachers and parents share the responsibility to help children learn and meet educational goals. For the teacher, it is important to be an advisor who guides the parents through academic support for their children. Pupils are not the only ones who benefit from parent involvement - teachers can prepare parents with academic concepts and engaged parents tend to think highly of teachers, which improves teacher's morale.

Charity bazaar

Overview

This activity involves students in organizing a charity bazaar to raise funds for a chosen cause. It develops teamwork, planning skills, and social responsibility while engaging the school community.

Organizing a charity bazaar on the school premises to support families in need. Students, teachers, and parents make the products for sale. The event is published on the school`s website, social networks, and local radio and TV.

Objectives

» to develop pupils' skills in organization, teamwork, and communication

» to enhance pupils' awareness regarding social causes and community support

» to increase pupils' interest on philanthropy and event planning

Resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: donation boxes, posters, price tags, tables for stalls

Time

three weeks project

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity is based on project-based learning and focuses on collaboration, creativity, and social responsibility.

Be aware of time management and student engagement.

Pay particular attention to fairness in task distribution and inclusivity.

Description of activity

Step 1: Introduction (30 min)

Form a committee: include students, teachers, parents, and community members.

Set a Date and Time: Choose a weekend or an afternoon to maximize attendance.

Identify Beneficiaries: Brainstorm causes to support (e.g. families in need, animal shelter, children's hospital).

Form small groups: marketing, logistics, finance, decorations, etc. (all groups should include students, teachers, parents, and community members)

Step 2: Planning (2 hours)

Marketing Group: Designs posters and announcements. Encourages local businesses or community members to donate supplies. Uses the school's website and social media (Facebook, Instagram, Twitter) for regular updates and promotional materials. Reaches out to local radio and TV stations for coverage and interviews. Distribute flyers in the school, local shops, and community centres.

Logistics Group: Arranges tables, donation collection, stall setup, assigns spaces for different groups and products, guide visitors, and handle sales. Ensures security and first-aid arrangements.

Finance Group: Sets pricing (if applicable) and tracks donations.

Decorations Group: Prepares banners and booth decorations.

Workshop Group: Organizes workshops where students, parents, and teachers can create items such as crafts, baked goods, or homemade decorations.

Entertainment Group: Includes performances by students or volunteers from the local community, like music or dance, to attract more attendees. Organizes interactive activities that would include games, raffles and contests to engage families.

Step 3 Production (5 to 7 hours during two weeks)

All the groups work on their assignments.

Step 4: Execution (3-4 hours on the event day)

Welcome Speech: Highlight the cause and express gratitude to participants.

All the students, teachers, parents, and community members are performing their previously given tasks (selling handmade items, baked goods, books, etc.).

Interactive Activities: Include games, raffles, and contests to engage families.

Final discussion with children

Thank You Note: Post-event, send out thank-you messages via email and social media.

Financial Report: Share a transparent financial report detailing funds raised and distributed.

Feedback Collection: Gather feedback to improve future events.

Impact:

Strengthens the bond between school, parents, and the local community.

Provides financial support and a sense of solidarity for families in need.

Encourages students to engage in community service and develop organizational skills.

Self-evaluation for teachers

Teachers should reflect on aspects such as:

» Were all students actively engaged?

» Did the event run smoothly? Any challenges?

» How can this be improved next time?

Celebrating diversity together

Overview

This group activity involves pupils and their parents in creating a cultural exhibition that showcases traditions, food, and stories from different cultures.

Objectives

» to foster collaboration between pupils, parents and teachers

» to enhance awareness of cultural diversity within the community

» to promote intergenerational learning and mutual respect

Resources

❑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: materials brough by parents and pupils (photos, traditional clothes, recipes, music, decorations etc.)

Time

90-100 minutes / two (consecutive) teaching hours

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity focuses on celebrating cultural diversity through hands-on collaboration. It strengthens the relationship between school and home by involving parents as active participants.

Description of activity

1. Prepare before the activity. Inform pupils and parents about the activity one week in advance. Assign each family to prepare something related to their culture (a traditional recipe, traditional song, story, dance, photos, costumes representing their culture etc.).

2. Group work during the activity. Divide pupils and parents into mixed groups (from different cultures). Each group creates a mini-presentation about their cultural contributions. Encourage them to explain the significance of their items.

3. Cultural exhibition. Groups present their contributions to the whole class. Use a projector or display area for visual elements.

Teachers facilitate discussions by asking questions like:

» “What similarities did you notice between the two cultures?”

» “What new things did you learn about each other?”

4. Final reflection. End the activity with a shared discussion about the importance of cultural diversity and respect. Encourage pupils to write a short paragraph about their favourite part of the exhibition.

Final discussion with children

After the activity, conduct a short discussion with children focusing on:

» How did working with your parents help you learn about your culture?

» What surprised you about the other culture?

» How can we continue celebrating diversity at school?

Self-evaluation for teachers

Teachers should reflect on aspects like:

» Was the participation of parents effective?

» Did the pupils learn something meaningful from the exhibition?

» How can this activity be adapted or improved for future sessions?

Recycling workshop

Overview

This activity increases interaction among students and parents by working together through the collection of waste materials and improves friendships; and develops cooperation and assistance skills through teamwork.

The recycling workshop will strengthen interaction among children and within the family, improve communication skills and increase respect for different opinions.

Objectives

» to develop pupils' social skills by increasing students' interactions

» to enhance pupils' awareness regarding getting to know their different friends by enabling them to communicate with each other

» to increase pupils' interest in accepting differences, group work and cooperation

Resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: Assessment Rubric Table - Appendix 1

Time

90-100 minutes / two teaching hours

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity is based on group work. This activity focuses on allowing children and families to share their work and interact with each other, being sensitive to environmental issues, learning and social bonding.

Arrange the classroom or activity area so that groups can work comfortably. Have a table and necessary materials ready for each group.

Encourage communication and cooperation, especially among children. Make sure that parents and children are equally involved in the activity.

Encourage participants to dream freely and produce creative ideas. Instead of criticizing designs, emphasize that each product is valuable.

Ensure that the activity progresses in an orderly manner by setting specific times for each stage. Help children and parents who are struggling or unmotivated in groups. You can increase their participation in the process by offering them ideas.

Make sure that all groups work together. Encourage children to be actively involved in the process, especially. Praise the work done by each group and thank them for their contributions. Say things that will increase children's self-confidence.

Be patient and flexible: You may encounter unexpected situations; take a flexible approach.

Encourage participation: Encourage groups that remain silent and ensure their inclusion.

Don't forget to have fun: Make sure that the activity takes place in an educational as well as fun atmosphere. Parents and children should enjoy this process. Be careful to ensure the safety of children throughout the activity. Supervise the safe use of materials such as cutters and glues.

Description of activity

Preparation: A week before the activity is done in class, the teacher cuts as many small pieces of paper as the number of students to form groups. She writes the numbers 1, 2, 3, 4, 5 on these pieces of paper and folds them and distributes them on the table. In order to determine the groups that each child will participate in with their parents, the children are asked to draw one of the small pieces of paper with the numbers written on it. The same numbers come together. In this way, the groups are determined. A note is sent to the parents before the activity informing them about the purpose of recycling and the materials to be used in the activity, so that they can participate in the activity prepared. They are asked to collect waste materials such as paper, metal, glass, plastic, etc.

Make sure that the recycling materials to be used in the activity are sufficient and diverse. Missing materials can disrupt the activity, so create a checklist in advance. Share with the parents.

Before the activity is explained, the teacher prepares five work tables and a material table in the classroom. Children and parents are distributed equally to these tables. Papers with the numbers 1 for the first table, 2 for the second table, 3 for the third table, 4 for the fourth table, and 5 for the fifth table are hung in front of the tables.

In addition, observations should be made with an observation form before and during the implementation to measure the effectiveness of the activity.

Part 1 (5 minutes): The teacher directs the previously formed groups to the tables where they will work. Each group selects the waste materials to be used. At this stage, it is assumed that everyone brings their own materials and it is said that they can use the previously collected waste materials such as cardboard, metal cans, glass, plastic bottles, old newspapers, buttons, etc. on the "Material Table". The teacher checks the materials on the tables such as coloured pencils, paints, glue, scissors, etc.

Part 2 (40-45 minutes): To teachers, students and parents: Today we will do an activity together. The name of our activity is " Recycling Workshop " with this activity, we want to increase environmental awareness, develop creativity and strengthen family-student interaction by using waste and recycling materials. In this way, we will get to know each other better and learn about our differences. Groups will fulfil the task of designing a creative product with the materials they choose. Groups can start creating their own designs using waste materials.

» sample designs:

» flower pot from plastic bottles

» storage box from newspaper and cardboard boxes

» pencil case from tin cans

» ornaments or bags from old fabrics and buttons

The teacher guides all groups and encourages creative ideas. And says that they will display the products they create in an exhibition.

Part 3 (45-50 minutes): Each group introduces the product they made to the class.

» they explain how they made their products and what materials they used.

» they explain how their designs can contribute to the environment.

» the products are displayed on a table or board and all groups evaluate each other's work. While the first group introduces the product they made, the other groups evaluate the work using the attached Evaluation Rubric Table. The flow continues with all groups making introductions.

Final discussion with children

At the end of the "Recycling Workshop " activity, the Teacher evaluates the activity by asking the groups the following questions.

1. How did you collaborate with each other during group work?

2. What did this collaboration teach you?

3. How did working with different materials give you creativity?

4. What difficulties did you encounter while making your design and how did you overcome these difficulties?

5. What did this activity teach you about the importance of working together?

The teacher listens to the answers from the participants for all questions. An interactive and positive approach (Ensure that students and parents share their ideas openly. Create a positive atmosphere by appreciating each answer), a solution-focused approach (Ask groups that encounter difficulties to share how they solved these difficulties) and allows all participants to share their thoughts without being influenced by any negative judgments.

The work is evaluated together. The group with the highest score is rewarded according to the results of the Evaluation Rubric Table. After the designs are exhibited, a group photo is taken and the teacher thanks everyone and applauds the participants, ending the event.

Self-evaluation for teachers

Teachers should evaluate whether the activity has achieved its main purpose. The main purpose of the activity is to increase interaction between all students and parents by working together, to develop friendships and to contribute to educational inclusion. Teachers should evaluate themselves on whether they can provide a working environment where students can express themselves comfortably. Teachers should evaluate themselves on whether disadvantaged students are successful in their in-group interactions. The evaluations should be made with the observation form in the appendix, both before and after the activity.

A day in nature: discovering the animals

Overview

To support the social emotional development of children and to raise awareness in families, thereby strengthening the interaction between children and within the family, and improving communication skills.

Objectives

» to develop pupils' social and emotional development for self-expression skills

» to enhance pupils' awareness of each other through group work and cooperation

» to increase pupils' interest in getting to know different friends by enabling them to communicate with each other

Resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: Map of the wildlife park and tasks - Appendix 1

Time

90-100 minutes / two teaching hours

Trip time

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity is based on a group activity with children and their parents. This activity supports children's development both individually and socially. It helps to establish a stronger bond between the family and children.

This activity focuses on learning and social connection, allowing children and families to share their work and interact with each other.

Be aware of praising the work of children and their families in a way that increases their self-confidence and giving positive feedback to increase their motivation.

Take the necessary precautions to ensure safety in the use of materials such as cutters and glue. Remember that you can give encouraging words and ideas about starting the activity. In addition, observations should be made with an observation form before and during the implementation to measure the effectiveness of the activity.

Description of activity

Before the activity is explained, the teacher prepares five work tables in the classroom. These tables are prepared large enough for three children and three parents to work at each table. She hangs papers with the numbers 1 for the first table, 2 for the second table, 3 for the third table, 4 for the fourth table, and 5 for the fifth table in front of the tables.

Part 1 (5 minutes): The teacher gives each student a number from 1 to 5 to divide them into groups. There are 3 of each number. Then, the teacher tells the students with the same number to come together and form a group. Since the teacher will write the numbers on small pieces of paper and give them to the students, he/she makes sure that the numbers are distributed equally to each group for the disadvantaged students. In this way, the groups are distributed so that there are 3 children and 3 parents of these children around each table. The teacher places 5 large pieces of paper or cardboard (1.5-2 meters long), coloured pencils, paints, glue, scissors, etc. (other materials can be used optionally) on the tables. Before starting the activity, a map of the place to be visited is distributed to the parents and 5 sections are determined to be informed.

Part 2 (5-10 minutes): After the groups take their places: Hello Dear parents and children! Today we will do a great activity together. The name of our activity is „A day in nature: discovering the animals." In this activity, we will all visit a natural life park (for instance, in Turkiye it can be SASALI Natural Life Park). First, the teacher says that the groups will do research about the mentioned park. Then, she says that they will work with the materials on the table. Please check everyone's materials. Does everyone have enough materials? She says that with these materials, each group will choose a section in the zoo and prepare a presentation about the living creatures living in that section.

Part 3 (35 minutes): In the Natural Life Park, the sections "African Savanna, Monkey Islands, Asian Elephants, Other Mammals and Tropical Center" are distributed to groups one by one. With the guidance of the teacher, the groups start to examine the living things in the relevant section on the smart board or tablets. The groups are given the opportunity to talk among themselves.

Part 4 (45-50 minutes): After examining the animals in their sections, the groups start preparing their presentations. Parents help the students. Cutting and painting are done together.

Part 5 - trip: On the day of the trip, students and their companions are picked up from the vehicles at a predetermined place and time. And they go to the life park. While visiting, groups in the relevant field introduce the creatures they research with presentations they have prepared. As the trip continues, other groups also make their presentations.

After all groups have made their presentations and the trip is completed, the teacher asks all students the following questions:

» Were the trips and presentations interesting? Why?

» Were the information you learned about the wildlife park and the creatures useful to you? Why?

» What did you feel while observing? What did the lives of these animals make you think?

» Which animal impressed you the most in this section? Why?

» What surprised you the most on this trip? What new did you learn?

Students evaluate and express their opinions in both their own groups and in groups outside their own groups.

Final discussion with children

The teacher evaluates the activity by asking the students the following questions:

» What did you learn in this activity?

» Why do you think this activity was done?

» How can you use the knowledge and skills you acquired?

» How did you work with your group mates while doing this activity?

» What ideas did you share while working in group, how did you make decisions?

» Was it easier or more fun to produce together? Why?

» Did you have the chance to get to know your bandmates better? What did you like about your friends?

» What did you think and feel when you worked with your friends and parents?

» How do you think your friendships changed after working together?

Self-evaluation for teachers

After this study and sharing, teachers can catch clues that need to be considered about the interactions of children and families, environmental conditions about the family and child, children's motor development skills, etc.

Teachers should evaluate whether the activity has achieved its main purpose. The main purpose of the activity is to increase interaction among all students by working together, to develop friendships and to contribute to educational inclusion. Teachers should evaluate themselves on whether they can provide a working environment where students can express themselves comfortably. Teachers should evaluate themselves on whether disadvantaged students are successful in their in-group interactions. The evaluations should be made with the observation form in the appendix, before and after the activity. In addition, teachers can ask themselves the following questions and evaluate the activity.

» Did the students' observation and interpretation skills improve during the activity?

» Did parents make a meaningful contribution to the process? How was participation?

» Was each student able to express themselves? How did the quieter students participate in the process?

» Was I careful to ensure equal say?

» Was the classroom environment supportive enough for sharing?

» How can I make such activities more effective in the future?

Appendix 1: Map of the wildlife park and tasks

Part 1: African Savannah

Content: Animals native to Africa such as giraffes, zebras, and ostriches

Parent Task: Talks about the savanna ecosystem, the characteristics of animals in their natural habitats, and their relationships with each other.

Student Participation: Observes animals, compares their height differences or body structures. They focus their attention with questions such as “Which one has the longest legs?”

Part 2: Monkey Islands

Content: Different monkey species and their habitats

Parent Task: Informs children about the social lives, communication styles and intelligence of monkeys.

Student Participation: Observes the movements of monkeys, tries to imitate them or is guided to think with empathy questions such as “What might monkeys be feeling?”

Part 3: Asian Elephants

Content: Physical characteristics, habits, habitats of elephants

Parent Task: Shares remarkable information such as elephants' memory, relationship with water, and diet.

Student Participation: Watches elephants' trunk movements, observes them drinking water. Imagining based on the question "What would you do if you were an elephant?"

Part 4: Other Mammals

Content: Different mammal species such as llama, wild goat, deer

Parent Duty: Explains the distinguishing features of these animals and the climatic conditions they live in.

Student Participation: Learning is provided through games such as matching animals and “which one lives in the heat, which one in the mountains?”

Part 5: Tropical Centre

Content: Tropical birds, reptiles and exotic creatures

Parent Duty: Provides information about the colours, sounds and special living conditions of creatures living in tropical regions.

Student Participation: Participation is provided through creative activities such as listening to bird sounds, choosing the most colourful animal, and choosing a creature to draw in the observation notebook.

Nature without barriers – accessible outdoor learning

Overview

A nature exploration activity designed to ensure all pupils, including those with different abilities or backgrounds, can engage with and appreciate the environment.

Objectives

» to develop pupils' skills in sensory observation and environmental appreciation

» to enhance pupils' awareness regarding equal access to nature for all

» to increase pupils' interest in making outdoor spaces inclusive for everyone

Resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: magnifying glasses, leaves, natural objects, nature walk guide

Time

90-100 minutes / two teaching hours

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity is based on inclusive outdoor education, ensuring that every pupil—regardless of physical ability, background, or experience—can connect with nature.

In implementing this activity, be aware that nature should be accessible to all pupils. Consider alternative formats (e.g., sensory experiences for visually impaired pupils, guided walks for those with mobility challenges).

Description of activity

Phase 1: Sensory Nature Walk

Pupils explore a nearby green space (school yard, park, or garden). Teachers guide pupils through sensory activities, such as: touch: Feeling different textures of leaves and bark; smell: Identifying plant scents; sound: Listening to birds or wind.

Phase 2: Creative Reflection

Pupils write or draw what they experienced. Alternative options: Audio storytelling (for visually impaired pupils) or clay imprinting (for sensory engagement).

Phase 3: Making Nature More Inclusive

Pupils brainstorm ways to make nature more accessible (e.g., braille garden labels, wheelchair-friendly paths). Groups present ideas to school leaders or the community.

Final discussion with children

Teacher evaluates the activity by asking the students the following questions:

» How did nature make you feel?

» What can we do to make outdoor spaces welcoming for everyone?

» Why is inclusiveness important in both nature and school life?

Self-evaluation for teachers

Self-reflection could be guided by questions like:

» Did all pupils feel equally included in the nature experience?

» Were different learning styles accommodated?

» How can we make future outdoor learning even more inclusive?

Culture & diversity fair

Overview

A school-wide fair where pupils, parents, and community members showcase different cultures, traditions, and languages to promote inclusiveness and appreciation of diversity.

Objectives

» to develop pupils' skills in cultural awareness and communication

» to enhance pupils' awareness of different backgrounds and traditions

» to increase pupils' interest in global diversity and inclusive social interactions

Resources

❑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: posters, traditional artifacts, national flags, costumes

Time

90-100 minutes / two teaching hours

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity focuses on promoting school inclusiveness through cultural exchange. In implementing this activity, be aware that all pupils should feel represented and encouraged to share their cultural identity.

Description of activity

Phase 1: Preparation

Each class or group selects a culture to present (could be their own or one they want to learn about).

Pupils prepare posters, presentations, and interactive activities related to their assigned culture.

Phase 2: Event Execution

Set up different booths representing various cultures.

Encourage parents and community members to bring traditional artifacts or food.

Organize storytelling sessions, dance, music, and art workshops.

Phase 3: Engagement

Pupils visit different booths, interact, and learn about diverse cultures.

Use a "Cultural Passport" where pupils collect stamps for each booth they visit.

Final discussion with children

Teacher evaluates the activity by asking the students the following questions:

» What did you learn about different cultures?

» How did this activity help us understand and appreciate diversity?

» Why is it important to create an inclusive school environment?

Self-evaluation for teachers

Self-reflection could be guided by questions like:

» Did all pupils actively participate?

» Were different cultures and backgrounds equally represented?

» How can this activity be improved for better inclusiveness?

Green hands, open hearts – family tree planting day

Overview

Parents and pupils work together to plant trees and create a greener, more inclusive school environment while strengthening bonds between families and the community.

Objectives

» to develop pupils' skills in teamwork and environmental care

» to enhance pupils' awareness of the role of families in environmental sustainability

» to increase pupils' interest in taking responsibility for their school's green spaces

Resources

❑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

☑ specific resources: tree saplings, gardening tools, biodegradable name tags

Time

90-100 minutes / two teaching hours

Activity type

❑ individual activity for pupils

❑ activity for group of pupils

☑ activity of group of pupils, involving parents

General information for teachers

This activity is based on intergenerational learning, allowing pupils and parents to connect through a shared environmental initiative.

In implementing this activity, be aware that every pupil, regardless of background, should feel encouraged to participate.

Description of activity

Phase 1: Welcome & Introduction

Teachers introduce the importance of tree planting and community involvement.

Parents and pupils are grouped into “family teams” (can include extended school community if needed).

Phase 2: Planting & Storytelling

Each team plants a tree in a designated school area.

Parents and pupils write a message of hope on a biodegradable tag to place near their tree.

Phase 3: Reflection & Celebration

Families share stories about their connection to nature.

Pupils commit to taking care of their tree and tracking its growth.

Final discussion with children

Teacher evaluates the activity by asking the students the following questions:

» How does planting trees help both the environment and our school?

» What did work with your family teach you about teamwork?

» How can we continue to care for nature together as a school and community?

Self-evaluation for teachers

Self-reflection could be guided by questions like:

» Did the activity engage both parents and pupils equally?

» Were pupils from diverse backgrounds included and supported?

» How can we make the school's green spaces more inclusive?