

# ELT + V

EMPOWERING LANGUAGE TEACHERS  
INCLUDING NON-SPECIALIST VOLUNTEERS

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## Module 4: Teaching and Learning Models including lesson design for inclusion, learning styles, guided learning and group work

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## Table of Contents

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<b>MODULE 4.....</b>	<b>4</b>
<i>General Introduction .....</i>	<i>4</i>
1. <i>What is inclusive teaching? .....</i>	<i>4</i>
2. <i>How to create an inclusive teaching and learning environment .....</i>	<i>6</i>
3. <i>Instructional Strategies.....</i>	<i>8</i>
4. <i>Formal, non-formal and informal learning.....</i>	<i>11</i>
5. <i>Independent and group work .....</i>	<i>14</i>
6. <i>The use of external resources (including ICT) .....</i>	<i>16</i>
7. <i>Challenges and how to overcome them .....</i>	<i>21</i>
8. <i>Classroom scenarios .....</i>	<i>23</i>
<i>Conclusion .....</i>	<i>26</i>
<i>Annex 4.1. Intrapersonal Awareness.....</i>	<i>27</i>
<i>Annex 4.2. Activities that promote awareness.....</i>	<i>29</i>
<i>Annex 4.3. Inclusive Environment .....</i>	<i>30</i>
<i>Annex 4.4. Curricular Transformation.....</i>	<i>32</i>
<i>Annex 4.5. Bag of Inclusion, Diversity and Empathy .....</i>	<i>34</i>
<i>Annex 4.6. Interpersonal Awareness.....</i>	<i>38</i>
<i>Annex 4.7. Inclusive pedagogy.....</i>	<i>40</i>
<i>Annex 4.8. Activities that build knowledge and skills.....</i>	<i>42</i>
<i>Annex 4.9. Activities that build knowledge and skills.....</i>	<i>44</i>
<i>Annex 4.10. Use their imagination.....</i>	<i>45</i>
<i>Annex 4.11. Interviews .....</i>	<i>46</i>
<i>Annex 4.12. Roleplays .....</i>	<i>47</i>
<i>Annex 4.13. Worksheets work wonders.....</i>	<i>48</i>
<i>Annex 4.14. One Minute paper reflections.....</i>	<i>49</i>
<i>Annex 4.15. Pro / con grids .....</i>	<i>50</i>
<i>Annex 4.16. Case Studies.....</i>	<i>51</i>
<i>Annex 4.17. Complete turn taking.....</i>	<i>52</i>
<i>Annex 4.18. Quescussion.....</i>	<i>53</i>



<i>Annex 4.19. Post it parade .....</i>	<i>54</i>
<i>Annex 4.20. Snowbowl .....</i>	<i>55</i>
<i>Annex 4.21. Line up .....</i>	<i>56</i>
<i>Annex 4.22. Activities that influence the system.....</i>	<i>57</i>
<i>Annex 4.23. Grouping students.....</i>	<i>59</i>
<i>Annex 4.24. Effective learning and teaching techniques – A case study.....</i>	<i>61</i>
<i>Annex 4.25. Classroom management scenarios .....</i>	<i>62</i>

## MODULE 4

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### General Introduction

The recent increase of immigrants and refugees arriving in European countries is met with a challenge for them to integrate into society and to live independently and with dignity. To this end, they must learn the language of the host country. Several challenges are encountered in this respect. While the children learn the language easily at school, the adults have little time to dedicate to language study, as they have other responsibilities and obligations, which is why they must often learn on their own or attend evening courses. In these courses, there are students with different educational backgrounds. They range from people who have not finished primary school to people with higher education. The immigrant's native language also plays a very important role, how similar or different it is to the language they are going to learn.

All of this means that language teachers, including volunteers in NGOs, are faced with a complicated scenario when it comes to teaching language to migrants and refugees. To help them with this task, in this module we are going to explain how to create an inclusive classroom environment, what teaching strategies to adopt, the importance of formal, non-formal and informal education, how to combine independent work with group work, the ICT tools they can use in the classroom and how to deal with problems in the classroom.

#### 1. What is inclusive teaching?

Education is about diversity. Unfortunately, society has not always dealt well with diversity, and this has created barriers to learning for persons who do not meet some kind of norm that is favoured within the system. A barrier to learning is defined as anything that stands in the way of a person being able to learn and to participate on an equal basis with their peers. Inclusive education is an approach that seeks to address all these various barriers to learning and to enable every person to reach their potential.

To achieve inclusion for all it is important that we make the necessary mind shift. An inclusive education and training approach requires the system to adapt to the person's unique needs instead of the person with special needs trying to fit into the system.

Some concepts that are important to understand inclusive teaching:

**Intrapersonal awareness** is the ability to show a true understanding of yourself and having a deep knowledge of your feelings and thoughts. Adopting a culturally humble approach that constantly examines how your ideas, assumptions and values influence your approach to teaching and your relationships will help you develop your emotional intelligence and improve your relationship with your students in the classroom.

**Interpersonal Awareness:** The basis of interpersonal awareness is empathy, the ability to recognize the emotions and perspectives of others. When others feel we understand them, they feel more heard and connected, and are more likely to listen to what we have to say in return. Connecting with students by



ANNEX 4.1.

Intrapersonal Awareness



ANNEX 4.2.

Activities that promote awareness

understanding their perspective and amplifying their viewpoint helps build authentic caring relationships.

### **FURTHER READING**

#### **Creating an inclusive classroom**

<https://www.futurelearn.com/courses/creating-an-inclusive-classroom-approaches-to-supporting-learners-with-send-in-computing>

#### **Education for All: Disability, Diversity, and Inclusion**

<https://www.futurelearn.com/courses/education-for-all>

#### **Ideas for Inclusive Teaching Practices**

<https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf>

#### **Lessons and Resources for Educators**

<https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf>

#### **E-Course – Promoting the learning performance and the participation of migrant children in primary school education**

[https://e-course.eu/media/E-COURSE\\_teacher\\_handbook.pdf](https://e-course.eu/media/E-COURSE_teacher_handbook.pdf)

## 2. How to create an inclusive teaching and learning environment

Inclusive education most often refers to the integration of children with disabilities, whether physical or intellectual, into the classroom. However, the principles of inclusive education can also apply to all types of learners and subjects.

It is particularly relevant in the case of multicultural classrooms, especially in language classes for migrants. According to these explanations, migrants may have different cultural and educational backgrounds. There will be a big difference in the speed at which they acquire the new language between people who have secondary or even higher education and those who could not have more than a basic education or, in some cases, have not even been able to finish primary education.

The similarity or difference between the migrant's native language and the language of his or her host country is also very influential. For example, it will be much easier for a person from Morocco, who generally speaks French, to learn Spanish than for a person of Asian origin.

This is an additional challenge for the teacher because, although everyone starts from the same level, some will learn more quickly than others.

In the case of migrants, we must also take into account that some may have undergone a long and complicated migration process and that the fears and traumas of the migration process may affect their learning process. The teacher must provide equal opportunities for all learners, using an inclusive learning environment.

### What is an inclusive learning environment?

An inclusive environment teaches to meet the needs of every learner, regardless of their pace of learning. To achieve this, the teacher must provide activities and lessons that meet the same standards using a variety of strategies and methods.

Inclusive teaching not only reaches students who learn at different rates but also addresses the variety of ethnic and economic backgrounds. It incorporates the full range of learners and ensures progress for each learner.

### The importance of inclusive learning

An inclusive learning environment focuses less on the teacher and formal instruction and more on the learning that takes place. It is learner centred.

This is important because research has shown that not all people learn in the same way. Some learn through pictures, graphs and images, while others learn best through auditory means. Some learners need hands-on activities that allow them to manipulate and grasp materials to better process new skills. Every day we learn something new about the sensory needs of different learners. For successful learning to take place, it is crucial that we identify each learner's preferred learning style and provide relevant learning materials and teaching strategies to support each learner.

Finally, an inclusive learning environment is a winning solution for all learners. It helps build tolerance and acceptance of those who are different.



ANNEX 4.3.

Inclusive Environment



ANNEX 4.4.

Curricular  
Transformation



ANNEX 4.5.

Bag of inclusion,  
diversity and empathy

## How to create an inclusive classroom

While the goal of an inclusive classroom is to find what works for each learner within the learning environment, some general adaptations can be made to prepare the teacher to ensure an inclusive environment exists.

Building relationships - One of the most important ways to ensure that the inclusive classroom is successful is to get to know the learners and build positive relationships with each learner. This can be done through informal surveys to find out how they learn best, observations of classroom interactions or individual conversations to find out their needs.

Provide opportunities for collaborative learning - One of the best ways to reach a variety of learners is through small groups. These can be grouped by ability so that students with similar abilities have the opportunity to grow at their own pace or grouped with mixed abilities so that students can learn from each other. The ability and activity will help determine which is best for each situation. The goal is for students to have time to collaborate and share ideas.

Allow for mistakes - All students in the classroom should understand and accept that mistakes are for learning. Students should be provided with a safe environment in which they dare to experiment with new structures and vocabulary without feeling bad if they make mistakes.

## Conclusion

Inclusive practices mean that each person feels that his or her particular needs are taken into account. People with special needs should feel included and part of the class, like everyone else, and not that they receive special treatment.

Teachers need to be prepared, trained and supported to deal with the diversity of learners. They can receive special training and visit other inclusive educational centres to see how they do it and replicate it in their classes.

## FURTHER READING

### **A website with activities to promote Diversity, Inclusion and Empathy**

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

### **A free online course on Teaching & Learning in the Diverse Classroom**

<https://www.edx.org/course/teaching-learning-in-the-diverse-classroom>

### **A website with tools for inclusive teaching:**

<https://rossier.usc.edu/tools-for-inclusive-teaching/>

### **A website with ideas for creating inclusive college classrooms**

[https://crlt.umich.edu/gsis/p3\\_1](https://crlt.umich.edu/gsis/p3_1)

### **An educator's blog with ideas on how to create an inclusive learning environment:**

<https://www.graduateprogram.org/2020/03/what-is-an-inclusive-learning-environment/>

### 3. Instructional Strategies

Part of good teaching is to spend some time building relationships with your learners. This is important in all contexts, but it is particularly important if your students have additional needs.

It is important to some students that you show caring and genuine concern about them. You can have more positive experiences with students if you invest some time and energy in becoming more informed and aware of the issues that affect students from diverse backgrounds.



[ANNEX 4.6.](#)

Interpersonal awareness

Students bring an array of learning styles to a class. If you rely on a small repertoire of instructional strategies, you may provide effective instruction for only a small subset of your class.

If you teach your native language to immigrants, chances are that all or most of your learners will be adults. Understanding how adults analyse and retain new knowledge is critical to creating a learning experience that achieves your objectives.



[ANNEX 4.7.](#)

Inclusive pedagogy

Some of the characteristics of this type of learner are that they have much more life experience, which experience can be drawn upon as part of the knowledge that is shared among the participants in your class. In addition, they tend to be more motivated, have chosen to attend the course and will therefore value your teaching and your time.

On the other hand, adult learners have more responsibilities, such as family or work, which do not allow them to focus as much on what they are studying as younger learners.

Some ideas to teach adults effectively.

#### **Keep your lessons relevant**

The most significant way adult learners digest information is through real-world filters. As noted above, adults have much more life experience than children, and that leads to a greater need to understand the “hows” and “whys” of their material. By contextualising lessons, it is easier for adult learners to understand and retain them.

#### **Focus on learners' life experience**

When teaching adult learners, use familiar terms and address them at a level appropriate to their experience, background and age. Too many new terms will only serve to confuse. You want your students to be able to follow what you say without having to focus on deciphering the meaning of your words.

#### **Tell stories as you teach**

Stories have been used as a mnemonic for centuries. Adult learners tend to be more emotional, and storytelling can tap into their emotions and help them retain their lessons. Link storytelling to your real-world examples by talking about a time when your lesson helped someone. If you use slides or graphics to



[ANNEX 4.8.](#)

Activities to build  
knowledge and skills





illustrate your lesson, choose powerful images, colours and even fonts that evoke certain emotions.

### **Divide information to avoid cognitive overload.**

Try to structure the material into compartmentalised lessons that progress logically as you teach them. By dividing the class, you can ensure that all students follow your teaching, and allow time to recap each section to make sure everyone is up to date.

Use notes or slides to highlight the key points of each lesson and provide students with these materials before or after class so they can independently review what they have learned.

### **Provide feedback as needed**

Structure your teaching so that you have space for a recap and questions at the end of each section. This ensures that learners can keep up with the material and prevents anyone from falling behind.

It is important to correct mistakes or wrong assumptions the moment you become aware of them. This prevents the wrong idea from becoming entrenched and confusing the learners.

### **Make your material visually stimulating.**

It is not only children who find colours and pictures appealing. If your handouts and slides are too simple, they are boring, and your students' minds will switch off. Instead, grab students' attention with judicious use of colour, fonts and images to highlight important information and increase memorisation.

Remember that whatever element you choose to highlight will be what your learners remember most clearly, so make it count.

### **Encourage questions and discussion**

Adult learners often need to understand new material in the context of their own life experiences, and one of the best ways to make those connections is by talking. Allowing your learners time to ask you questions and to discuss your lessons with each other is a good way to help consolidate your teaching. It is also a good time to catch any mistakes or incorrect assumptions your students make. This will provide you with valuable feedback and insight into your teaching and allow you to make adjustments in real-time.

### **Be flexible**

Structuring your courses is a great idea, both to stay on track and to help frame your lessons logically and progressively. However, you can afford to have short breaks and discussions without your students losing sight of what you were teaching.

Broadening the scope of discussion during a learning experience is also a great way to understand how your students are interacting with your teaching, and what information they are taking away from your class. Listen with an open mind and you can learn a lot to be a better educator.



## FURTHER READING

**A free online course on Learning How to Learn: Powerful mental tools to help you master tough subjects**

<https://www.coursera.org/learn/learning-how-to-learn>

**This video describes key elements to consider when making a video, so that it is accessible to all viewers.**

<https://www.youtube.com/watch?v=5n8wNEd3wjQ>

**This video describes what audio description is and how to use it.**

<https://www.youtube.com/watch?v=CQStu0ilv9w>

**This video summarizes the support provided to teachers including the role of Inclusive Education**

<https://www.youtube.com/watch?v=nQ3ME787vgo>

**UNESCO DOC. Guidelines for inclusion: ensuring access to education for all**

<https://unesdoc.unesco.org/ark:/48223/pf0000140224>

**A website about cognitive psychology:**

<https://www.verywellmind.com/vark-learning-styles-2795156#vark-learning-styles>

**In the following website you will find effective strategies for teaching adult learners**

<https://www.learningrevolution.net/strategies-for-teaching-adult-learners/>

## 4. Formal, non-formal and informal learning

Education systems exist to promote formal learning, which follows a curriculum and is intentional in the sense that learning is the goal of all activities undertaken by learners. Learning outcomes are measured through examinations and other forms of assessment. Adult immigrants engage in formal learning when they follow a course in the language of their host community. If the course is based on an analysis of their needs, it will follow a syllabus that specifies the communicative repertoire that learners must successfully achieve. The nature and extent of that repertoire should be reflected in any form of assessment accompanying the course.

Non-formal learning takes place outside formal learning environments but within some kind of organisational framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is, therefore, the result of intentional effort. But it does not need to follow a formal curriculum or be governed by external accreditation and assessment. Non-formal learning often takes place in community settings: swimming lessons, sports clubs, reading groups, debating societies, amateur choirs and orchestras, etc. Adult immigrants engage in non-formal language learning when they participate in organised activities that combine the learning and use of their target language with the acquisition of a particular skill or set of knowledge.

Informal learning takes place outside schools and colleges and arises from the learner's participation in activities that are not undertaken for learning. Informal learning is involuntary and is a part of everyday life. Formal or non-formal learning is partly intentional and partly incidental: when we consciously pursue any learning goal, we cannot avoid learning things that are not part of that goal. Informal learning, however, is exclusively incidental.

These definitions and distinctions help us to understand the complexity of successful language learning. When children acquire their first language they do not do so because they are taught it. Their learning is an incidental result of their participation in family life, and the language skills they develop and the concepts they master reflect the social practices of their immediate environment. Similarly, adults are said to learn a second or subsequent language 'naturally' when they do so by living among speakers of the language and interacting with them daily. Their emergent communicative repertoire is not shaped by a conscious learning programme, but by their attempts to satisfy their social and material needs.

When children learn to read and write in their first language, they generally do so as part of their formal education and as a result of a conscious effort; and when adult immigrants attend a course in the language of their host community, they aim to reach a prescribed level of competence. In both cases, however, intentional learning is often accompanied by incidental learning; and the effects of incidental learning in formal educational contexts are reinforced by informal and non-formal learning in the outside world. Adult immigrants' proficiency in the language of the host community increases when they have opportunities to interact informally with other speakers of the language.

These considerations raise two questions. Firstly, how can those responsible for organising language courses for adult migrants ensure that their learners have



ANNEX 4.9.

Reading texts as  
homework? Why not?



ANNEX 4.10.

Use their imagination



ANNEX 4.11.

Interviews



ANNEX 4.12.

Role plays for  
homework are fun too






ANNEX 4.13.

Worksheets work  
wonders

opportunities to use the language outside the classroom and thus benefit from informal/non-formal learning? One obvious answer is to organise cultural visits and social activities that bring learners into informal contact with members of the host community. Another is to encourage learners to participate in social activities, or to organise such activities specifically for their benefit. Secondly, if adult immigrants who have learned the language of their host community 'naturally' are required to demonstrate their competence in that language to obtain a residence permit or citizenship, can their informal/non-formal learning be recognised without requiring them to take a test? Any attempt to answer this question must consider alternative forms of assessment (the OECD has explored the recognition of adults' non-formal and informal learning in a three-year project).

At a time when many Council of Europe member states are receiving large numbers of adult migrants and refugees, distinctions between formal, non-formal and informal learning help us to formulate radical and cost-effective answers to questions that have hitherto been answered in traditional ways. Rather than organising formal language courses, for example, in the short term, it makes much more sense, and is certainly more affordable, to involve volunteers in organising social activities that promote non-formal and informal language learning. If properly designed and efficiently carried out, these activities can provide migrant learners with a solid basis for participation in formal language courses at a later stage, if this is deemed desirable or necessary.

## Types of adult education

		
<p style="text-align: center;"><b>Formal</b></p> <p>Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials;</p>	<p style="text-align: center;"><b>Non formal</b></p> <p>Learning that is organized by educational institutions but non credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;</p>	<p style="text-align: center;"><b>Informal</b></p> <p>Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure.</p>

## FURTHER READING

**Education corner. A website with ideas and activities for teachers:**

<https://www.educationcorner.com>

**Council of Europe. Linguistic integration of adult migrants. An interesting article about formal, non-formal and informal learning:**

<https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning>

**The busy teacher. Activities for teachers:**

<https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html>

**To learn more about formal and informal learning:**

<https://www.learnupon.com/blog/formal-and-informal-learning/>

## 5. Independent and group work

It is important to distinguish between Individual and Group learning.

Individual learning - enquiry based, problem-solving, treasure hunt style, question other people.

Group work - creative elements, use of examples, imaginary, either allocated or delegate allocation to groups, structuring roles in role-playing and simulations, pairing of students with the same mother language.



[ANNEX 4.14.](#)

1 minute paper /  
reflections

### Individual tuition in language learning

Advantages:

- ✓ The flexibility of time and place
- ✓ Exclusivity in resolving questions or problems
- ✓ Personalization of content
- ✓ Control of the learning process

Disadvantages

- ✓ Cannot share ideas with others
- ✓ Cannot develop interpersonal relationships



[ANNEX 4.15.](#)

Pro / con grids

### Small group teaching in language learning

Advantages

- ✓ Sense of belonging and inclusion
- ✓ Easier to solve doubts, mistakes and difficulties
- ✓ Greater possibility of communication, confidence and interaction with the language
- ✓ More personalized monitoring and assessment, both one-to-one and in pairs

Disadvantages

- ✓ Less diversity of ideas than in a larger group
- ✓ Less legitimacy and social impact



[ANNEX 4.16.](#)

Case studies



[ANNEX 4.17.](#)

Complete turn taking

### Large group teaching in language learning

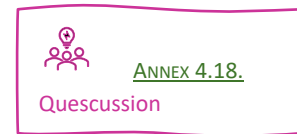
Advantages

- ✓ Teamwork and collaborative learning
- ✓ Increased talent and experience (skills, knowledge, energy...)
- ✓ Reduced price

- ✓ Increased impact and social legitimacy

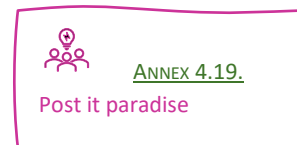
#### Disadvantages

- ✓ Less attention to uneven levels and specific needs
- ✓ Risk of lower participation



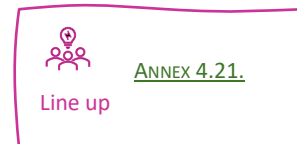
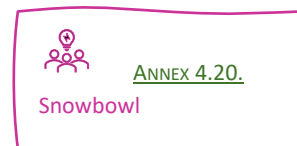
You can go to the annexes and try out the suggested activities. Other activities can be:

- ✓ Round Table
- ✓ Debates
- ✓ Group Text Reading
- ✓ Peer Review
- ✓ Think Aloud
- ✓ Think-Pair-Share



#### 7 Foreign Language Activities

1. The Long, Mysterious Adventure
2. Travel Agency Posters
3. Folk Tales
4. Shopping Spree
5. The Native Restaurant
6. The Airport VIP Lounge
7. Waiting in Line



<https://www.fluentu.com/blog/educator/foreign-language-activities/>

### FURTHER READING

#### Examples of learning activities for individual, small and large group learning

[https://www.queensu.ca/teachingandlearning/modules/active/12\\_examples\\_of\\_active\\_learning\\_activities.html](https://www.queensu.ca/teachingandlearning/modules/active/12_examples_of_active_learning_activities.html)

**FluentU is a language-learning platform that uses real-world videos and interactive subtitles to create an immersive learning experience.**

<https://www.fluentu.com/blog/educator/foreign-language-activities/>

## 6. The use of external resources (including ICT)

The most common advantages of language teaching and learning systems, based on ICT, offer different opportunities such as:

- ✓ Variety of informative and instructive channels: where we can group activities of oral, written, illustrations, and animated situations.
- ✓ Consultation facilities: they offer a wide range of interactive dictionaries, communication texts and others.
- ✓ Diversity of techniques and methods: there are many opportunities to be found in this section, such as information gaps, information transfer, puzzles, multiple-choice, crosswords, etc.
- ✓ Compatibilities and complementarity with conventional classroom teaching with a teacher. We can use the aforementioned activities to reinforce the knowledge learnt and acquired in class with the teacher.
- ✓ Freedom of timetable: once again we mention the convenience and practicality of this point in the learning a second language.
- ✓ Personal choice of level: it is the student who determines their progress.

### PRESENTATION SOFTWARE

The following websites can be used free of charge.

#### GENIALLY

Genially is a media creation platform focused on designing and sharing media creations and presentations of all kinds. From the dashboard, students can start from blank or prepare-designed plates organized into 12 types, including videos, infographics, interactive images, quizzes, and more.

<https://genial.ly>

Tutorial: <https://www.youtube.com/watch?v=49YQifsXwLA>

#### CANVA

Canva is a free graphic design platform that allows you to easily create invitations, business cards, flyers, lesson plans, Zoom backgrounds, and more using professionally designed templates. You can even upload your photos and add them to Canva's templates using a drag and drop interface.

<https://www.canva.com>

Tutorial: <https://www.youtube.com/watch?v=zJSgUx5K6V0>



## PREZI

Prezi is a web-based that allows users to create a presentation using a map layout. They are able to zoom in and out of different items and show relationships from an interesting point of view.

<https://prezi.com>

Tutorial <https://www.youtube.com/watch?v=vCkvy4Gvqw8&t=7s>

## VIRTUAL/VISUAL DICTIONARY:

This online dictionary is especially dedicated to students who are learning to read or who are beginning to study Spanish, French and English is very easy to use, as all you have to do is type the word you want to know in the search engine and it instantly appears together with an image that illustrates it. The words are also classified into semantic fields for faster learning. In this way, the difficulty of reading and understanding the definitions of traditional dictionaries disappear and at the same time it allows students to associate spelling and drawing, which makes learning new vocabulary more effective.

<https://infovisual.info/en/topics>

## MIND MAPS:

Concept maps are very useful in foreign language learning as they can help clarify very different concepts, for example, word or sentence formation. If learners are shown the new concepts well organised in different maps relating the terms they already know to the new ones, they can better remember both vocabulary and other more abstract concepts, strengthening language learning.

Links to other languages - e.g., what is similar and what is different - being aware of possible misconceptions, e.g., word order, pronunciation, alphabets, use of articles etc.

<https://www.mindmup.com>

<https://miro.com/>

## MOBILE APPS:

**HelloTalk:** is an app that allows language exchange, and is currently the most widely used language exchange app. It is free and easy to use. With it, you can communicate and practice any type of language you want to learn. You will meet people with the same interests and tastes for languages, which will allow you to improve in your classes. The application offers a system with which you can translate, learn grammar and pronunciation. You can also make video calls and send voice or text messages, as well as exchange photos.

<https://www.hellotalk.com>

**Linqapp:** is another application that allows you to interact with other users. The advantage of this application is that you can ask questions to solve your pronunciation, grammar, vocabulary and translation problems. It is free and

available for iPhone or iPad. Communication is immediate and real-time. It covers languages such as Chinese, German, French, Spanish and English and is another option for translations. So, it will be your best ally to learn any language.

**Wibbu:** It is a game that teaches participants to learn English and is mainly aimed at children and young Latinos.

**Bussu:** It allows you to meet people from different parts of the world to learn their languages. Among the languages that stand out are English, German, Spanish, Greek and Italian among others. To learn you must first start with the words and phrases and then be able to converse with other users.

<https://www.busuu.com/>

**Voxy:** An application for Android operating systems, it only teaches English and prepares students for academic exams, such as the TOEFL test. It measures your learning levels and progress in terms of pronunciation and vocabulary. It has up to date topics and is a free app that allows you to study anytime, anywhere.

<https://voxy.com/>

**Wlingua:** It has more than 600 lessons to learn English at any level.

<https://wlingua.com/>

**SPACED REPETITION SOFTWARE** is a set of learning techniques in which one reviews at increasing intervals. Normally, the spaced review is not a simple rereading but is intended to be a type of active learning, forcing the person to react to questions or stimuli. In this context, mnemonic rules are often used.

**Memrise** allows you to study languages such as French, German, English, Russian, Japanese, Korean and Italian. You can download it for free for basic courses, and there is also a Premium version for more advanced courses. The way to learn is through a game.

<https://www.memrise.com>

**Duolingo** is another modern technology that you can use from your computer as well as on your Android or iOS device. The languages included in its platform are English, French, Portuguese and German. With it, you will learn the languages gradually and by level. It contains various exercises that will teach you pronunciation and the spelling of words. The best of all is that you learn with images and games.

<https://www.duolingo.com/learn>

## GAMIFICATION

What is gamification?

Gamification is a learning technique that transfers the mechanics of games to the educational-professional environment.

Objectives

- ✓ Loyalty: of the student, by creating a link with the content being worked on.
- ✓ Motivation: it seeks to be a tool against boredom.
- ✓ Learning: it facilitates the internalisation of knowledge by students in a more fun way, generating a positive experience for them.
- ✓ Cooperation: it can be played individually, in pairs or groups, thus encouraging teamwork to achieve a common goal.

Some software for gamification:

### **Kahoot:**

Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.

Kahoot! can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities. Kahoot! also includes trivia quizzes.

<https://kahoot.com>

Tutorial <https://www.youtube.com/watch?v=zBkVp8-CDeo>

### **Quizizz**

It is a free tool. It works on any device: web browser, iOS, Android and Chrome apps. You can access hundreds of ready-made learning quizzes or create your own. Join as a teacher, pick a quiz, and use the code for a virtual room to give to your students.

<https://quizizz.com>

Tutorial: <https://www.youtube.com/watch?v=7sP2jX9kHvY>

### **Quizlet**

It is a free website providing learning tools for students, including flashcards, study and game modes. You start by creating your own study sets with terms and definitions. You can copy and paste from another source or use Quizlet's built-in auto-define feature to speed up the creating process.



<https://quizlet.com/es>

Tutorial: <https://www.youtube.com/watch?v=Jo6lTr9yt4Y>

## OTHER INTERESTING RESOURCES

### Mentimeter

Mentimeter gives every student a voice and stops only the loudest in the class from being heard. Test your students' knowledge, gather feedback and ask them to reflect on our live polling features. Use word clouds, open-ended questions and more to start conversations and spark ideas in the classroom.

<https://www.mentimeter.com>

Tutorial <https://www.youtube.com/watch?v=8ckjXGzOM-g>

### Google Form

Google Forms is free online software that allows you to create surveys, quizzes. It's part of Google's web-based apps suite, including Google Docs, Google Sheets, Google Slides, and more. It's a versatile tool that can be used for various applications, from gathering RSVPs for an event to creating a pop quiz.

Tutorial: <https://www.youtube.com/watch?v=p4lINhYinuM>

## FURTHER READING

**The following link provides a free online course to create accessible interfaces**

<https://www.futurelearn.com/courses/create-accessible-interfaces>

**The following link provides a free online course to accessibility and inclusive design**

<https://www.coursera.org/learn/accessibility>

## 7. Challenges and how to overcome them

Challenges that educator might encounter when building an inclusive environment:

1. Lack of experience in an inclusion setting
2. Be able to create activities that include all students
3. Not having enough resources and teacher aides
4. Make all the students understand the concept of inclusion and diversity
5. Address individual needs



ANNEX 4.22.

Activities that influence  
the system

Overcoming barriers:

### 1. TRAINING

As educators, you need to be informed about how to create an inclusive classroom. You can ask the management of the organisation where you work about training opportunities, or you can search for them yourself online. There are many free courses on popular MOOC platforms such as EDX, Coursera or Future Learn.

<https://www.edx.org/>

<https://www.coursera.org/>

<https://www.futurelearn.com/>

To be able to teach students from different countries, you could familiarise yourself with the culture and recent history of the country, as well as the basic features of your students' native language. This will help you to avoid misunderstandings and to teach them the language of the host country more effectively. You don't need to know how to speak the language, of course, but knowledge of whether their mother tongue uses cases, articles, whether the conjugation of verbs is complex or not, can help you understand their mistakes.

### 2. RESOURCES

There are many resources available online and websites where teachers exchange resources. Some of these sites are:

<https://www.teacherspayteachers.com/>

<https://en.islcollective.com/>

<https://www.theteacherscorner.net/>

Do some research on the internet, as there is always something new.



See if you can find an online group (e.g., on Facebook) for language teachers, where resources are shared and where you can ask your colleagues about useful materials.

Exchange ideas with other teachers.

### **3. RAISE AWARENESS**

Raise awareness among the administrative staff, educational staff, the students, and the whole community about the benefits that inclusive education has not only for

the migrants, refugees, or persons with special needs but for the whole community.

#### **FURTHER READING**

**The following link provides a free online course for teacher on how to teach migrants and refugees.**

<https://www.futurelearn.com/courses/migrants-and-refugees-in-education>

## 8. Classroom scenarios

No matter how experienced you are, there is always the possibility that a problem may arise with an individual student, a group of students or the general classroom environment. It is important to be aware of the tools you have at your disposal to deal with moments of crisis and to minimise classroom management problems.

Generally, when a problem occurs there is no single cause; this is why the resources below are intentionally broad. Problems may arise from frustration, boredom or mental health problems, among other factors, and the student's behaviour may reflect aspects of their personal lives as well as the classroom environment. It is important to take this potential range into account when dealing with disruptive behaviour problems.

However, there are several proactive measures that teachers can take to be prepared for situations that arise. Some ideas to minimise the classroom problems are:

- ✓ Remain calm and try not to take disruption personally. Dealing with situations calmly will help you maintain your authority in the classroom.
- ✓ Be aware of cultural differences. For example, if a student stares at the floor while you are talking to them, you may consider it rude, but in other cultures, it is a sign of respect.
- ✓ Treat all students with respect and politeness. Be consistent in what you allow them to say and do. Try not to favour certain students.
- ✓ Decide when you are going to deal with a situation. Sometimes it is best to resolve a situation alone with the student, but that does not mean that you should not act immediately if the student is disrupting the normal course of the class.
- ✓ Listen to the student and check that you understand their situation. It is best to give the student the benefit of the doubt at the beginning. Let them know that you care about their situation, and that is why you want to address the problem.
- ✓ Decide how to proceed, and then do it. Students must recognise that you will do what you promise. This advice is especially important if you have had to deal with the situation in front of the class.
- ✓ Ignore or minimise minor problems rather than disrupting the class. A look, a direct question or your proximity may be enough to stop the misbehaviour.

Sometimes, despite our best intentions, you find that you dislike one of the students in your class. The student may be rude, disrespectful or annoying in some way. It's human nature; some personalities clash. But instead of feeling guilty about your feelings, you can take positive steps to improve them. Here are some suggestions:



ANNEX 4.23.

Grouping students



ANNEX 4.24.

Effective learning and  
teaching techniques – A  
case study



ANNEX 4.25.

Classroom management  
scenarios

- ✓ Try to understand where the behaviour is coming from - is the student distressed by some recent negative circumstance, such as a death, divorce or some other overwhelming experience?
- ✓ Help yourself manage negative feelings by reflecting on a past situation in your life where a similar conflict occurred. Making and understanding these connections can help you let go of some of your current hostility or resentment.
- ✓ Use positive strategies. Try to sit the student near you or a student who will help them, praise the student generously but sincerely, give the student choices to build self-esteem and feelings of control, and express your dissatisfaction with the student's behaviour without criticising.

Even if you do not have problems with any of the students personally, you may encounter problems with the group, e.g., mixed-ability classes or students progressing differently. Some ideas for dealing with these problems are:

1. Invest time in getting to know your students.

By allowing students to express their ideas, you demonstrate that you are inclusive and receptive to new teaching ideas. You will also know exactly what activities and topics your students will respond well to and keep them motivated.

2. Personalise your goals and objectives

Now that you have a clearer idea of your student's strengths and weaknesses, vary your objectives for each class to suit the needs of each individual. Start the lesson by explaining your main objective: for example, it could be 'to learn holiday vocabulary'. Then ask your students to set their objectives, for example: 'How many new words do you want to learn today?' Their answers will constitute their language goals.

As a teacher and a person who understands your students well, you can also act as a motivator. If you think the target is too low, you can give them the push they need; if their target is high, you can praise their enthusiasm. But don't forget to reassure them that it's OK to have different goals and objectives, as everyone is different.

At the end of the class, have a quiz or a game to assess their progress. If they exceed their own goals, praise them. If they fail, acknowledge their efforts and teach them how to succeed next time. Reducing the pressure should keep them motivated and enjoying language learning.

3. Allowing learners' first language (L1)

Allowing occasional L1 use in monolingual classrooms is increasingly accepted in the field of language teaching, and can be a great help for mixed ability groups.

Learners can benefit from access to online dictionaries or translators. This will help them to complete certain activities and also enable them to keep up with their faster peers. It will also give them the confidence to accurately express any doubts they may have.

4. Vary tasks between individual, group and pair work.



There are different personalities in every classroom, and this is especially true when we are talking about persons with different educational and cultural backgrounds. Some students will be more self-confident, while others will be shyer. This is related not only to the personality of each student but also to the culture they come from.

Allowing your students to do frequent pair or group work can help them feel less nervous, as they will not be speaking in front of the whole class. It also allows them to use more conversational language and be freer to speak it, which is key to developing confidence in any new language.

Depending on the task, students can be paired with those of a similar level to allow for smooth and comfortable exchanges, or in mixed ability groups to encourage peer-to-peer teaching.

#### 5. Additional activities

It is always a good idea to have some additional activities prepared for fast finishers. It will help them stay focused and allow the rest of the class time to finish the task.

### FURTHER READING

**A resource with common problems in the classroom and tips on how to address them:**

<https://socialwork.uw.edu/sites/default/files/sswfiles/teaching/Dealing%20With%20Difficult%20Classroom%20Situations%202011.pdf>

**Learning to Teach...Not Just for Beginners: The Essential Guide for All Teachers de Linda Shalaway (© 2005, Scholastic).**

**Strategies handling with difficult students:**

<https://www.scholastic.com/teachers/articles/teaching-content/25-sure-fire-strategies-handling-difficult-students/>

**How to deal with mix-ability students:**

<https://www.english.com/blog/5-ways-to-deal-with-mixed-ability-students-in-secondary/>

**Examples of disruptive behaviour:**

<https://sa.columbusstate.edu/docs/DisruptiveandDangerousBeh.pdf>



## Conclusion

In this module we wanted to highlight the importance of inclusion of all students in the classroom, regardless of their cultural and educational background and the importance of collaborating and reaching agreements in the classroom.

On the one hand, we want to emphasise intercultural education, the aims of which are: To accept and promote cultural diversity, to support society in renewing the rights of each person regardless of their origins and to improve the personal and cultural concept in society. In this way we will manage to eradicate the elements that hinder the coexistence between cultures such as discrimination, exclusion, racism....

On the other hand, we want migrants to have a real opportunity to learn the language of their host country by using methods that motivate them and meet their real needs. In this way we will make them feel more self-confident, which will make it easier for them to find a job and integrate into the new society in which they live.

## Annex 4.1. Intrapersonal Awareness



Adopting a cultural humility approach that constantly examines how your ideas, assumptions and values influence your teaching approach and relationships.

### Content

<b>Objective</b>	Be aware of how our own ideas, feelings and prejudices affect us in our relationships with students in order to minimise this influence and create an inclusive classroom.
<b>Starting Out</b>	
<b>Task</b>	<p>Read the following list of specific inclusive practices and reflect on them. It is NOT intended to be an exhaustive list; it provides ideas on how inclusive practices could be made visible and/or relevant in the context of classroom teaching and learning.</p> <p>THINK: Please rate each strategy as follows:</p> <ol style="list-style-type: none"> <li>1. I already do it in my class</li> <li>2. I sort of do it, but I could make it more explicit.</li> <li>3. I would like to try this</li> <li>4. I'm not sure this is appropriate in my classes.</li> </ol> <p>IN PAIRS: Work with a partner and discuss the strategies you use in your class and how you apply them. Provide examples and problems encountered.</p> <p>3) SHARE: Discuss with your colleagues how you could reinforce these practices in the classroom.</p>
<b>Based on:</b>	<p><i>Linse &amp; Weinstein (2016) Penn State's Schreyer Institute for Teaching Excellence</i></p> <p><i>Dr. Kathy O'Bear (2017) <a href="http://www.drkathyobear.com">www.drkathyobear.com</a> (Navigating Difficult Situations Self-Assessment; Suggested Competencies for Whites) Salazar, Norton, &amp; Tuitt (2009) Weaving Promising Practices for Inclusive Excellence into the Higher Education Classroom</i></p> <p><a href="https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf">https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf</a></p>



RATING	STRATEGY
	Increase personal awareness of your own worldview.
	Critically examine your own ideas, cultures, assumptions, and values, and how those beliefs impact your pedagogy and interaction with others.
	Continue to deepen your awareness about privilege and dominant cultures, and how these operate in you, others, and in the classroom
	Constantly read, educate yourself, and/or immerse yourself in diverse contexts to expand your knowledge of the other so that you avoid expecting individuals of those groups to teach you.
	When others point out your biased actions, thoughts, or behaviours you respond with humility and a growth-mindset to learn.
	Ask questions to seek to understand BEFORE disagreeing or defending your position
	Recognize when you are acting out of alignment with your core values and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs
	Maintain awareness of your “early warning signals” when you begin to feel personally triggered during discussions related to inclusion
	Share your own background and experiences with students.
	Invite students to provide feedback on the instructor’s facilitation of discussions.



## Annex 4.2. Activities that promote awareness



Activities in this section can help create awareness of the benefits of inclusive education. Awareness is the first step in promoting positive change. Once people can recognize the promise of inclusive education, they can begin to seek the knowledge and skills necessary to realize their goals.

### Content

<b>Objective</b>	<p>To promote awareness of the benefits of inclusive education. Awareness is the first step in promoting positive change. Once people are able to recognize the promise of inclusive education, they can begin to seek the knowledge and skills necessary to realize their goals.</p>
<b>Starting Out</b>	
<b>Task</b>	<ol style="list-style-type: none"> <li>1. Divide students in small groups. Each student has to tell a legend, tale or story from his own country or culture.</li> <li>2. When the students have finished, each group will choose a legend to tell in front of the whole group</li> <li>3. With the help of the teacher, they then list the similarities and differences between the different legends or stories told.</li> </ol> <p><b>Conclusions and final reflections:</b></p> <p>Students will be able to assert their personality by gaining more self-confidence and solidifying the construction of their personal and cultural identity.</p> <p>It is also important to see that no matter how different the stories are, there are always similarities between them.</p> <p>For the teacher: Keep a diary and write down:</p> <ul style="list-style-type: none"> <li>▪ Characteristics of your students</li> <li>▪ How did the activity work?</li> <li>▪ Did you encounter any problem? Were you able to overcome it?</li> <li>▪ How was the feedback from your students?</li> </ul> <p>You can team up with another classroom in your educational centre to put some of these ideas into action.</p>
<b>Based on:</b>	<a href="https://e-course.eu/media/E-COURSE_teacher_handbook.pdf">https://e-course.eu/media/E-COURSE_teacher_handbook.pdf</a>



## Annex 4.3. Inclusive Environment



Promoting a sense of belonging by cultivating a shared-power, growth mindset climate.

### Content

<b>Objective</b>	Be aware of how our own ideas, feelings and prejudice affect us in our relationships with students in order to minimise this influence and create an inclusive classroom.
<b>Starting Out</b>	
<b>Task</b>	<p>Read the following list of specific inclusive practices and reflect on them. It is NOT intended to be an exhaustive list; it provides ideas on how inclusive practices could be made visible and/or relevant in the context of classroom teaching and learning.</p> <p>THINK: Please rate each strategy as follows:</p> <ol style="list-style-type: none"> <li>1. I already do it in my class</li> <li>2. I sort of do it, but I could make it more explicit.</li> <li>3. I would like to try this</li> <li>4. I'm not sure this is appropriate in my classes.</li> </ol> <p>IN PAIRS: Work with a partner and discuss the strategies you use in your class and how you apply it. Provide examples and problems encountered.</p> <p>3) SHARE: Discuss with your colleagues how you could reinforce these practices in the classroom.</p>
<b>Based on:</b>	<p><i>Linse &amp; Weinstein (2016) Penn State's Schreyer Institute for Teaching Excellence</i></p> <p><i>Dr. Kathy O'Bear (2017) <a href="http://www.drkathyobear.com">www.drkathyobear.com</a> (Navigating Difficult Situations Self-Assessment; Suggested Competencies for Whites)</i></p> <p><i>Salazar, Norton, &amp; Tuitt (2009) Weaving Promising Practices for Inclusive Excellence into the Higher Education Classroom</i></p> <p><a href="https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf">https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf</a></p>



## INCLUSIVE ENVIRONMENT

RATING	STRATEGY
	Legitimize student voice and visibility by sharing that you believe each student has important contributions to make.
	Identify students' passions/interests and use them as motivational hooks.
	Applaud creative solutions and sincere efforts to learn.
	Help students understand that intelligence is not a fixed ability. Talk to students about how they learn best and compensatory strategies to optimize success.
	Avoid assuming that a student needs assistance or expressing surprise when students do well, which can convey that you initially had low expectations of them.
	Do not ignore or change the subject when students voice negative comments about a group; challenge non-inclusive/ prejudicial remarks.
	Early in the course, discuss diversity and demonstrate that your course environment will foster a free exchange of ideas.
	Correctly pronounce student names and practice if needed until you get it right; do not discuss how difficult it is for you to pronounce names.
	Ensure that course materials are accessible for all students (e.g., pictures have alternative text; videos are CORRECTLY captioned)
	Avoid religious holidays when scheduling assessments, especially high-stakes ones (e.g., tests that can't be taken at a different time).





Selecting course content and teaching in a way that is relevant to all my students

## Content

<b>Objective</b>	Be aware of how our own ideas, feelings and prejudice affect us in our relationships with students in order to minimise this influence and create an inclusive classroom.
<b>Starting Out</b>	
<b>Task</b>	<p>Read the following list of specific inclusive practices and reflect on them. It is NOT intended to be an exhaustive list; it provides ideas on how inclusive practices could be made visible and/or relevant in the context of classroom teaching and learning.</p> <p>THINK: Please rate each strategy as follows:</p> <ol style="list-style-type: none"> <li>1. I already do it in my class</li> <li>2. I sort of do it, but I could make it more explicit.</li> <li>3. I would like to try this</li> <li>4. I'm not sure this is appropriate in my classes.</li> </ol> <p>IN PAIRS: Work with a partner and discuss the strategies you use in your class and how you apply it. Provide examples and problems encountered.</p> <p>3) SHARE: Discuss with your colleagues how you could reinforce these practices in the classroom.</p>
<b>Based on:</b>	<p><i>Linse &amp; Weinstein (2016) Penn State's Schreyer Institute for Teaching Excellence</i>  <i>Dr. Kathy O'Bear (2017) <a href="http://www.drkathyobear.com">www.drkathyobear.com</a> (Navigating Difficult Situations Self-Assessment; Suggested Competencies for Whites)</i>  <i>Salazar, Norton, &amp; Tuit (2009) Weaving Promising Practices for Inclusive Excellence into the Higher Education Classroom</i></p> <p><a href="https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf">https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf</a></p>





## CURRICULAR TRANSFORMATION

RATING	STRATEGY
	Use visuals that do not reinforce stereotypes but do include diverse participants.
	Choose readings that consciously reflect the diversity of contributors to your field including local history; consider the impact of your reading list.
	Use varied names, symbols, markers and socio-cultural contexts in test questions, assignments, and case studies.
	When you invite guest speakers, ensure that they have varied backgrounds and experiences.
	Recognize how your choices of materials, readings, examples, analogies, and content organization reflect your perspectives, interests, and possible biases and may exclude others.
	Teach the conflicts of your field to incorporate diverse perspectives.
	Review curriculum for hidden forms of oppression and make appropriate changes.
	Relate specific topics within a course to previous and future topics.
	Provide students opportunities to make connections inside and outside of the course.
	Recognize students' personal experiences as worthy knowledge.

	Include authentic assignments such as life history interviews, personal stories of survival, and autobiographical writing/journaling, portfolios that will diversify and personalize learning.
	Provide opportunities for students to use or apply the course material/content. Invite students to share their knowledge in multiple ways.
	Balance material that emphasizes practical problem-solving methods (applied) with that emphasizing fundamental understanding (theoretical memorization).



## Annex 4.5. Bag of Inclusion, Diversity and Empathy



For this activity, the students are divided into about six groups, then given a box of materials and informed that the instructions and materials are all the same. They are very simple and can be completed in about a minute. Then, they are told that there is going to be a contest to see which group can finish first. All but one group is given some sort of constraint. For example, one group has instructions in Braille, one group can only use one hand, one group has their instructions in another language, one group has to work with their eyes closed, etc.

### Content

<b>Objective</b>	Realise that we are all different and do things in different ways and at different paces. This awareness of diversity is very positive for an inclusive classroom.
<b>Starting Out</b>	
<b>Task</b>	<p><b>Activity: “Bag of Inclusion, Diversity, and Empathy”</b></p> <p><b>Instructions/Activity</b></p> <p style="text-align: center;"><b>Prep/Pre-Activity Instructions:</b></p> <ol style="list-style-type: none"> <li>I. Read the entire instructions for the facilitator and materials list</li> <li>II. Purchase and organize supplies <i>Note: each bag should be for a group of 3-6 people. These materials below are the for “complete/privilege” bag as it has all the materials and instructions in English, there should only be about 1-2 of the completed bags in the activity and the rest should have a few things missing to simulate inequity</i> <ul style="list-style-type: none"> <li>○ 1 Gallon Size Freezer Bag</li> <li>○ 1 Set of instructions (see instructions sheet below)</li> <li>○ 1 Safety scissors</li> <li>○ ½ sheet of blue construction paper</li> <li>○ ¼ sheet of yellow construction paper</li> <li>○ 1 Glue stick or adhesive</li> <li>○ Sharpie marker or pen</li> <li>○ Optional: Smarties (to represent positive messages people receive in life about their identities)</li> <li>○ Optional: lollipops (to represent negative messages people receive in life about their identities)</li> </ul> </li> </ol> <p style="text-align: center;"><b>Activity Instructions:</b></p> <p>Divide participants into groups and pass out bags with materials to each group.</p> <p><b>Facilitator:</b> Please do not open the bag until I say when. The goal for this activity is to complete this task under 5 minutes using the instructions</p>



	<p>provided. I will not have any helping role in this activity so please do not ask me any questions.</p> <p><b>Facilitator:</b> Now, open your box and read the instructions first before touching anything. Again, you will not be given any additional instructions beyond what is on this paper. After you read the instructions, you can begin the activity</p> <p><i>Note: (some groups may express that it's not fair. Allow them to vent, but do not help them or provide any additional information/instructions)</i></p> <p><b>Facilitator:</b> If you have a limitation follow through with it until your team completes the task. The timer begins now! *start timer for 5 minutes</p> <p><i>Note: After a few minutes the team with no limitations usually finishes first and the facilitator needs to enthusiastically ask for the class to give that group a round of applause. Say things like-you are so smart to shine like this. Usually, other groups will speak up about the obvious that some groups had it harder and with limitations. Allow them to talk about the limitations. The facilitator's goal in this activity is to get the participants to realize that while all groups were given the same instructions there were many differences that make it more challenging for them to achieve the goal.</i></p> <p><b>Facilitator's Discussion Questions (15-20+ minutes)</b></p> <ul style="list-style-type: none"> <li>● What came up for you during the activity?</li> <li>● How does this activity relate to people who have limitations?</li> <li>● Was the winning group the best group? Why or why not?</li> <li>● Optional: For those who won or who had an advantage, why did you not assist those who did not have the same advantages? (Good discussion question that is meant to empower us to consider being more inclusive and promote allyship to those who do not have the same advantages/privileges as we do)</li> <li>● Optional: For those who did not have an advantage, why did you not ask those who had an advantage for help? (Good discussion question that frames a common theme that historically underrepresented students tend to not ask for help and that we must help each other to be better)</li> <li>● How has this activity influenced you going forward?</li> </ul> <p><b>Facilitator:</b> In our organizations and in our workplaces we come in many different sizes, races and ability levels but we have a great task ahead of us to honour our and each other's identities, affirm each other's successes, and to be more mindful and inclusive as we go forward together.</p>
Based on:	<p><a href="https://docs.google.com/document/d/1gK2tCNctR007BpCcz2zbpR9i8XOW02VpPkg7xD9uZKE/edit">https://docs.google.com/document/d/1gK2tCNctR007BpCcz2zbpR9i8XOW02VpPkg7xD9uZKE/edit</a></p>



## INSTRUCTION SHEETS

(cut into strips and place one set into each bag)

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

Instructions:

Take the blue piece of paper and fold it in half. (Team Member 2)

Take the yellow paper and cut a circle out of it. (Team Member 3)

Glue this circle onto the blue paper. (Team Member 4)

Use the sharpie to write "School is Awesome!" on the circle. (Team Member 2)

Put your names on the back side of the card. (All Team Members)

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

Instructions:

1. Tomar la pieza azul de papel y doblar por la mitad.

2. Tomar el papel amarillo y cortar un círculo fuera de él

3. Pegue este círculo en el papel azul.

4. Utilice el lápiz para escribir en marrón "Yo amo la escuela." dentro del círculo.

5. Poner su nombres en la parte posterior de la tarjeta.

Note: All of your team members must follow the directions with all eyes closed

Instructions: With your eyes closed:

1. Take the blue piece of paper and fold it in half.

2. Take the yellow paper and cut a circle out of it

3. Glue this circle onto the blue paper.

4. Use the sharpie to write "I love School" on the circle.

5. Put your names on the back side of the card.



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

Instructions: With one hand behind your backs:

1. Take the blue piece of paper and fold it in half.
2. Take the yellow paper and cut a circle out of it
3. Glue this circle onto the blue paper.
4. Use the sharpie to write "I love School" on the circle.
5. Put your names on the back side of the card.

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

Instructions: With two people guiding the other person who has their eyes closed:

Take the blue piece of paper and fold it in half.

Take the yellow paper and cut a circle out of it

Glue this circle onto the blue paper.

Use the sharpie to write "I love School" on the circle.

Put your names on the back side of the card.

Note: No one can talk

Instructions: Without talking:

Take the blue piece of paper and fold it in half.

Take the yellow paper and cut a circle out of it

Glue this circle onto the blue paper.

Use the sharpie to write "I love School" on the circle.

Put your names on the back side of the card.



## Annex 4.6. Interpersonal Awareness



Connecting with students by understanding their perspective and amplifying their viewpoint to build authentic caring relationships.

### Content

<b>Objective</b>	Be aware of how our own ideas, feelings and prejudice affect us in our relationships with students in order to minimise this influence and create an inclusive classroom.
<b>Starting Out</b>	
<b>Task</b>	<p>Read the following list of specific inclusive practices and reflect on them. It is NOT intended to be an exhaustive list; it provides ideas on how inclusive practices could be made visible and/or relevant in the context of classroom teaching and learning.</p> <p>THINK: Please rate each strategy as follows:</p> <ol style="list-style-type: none"> <li>1. I already do it in my class</li> <li>2. I sort of do it, but I could make it more explicit.</li> <li>3. I would like to try this</li> <li>4. I'm not sure this is appropriate in my classes.</li> </ol> <p>IN PAIRS: Work with a partner and discuss the strategies you use in your class and how you apply it. Provide examples and problems encountered.</p> <p>3) SHARE: Discuss with your colleagues how you could reinforce these practices in the classroom.</p>
<b>Based on:</b>	<p><i>Linse &amp; Weinstein (2016) Penn State's Schreyer Institute for Teaching Excellence</i>  <i>Dr. Kathy O'Bear (2017) <a href="http://www.drkathyobear.com">www.drkathyobear.com</a> (Navigating Difficult Situations Self-Assessment; Suggested Competencies for Whites)</i>  <i>Salazar, Norton, &amp; Tuitt (2009) Weaving Promising Practices for Inclusive Excellence into the Higher Education Classroom</i></p> <p><a href="https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf">https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf</a></p>



## INTERPERSONAL AWARENESS

RATING	STRATEGY
	Create opportunities in each class meeting for interpersonal dialogue where multiple perspectives are taken into account.
	Early in the start of the course, invite and engage students to co-construct class norms (i.e., ground rules) using principles of inclusive environments.
	Validate students' experiences by engaging in empathetic listening and asking questions openly and constructively.
	Be aware of nonverbal communication (e.g., eye contact, space, facial expressions) and respond to those cues to foster positive relationships.
	Provide ample opportunities for students to learn about each other and from each other. Invite students to share cultural experiences with each other.
	Ask about students' experiences with and concerns about the subject matter.
	Convince students that you care about not only their academic success but also their well-being.
	Foster opportunities for group work.
	Recognize both overt and covert forms of conflict then practice and model effective conflict resolution skills.
	Use personal anecdotes to create interest among students.



## Annex 4.7. Inclusive pedagogy



Organizing course work that is meaningful, transparent, and invites collaboration, while monitoring student progress so you can provide timely interventions.

### Content

<b>Objective</b>	Be aware of how our own ideas, feelings and prejudice affect us in our relationships with students in order to minimise this influence and create an inclusive classroom.
<b>Starting Out</b>	
<b>Task</b>	<p>Read the following list of specific inclusive practices and reflect on them. It is NOT intended to be an exhaustive list; it provides ideas on how inclusive practices could be made visible and/or relevant in the context of classroom teaching and learning.</p> <p>THINK: Please rate each strategy as follows:</p> <ol style="list-style-type: none"> <li>1. I already do it in my class</li> <li>2. I sort of do it, but I could make it more explicit.</li> <li>3. I would like to try this</li> <li>4. I'm not sure this is appropriate in my classes.</li> </ol> <p>IN PAIRS: Work with a partner and discuss the strategies you use in your class and how you apply it. Provide examples and problems encountered.</p> <p>3) SHARE: Discuss with your collages how you could reinforce these practices in the classroom.</p>
<b>Based on:</b>	<p><i>Linse &amp; Weinstein (2016) Penn State's Schreyer Institute for Teaching Excellence</i>  <i>Dr. Kathy O'Bear (2017) <a href="http://www.drkathyobear.com">www.drkathyobear.com</a> (Navigating Difficult Situations Self-Assessment; Suggested Competencies for Whites)</i>  <i>Salazar, Norton, &amp; Tuitt (2009) Weaving Promising Practices for Inclusive Excellence into the Higher Education Classroom</i></p> <p><a href="https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf">https://www.csun.edu/sites/default/files/CSUN.Inclusive.Teaching.Practices.aug2017.pdf</a></p>

## INCLUSIVE PEDAGOGY





RATING	STRATEGY
	Engage students using frequent active-learning techniques (e.g., think-pair-share, debate, student-led discussions, group-work, experiential learning).
	Use a variety of teaching methods; do not rely solely on one-way communication.
	Provide brief intervals during class for students to reflect upon what they have just learned (e.g., break up class meetings into mini modules).
	Provide opportunities for students to use or apply the course material/content. Invite students to share their knowledge in multiple ways.
	Balance material that emphasizes practical problem-solving methods (applied) with that emphasizing fundamental understanding (theoretical memorization).
	Elicit and build on students' funds of knowledge (i.e., find out what their prior knowledge is and build upon it).
	Allow students, as much as possible, to collaborate/cooperate on homework and class assignments.
	Offer a variety of ways to recognize student participation (e.g., express their engagement) other than speaking aloud during class.
	Foster student choice and control (e.g., selecting topics to study, helping to decide class dynamics, weighing different aspects of the course).
	Include authentic assignments such as life history interviews, personal stories of survival, and autobiographical writing/journaling, portfolios that will diversify and personalize learning.
	Provide opportunities for students to use or apply the course material/content. Invite students to share their knowledge in multiple ways.
	Balance material that emphasizes practical problem-solving methods (applied) with that emphasizing fundamental understanding (theoretical memorization).



## Annex 4.8. Activities that build knowledge and skills



Activities in this section reflect the importance of taking awareness to the next level—Action! Building the knowledge and skills of students, families, school staff, and members of the community increases the likelihood that inclusive practices will become integrated into the framework of the community.

### Content

<b>Objective</b>	<p>Activities in this section reflect the importance of taking awareness to the next level—Action! Building the knowledge and skills of students, families, school staff, and members of the community increases the likelihood that inclusive practices will become integrated into the framework of the community.</p>
<b>Starting Out</b>	
<b>Task</b>	<p><b>Activities that Build Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>▪ Take time out to explore your students’ interests. Ask students to identify topics that interest them and activities that occupy their free time. Try to incorporate some of their interests and likes into your classroom.</li> <li>▪ Ask students to complete a Learning Style Assessment. Host a classroom discussion about the various ways that people learn and why it is important to know how each individual learns the best.</li> <li>▪ Incorporate the teaching of study skills into the classroom curriculum. These supports serve to increase the achievement levels of all students.</li> <li>▪ Encourage students to use graphic organizers as tools to write essays/stories/projects conveying their thoughts and ideas.</li> <li>▪ Have the class study the use of “person first” language when talking about people with differences in language, culture, and ability. The lesson includes a discussion of what personal characteristics you want people to emphasize when they refer to you.</li> <li>▪ Allow students to make a choice of how they will demonstrate their learning on a specific topic. Encourage students to be creative and to be able to explain why they chose to be assessed in their respective ways.</li> <li>▪ Have students study the demographics of the community. Do the services provided adequately serve</li> </ul>



	the needs of the community? What recommendations can be made to community leaders and local government?
Based on:	<a href="https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf">https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf</a>



## Annex 4.9. Activities that build knowledge and skills



Continuing learning outside the classroom - homework, use of a book club, use of drama, encourage doing a shopping list, for example, small follow-up in daily life, recipes, relating grammar to real life, e.g., imperatives - give your flat mate instructions, group use out of class - e.g., a coffee shop with tasks to be completed.

### Content

<b>Objective</b>	Increasing vocabulary and confidence in the new language by reading for fun
<b>Starting Out</b>	
<b>Task</b>	<p><b>Reading for fun</b></p> <p>For discussion lessons, send students home with the reading assignment instead of setting aside time for them to read it silently in class. You should introduce key vocabulary beforehand and give students some topics or questions to think about during their reading so that they will know what to focus on. You can then do some pronunciation practice and comprehension checks in the next lesson. A discussion could also be based on the material students read.</p> <p>This type of homework activity really makes the most of the time you have with students and gives them an opportunity to think about the material before having to discuss it.</p>
<b>Based on:</b>	<a href="https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html">https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html</a>



## Annex 4.10. Use their imagination



Some students are reluctant to give their own opinions about certain topics. This activity will allow them to practice agreeing and disagreeing without compromising them.

### Content

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<b>Objective</b>	This activity could be used to focus on giving advice, voicing an opinion, or politely agreeing or disagreeing.
<b>Starting Out</b>	
<b>Task</b>	Give students a dialogue to read and ask them to think about the different characters. These dialogues could be based on work, school, or personal interactions. In the next class, discuss students' opinions of the characters from the dialogue and give students some options for what the next part of the dialogue could be. Ask students to defend their choices. For instance, give students a conversation in which two colleagues are discussing Employee C and end the material you give them for homework with one person complaining that Employee C did not deserve to get a promotion. In the next class you can talk about the appropriateness of this conversation, what students think of the two characters, and what the other character should say next.
<b>Based on:</b>	<a href="https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf">https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf</a>



## Annex 4.11. Interviews



It is important that students practice the language outside the classroom. For this reason, it is very useful to provide them with the tools to practice with a purpose.

### Content

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<b>Objective</b>	Give the students the opportunity to practice the language outside the class with a relevant task
<b>Starting Out</b>	
<b>Task</b>	Simple interview activities can be done with students of all ages. For this activity, ask students to interview family members or friends. This is especially good practice for using reported speech but can be used to talk about other topics too. You can provide students with some basic questions to give their interview some structure and have them build on it using their own questions. In the next lesson, students can report their findings and discuss the material with the rest of the class.
<b>Based on:</b>	<a href="https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html">https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html</a>



## Annex 4.12. Roleplays



Role plays for homework are fun too. This will give the students the opportunity to practice real life situations in a safe environment.

### Content

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<b>Objective</b>	Give students the opportunity to practice real life situations in a safe environment
<b>Starting Out</b>	
<b>Task</b>	<b>Role Plays</b> <p>Students work together in class to develop their own scripts, but they can practice and memorize their lines as homework. You ask your students to write the script about real-life situations such as shopping, going to the doctor or going to a restaurant. Since students may not be able to meet one another outside of class, be sure to give students some time to practice together in their groups before the final presentation.</p> <p>You do not have to make it the focus of all your lessons from the time it was introduced until its completion. Introduce the activity in one lesson, check to see if students have any questions about it in each class period after that, give them time to practice, and finally have students present their role plays.</p> <p>You can ask them to use the phrases they have memorised in a real-life situation and to tell you how they felt.</p>
<b>Based on:</b>	<a href="https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html">https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html</a>



## Annex 4.13. Worksheets work wonders



To engage students in language learning, it is important that they use the target language for fun. For example, some leisure activities.

### Content

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<b>Objective</b>	Students use the language they are learning for fun
<b>Starting Out</b>	
<b>Task</b>	<b>Worksheets Work Wonders</b>  Some worksheets may also be appropriate for homework. If there is an exam coming up, students may appreciate optional study material for further practice. While crosswords are not a great use of class time for adult learners, providing students with an occasional crossword for homework may be fine. They are enjoyable and do not take long periods of undivided attention to complete; in fact, crosswords can be done gradually in free time such as during the commute to work. They are good practice material because they focus on checking vocabulary comprehension or expanding vocabulary; both of which are very important to adults.
<b>Based on:</b>	<a href="https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html">https://busyteacher.org/4286-adult-esl-learners-homework-assignments-that-work.html</a>





## Annex 4.14. One Minute paper reflections



Reflecting about their own learning experience will allow students to take control of their learning process.

### Content

<b>Objective</b>	Allow students to reflect on a topic or what happened in a discussion. This will help them to reflect about their own learning experience and take control of their learning process.
<b>Starting Out</b>	
<b>Task</b>	<p><b>1-minute reflections – Individual activity</b></p> <ul style="list-style-type: none"> <li>▪ Provide students with one question for brief reflection. Emphasize that responses should be concise.</li> <li>▪ Each student then records and submits their answers.</li> <li>▪ As needed, follow up on comments. Be sure to summarize and respond to any important questions or issues that arise in the students' responses the following class. (e.g., concepts that did not seem clear to students).</li> </ul> <p>Examples of questions you can use:</p> <ul style="list-style-type: none"> <li>- What was the most important thing you learned during this class today?</li> <li>- What questions remained unanswered in your mind today?</li> <li>- Of the concepts we learned today, what would you NOT like to have on the exam?</li> <li>- The clearest point of today's class was:</li> <li>- Summarize the main point of today's lecture in one sentence.</li> <li>- What was the most useful or meaningful thing you learned from this assignment?</li> <li>- How I prepared for class today:</li> <li>- What I liked best that helped me learn:</li> <li>- One thing that I wish had been discussed during today's class is:</li> <li>- How do you think you will use what we learned today in your everyday life?</li> </ul> <p>This activity is to be carried out individually.</p>
<b>Based on:</b>	<p><a href="https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html</a></p>



## Annex 4.15. Pro / con grids



This activity can help students in developing analytical and evaluative skills.

### Content

<b>Objective</b>	This activity requires students to go beyond their initial position and reactions and come up with points of discussion for the other side of the issue. Finally, it also requires students to weigh the points of competing positions and claims.
<b>Starting Out</b>	
<b>Task</b>	<p><b>Pro-Con Grid – Individual activity</b> Size of the group: 2 to 6</p> <ul style="list-style-type: none"> <li>- Pick a topic that lends itself to the idea of making lists of pros and cons/advantages and disadvantages for some issue (see pointers for suggestions). Break students up into small groups.</li> <li>- Have the groups come up with at least three points for each side. Additionally, let students know whether they should be putting their lists together in point form or full sentences.</li> <li>- Once students have had time to complete the activity, bring the class back together to share and discuss points on each side.</li> </ul>
<b>Based on:</b>	<p><a href="https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html</a></p>



## Annex 4.16. Case Studies



This is a great activity for students to work on the practical applications of more theoretical or abstract course material.

### Content

<b>Objective</b>	<p>This is a great activity for students to work on the practical applications of more theoretical or abstract course material. For example, students can come up with pros and cons for two possible options or solutions to a case, utilizing two different perspectives presented in the class to attempt to solve an issue.</p>
<b>Starting Out</b>	
<b>Task</b>	<p><b>Case Studies</b> Size of the group: 2 to 4</p> <ul style="list-style-type: none"> <li>- Provide the students with a real-world case for the students to study (e.g., a news article, account of a decision or procedure, video, etc.). Alternatively, have students find their own case to examine.</li> <li>- Individually, or in small groups, have students analyse the case using guidelines and a framework provided by you (the instructor).</li> <li>- Have students present their analysis to the class or require groups to turn in written answers. If presenting in class, try to facilitate discussion such that students connect the case with material in class.</li> <li>- After student analysis has been completed, ensure that the group has concretely discussed how the case study illustrates application of theoretical or background concepts from course material.</li> </ul>
<b>Based on:</b>	<p><a href="https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html</a></p>



## Annex 4.17. Complete turn taking



This activity will allow students to speak without interruptions and to work through some of their questions or concerns.

### Content

<b>Objective</b>	<p>A benefit of this activity is that it allows students to speak uninterrupted. It also allows the students to work through some of their issues, questions or concerns with the text together.</p>
<b>Starting Out</b>	
<b>Task</b>	<p><b>Complete Turn Taking</b>            Size: Entire class, or small groups (maximum 8 per group).</p> <ul style="list-style-type: none"> <li>- Each student should be asked to bring a couple of questions to class. These can either be questions to clarify, issues they think were left unresolved, or ideas or positions not yet considered.</li> <li>- Have the entire class arrange themselves in a circle. Alternatively, students can be in small-medium size groups.</li> <li>- One student reads a question aloud. The student to their left then has one minute of uninterrupted time to speak and give their thoughts. This person signals that they are done speaking by saying, "OK, I'm done."</li> <li>- The next person to the left goes, has one minute of uninterrupted time to speak, and signals they are done by saying, "OK I'm done." Finally, the third student to the left goes, following the same pattern.</li> <li>- After three people have had a chance to speak, the conversation is opened up to the whole group for two minutes of discussion.</li> <li>- The next student gets to ask a question, and this cycle continues.</li> </ul>
<b>Based on:</b>	<p><a href="https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html</a></p>



## Annex 4.18. Quescussion



Quescussions are a great way to generate lists of questions people might ask, or questions they want to address in a paper.

### Content

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<b>Objective</b>	It is a great activity for controversial topics. In getting students to ask questions, you're inviting them to generate a variety of thoughts about the topic without them directly stating their own views.
<b>Starting Out</b>	
<b>Task</b>	<b>Quescussions</b> Entire class activity. <ol style="list-style-type: none"><li>1. The facilitator starts the Quescussion by asking a question related to the discussion topic and writing it on the board.</li><li>2. Participants may only respond or add to the discussion in the form of more questions. Each question is written down on the board.</li><li>3. There are three rules: (1) Only questions are allowed. (2) If someone makes a statement everyone yells "statement!" and (3) Two other people must speak before a participant can participate again.</li><li>4. The class can then focus on one or two of the key questions raised in greater depth.</li><li>5. Additionally, with each question students will likely think of answers to the proposed question.</li></ol>
<b>Based on:</b>	<a href="https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html</a>



## Annex 4.19. Post it parade



This activity will help the teacher or instructor to get a general sense of the concerns of the students. It is an important activity to create an inclusive learning environment.

### Content

<b>Objective</b>	This activity is a way for the instructor to get a general sense of what sort of questions, concerns or ideas the students may have.
<b>Starting Out</b>	
<b>Task</b>	<p><b>Post-it Paradise</b> Individual, pairs, or small groups</p> <ul style="list-style-type: none"> <li>- Students are provided with a question or prompt for which they need to generate ideas, solutions, etc.</li> <li>- Give each student a few post-its and have them write out 1 idea per post-it.</li> <li>- Students then post the post-its on the board or wall. Depending on the question or prompt, it may be useful to have them place the post-its in areas to group them by topic, question, chronologically, etc. or use different colours for each topic.</li> <li>- The topics can be addressed in the same class or in next classes.</li> </ul> <p>It could be done at the beginning of the course to see what are the topics the students are interested to and prepare the classes in the course accordingly.</p>
<b>Based on:</b>	<p><a href="https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_exampls_of_active_learning_activities.html</a></p>



## Annex 4.20. Snowbowl



An excellent activity to promote intercultural understanding.

### Content

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<b>Objective</b>	To promote intercultural understanding.
<b>Starting Out</b>	
<b>Task</b>	<b>Snowbowl</b> Entire class activity <ul style="list-style-type: none"><li>- Present an idea, question, or issue to students. Each student first thinks about the idea/question/issue for one minute, with the goal of generating at least three reactions, comments, answers, etc.</li><li>- Two students then come together with their lists and try to come up with three things they agree on.</li><li>- The pairs of students then join with another pair and try to come up with three things they agree on. Repeat for as many iterations as desired.</li><li>- Eventually, bring the class together as a group to hear what the students have decided are the three most important issues, questions, ideas relevant to the topic discussed.</li></ul>
<b>Based on:</b>	<a href="https://www.queensu.ca/teachingandlearning/modules/active/12_examples_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_examples_of_active_learning_activities.html</a>



## Annex 4.21. Line up



This activity helps to highlight the wide range of opinions that may exist about a certain issue. It will help students understand

### Content

<b>Objective</b>	Highlighting the “shades of grey” in issues. Line-ups allow for interactions and the opportunity to have one-on-one discussions and to get an idea of the wide range of opinions that may exist about a certain issue.
<b>Starting Out</b>	
<b>Task</b>	<p><b>Line up</b> Entire class activity</p> <ul style="list-style-type: none"> <li>- Ask the entire group to line up along one wall of the class and then present an issue.</li> <li>- Tell the class that the right end of the line represents the position “yes, I agree completely” and the left end of the line represents the position “no, I completely disagree.” Students should mingle and discuss their opinion on the issue, eventually finding and taking their appropriate position within the continuum.</li> <li>- Once students are in place, take a few moments to discuss why they have chosen the position they have in the various locations in the line-up.</li> <li>- Repeat for a variety of questions.</li> </ul> <p>For another version of this activity, tape a circle in the centre of the room. Students who agree should stand close to the circle and those who disagree should stand further away. Ask students who are on the extremes (close or far away) and in the middle to explain why they chose that location.</p>
<b>Based on:</b>	<p><a href="https://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html">https://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html</a></p>





## Annex 4.22. Activities that influence the system



Activities in this section reflect the importance of taking knowledge and skill to the next level— Change within the system! By changing the policies, procedures, and culture of our training organizations, it is more likely that positive advances in inclusive education will become an integral part of the community framework.

### Content

<b>Objective</b>	<p>Taking knowledge and skill to the next level. By changing the policies, procedures, and culture of our educational centres, it is more likely that positive advances in inclusive education will become an integral part of the community framework.</p>
<b>Starting Out</b>	
<b>Task</b>	<p><b>Activities that influence the system</b></p> <ul style="list-style-type: none"> <li>• Develop a list of ways that your classroom can be more inclusive. Set goals throughout the year towards realizing your ideal classroom.</li> <li>• Organize the classroom to accommodate diverse learners. Consider lighting, placement of furniture, proximity of workspace to distractions, and availability of a broad range of materials (e.g., visual dictionaries, maps, posters with basic grammar rules or phrases commonly used in the classroom: what does it mean, how do you say it?).</li> <li>• Instead of creating a unit or lesson plan for a new subject area, ask your students how they would like to learn a particular topic. Have them work in groups to create a plan for learning and practicing the new content.</li> <li>• Create a “Grab and Go” box that contains after school ideas that encourage learning, volunteerism, and goodwill projects. Each day upon dismissal the students have an opportunity to pick a surprise suggestion out of the box. Set up a reward system (pencils, posters, and stickers promoting the Week) for students who successfully complete their task.</li> <li>• Incorporate a lesson that highlights the work that UNESCO (United Nations Educational, Scientific and Cultural Organization) is doing toward promoting</li> </ul>



	<p>inclusive education around the globe. Find more information at <a href="http://www.unesco.org">http://www.unesco.org</a>.</p> <ul style="list-style-type: none"> <li>• Label items in the classroom with pictures, object cues, words in the language they are learning or any other symbol system that will support the students in the classroom.</li> <li>• Differentiate instruction to target the learning styles of the students in your class. Identify learner outcomes on various levels so that all students can be successful.</li> <li>• Develop a new lesson plan format to highlight the strategies you will use to meet the needs of diverse learners.</li> <li>• Embed lessons on diversity and multiculturalism in already established units and lesson plans.</li> </ul>
Based on:	<p><a href="https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf">https://inclusiveschools.org/wp-content/uploads/2018/08/2018-Celebration-Activities-for-ISW.pdf</a></p>



## Annex 4.23. Grouping students



Self-reflection about the different layouts in the classroom and the advantages and disadvantages of each one. What is the best way for your students?

### Content

## GROUPING STUDENTS

<b>Whole class teaching</b>	
Students sitting in rows listening to a teacher who stands in front of them.	
Advantages	Disadvantages

<b>Students on their own</b>	
Students working in a pattern of individualized learning, e.g. doing exercises or writing a composition.	
Advantages	Disadvantages

<b>Pair work</b>	
Students working in pairs.	
Advantages	Disadvantages



<b>Groupwork</b> Students working in groups.	
<b>Advantages</b>	<b>Disadvantages</b>

<b>Whole class teaching</b> Students sitting in rows listening to a teacher who stands in front of them.	
<b>Advantages</b>	<b>Disadvantages</b>

### YOUR PERSONAL EXPERIENCE

Do you usually work in one of these grouping configurations or do you use a range of them?

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Which one is your favourite and why?

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Which one do you like the least and why?

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## Annex 4.24. Effective learning and teaching techniques – A case study



This activity will help the teacher to reflect on different teaching techniques that can be used in a classroom.

### Content

## EFFECTIVE LEARNING & TEACHING TECHNIQUES

You are the teacher of a class with the following characteristics:

Number of students:	16
Age of the students:	young adults (18 to 25)
Subject of the class:	English - level B1
Characteristics of the students:	<ul style="list-style-type: none"><li>- They are interested in the subject and there are no serious behaviour problems.</li><li>- Some of the students usually arrive 5 or 10 minutes late, as they come directly from work.</li><li>- A couple of women (Maria and Lidia) like to talk together about personal things, especially when they are doing pair-work.</li><li>- There is a student (Michael) that has a very high level of grammar but struggles with speaking.</li><li>- Another student (Andre) keeps asking questions or making comments that are not related to the lesson.</li></ul>

You can prepare some cards with different teaching techniques and in small groups the students must choose one of these techniques and prepare a 15-minutes activity that could be implemented in class. For more information about teaching techniques :

<https://democreator.wondershare.com/elearning-tips/best-teaching-techniques.html>

Which teaching technique have you chosen and why?	
What material do you need?	
How would you prepare the activity?	
How would you implement the activity?	
What are the expected results of this activity?	



## Annex 4.25. Classroom management scenarios



This activity provides teachers the opportunity to discuss with other colleagues how to deal with difficult situations in a safe environment.

### Content

<b>Objective</b>	<p>The objective of this activity is that teachers can discuss with other colleagues how to deal with difficult situations in the classroom. It provides them the opportunity to address this topic in a safe environment.</p>
<b>Starting Out</b>	
<b>Task</b>	<p><b>Classroom management</b></p> <p>Make cards with different scenarios related to classroom problems. Discuss in pairs or small groups how you would address these behaviours and why. If you have had similar experiences, you can share them with your colleagues.</p> <ul style="list-style-type: none"> <li>▪ A student approaches you and tells you that he has ADHD (Attention Deficit Hyperactive Disorder). He can't take the test within the time allotted, can't turn in assignments on time, or can't take notes, etc. He is requesting special consideration. Other students in the class overhear your conversation and start to whisper among themselves.</li> <li>▪ You've assigned on-line discussion groups. You are reviewing student postings and discover inappropriate language and sexual references to persons being discussed.</li> <li>▪ A student comes to class who is obviously on drugs or drunk.</li> <li>▪ For a second time, a student arrives to your classroom late (the student is in a wheelchair). Your syllabus specifies a reduction in points for repeated tardiness.</li> <li>▪ Mid-term is approaching. A student comes to you (who has been working very hard) but is in danger of failing the class. The student tells you that he has to pass this class to keep his financial aid.</li> <li>▪ After his first day working at a local high school as part of a service-learning project, Nathan e-mails you and asks if he can switch schools. You have previously worked with the community partner with no issues and are wondering if Nathan may be uncomfortable with the school's demographics.</li> <li>▪ Many of your students come from different cultures with different ethnic and linguistic backgrounds. You have been</li> </ul>



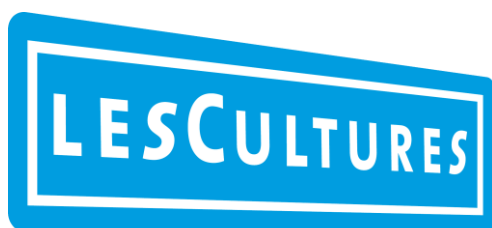
	<p>lecturing and students are complaining that they cannot understand you or follow your logic.</p> <ul style="list-style-type: none"> <li>▪ George, a graduate student in your class, is a know-it-all and calls attention to your mistakes whenever you wander into his field of expertise, so that you now fear discussing anything related to his field.</li> <li>▪ Christopher, an older student in your class, is continuing his training by taking classes in his field. Because of his experience with the topic, the rest of the class defers to his opinion and will often wait until he has the first word. This is compounded by the fact that he frequently will make jokes or interrupt other students, especially if he disagrees with their opinion.</li> <li>▪ After recently modifying your lesson plans to include in-class small team assignments you notice that Genevieve with her head on her desk while her partners are working through the problem. After asking her if something is wrong, she replies that group work is a “waste of time” and thinks that “teachers should actually teach during class.”</li> </ul>
Based on:	<p><a href="https://www.usf.edu/atle/documents/handout-classroom-management.pdf">https://www.usf.edu/atle/documents/handout-classroom-management.pdf</a></p>



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