



Supporting Inclusion and Diversity in Teaching (SIDiT)

Handbook for Teachers

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Introduction



The SIDiT handbook for schools enhances access, participation and success of children across different domains of education.

This handbook assists teachers to enhance their inclusive practices in their classrooms. It provides a practical, accessible approach for teachers to support learners from a variety of cultural backgrounds. Emphasis is placed on fostering confidence, collaboration and enjoyment for children aged 8 to 14.

Further information on SIDiT is available at [**www.SIDiTproject.eu/**](http://www.SIDiTproject.eu/)

I.

SUPPORTING INCLUSION AND DIVERSITY IN TEACHING (SIDiT)

Context

SIDiT stands for Supporting Inclusion and Diversity in Teaching. It is an Erasmus+ project, which responds to the current educational context in Europe, providing resources and training opportunities for teachers to engage with more inclusive teaching.

SIDiT has developed a new teaching and learning approach, which provides a basis for inclusive education for children from diverse backgrounds, with particular emphasis on the inclusion of migrant children.

Aim of SIDiT

The SIDiT handbook is designed to assist learners and teachers engage in effective and innovative inclusive practices. It aims to be accessible for educators to use in their classrooms, while inspiring inclusive teaching and learning. It is informed by good practice examples from the project partner countries. It is a practical resource that invites schools to engage in children-led project work that speaks to local curricula, as well as providing an opportunity to reflect on inclusive practices. This endeavours to complement existing work being carried out in schools.

Development and Implementation

The SIDiT handbook includes a series of lesson scenarios. It presents a methodology founded on principles of inclusive and intercultural education, which combines specific teaching approaches, such as design-based learning, the inclusion of Content and Language Integrated Learning (CLIL) elements, and Universal Design Learning (UDL) principles. The lesson scenarios offer active learning experiences in a variety of different topics and can be used with all children in the class. Topics are relevant to local curricula and learning outcomes; activities support and sustain core skills and knowledge for children aged 8 to 14. The lesson scenarios suggest ways of implementing the SIDiT methodology in the classroom to strengthen children's transversal skills, including digital literacy, media literacy, and entrepreneurial skills.

II. HANDBOOK FOR INCLUSIVE CLASSROOMS

Who should use this handbook?

This handbook is for teachers, educators and all involved in teacher education and continuous professional development, promoting good practice, whether formal or informal, and increasing children engagement. It is also for those who take part in the online Teacher Training Course as part of this project.

Additionally, this handbook is for educational advisors and policy-makers, including Ministries of Education, regional governments and local authorities with responsibilities for education. It is also for those interested in implementing the SIDiT teaching and learning approach and for those who can promote the transferability of the project's methodology to other European contexts.

How to use this handbook

There are eight steps involved in using this handbook:

1. Read through the handbook and familiarise yourself with the concepts that underpin the lesson scenarios;
2. Use the prompts provided in Pillar 3 (see relevant section below) to consider what you have available in your classroom and school to support the lessons;
3. Identify additional resources you may need to ensure you have an inclusive classroom;
4. Work through the lesson scenarios. These lessons are the starting points for your final project;
5. Record the children's work. This can be done through any medium, including photography, drawing, reflective journaling, blog, podcast amongst others;
6. Bring all elements of the lesson scenarios together to develop an ePortfolio of the work. The ePortfolio is a collection of work in electronic format that displays learning over time;
7. Come up with creative names for your project;
8. Share the final project on an online platform.

Inspiration for the development of this handbook

SIDiT's premise is that inclusion within the classroom is a vital first step for children to acquire the mind-set and skills they will need to successfully integrate in broad social groups, and into society as a whole.

This handbook can be used by teachers who want to focus on the development of transversal competences, such as learning to learn, critical thinking, media literacy, entrepreneurship and languages as tools to promote social inclusion.

To achieve this, SIDiT combines existing teaching approaches that promote cross-curricular, activity-based, children-centred, exploratory teaching and learning. It is partly inspired by the CRADLE Project's learning

1. EntreCompEdu and DigCompEdu address the professionalisation of teachers.

The materials are available for free in various languages at www.EntreCompEdu.eu and ec.europa.eu/jrc/en/DigCompEdu.

"Creating Activity Designed Language Learning Environments for Entrepreneurship Education" (CRADLE) was an Erasmus+ Action KA2 project completed in 2020.

CRADLE's four-step process is:

1. Triggering previously learned content and language / prior understanding and research
2. Formulating hypotheses and design activities / idea generation and designing
3. Executing activities and record observations / prototyping and actions
4. Formulating conclusions and generate transfer / evaluation and reflection www.cradleproject.eu

process¹ which allows teachers to monitor children's progress and ensure that children have meaningful learning experiences.

In this process, activities that enhance language skills, as well as entrepreneurial and digital skills are applied or integrated. The DigComp and EntreComp frameworks created by the European Commission in 2016, used to assess and develop digital and entrepreneurial skills, have also served as inspiration for the SIDiT handbook's conceptualisation and development.

DigComp and EntreComp Frameworks

DigComp and *EntreComp* can be used across all domains in the field of education, from early childhood, primary, post primary, third level to adult education². These frameworks enhance educators' digital and entrepreneurial competencies in classrooms across Europe.



European Digital Competence, DigComp

The European Digital Competence Framework for Citizens, also known as DigComp, is a reference framework that describes what it means to be digitally competent. Digital competence is a key transversal competence that means being able to use digital technologies in a critical, collaborative and creative way. DigComp can be used across sectors, disciplines and systems to enable people to develop digital competence.

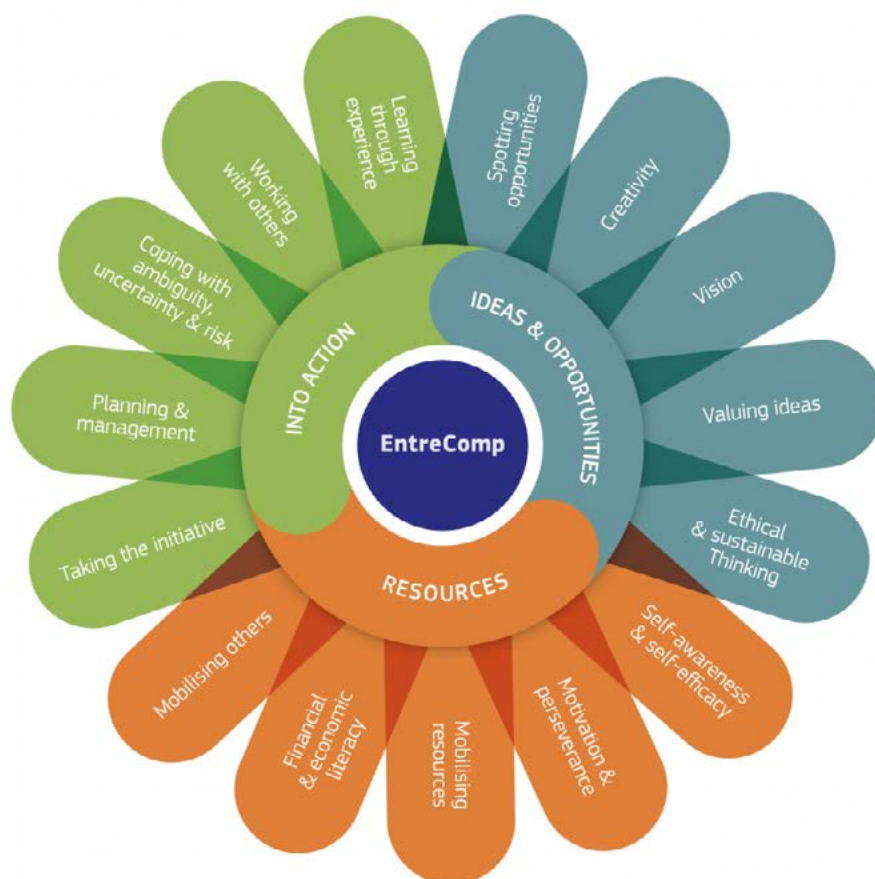
2. EntreCompEdu and DigCompEdu address the professionalisation of teachers. The materials are available for free in various languages at www.EntreCompEdu.eu and <https://ec.europa.eu/jrc/en/DigCompEdu>.

The manual³ outlines 21 competencies necessary to be digitally competent and maps these across eight proficiency levels, from the most basic to advanced levels.

The DigComp model shapes the key components of digital competence in five areas: information and data literacy, communication and collaboration, digital content creation, safety and problem-solving. SIDiT enhances three digital competences in line with the DigComp Framework, as outlined below.

Competence	Hint	SIDiT Application
1. Information and data literacy	1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content	Each lesson scenario invites children to browse and search for information and data relating to each topic and use this data to inform learning. The use of online and offline software programmes and applications facilitates information and data literacy.
2. Communication and collaboration	2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies	The handbook and lesson scenarios invite children to engage with content and information and utilise it to support their learning. Children will collaborate with peers across settings through digital technologies, managing and developing digital identity.
3. Digital content creation	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content	Children will develop digital content in the form of podcasts, media files and sharing points such as dropbox or online platforms.

3. publications.jrc.ec.europa.eu/repository/handle/JRC106281



Entrepreneurship Competence Framework, EntreComp

The Entrepreneurship Competence Framework, known as *EntreComp*, is a reference framework that explains the entrepreneurial mind-set. The aim is to assist with understanding of what is meant by entrepreneurship as a key competence for lifelong learning.

The manual⁴ identifies 15 competencies in three key areas divided into eight levels of proficiency from the most basic to advanced levels. It is envisioned to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations as part of the New Skills Agenda for Europe (Entre Comp into Action, User Guide, 2018, p.13). The three identified areas of entrepreneurial competences are: ideas and opportunities, resources, and into action. In line with the framework, SIDiT aims to meet the competences as detailed below.

4. publications.jrc.ec.europa.eu/repository/handle/JRC101581

Competences per area: IDEAS & OPPORTUNITIES

Competence	Hint	SIDiT Application
1.2 Creativity	Develop creative and purposeful ideas	The lesson scenarios invite creativity, curiosity, communication and cooperation.
1.4 Valuing ideas	Make the most of ideas and opportunities	

Competences per area: RESOURCES

Competence	Hint	SIDiT Application
2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	The lesson scenarios invite creativity, facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation.
2.2 Motivation & perseverance	Stay focused and don't give up	

Competences per area: INTO ACTION

Competence	Hint	SIDiT Application
3.1 Taking the initiative	Go for it	The handbook and lesson scenarios initiate processes that create value; set goals; encourage decision making; active learning; collaborative learning.
3.4 Working with others	Team up, collaborate and network	
3.5 Learning through experience	Learn by doing	

PILLAR 1

INCLUDING CHILDREN FROM DIVERSE BACKGROUNDS

CHILDREN'S RIGHTS

All children have rights, regardless of their background, gender, religion, language, ethnic identity or any other feature of identity. Included is the right to education and, most importantly, the right to education that is respectful of their diverse backgrounds, strengths and vulnerability. Children's rights thus underpin culturally inclusive and responsive education.

Article 28 of the United Nations Convention on the Rights of the Child (UN, 1989) states that all children have a right to basic education, which should be free and compulsory. Article 29 of the Convention states that such education should aim for

- “(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.”

According to Unesco, “schools are often the first place in which a climate of trust and mutual understanding among diverse individuals and communities can be built” (Unesco, 2017, p. 10). In order for this to happen, the educational environment and the teaching and learning must be culturally inclusive and responsive. Culturally responsive teaching comes from a socio-cultural perspective and takes a strengths-based approach that is centred on all children's right to accessing and benefiting from an education that is relevant to them, encompassed in the term culturally relevant education.

Of particular relevance here is the importance of upholding children's rights not just to access education but upholding their rights within education (McCowan, 2013) so that their rights to fair treatment, a name, language, cultural identity are equally upheld in educational contexts and settings as outside of such contexts. A rights-based approach to education must thus underpin culturally inclusive and responsive education.

Rights education, in other words the teaching of rights as a theme or subject, is an important aspect of a rights-based approach to education. However, teaching rights in education is not the same as or equal to upholding children's rights within education. This is an important distinction as schools could potentially be teaching children about children's rights and human rights without seeking to uphold these within the educational setting. An underlying principle of this handbook is that human rights, and specifically children's rights, should underpin everything that takes place within educational settings and contexts. At the same time, it remains important also to teach children about their rights in a meaningful way.

“

All people have the right to education because the capacity to understand the world, and act in it, is fundamental to human life. Education underpins the human qualities of understanding and agency, opening spaces for diverse forms of learning including the development of specific abilities, the acquisition of new knowledge, reflecting on self and context, expanding moral sensibility and reimagining society.

(McCowan, 2013, p. 171)

”

INTERCULTURAL EDUCATION

Background

Intercultural education promotes equality and human rights. It challenges racism, ethnocentrism, and unfair discrimination and it promotes the values of respect and dialogue. Critical intercultural education takes societal power relationships as its focus; it problematises 'celebratory' approaches and aims to challenge dominant discourses and colonial continuities, which perpetuate discrimination locally and globally (O'Toole, Joseph & Nyaluke, 2020). Schools have an important role to play in the development of an intercultural society by facilitating the development of children's intercultural skills, attitudes, values and knowledge and promoting intercultural competence. This competence equips children to participate in and contribute to a diverse society in a respectful and ethical manner, to challenge injustice, and to take a stand against all forms of racism and discrimination.

This vision of education is at the heart of the United Nations' Sustainable Development Goal Four, one of its targets being that by 2030

“

...all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

(Target 4.7).

”

General principles of intercultural competence

Cultural and religious diversity is a reality in every society. Developing intercultural competence through education focuses on understanding others in their particular, often complex, cultural contexts. This understanding is developed partially through learning how to relate to others. Barrett, Byram, Lázár, Mompoin-Gaillard and Philippou (2013) present intercultural competence as a combination of knowledge, skills and attitudes which enables learners to understand and respect people who are perceived to have different cultural stances. Children are taught how to respond appropriately, effectively and respectfully when interacting and communicating with people with different views or ways of life. An inclusive, intercultural classroom contributes to combating prejudice and intolerance and promotes mutual understanding and democratic citizenship.

Culturally responsive pedagogy and anti-bias education

Children have a right to universal basic education, which is free. However, access to education is not enough. Research demonstrates that children's backgrounds and particular circumstances may either hinder or strengthen their meaningful engagement with formal education. A core principle of this handbook is that inclusive education must be grounded in culturally relevant and culturally responsive pedagogy (Ladson-Billings, 1995).

Culturally responsive pedagogy is inspired by principles of criticality and social justice and is defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse children to make learning encounters more relevant to and effective for them” (Gay, 2010, p. 31). Culturally responsive pedagogy recognises the rich and varied cultural wealth, knowledge and skills that children bring to the educational setting. Teachers must understand and value children's and families' ‘funds of knowledge’ (Amanti, Moll and Gonzalez, 2005), based on the idea that children and their families have unique competencies and knowledge that are grounded in their life experiences.

To access and appreciate such funds of knowledge, meaningful and genuine relationships with families are important. Such relationships must be based on respect and on a genuine interest in children, their families, and the diverse cultural backgrounds they represent. Families must feel valued and feel that they can contribute to their children's learning as well as to the educational setting (Kiely, O'Toole, Haals Brosnan, O'Brien, O'Keeffe and Dunne, 2019).

Teachers' own socio-cultural perspectives are also important (Sobel and Taylor, 2011). Teachers have their own cultural perspectives and their own belief systems that will impact how and what they choose to teach. In order to become effective culturally responsive teachers, it is essential that teachers investigate their own assumptions about culture, race, gender, identity, religion, language and learning and identify how such assumptions impact their own teaching. Teachers must engage in a process of ‘active unlearning’ whereby they take a self-reflexive lens to their own assumptions about European/Global North positioning (O'Toole, 2020).

A social justice approach to education simultaneously underpins and supports a culturally responsive pedagogy. In addition to ensuring the inclusion of children from diverse backgrounds, it actively and explicitly promotes critical discussion of issues relating to social justice and thus promotes values and skills relating to critical discourse, the ability to challenge racism and discrimination and foster democratic participation. Thus, as part of a wider culturally responsive pedagogy, the use of the anti-bias curriculum, designed by Louise Derman-Sparks and the A.B.C. Task Force (1989), is very effective. The anti-bias education curriculum has four core goals for teachers and children respectively. These goals underpin this handbook.

Goals for Adults	Goals for Adults
1. To be conscious of one's own culture, attitudes and values, and how they influence practice. 2. To be comfortable with difference, have empathy and engage effectively with families. 3. To critically think about diversity, bias and discrimination. 4. To confidently engage in dialogue about issues of diversity, bias and discrimination. Work to challenge individual and institutional forms of prejudice and discrimination.	1. To support each child's identity (individual and group) and their sense of belonging. 2. To foster children's empathy, and support them to be comfortable with difference. 3. To encourage each child to critically think about diversity and bias. 4. To empower children to stand up for themselves and others in difficult situations.

(DCYA, 2016, p. 35)

Linguistically diverse classrooms

A core consideration in culturally responsive pedagogy is the importance of language and the recognition that many children come to school with the school's language of instruction as a second or other language, which a child may only begin to learn as they enter the educational setting. A culturally responsive approach recognises the importance of supporting such children's learning through a combination of their first language and the language of the school. For example, if a child is supported in their first language and can develop reading and writing skills in that language, such skills are more easily transferred to the instructional language (Cummins, 2000).

When learners are literate in their first language(s), they transfer their literacy knowledge and skills in those languages to the additional language. Research supports the incorporation of the child's first language into the classroom and school whenever possible (Cummins, 2000, 2001, 2014; Kirwan, 2014, 2018). It also enables children to engage in 'translanguaging' where they switch languages at ease, drawing on their entire language repertoire in the process (Conteh, 2018; Sierens & Van Avermaet, 2014, Van Avermaet, 2018).

The recognition of first languages in schools goes to the core of culturally relevant pedagogy; it concerns more than the transfer of learning from the child's first language to the language of instruction, beneficial though that is. The extent to which a child's language is recognised, valued and promoted in schools can greatly impact that child's learning and achievement. Cummins (2000, p. 48) states that interactions between educators and children from diverse backgrounds are "never neutral with respect to societal power relations" and that "in varying degrees they either reinforce or challenge coercive relations of power in the wider society".

Culturally responsive mathematics education

A newer focus in culturally responsive pedagogy is the teaching of mathematics, which is often considered 'acultural'. In other words, children are expected to be able to learn mathematics in the same way regardless of cultural background even when it is acknowledged that children do not learn language and other subjects in the same way. Culturally responsive mathematics education (CRME) acknowledges the connection between mathematics and culture and critiques the type of mathematics pedagogy minority cultures must negotiate to be successful in school.

A greater focus on CRME would afford teachers the opportunity to re-examine the traditional conceptions and practices in mathematics teaching, which do not address different learning approaches and processes. Research suggests that this contributes to low motivation and lack of success in mathematics learning (Greer, Mukhopadhyay, Powell & Nelson-Barber, 2009). It is hoped that teachers who engage with this handbook will also deepen their understanding of how to teach mathematics in a culturally responsive way. This includes honouring children's identities, building an inclusive and collaborative mathematics environment, and ensuring children's success with coherent and connected mathematical understandings.

THE CLASSROOM AS A SAFE SPACE

The creation of a supportive and sensitive classroom climate is a crucial prerequisite to inclusive, intercultural education. The development of an agreed set of ground rules for interactions and group discussion in diverse classrooms is an important starting point and the children should be involved in the agreement of these principles.

In order for dialogue to take place in the classroom, the children need to feel safe to express themselves freely even if their views differ from those of the teacher or their peers. However, it should be acknowledged that there are limits to this freedom. Human rights principles must always be at the core of all classroom practices and there should be no expression of discriminatory, racist or sexist language or any form of hate speech (see www.nohatespeechmovement.org).

It is worth spending time with children in developing a class agreement, which encompasses values as well as behaviours.

Agreeing core values for a class agreement

A simple way of agreeing core values is to ask the children to work in small groups with the following questions:

- *How would you like to be treated by other children when you are working together in class?*
- *How should we treat each other when we disagree?*
- *What are your rights and responsibilities as a member of the class?*

Consensus can be agreed as a class by taking feedback from each group, listing all their suggestions on the board, with one tick for every time a suggestion is repeated. The following ground rules may act as a guide to help ensure sensitivity, inclusion and respect in the classroom:

- Only one person should speak at a time, without interruption;
- Active listening;
- Appropriate language should be used;
- Everyone's views are valued, within reason;
- Tolerance of different ideas;
- Everyone should have the opportunity to express their views, within reason.

REPRESENTATIONS OF RELIGIONS AND BELIEFS IN INTERCULTURAL EDUCATION

Before 2002, work on intercultural education in many European countries did not include religion, as religion was regarded as a matter for the private sphere in those jurisdictions. Following the events of September 11th 2001, it became increasingly apparent that an understanding of religion and beliefs was a necessary part of schooling for young people.

Religious and non-religious beliefs can be considered private and personal for some people and talking about these beliefs in class can cause some embarrassment or a sense of exposure among children, especially if they are from a minority culture or belief (Malone, O'Toole & Mullally, 2020). Distancing techniques can enable learners to engage safely with dialogue and discussion about religious diversity that does not cause undue embarrassment or anxiety.

The following distancing techniques are useful for addressing the sensitivities associated with personal beliefs:

- The use of real people who represent faiths or beliefs far removed from children in the classroom – e.g. well known religious leaders. The children can gain information about different beliefs and practices through researching these individuals;
- The use of artefacts and story to explore a belief rather than asking a child in the classroom to represent a religious viewpoint;
- Persona Dolls - this approach involves telling stories using a Persona Doll⁵. Through creating a lifelike persona for the

5. Persona dolls are specially made child-sized dolls that can be used to provide effective ways to address discrimination and foster empathy and emotional literacy with children.

doll, it becomes like another child, or friend to the children in the class, with real life experiences and ways of life. The doll's stories can comprise experience of inclusion / exclusion, fairness / unfairness etc. The focus is on aiding children to unpack and solve specific experiences relating to diversity that may arise in the classroom.
(See personadoll.uk/about).

It is not sufficient to teach only about the history or phenomena of religions. Religion is not restricted to practices, artefacts and buildings. It is also necessary to attempt to understand the meaning of religious language as used by religious believers, including expressions of their beliefs, values and emotions. Such understanding requires teachers to have knowledge as well as certain attitudes and skills that raise awareness and understanding of the beliefs and values of others, and a commitment to the values affirming human dignity (Jackson, 2014).

Teachers' knowledge of religions and beliefs and their awareness of the backgrounds of the children in their class is also important. The teacher does not have to be an expert in different beliefs but they have a personal responsibility to inform themselves about the backgrounds of the children they work with.

The role of the teacher therefore is crucial. Teachers influence their classroom climate and the relationships established within it. The personality and professionalism of the teacher is important, they need to be aware of their own beliefs and values, and how these relate to their professional role. Teachers also need to be aware of any bias they may hold towards particular beliefs or cultures and aim to adopt an impartial stance in the classroom.

Good facilitation and moderation skills are an essential part of intercultural education. If the teacher takes a too directive role it can disempower children; they may rely on the teacher's arguments rather than develop their own autonomy or criticality. It may also discourage some children from participating. In acting as a facilitator, the teacher's role is often that of 'impartial chairperson', ensuring that all points of view are represented fairly and respectfully. The teacher can explain a range of viewpoints without stating their own. In their role as facilitator, teachers need to try to ensure that dialogue is not dominated by the more confident and articulate children so that those less able or less willing to express themselves in a group context can also have a voice (Jackson, 2014).

Research has shown the positive impact of facilitated discussion and dialogue in classrooms on a child's learning and achievement (Deakin Crick, 2005). This cooperative learning approach empowers children and can lead to increased self-confidence and autonomy. Effective facilitation of discussion and dialogue also enhances learning, motivation and engagement. Increased awareness of other people's views and realities encourages children to reflect upon their own personal beliefs and experiences and can develop empathy and understanding in the classroom.

PILLAR 2

APPROACHES TO TEACHING AND LEARNING

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a learner centred framework that emphasises accessibility, collaboration, and community thus meeting all learners' needs more effectively.

Guidelines for UDL are based on the idea that there is no typical learner and all children learn differently. In order to ensure all children are engaged in the lessons and have opportunities to learn, we must introduce greater flexibility in our teaching and learning approaches. The UDL guidelines are based on three core principles:

Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

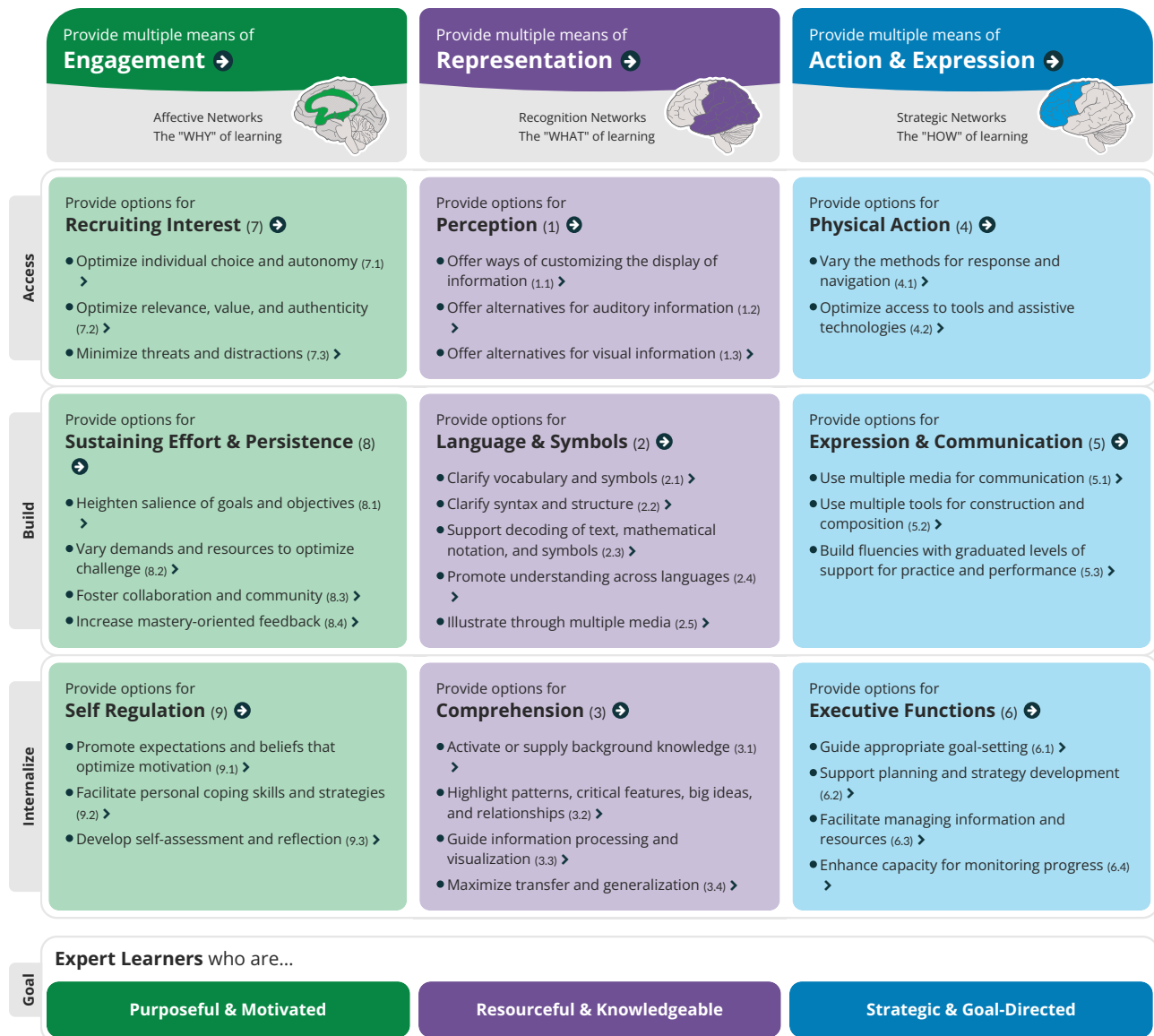


Taken from udlguidelines.cast.org/

THE UDL GUIDELINES

The UDL guidelines can be accessed at www.udlguidelines.cast.org/
Below is an overview of the core messages of the guidelines:

Universal Design for Learning Guidelines



Taken from udlguidelines.cast.org/

USING UDL IN THE CLASSROOM

The following are examples of how to apply UDL in the classroom.

Provide multiple means of engagement

Taken From: www.understood.org/articles/en/understanding-universal-design-for-learning

How can I engage all children in my class?	Examples:
• In what ways do I give children choice and autonomy? • How do I make learning relevant to children's needs and wants? • In what ways is my classroom accepting and supportive of all children?	• Survey children about their interests, strengths, and needs. Incorporate the findings into lessons. • Use choice menus for working toward goals. • State learning goals clearly and in a way that feels relevant to children.

Provide multiple means of representation

Taken From: www.understood.org/articles/en/understanding-universal-design-for-learning

How can I present information in ways that reach all learners?	Examples:
• Have I considered options for how printed texts, pictures, and charts are displayed? • What options do I provide for children who need support engaging with texts and/or with auditory learning?	• Make it easy for children to adjust font sizes and background colors through technology. • Provide options for engaging with texts, such as text-to-speech, audiobooks, or partner reading.

Provide multiple means of action and expression

Taken From: www.understood.org/articles/en/understanding-universal-design-for-learning

How can I offer purposeful options for children to show what they know?	Examples:
• When can I provide flexibility with timing and pacing? • Have I considered methods aside from paper-and-pencil tasks for children to show what they know? • Am I providing children access to assistive technology (AT)?	• Provide calendars and checklists to help children track the subtasks for meeting a learning goal. • Allow children to show what they know through a variety of formats, such as a poster presentation or a graphic organizer. • Provide children with access to common AT, such as speech-to-text and text-to-speech.

THE INCLUSION OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

Content and Language Integrated Learning (CLIL) is a pedagogical approach whereby teaching and learning of both subject matter and language is done via an additional language (Coyle, Hood, & Marsh, 2010, p. 1). There is an equal focus on both the content and the language. CLIL enables the teaching of curriculum subjects, or aspects of such subjects, through a second language that is not the main language of instruction within the school. CLIL is recognised as a successful approach to language teaching and learning in Europe and internationally. Research demonstrates that language learning is more effective when it is combined with content learning in other subject areas (The Irish National Council for Curriculum and Assessment, 2019). CLIL improves children's language proficiency and enables learners to encounter language in context and to use it for genuine communication. The emphasis is on learning the content of the subject and not on grammatical accuracy in the target language. CLIL overlaps with Activity-Designed Learning (ADL) and the underlying pedagogy of "learning/teaching by design" (Sternman, 2015).

How CLIL is incorporated in SIDiT

CLIL can offer flexibility and opportunity to ensure a more focused approach to language learning and teaching in schools. The lesson scenarios developed by SIDiT aim to facilitate CLIL by:

- Inviting the use of more languages across the lesson scenarios that widens the exposure of the children to them.
- Reinforcing the learner's higher order cognitive and creative competences development;
- Utilising and integrating opportunities for language learning and content learning outside of the lesson scenarios;
- Increasing the pedagogical repertoire of all teachers who take up the SIDiT methodology and lesson scenarios;
- Promoting the benefits of multilingualism, including metalinguistic awareness.

Benefits of CLIL through SIDiT

The SIDiT methodology and lesson scenarios hope to enhance CLIL in the following ways:

- Using the lesson scenarios through a CLIL approach will promote motivation and knowledge in both the language and the subject matter;
- The lesson scenarios will engage children in cognitive skills such as higher-order and critical thinking;
- The methodology and lesson scenarios are underpinned by theories that support cultural awareness and a CLIL approach;
- This will offer teachers a chance to enhance their knowledge in intercultural education and increase opportunities in the CLIL approach;
- It will also increase opportunity for teachers to collaborate with teachers from other settings;
- It will increase opportunities for children to speak other languages.

DESIGN-BASED LEARNING

Design-based learning (DBL) is an approach that is project-based in which children actively participate in lessons while designing their work. A key trait of DBL through SIDiT is engaging children in complex processes of inquiry and designing where they must research and critically evaluate certain themes and topics. SIDiT aims to enable the inquiry process through DBL by asking children to carry out design processes comprising project work and ePortfolios in a variety of different technological media such as podcasts, video and audio recordings. Such tasks will enhance problem-solving skills and encourage children to embrace the flexibility that comes with designing a project. Collaboration and team work are also vital elements and these are evident in all lesson scenarios where children have an opportunity to engage with peers.

The benefits of DBL in the SIDiT methodology and lesson scenarios include:

- Enhancing self- confidence;
- More acceptance to mistakes;
- Development of children's interest in the subject topic;
- Collaboration with peers in project work;
- Peer learning;
- Investigative activities;
- Enhancing communication.

The lesson scenarios provide opportunities for the children to process challenging content in order to deepen and refine their understanding of a new topic such as identity, beliefs, cultural awareness and children's rights.

PROJECT WORK

Project work aims to extend beyond the classroom to enhance education and increase opportunities for children to work on a common goal in groups. SIDiT provides opportunities for children to engage in collaborative projects in which they develop learning and thinking skills.

SIDiT develops key competencies of project work through the following:

1. The lesson scenarios have a series of activities that children will research;
2. Children will develop projects around the topics thus working together in pairs, small groups or a full class. This provides opportunities for collaborative learning;
3. The work will be motivating for the children and enhance skills such as teamwork, communication, organisation, problem-solving and self-confidence;
4. Projects can be developed in a variety of different media such as podcasts, Microsoft word documents, collages, videos, audio files etc;
5. Children will engage with peers in class and also peers in other schools in other countries;
6. Project work will be a topic of conversation for peers, the school community and families.

ePORTFOLIOS

Upon completion of the lesson scenarios, classes are encouraged to work on a project based on the lessons. Teachers and children will capture their learning through media such as drawings, photographs, reflective journals, video, podcasts, padlets, blogs etc. in order to create an ePortfolio. Children decide the title of their project and what elements from the lesson scenarios to use. The project can be uploaded onto an online platform thus creating an ePortfolio and it can be shared virtually with schools in other countries.

The ePortfolios will provide opportunities for children to gather their work and enable them to reflect on their learning on specific topics in the lesson scenarios. The ePortfolio attunes children to gathering information relating to what they have learnt and using that information to enhance critical thinking skills and ignite conversations around a specific topic.

Suggestions for ePortfolio online platforms

1. Zoom
2. Microsoft Teams
3. Blackboard
4. Moodle
5. Email
6. Video
7. Photos in a Dropbox
8. Google Drive
9. Audio recording
10. Seesaw
11. Google – Docs / Jam board
12. School blog
13. School website – use a website
14. Flickr
15. Story boarding
16. Book creator

PILLAR 3

PREPARING FOR INCLUSIVE PRACTICE

Introduction

Inclusive education that is responsive to children's diverse backgrounds in terms of culture, language and beliefs, requires self-reflection and preparation. A reflection on teaching and learning practices involves consideration of teaching and learning materials and resources. This section comprises a number of preparation tasks that will help teachers, children and the wider school community prepare for authentic and holistic inclusive education.

Preparation task 1: Agreeing core values in the classroom



In order to establish a safe classroom environment where difficult topics around identity, beliefs and values can be honestly and respectfully discussed, it is important to establish a set of guiding principles or ground rules to follow. Alternatively, in more inclusive terminology, it is important to agree a set of core values that everyone should honour when the lessons are conducted and throughout the school day (See Pillar 2 of this handbook).

Preparation task 2: Foundations for reflective learning



Each child should be equipped with a notebook. The first page in this notebook should contain the core values agreed as a class. The children will write their reflections in this notebook after each preparation task and lesson scenario. Children will be invited to add any thoughts they may have about inclusion and diversity once the implementation of the handbook has begun. The notebooks will help children to track their own personal growth and development and will allow the teacher to track their thinking and feelings in relation to topics covered in the handbook and will in turn stimulate reflective teaching and learning.

Preparation task 3: Thinking/ Feeling box



The class should collaborate in making a box where children can express, anonymously, any feelings, positive or negative, they may experience during the lesson scenarios. The box could be introduced as part of an introductory lesson in tolerance, active listening and empathy. The box should be closed with only a small opening for the notes. The teacher should model using the box by occasionally putting in their own notes. At the end of every week the teacher should check the notes and design a discussion input for the following week to address any feelings or topics from the box.

Preparation task 4: Family wall



As preparation for getting children comfortable talking about their identities, cultures, beliefs and backgrounds, it can help set the scene by creating a family wall in the classroom. The class can choose how this family wall is created by adding photos, drawings, pictures, words or any other media they wish to use to present their family. This task should be kept very flexible in terms of what children are asked to contribute to the wall.

Preparation task 5: Diverse and multilingual teaching materials



As the school's learning environment, including the school library, is prepared for SIDiT, it is important to think through how diverse teaching materials can be created alongside implementing the handbook. For example, if the school library does not include diverse or bilingual/multilingual books, teaching and learning can be used to create such books. Similarly, activities such as the family tree can be done to create culturally diverse and inclusive materials. Children can be involved in making posters that are more diverse and inclusive, which in turn stimulates reflection on messages of inclusion, exclusion and discrimination and also facilitate empowerment, critical thinking and problem-solving. Teachers could be asked as a preparatory task to assess all visual representation and teaching materials in the school for how well they feel everyone is represented in such materials.

Prompts for preparing a culturally diverse and inclusive learning environment

The learning environment

	Yes	No	Teacher's notes
A learning space that feels 'safe' for children to share personal stories and discuss sensitive topics			
A space where children feel they belong			
Visual representation in books, posters, images and messaging... - Are members of a minority group affirmed in the positive sense of their identity? - Is there a method for vetting the appropriateness of images and messages contained in school texts and other resources? (National Council for Curriculum and Assessment, Ireland, 2005, p33)			
Diverse books representing, including but not limited to - Different cultural/race backgrounds - Different folk tales and traditions - Different family types and contexts - Different religious backgrounds and beliefs - Life in different countries - Different physical abilities - Different intellectual abilities - Challenging gender stereotypes - Different languages			
Visual representation - If posters or images are used in the classroom or school, these should represent the identities and backgrounds of the children in the class/school - Where textbooks are used these should be diverse in imagery and visual representation			
Language resources - Bilingual/multilingual books, representing the language of instruction and children's first languages (e.g. English/Arabic, Greek/Arabic) - Readers in children's first languages - Wherever there is print in the learning environment (labels, signs etc), these should be labelled in children's first languages			

Mathematics resources

	Yes	No	Teacher's notes
Variety of concrete objects Examples include: - Cubes - 2-D and 3-D Shapes - Dienes blocks - Money (different currencies) - Clocks - Calendar representing the holidays and celebrations of the children in the class			
Bilingual/multilingual translations of Mathematical terms			
Culturally responsive Mathematics stories			

Teaching and learning

	Yes	No	Teacher's notes
Democratic values that underpin teaching and learning (e.g. children should be invited to share ideas and suggestions for teaching and learning)			
Child-centred learning – children's interests, needs and dispositions are considered in teaching and learning			
Children are encouraged to provide feedback on teaching and learning methods			
Teachers consider children's cultural, linguistic and religious backgrounds when planning			

Teaching and learning

	Yes	No	Teacher's notes
The ethos of the school is inclusive and encourages enrolment of children from diverse backgrounds			
The school community values all parental involvement			
There is frequent and positive communication with all parents			
Parents are invited to contribute to teaching and learning			
The school communicates children's learning to parents			
The school actively works on building positive relationships with families			
The school actively works on building positive relationships with communities			

Forming the lesson scenarios

The theories discussed in this handbook provide the solid basis upon which the lesson scenarios are formed. Each lesson scenario aims to provide motivating, interesting and fun for the children in the class. The following template may be used to design lessons.

LESSON SCENARIO TEMPLATE	
Title	
Aim: This is the broad overview of the lesson.	Examples: (please add your own or use these examples) • This lesson will enhance / foster / support / enable / examine children's learning in... • To encourage positive attitudes in learning and develop an appreciation of... • Develop confidence and competence in... • To create, foster and maintain the children's interest in... • Develop an ability to have clarity in thinking through / about... • Reinforce cognitive ability through... • Augment emotional and imaginative growth through...
Objectives: More specific outline of what will be achieved	Examples: (please add your own or use these examples) • Define... • Identify ... • Create... • Predict ... • Relate their knowledge of ... to ... • Summarise... • Use...
Resources: All the materials that you will use for the lesson	Examples: (please add your own or use these examples) Books, paper, pens, pencils colours, ICT, media print ...
Subject areas: What other subjects does this lesson relate to	Examples: (please add your own or use these examples) Languages, Geography, History, Social Studies, Mathematics, Religious Education...
Transversal Skills: The transversal competences of the students that will be activated/ developed through the lesson	Examples: (please add your own or use these examples) • Digital and Media Skills: information and data literacy, communication and collaboration and digital content creation... • Entrepreneurial Skills: creativity, valuating ideas, self-awareness and self-efficacy, motivation and preservice, problem-solving, personal responsibility, social responsibility, curiosity, communication, cooperation...

Prerequisites: What previous related knowledge have the children in order to ensure they can engage with the lesson and activities	Examples: (please add your own or use these examples) • Reading ability • Writing ability • Language / key words • Comprehension of • Understanding of concepts • Familiarity with subjects • Problem solving ability...
Lesson development	Introduction Use this section to describe how to introduce the topic of the lesson • Describe how to motivate pupil interest in the topic • Introduce key words and warm-up activity (ies) • Reflect on how the skills of the students and their prior knowledge will be activated • Describe the class arrangement (classroom organisation and spatial needs) • Describe to the students what will the lesson examine and what will the main steps be
	Development Use this section to describe the main activities that the children will engage in for this lesson • This will be bullet pointed detailing how the lesson will continue from the introduction • Describe the classroom organisation that will be included at each stage: individual work (IW), pair work (PW) and group work (GW) • Break down the lesson into the key stages ▶ Stage 1: explain the concept ▶ Stage 2: invite talk and discussion and problem solving around the topic ▶ Stage 3: how are the children learning this topic • Reflect on how the children's interest will be maintained
	Closure Use this section to describe how to recap on the teaching points of the lesson and draw the lesson to a close • Reflect on the key learning points • Describe activity(ies) around this topic to tie together the principles you have discussed • Assign independent classwork let children choose their preferred way of working (groupwork or independent work) and/or the topic Examples: do a writing assessment or presentation, develop a newspaper article, design a book, create a poem / song / rhyme, generate a game etc.

Lesson development	Follow up Here you put all information together to create the e-portfolio. The e-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc. – that will be kept in one folder and shared on a common platform You can also introduce additional follow-up activities or ideas on the optimal use of the lesson outcomes that will make learning more permanent
	Revision, Reflection or Expansion of subject into other areas Use this section to reflect on the lesson and identify key points Reflect on how this lesson may be incorporated into other subject areas
Comments	This is an extra space to write down any comments (before and/or after the implementation of the lesson in the classroom) including modifications, potential challenges, or whatever else is relevant to the lesson

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III.

RESOURCES:
LESSON
SCENARIOS

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Lesson Scenarios

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Strand *a*

IDENTITY AND BELONGING

LESSON 1

Title: The “Me Box” Project

Strand: Identity and Belonging

Aim	To develop awareness of cultural differences and similarities and cultural identity construction in order to promote intercultural competence and respect
Objectives	1. To explore cultural identity constructions 2. To identify aspects of their own culture 3. To represent cultural identity 4. To develop vocabulary to reflect on cultural differences with respect
Resources	• Access to a laptop/tablet/ipad or device • Cardboard • Arts materials such as paint and markers • Children’s own artefacts from home
Subject Area(s)	Social Studies
Digital and Media Skills	The use of digital communication and collaboration requires learners to use different software to represent their ideas responsibly for communication, collaboration and civic participation.
Entrepreneurial Skills	The lesson facilitates self-awareness and self-efficacy, valuing ideas, learning through experience, communicating, coping with ambiguity and uncertainty, taking the initiative.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with artefacts and the symbolic representational value of objects. <u>Cognitive skills:</u> Students should have a knowledge of their own culture and be able to express characteristics of that culture. <u>Language skills:</u> Students should be able to understand basic oral and written instructions and be able to formulate short oral or written sentences and questions.

Introduction

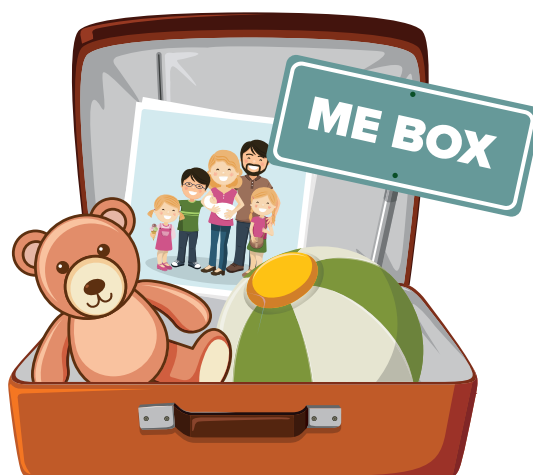
- Introduce the concept of culture and cultural identity and explore together with the students how cultures can be represented.
- Allow students to spend some time reflecting individually on what represents their culture. To facilitate this process, you can provide students with laptops/ipads/tablets which can help their research.
- The students should make a list of this, either digitally or on paper. At this point, it would be good to gather the children again, discuss and compare lists.
- Instruct students to create a medium sized cardboard box or give them boxes.
- Explain that they will use and decorate the boxes, so that the boxes represent their cultural identity. Let students decide themselves how their boxes will be decorated. To do so, they need to use something known about the culture/area they are from by many people e.g. the national flag, passport, known food etc.
- Instruct students to find cultural artefacts/items at home i.e. something that represents:
 - ▶ The student's native language(s)
 - ▶ The student's nationality or ethnic group
 - ▶ The student's religion or beliefs
 - ▶ The student's family
 - ▶ The student's dominant childhood memories
- Give students a week to do this i.e. the lesson could be started on a Monday and students bring in the artefacts on a Friday OR the lesson could be started on a Friday and children bring in the items on a Monday or Tuesday.
- Ask each student to take a photo of each item for the next steps of the lesson.

Development

- Students will put their items in the cultural artefacts 'ME BOX' that they decorated in the first part of the lesson.
- Divide students into groups of three. Each student will present to the rest of the group the cultural artefacts put together in the 'ME BOX'.
- Stay as far as possible out of the conversations and only listen in from a distance. Make sure to remind students about safe and respectful conversations. Students' potential feelings of nervousness or anxiety in sharing their boxes with peers should be affirmed: "It is okay to feel nervous, your peers will be respectful and be interested in your box."
- Bring together the class and ask students from all groups to share what they learned about each other's cultural identities. Ask them to also describe how it felt to share their box with peers.
- Summarize the main findings, while placing emphasis on affirming children's feelings of and reflections on sharing their box and highlighting the need for curiosity and respect.

Closure	• Ask students to use the photos of the artefacts in their box to create a digital version of the 'ME BOX' which they can present to the class. Students are free to use a PowerPoint presentation, Padlet page or similar. With each photo, students can explain what they have included and why and also how it felt to share this aspect of their box with their peers. • This can then be also presented should the class decide to team up with another class to share their digital 'ME BOXES'. • Bring the digital 'ME BOXES' together into a central folder for upload to E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform.
Follow up	• The 'ME BOX' can be used throughout the year and add more items representing other aspects of identity or culture. The box can also be used for some of the other lesson scenarios (culturally responsive maths, children's rights, religion, ritual). For example, when discussing different rights, students can add items that represent rights they feel are met in their own lives and rights they feel are not met.
Revision, Reflection or Expansion of subject into other areas:	To achieve safe and respected conversations during the development of the lesson, you can make reference to Preparation Tasks 1 and 2 from the Handbook and revisit with the students the agreed core values and code of conduct of the classroom.
Comments	

Resources



LESSON 2

Title: **Individual and Group Identity**Strand: **Identity and Belonging**

Aim	To develop an awareness of individual identity.
Objectives	1. To examine what a sense of identity and belonging means 2. To identify aspects of their own identity 3. To explore similarities and differences in identity
Resources	• Access to a laptop/tablet/ipad or device • Paper • Pencils/ Colours (ensure all skin colours are represented) • Sticky Tape
Book suggestion	'The Skin You Live In' By Michael Taylor (2005).
Subject Area(s)	Languages Social and Personal Development Media
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation, safety and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with aspects of their own identity – hair colour, eye colour, skin colour, own interests, hobbies, likes and dislikes. They should also be familiar with using media and technology. <u>Cognitive skills:</u> Students should be able to identify their own characteristics. They should also be able to express their opinion and make suggestions. <u>Language skills:</u> Students should be familiar with basic vocabulary for describing themselves and their own characteristics. They should also be able to understand basic oral and written instructions, to read and understand simple sentences and questions as well as to formulate short oral sentences and questions.

Introduction	• Invite the students to sit in a circle. Tell them that they are going to play a game with the person beside them. Ask the students to work in pairs. One student closes their eyes and has to describe the physical attributes/characteristics of the student beside them. This can include: colour of their eyes, colour of their skin, colour of their hair, do they have a fringe, do they have a parting in their hair, do they have freckles, do they wear a hearing aid, do they wear glasses.... • Then they open their eyes and see if they are correct.
Development	• Assist the students to develop a table to fill out information about themselves. Use the following headings (or add more) ▶ Name ▶ Eye colour ▶ Skin colour ▶ Hair colour ▶ Hobbies ▶ Likes/dislikes ▶ Interests ▶ Languages they speak • Explain to the students that these are all aspects of identity. • For the development of the table, choose between offline and on-line digital tools such as word processors (e.g Microsoft word) or canvases (e.g padlet). Alternatively, you can use traditional methods such as paperboards/ flipcharts. • Prompt students to enter the data on the preferred method. Invite the students to save and print the documents created and to take a picture of this data using cameras, phones or iPads for use in the E-portfolio. Remember to give concrete directions such as: Save the file you created in the desktop in a folder, name the folder etc. • Stick the pieces of (printed) paper onto themselves. • Then, invite the students to walk around the room and see if anyone has the same information as them. Remind them that it all does not have to be exactly the same but they are looking for similarities. • Ask the students to form groups with the people that they find things in common with (use these or come up with your own): ▶ Same eye and hair colour ▶ Same skin colour ▶ 2 of the same hobbies ▶ Same hair colour and height ▶ Can speak the same languages ▶ Like 2 types of the same food ▶ Same eye colour and one same hobby ▶ Same hair colour and one same hobby • Invite the new groups to go to the tables and ask students to discuss in pairs which things are similar and which things are different. • Prompt them to look carefully for the aspects on the cards of their classmates that are different, yet that might interest them to start a conversation. Invite them to ask many questions to each other and open up by talking about their interests with each other.

Development	• Remind them that these are the aspects of their identity that is similar and different to others • Once all groups have finished, go back to the whole classroom and use the following questions to aid discussion: ▸ Was it difficult to find others with similar identities? ▸ What aspects of your identity did you focus on? ▸ What aspects of the identities of your classmates did you learn about, that you were not aware of? ▸ Which aspects of identity are people born with and which ones do we choose?
Closure	• Ask students to introduce themselves and present their aspects of identity in a format of their choice. Encourage students to be creative and let them choose from a variety of online or offline environments. Some ideas would be: create their own avatars, write an online piece, create a sketch/ drawing of themselves. Provide resources for students to work with, such as canvases, tools, avatar creator apps etc. Explain that students can choose to highlight any aspect of their identity they wish to, including their hobbies. Encourage your students to speak for themselves and explain aspects of themselves that make them who they are.
Follow up	Upload the files created and other information from the lesson to the E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform.
Revision, Reflection or Expansion of subject into other areas:	• The next lesson will explore identity and belonging in the wider world. • See also the section on Persona Dolls from the handbook for further learning opportunities.
Comments	

LESSON 3

Title: **Me and The Wider World**Strand: **Identity and Belonging**

Aim	To develop an awareness of our individual identity and identity in the wider world.
Objectives	1. To create a sense of identity and belonging 2. To identify aspects of their own culture 3. To identify aspects of the culture in and features of another country
Resources	• Access to a laptop/tablet/ipad or device • Sticky Tape • Wool / String • Blu tack • Paper • Pencils / Colours • World Map (Peter's Projection) • A variety of books on different countries (ensure that these are reviewed beforehand)
Subject Area(s)	Languages / Geography
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation, safety and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with different countries, have engaged with some kind of map work and have awareness of different languages. They will have basic knowledge of different foods and clothes. If possible, a lesson on Mercator vs Peter's Projection should be carried out beforehand so that students can learn how world maps influence the way we see the world. <u>Cognitive skills:</u> Students should be able to distinguish between knowledge of their own culture and other cultures. They should also be able to express their opinion, make suggestions, argue and justify their choices (in their first language). Care should be taken so that countries outside of Europe are not viewed through a deficit lens and that the sources used for independent research have been vetted beforehand so they do not promote stereotypical views. <u>Language skills:</u> Students should be familiar with basic vocabulary for describing food, clothes. They should also be able to understand basic oral and written instructions, to read and understand simple sentences and questions as well as to formulate short oral or written sentences and questions.

Introduction	• Invite the students to look at different countries in different travel / tourist online and offline media– Travel guide, newspaper travel section, internet, magazines, travel brochures etc. • Ask them to identify a country and say one positive thing about the country. • Show the students a map of the world (Peter's Projection). • Explain that we all live in different countries and have many similarities and many differences.
Development	• Divide the class into groups of 5 or 7 (depending on the size of the class), give each group the name of a country and a book on that country or use an iPad/tablet/laptops and internet access. • Ask each group to write down seven things about the country (see lesson development). • On the map of the world, invite one student from each group to locate the country they live in and the country that the group researches. Connect the two places with a piece of wool and blu tack. Now the task is to find out if there are any connections between countries. • Remind the students that they are working together but each child has a role within the group: ▶ Timekeeper: one person reminds the group of the time they have for the task and when time is up ▶ Investigator: one person will read the information from the available resources about the country for the writer to record ▶ Recorder: one student will write down the information ▶ Resources managers: two students will be responsible to get the materials used, tidy up and put them away after the task ▶ Reporters: two students will report back on the information at the end through photo, written or oral presentation • Assist the students to develop a table to fill out the information about the country they live in and the country they are researching. Use the following headings (or add more) ▶ Languages in the country ▶ Population ▶ Famous people ▶ Films made featuring this country ▶ Currency ▶ Major exports ▶ National flag ▶ Sports ▶ Main foods ▶ Music ▶ Clothes ▶ Rivers / mountains ▶ Religions ▶ Weather ▶ A greeting in the language(s) of the country • For the development of the table, choose between online or offline digital tools (word processors e.g. Microsoft word or canvases e.g. Padlet). Alternatively, you can use traditional methods such as paperboards/ flipcharts.

Development	• Prompt students to enter the data on their preferred method. Invite the students to save and print the documents created and to take a picture of this data using cameras, phones or iPads for use in the E-portfolio. Remember to give concrete directions such as: Save the file you created in the desktop in a folder, name the folder etc. • Once they have completed the task, invite the reporters to report back on the countries and what is similar or different between them. Prompt the reporters to use the tools and resources developed by the groups when presenting. • Now invite each group to explore if any of the countries presented have any similarities or differences. Use the following questions to aid discussion: ▶ What aspects of your country did you focus on? ▶ Was it difficult to find another country with a similar language / food / river / clothes / music? ▶ Which aspects of the countries are very different?
Closure	• Ask students feedback on a country of choice; it can be their home country or any other country they wish to. Use the article(s) for the school newspaper or for another media(s). Students can add photos or other media (e.g videos) to create a digital article or a presentation and make it more appealing. They should be free to choose between different online or offline digital learning environments and social platforms, such as blogs. • Prompt them to also check if their hometown is twinned with another town and include this information in the presentation, as well. Alternatively, students can design a poster of this country with all the main characteristics that they have identified.
Follow up	Bring all information together into a central folder for upload to E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc. – that will be kept in one folder and shared on a common platform.
Comments	

LESSON 4

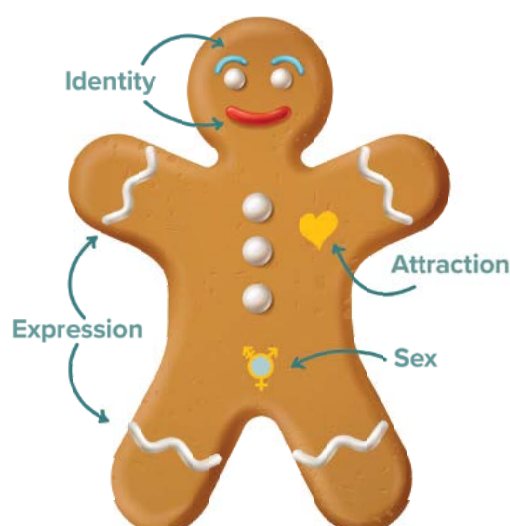
Title: **What is gender?**Strand: **Identity and Belonging**

Aim	Students explore gender stereotypes and their harmful effects (discrimination, prejudice) and develop awareness of gender identity.
Objectives	1. To examine what gender stereotyping means, including its causes and consequences 2. To reflect on their own gender in relation to stereotypes and identify aspects of their own identity 3. To create, foster and maintain interest for a safe and tolerant school
Resources	• Access to a laptop/tablet/ipad or device for the activities - these can be created on Kahoot, Mentimeter or other alternatives • Pictures of children from different cultures and nationalities – you can use a projector or smartboard or printed copies • Picture of the Genderbread Cookie (choose the version that is most suitable to the students' age group)
Movie Suggestion	'Billy Elliot' (2000) or similar
Video Suggestion	Ketnet Generation K, Dr. Bea
Subject Area(s)	Social Studies Social and Personal Development Languages
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with aspects of their own identity. They should also be familiar with using media and technology. <u>Cognitive skills:</u> Students should be able to identify their own personality. They should also be able to express their opinion and to make suggestions, to argue and justify their choices, to have some problem solving ability (in their first language). <u>Language skills:</u> Students should be familiar with basic vocabulary for describing themselves and their characteristics. They should understand basic oral and written instructions, to read and understand simple sentences and questions as well as to formulate short oral sentences and questions (in their second language).

Introduction	• Introduce students a variety of pictures of children that show gender stereotyping and others that counter them e.g. a boys playing with trucks/cars, girls playing with dolls, boys playing and hugging, girls playing football etc. For the photos you can use printed copies or any device (laptops/tablets/iPads or smartphones) or a smartboard or a projector. • Ask students to discuss in pairs what they notice in the pictures. Tell them to focus on how do children look, what they are wearing, what they are holding, what activities are doing and what their expressions are.
Development	• Now, prompt the pairs to take a look at pictures of children. The suggested pictures include children from different countries/cultures. Start the discussion by asking: What makes these children boys or girls? • Ask students to form groups of four and discuss in their own group what do they see in the pictures. • Once all groups have finished, go back to the whole classroom and facilitate a group discussion by asking students to describe what they see in the pictures. • Introduce the poster of the “Genderbread Cookie” and discuss it with the children. Some topics that should come up in the discussion are: sex/gender (assigned at birth), identity, attraction, expression. Facilitate discussion by asking open-ended questions based on the poster, such as: What does identity mean? Is our identity linked to our biology? What makes us unique individuals? etc. • Invite children to open a quiz on the Kahoot-app through their laptops/tablets/iPads or smartphones. Alternatively, the quiz can be created in paper. • The quiz will generate photos of different activities, colors, items or professions which students should categorize by choosing between the female symbol (♀) or the male symbol (♂). Some examples can be: building a house, being caring, playing tennis, making a lot of money, being aggressive, fashion, scientific research, having long hair, blue, being squeamish, being strong, making good food, being a garage owner, getting good marks at school, being reliable, baking cakes, being the boss of the house, working in a daycare center (nursery), putting on make-up, playing videogames, applying nail polish, dancing, being smart, pink, being a surgeon. • Once finished, ask students to check the results. • Reflect on the answers and initiate a class discussion about gender stereotypes. As a first step, introduce and define “stereotype” by first writing it on the board, and asking students if they have heard this word before. Write the definition on the board in simple words e.g “a simple idea that many people believe about a large group of people that is not necessarily true for everyone in that group.” • During the activity, you should allow different opinions to be heard that will represent different cultural, religious or ethnic differences between the children regarding this subject. Some children might get frustrated during the quiz and claim that an occupation/activity is “for all genders”, others might say the exact opposite. You can redo the quiz and talk about every item separately. • Watch a movie or a video about this subject. Some examples are the movie “Billy Elliot” or in Belgium the video on gender of “Dr. Bea” on the children’s channel “Ketnet”.

Closure	• Invite children to open the application “Mentimeter” on their laptop/tablet/iPad or smartphone and scan a QR code. • Ask them to write down three words that describe what they learned or thought about in this lesson. With the help of a smartboard or projector all children can see clouds formed by the words that children have typed. The bigger the words appear, more often these words have been typed. You can discuss this cloud of words with the children and even make a print of it to hang in class. • Ask students to also type any questions they still have about this subject, to be discussed at a later stage. Make sure that anonymity is kept.
Follow up	• Upload the files created and other information from the lesson to the E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform.
Revision, Reflection or Expansion of subject into other areas:	• You can use art lessons to let children reflect on what they learned with this lesson. • You can use the questions of the students in the Mentimeter to create other lessons.
Comments	

Resources



LESSON 5

Title: Peer Pressure

Strand: Identity and Belonging

Aim	Students develop awareness on the issue of peer pressure and the impact that peer pressure has on one's own functioning.
Objectives	1. Be resilient to peers. 2. Verbalize the unspoken rules that characterize the interactions within a group and be willing to take them into account during the activities. 3. Express feelings about your own experiences appreciation of otherness, rejection and exclusion. 4. Describe the mechanisms that can cause children to be excluded from groups.
Resources	• Colored Paper (A4) • Stapling machine (as many as groups) and staples • A timer For each group: • Blue and yellow command card • A stapler and staples • Scissors • A ribbon meter • A pack of playing cards • Questioncards (see appendix) • Access to a laptop/tablet/l-pad/ photo device
Subject Area(s)	Languages Social and personal development Social Studies
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation, safety and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation
Conditions/ requirements	<u>Subject knowledge:</u> Students must be familiar with aspects of their own identity, including their interests, hobbies, likes and dislikes. They should also be familiar with the use of media and technology. <u>Cognitive skills:</u> Students should be able to express their opinion and make suggestions. <u>Language skills:</u> Students must be familiar with basic vocabulary for describing themselves and their own characteristics. They should also be able to understand basic oral and written instructions, read and understand simple sentences and questions, and formulate short oral sentences and questions.

Introduction	• Three students are instructed to go and collect an object of their choice from another teacher. The pupils who are sent outside are going to experience a form of 'peer pressure' during the next steps of the lesson. • When the students are gone, you tell the rest of the class that you are going to play a game. Every time they hear a bell, they have to put a 'hat on' i.e. hands in a triangle above their head like a hat and then continue working. They are not allowed to communicate this with the students who are in the other classroom. • Once the 3 students are back, the class is divided into groups (4 to 5 persons per each group). All material is divided per group and a visible digital timer on the board is placed so that the students can see how much time they have left.
Development	• Each group receives 1 blue card with a group assignment and 1 yellow card with an individual assignment. BLUE CARD: The group must succeed within 15 minutes to make a 3-meter-long paper chain out of colored paper. For this, they will cut from the colored paper circles which they fold and staple. These circles must then be made into a pendulum. YELLOW CARD: Within the same time frame, the group is given the task of completing individual assignments as well, without help from others. The following individual assignment is shown on the yellow card: ▶ Building a three-level house of cards that stays for a while. The student takes a selfie with the tablet with the house of cards as proof. • In between, the teacher rings the bell every 3 minutes. The students who know what the bell stands, form a triangle above their heads. • After 15 minutes, the assignment is stopped and a class conversation follows. • Start a class discussion: ▶ What did you find striking during bell ringing? ▶ Why do you (not) imitate your classmates? ▶ What would happen if you (didn't) participate? Why do you think that? • Go back to the rest of the assignments and ask students: ▶ What did you think of this assignment? What did you find difficult about it? ▶ What did you finish first when things got tough, the individual assignment or the group assignment? Why? ▶ Have you ever experienced that in real life (at school, at home, in the sports club, with friends) that you felt like you had to do something because the others did it too? How did you react then? How did that make you feel?

Closure	• Introduce the concept of ,peer pressure' first with a straightforward and child-friendly explanation. You can also use a video (animated or not) from a trustworthy source (e.g UNICEF etc.). • Then turn to the class and ask: 'Do others decide who I am and what I do?' Prompt students to write some positive arguments on peer pressure on green post-its and some negative examples of peer pressure on red Post-its. • The teacher collects them, reviews them with the class and puts them in the classroom in a visible place (e.g window). The post-its could form the word 'WE'.
Follow up	Upload the created files and other information from the lesson to the E-Portfolio. The E-Portfolio is a folder of work collected during the lesson scenarios - photos, blogs, podcasts, video clips, etc. - that are stored and shared in one folder on a common platform.
Comments	

LESSON 6

Title: **A song for my special person**Strand: **Identity and Belonging**

Aim	To compose a song for someone important in our lives.
Objectives	1. To identify a person who is special in their lives. 2. To engage in the process of song writing. 3. To demonstrate appropriate writing skills. 4. To compose a song. 5. Optional: To create a music video.
Resources	• Paper • pens • pencils colours • drawings • sample songs • visual verses • ICT: Different types of ICT (camera, iPads, access to platforms/apps such as YouTube, iMovies, Mentimeter, Translation apps) Check the school policy on use of ICT for recording
Subject Area(s)	• Music • Social Skills • Reading • Writing • Oral Language
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation, safety and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation.
Prerequisites/ requirements	<u>Knowledge of the subject:</u> Students should have a basic comprehension of rhythm. Students should be able to use ICT. <u>Cognitive skills:</u> Students should be able to express their opinions and make suggestions. <u>Language skills:</u> Students should be able to understand basic oral and written instructions and be able to formulate a short oral or written sentences and questions.

Introduction	• Tell the students that we are going to write a song and make a video for someone special on Mother's Day. • Play some samples of music (with no lyrics) for the students. • Brainstorm: What music reminds them of someone special? • The students vote for their favourite music / melody. This will be used as the background for the song that they will compose.
Development	• The students work in mixed ability groups of four, based on their musical and literacy skills. Play the music in the background throughout the lesson. Stage 1: Brainstorm/Word cloud • Encourage the students to think about the content of their song. - o What message / sentiments do they want to express in their song? Key question: Why is this person special to us? • Create a wordcloud (of key terms / phrases / adjectives) on Menti-meter. Stage 2: Writing Verses • Explain what a verse is, citing examples from songs. A verse is a part of a song that usually deals with a certain topic. After each verse there is a chorus (a part that is repeated several times) and then another verse that can be about something else. • Drawing from the words on the wordcloud, each group will compose one verse and one group will be identified by the teacher to compose the chorus. • Allow 20 minutes for this task. • Remind students that the verses do not need to rhyme. If they want to do so, use ICT to search for rhyming words. • Translation apps may also be used to draw from first languages and to help translate into the language of the school. Stage 3: Reflection • Build in a moment of classroom reflection where everybody puts down their work and stops and listens attentively to the melody playing in the background. • Enquire about the students' experiences so far and invite them to share some examples, ideas or phrases that they are using in their song. Stage 4: Peer review and improve • Invite each group to exchange their verse / chorus with another group. Students read the verses / chorus and offer written tips or suggestions to enhance content. For example: they can use a question mark if they don't understand, they can put a cross if information is missing, they can underline mistakes, they can put two suggestions at the bottom of the page

Development	• Students review the suggestions that they have received. They are free to delete, supplement or insert a suggestion if desired. In this way, they learn that writing is a process in which you do not have a finished product in one go, but where you work on, read back, read aloud, delete and supplement in several steps. • Teacher reads over each reworked verse / chorus. • Invite the students to check if the rhythm is correct by ensuring the verses / chorus are aligned with the melody. Stage 5: Assembling the written song • Each group writes out the final version of their verse / chorus and this will be shared in the e-Portfolio. • One member is nominated to type out the final version of their verse / chorus on one master word document on the smart board. • Show the completed song on the smart board. Stage 6: Practising the song • Invite all students as a class to read the song. • Ask each group to sing their verse / chorus in line with the melody. • Sing the song as a full class.
Closure	Step 7: Closure • Print off and display the song. • Invite students to attach pictures of their special person around the song. • Record the song (ipad, audio tools etc.) and share on the E-portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform. Check school policy before proceeding with this step. • Share the song with their special person (in written form / perform).
Follow Up	Optional extension activities: 1. Perform the song at a school assembly to which their special persons can be invited. 2. Create a music video using the following steps: (a) Brainstorm • In their groups, students plan what they want to show in the video. Prompts: Who? What happens? Where? Decor? Costumes? Props? (b) Music video: Filming Checklist for filming and acting: • Your body language is appropriate (you move with your body). • You use expression (you show with your face how you feel). • The direction of your gaze is good (you look at the camera and you don't show your back). • Use appropriate props.

	• After the students have thought carefully and know what their scene will look like, they will film it using cameras, iPads, smart phones. • Images of their special person can also be used. Use iMovie or a preferred app for editing • Demonstrate how to work with iMovie or preferred app. • Move around the room supporting the students who need help. • Play the video on the big screen and edit as a class.
Comments	

Strand **b**

RELIGION AND BELIEFS

LESSON 6

Title: **Important places**Strand: **Religion and Beliefs**

Aim	To develop cultural awareness in order to foster intercultural competence and acceptance.
Objectives	1. To learn about cultural places from a historical and geographical point of view. 2. To create a sense of self-awareness by identifying places that shape their identity. 3. To develop vocabulary related to culture and history.
Resources	• Google translate or Deepl application • Peter's Projection map of the world • Timeline • Post-cards of important cultural places and monuments (on the back-side is written a note by a child) • Access to a laptop/tablet/ipad or device for the activities
Subject Area(s)	Languages Social and personal development
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation, safety and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation
Conditions/ requirements	<u>Subject knowledge:</u> Students should be familiar with the concept of different cultures. They should be able to identify different places on the world map. <u>Cognitive skills:</u> Students should be able to articulate their feelings, express their opinion and listen respectfully to different opinions. Students should be able to distinguish between knowledge of their culture and other cultures. They should also be familiar with using media and technology. <u>Language skills:</u> Students should be familiar with basic vocabulary for describing their opinions, questions and concerns about religion. They should also be able to understand basic oral and written instructions, read and understand simple sentences and questions, and formulate short oral sentences and questions.

Introduction	Pre-assignment: The teacher provides several cards online with a picture of a cultural place, and at the back a short description of the culture in the language of the country.
Development	• Children choose whether they will work alone, per two or in groups. • Hand out different postcards with the image and name of an important cultural place. On the back of the card is the story of a child who talks about the place and why it is important to him/her. The students translate the text by means of the application Google-translate or Deepl and obtain in this way more information about the cultural place. • Children are given some time to read the card and then discuss it with the whole class. Let them take turns and tell the group what they know about the photo they are holding. Allow students to do some research on the internet, assisted by the teacher, in case they wish to. Some questions to aid discussion would be: ▶ Where is this place? Can you place it on the world map and also attach it to the classroom wall? ▶ When did this place come into being? Frame on the time band and make it visible. ▶ Which cultural/ethnic/religious group is this place linked to? • Think together with the students about important places in their own community or in the world. You can use a mind map in mindmeister.com.
Closure	• Ask students to create a small project to present their own important place. The following information must be included: ▶ Name of the place (If there is one) ▶ Location (frames on the world map / map) ▶ How old is this place? (Fraying in time) ▶ Why is this place so important to you? ▶ Is there a link to your culture? • Allow students to use the materials in the classroom and choose how they wish to present their place. Some ideas would be the following (you are free to add more): ▶ Digital presentation ▶ Creative processing • Students present their place to the class.
Follow up	Upload the created files and other information from the lesson to the E-Portfolio. The E-Portfolio is a folder of work collected during the lesson scenarios - photos, blogs, podcasts, video clips, etc. - that are stored and shared in one folder on a common platform.
Revision, Reflection or Expansion of subject into other areas	This class can be an extension of the 'Me Box Project'.
Comments	

LESSON 7

Title: **Belief Dialogue**Strand: **Religion and Beliefs**

Aim	To reflect upon and discuss personal beliefs and identity in a safe space.
Objectives	1. To develop students' interest in one another's beliefs. 2. To develop students' confidence in expressing their beliefs. 3. To create a safe space where personal beliefs will be respected. 4. To recognise points of difference and commonality in various belief perspectives.
Resources	• Access to a laptop/tablet/ipad or device • 1 Large Dice. Create this using cardboard to make a large cube shape. Tape coloured paper to each side. • Timer • A Bell • Pens and A4 paper
Subject Area(s)	Religious Education, Social and Personal Development
Digital and Media Skills	The use of digital communication and collaboration requires learners to create a power point presentation to communicate their learning. This will enhance information and data literacy, communication and collaboration and digital content creation.
Entrepreneurial Skills	The lesson facilitates self-awareness and self-efficacy, valuing ideas, learning through experience, working with others, coping with ambiguity and uncertainty, taking the initiative.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should have knowledge of and familiarity with their own culture and beliefs and be able to express characteristics of that culture. <u>Cognitive skills:</u> Students should be able to distinguish between knowledge of their own beliefs and culture and other beliefs and cultures. They should be able to express their opinion and have an ability to listen respectfully to different opinions. They should also be familiar with using media and technology <u>Language skills:</u> Students should be familiar with basic vocabulary for describing themselves and their own beliefs. They should also be able to understand basic oral and written instructions, to read and understand simple sentences and questions as well as to formulate short oral and written sentences and questions.

Introduction	• Start a carousel discussion around the class about topics that might be important to the students. To achieve this, invite students to speak about their beliefs, opinions, or convictions from their personal worldview. • Harvest questions about beliefs from the children for discussion and write them on a large dice. Questions may be formed from themes such as money (Is money important?); love (What is love?); faith (Do you have a faith?); gods/Gods (Do you believe is a God or gods?); celebrations, prayer, poverty, death, friendship, the world, life, justice etc. • Create space in the classroom for a large circle of chairs with an inner circle of chairs facing them. Alternatively, the desks and chairs can be cleared and students can stand facing one another. • Divide students into two groups. One group forms an outer circle and one circle forms an inner circle.
Development	• Roll the dice and invite the students in the inner circle to speak to the person in front of them in the outer circle about whatever question is posed from their own personal perspective or worldview. • Students are invited to speak about their own belief beginning sentences with 'I believe', 'I think' or 'I feel'. • Keep a timer and allow students to speak approximately for 1 minute. Ring the bell after a minute and ask the student in the outer circle of the pair to now speak. It is important to explain that they must listen carefully and respectfully to one another and not interrupt. It is not permitted to criticise another person's belief or try to convert them to another way of thinking. • After each member of the pair has spoken ring the bell again and ask the students in the outer circle to move one seat to the right. • Allow the new pair to discuss the same question using the same format. • Repeat this process five or six times and change the question after every second round. • Ask the students to take a moment to reflect quietly on how it felt to listen to one another's beliefs...did they hear anything that made them think differently about their own belief? What did it feel like to agree or disagree with someone's belief? • Give them a sheet of paper to write answers to the following questions: ▶ Write three thoughts you have about one of the beliefs you discussed. ▶ Write about two other viewpoints that you found interesting. ▶ Write about one idea that you would like to explore further. • Take up their answers, shuffle them and then distribute them randomly around the class and invite the students to read the responses written by someone else. Ensure that the answers are anonymous. • Discuss the student's responses to the questions as a class.
Closure	• Invite the students to research the idea or belief they would like to explore further and create a short (3 – 5 slides) powerpoint presentation incorporating some images and words (in any language they wish) presenting what they discovered. Students will be invited to present their research in the next lesson.

Follow up	• Bring the presentations together into a central folder for upload to E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform.
Comments	

LESSON 8

Title: **Creating a Nature Mandala**Strand: **Religion and Beliefs**

Aim	To foster silence and reflection among the students and to appreciate the role of symbol in expressing their beliefs or values.
Objectives	1. To value the importance of silence and reflection in everyday life. 2. To spend time in nature and be aware of the symbolic nature of objects and their ability to hold meaning about what is important. 3. To practice being grateful.
Resources	• This activity takes place outdoors. If possible, bring the students to a place where they can walk in a natural environment. • A large cloth
Subject Area(s)	Religious Education, Social Studies, Wellbeing
Digital and Media Skills	The use of digital content is used to communicate ideas with the students.
Entrepreneurial Skills	The lesson facilitates valuing ideas, self-awareness and self-efficacy, learning through experience, creativity and vision.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with the concept of beliefs and values. This class follows on well from the 'Me Box Project' and the symbol chosen by each student can be added to their cultural artefact box. <u>Cognitive skills:</u> Students should have a knowledge of their own beliefs and be able to speak about beliefs or values. <u>Language skills:</u> Students should be able to understand basic oral instructions and be able to formulate short oral sentences and questions.

Introduction	• This class involves mindful, reflective time in the outdoors. It aims at the creation of moments of silence, reflection, listening, dialogue, creativity and gratitude. If possible, bring the class outdoors to a space where they can wander safely and observe the natural world. • Invite each student to walk slowly outdoors, observing the natural world carefully. Ask them to do this alone, quietly and mindfully. • Explain that if they feel drawn to an object encourage them to stop to observe it more closely. • Invite students to pick up an object they are drawn to from nature that symbolises something that is important to them. They will be invited to discuss this later.
Development	• Bring the class together after about 5 or 6 minutes. You can gather them in a circle outdoors or bring them back indoors to the classroom. • Lay a large cloth in the centre of the circle. • Begin with a moment of silence. Invite the students to close their eyes if they wish and become aware of their breath. • After about a minute ask them to reflect on the object they chose and how it symbolises something that is important to them. • Invite them to turn to the person on their left and share their object and what it symbolises. Explain that they have one minute each to speak and when one person is speaking the other is listening. A further minute is given for dialogue together. • After they have shared in pairs invite the class to create a Nature Mandala together, using the natural objects they chose. A mandala is a Sanskrit word for circle. It represents unity and connection and the activity helps to centre the body and mind. Each object can be arranged to create a circle with a centre-piece and a circular design (see below for an example). • Begin by placing their object somewhere on the cloth and then, invite the whole class to come forward one by one and to slowly, carefully place their object on the cloth to help form the mandala. • Students are free to move pieces around to create greater symmetry if they wish. • This exercise is done in silence. You can play some quiet music if you wish.
Closure	• When the circle is complete invite the students to reflect again for a moment about something they are grateful for. • Go around the circle and ask each student to say one word. They may opt to remain silent if they wish.
Follow up	• Take a photo of the class mandala. The mandala can be displayed in the classroom if there is space. Give copies of the picture to the students to upload to their ePortfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform. • When the circle is dis-assembled invite them to take their object and place it in their cultural artefact box from the 'Me Box Project'.

Revision, Reflection or Expansion of subject into other areas	This class follows on well from the 'Me Box Project' and the symbol chosen by each student can be added to their cultural artefact box.
Comments	

Resources



Strand **C**

SOCIAL JUSTICE

LESSON 9

Title: **Learning about children's rights**Strand: **Social Justice**

Aim	Students are aware of what it means to have rights and what their rights are.
Objectives	1. To know what it means to have rights and which rights they have 2. To explore which rights they feel are realised and not realised in their own lives 3. To explore how the realisation of their rights can be improved 4. To develop vocabulary in relation to rights
Resources	• Access to a laptop/tablet/ipad or device • Big poster paper • Long roll of paper to hang on wall around the class room • Poster paint or big markers • Visual representation (powerpoint or poster) of children's rights (see picture attached to this lesson plan)
Subject Area(s)	Social justice, Identity and belonging, Social studies
Digital and Media Skills	The use of digital communication and collaboration requires learners to use different software to represent their ideas responsibly for communication, collaboration and civic participation.
Entrepreneurial Skills	The lesson facilitates self-awareness and self-efficacy, ethical and sustainable thinking, valuing ideas, communicating, vision.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be able to represent ideas visually. <u>Cognitive skills:</u> Students should have some familiarity with issues around social justice, equality/inequality, fairness and unfairness is an advantage. <u>Language skills:</u> Students need basic oral and written skills to converse and reflect on social justice issues.

Introduction	• Ask children if they know what it means to have rights. Based on the students' answers, explore together what rights mean. • Ask what words students might associate with rights. The focus is on evaluating students' understanding of rights as a concept and the vocabulary around rights.
Development	• Ask students what rights they think they have. Encourage them to give a couple of examples when the class is together as a whole. • Students then discuss briefly in pairs what rights they have and make a list. For the list choose between online digital tools (e.g. Padlet) or traditional methods such as poster. • Each pair of students should then add their list to a poster or a joint online canvas (e.g Padlet) shared with the whole class. Ask students to name this poster or canvas (e.g Padlet) appropriately 'Our Rights'. If online, remember to give concrete directions such as: Save the file you created, name the list as etc. • Bring together the class to go through the students' ideas about what rights they have. • Introduce the United Nations Convention on the Rights of the Child in picture form (see poster attached). Invite students to look at the pictures and ask them if they recognise any rights. • Try to describe all the rights in the poster. Regularly check through dialogue if the students understand what each right is and prompt them to think of appropriate examples. • Then, ask students to compare the UNCRC rights with the list they made themselves and notice differences between the lists. Use the following questions to aid discussion: ▸ Which rights did you not include? ▸ What do you think about these rights? • Prompt students to go back into their pairs and make two new lists on the online canvas (e.g Padlet) or poster: ▸ Which rights they feel are realised in their own lives ▸ Which rights they feel are not realised in their own lives • Bring together the class and ask students which UNCRC rights they see most represented on the lists they created and if they included rights from their own initial list that may not be in the UNCRC rights. • Prompt students to re-design the 'Our Rights' list with the rights they think are the most important for the whole class, whether realised or not. This can act as their own class' charter of rights from now on.
Closure	• If participation in the democratic process is one way for people to claim their rights, what can students do to "claim their rights" in the school? Which rights are particularly relevant for them and which rights do they feel are not realised? Do they need to make proposals to school management? To local government? To families? To peers? • Let students decide themselves how they want to present their campaign to claim their rights. Some ideas could be: make a mission statement, make a presentation to the school management, draft an article for the school newspaper, create a podcast, design a digital poster or their infographics etc.

Follow up	• Ask students to go back to their cultural artefacts 'me box' and add an item for each of the rights they feel are realised in their lives, and each of the rights are not realised. • Bring all information together into a central folder for upload to E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform.
Comments	

Resources



Taken from:

www.unicef.org.au/stories/poster-convention-on-the-rights-of-the-child

LESSON 10

Title: **A bully-free school**Strand: **Social Justice**

Aim	Students develop awareness on the issue of bullying and become familiar with anti-bullying concepts.
Objectives	1. To define, give characteristics and identify warning signals of bullying behaviour. 2. To develop steps on how to overcome and prevent bullying behaviour. 3. To enhance emotional and imaginative growth through 'out of the box thinking' in order to find solutions to social problems such as bullying. 4. To create and foster a safe and tolerant school.
Resources	• Access to a laptop/tablet/ipad or device for the activities - these can be created on Kahoot, Mentimeter or other alternatives • Paper • Pencils/ Colours/ Pens/Glitter/Colourful Stickers • Books
Subject Area(s)	Languages, Social Studies, Social and Personal Development
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with aspects of their own identity. They should also be familiar with using media and technology. <u>Cognitive skills:</u> Students should be able to identify characteristics of their own personality. They should also be able to express their opinion and to make suggestions, to argue and justify their choices, to have some problem solving ability (in their first language). <u>Language skills:</u> Students should be familiar with basic vocabulary for describing themselves and their personality traits. They should also be able to describe feelings. They should understand basic oral and written instructions, to read and understand simple sentences and questions as well as to formulate short oral sentences and questions (in their second language).

Introduction

- Invite the students to sit in a circle and hold two sheets of paper in your hands. Tell students that you will play a game.
- Explain that each sheet represents a hypothetical child, not one in the classroom or the school. Both sheets will be passed on from student to student.
- When the first sheet is in their hands, children are instructed to say a kind, friendly sentence and give it to the child sitting next to them, without folding or tearing it up. Children can put glitter or colourful stickers on it before handing it out.
- When the other sheet is passed on, children are instructed to crumple the paper or mess it up. Before passing it on to the next child, students should say that they are sorry and then smooth it out.
- When the two sheets return to the teacher, students should reflect on what happened to each of the paper sheets and compare the state that they are now in with the state that they were in when the teacher began the exercise. The teacher can aid group discussion with questions such as: What has happened? How do the sheets look now? It is also important to make the link between the wrinkled, torn sheet of paper and people who are bullied. Do the children understand this metaphor? How do they react to it?
- Now, invite the children now to open the Kahoot app on their tablet/iPad or smartphone. Explain that there will be several statements to answer with yes or no about the school. Tell the children that they will each get a nickname, so they can stay anonymous and feel safe to answer honestly. Some of the statements might be:
 - ▶ I feel happy at school / I feel sad at school
 - ▶ I feel safe at school/ I feel unsafe at school
 - ▶ I feel sad at school/ I feel happy at school
 - ▶ I feel scared at school / I feel calm at school
 - ▶ I feel powerful
 - ▶ I engage in bullying behaviour sometimes
 - ▶ I engage in bullying behaviour a lot
 - ▶ I have been bullied at school
 - ▶ I am being bullied now
 - ▶ I can talk to someone when I feel bad
 - ▶ I have no one to talk to when I feel bad
 - ▶ I understand the effect that bullying can have on someone
 - ▶ I don't care about the effects bullying can have on someone
 - ▶ I would like to attend a school where there is no bullying.
- Feel free to pause the quiz at any time to discuss some of the answers.
- Ask the children to give the first word that comes to their mind after the Kahoot quiz. This could be done on the app/ website "Mentimeter" [www.mentimeter.com] on a tablet/lpad/smartphone. The screenshot of this Mentimeter can be printed and hung in the classroom after the lesson.
- Choose a suitable video or film or discuss in group with the students about the causes and the consequences of bullying. Students should see in this film that there can be solutions to this problem. Another option would be to present a diary entry from a child who is experiencing bullying and a diary entry from a child who is engaging in bullying behaviour. These diary entries can be read to the class for comment.

Development

- Introduce the topic of the class by asking: Who wants to try to make our school bully-free? Who dreams of a school where everyone feels safe and accepted? Where there is no bullying, no shaming, no exclusion? Is such a school utopian? How can this be possible?
- Now write on the board the following questions:
 - What does this school look like?
 - How do children feel, play, work in this school?
 - What is allowed (or not allowed) in this school?
 - How can we, the children make this happen?
- Depending on the size of your class, divide students in groups of four or five and ask each group to sit in a different table/station. To form the groups, you can try different playful ways e.g. Ask students to choose their favourite colour or fruit or snack etc. Ask students to group together according to their house number or date of birth or shoe size etc.
- Give each group a stash of small papers and instruct them to take some time to think about these questions.
- Ask all students from each group to pick up a paper from the stash and write down their idea on how they can achieve a bully-free school. They can write down as many ideas as they wish.
- Ensure that students have enough ideas and then give each group a sheet of green and red paper. Explain that each student will read out one of their ideas and then the group will decide whether the idea should go on the red or on the green pile. The red pile is for the ideas that can't be done because they are either too expensive or too difficult to achieve e.g. a big swimming pool in the middle of the schoolyard. The green pile is for the ideas that are worth taking into consideration and can be elaborated in another lesson.
- Remind the children of how we show respect for each other ideas and engage in productive discussion by asking critical questions like: Is it possible to make this project this school year? Is it too expensive for the school to achieve it? Do you think that the teachers would agree to this idea?

Closure

- Ask students to choose from each of the green piles the 2 or 3 most prominent ideas and gather them in a poster or padlet. Feel free to help students choose, if necessary.
- Each student can give 5 points to the best idea and explain that the points must be distributed over at least 2 ideas. Feel free to use a digital app to finalize this part, as well. The most popular ideas will be sorted into categories, with the help of the teacher in a group discussion. These ideas will go to the principal or to the teachers committee for consideration.

Follow Up	Upload the files created and other information from the lesson to the E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc – that will be kept in one folder and shared on a common platform.
Revision, Reflection or Expansion of subject into other areas	• After a few weeks, the children could take the quiz again from the beginning of the lesson. They should compare the results of the two to see if there have been positive changes.
Comments	

LESSON 11

Title: Food Distribution

Strand: Social Justice

Aim	Children critically investigate the issue of food poverty as a matter of social inequality in order to develop a sense of social awareness and a practical understanding of the issue.
Objectives	1. To explain inequity in relation to food distribution 2. To identify the UN Sustainable Development Goals (SDGs) most relevant to distribution inequities 3. To answer a series of complex questions about food inequity in the context of SDG2 in particular 4. To explain the impact of this situation on people's rights as global citizens
Resources	• A digital board or a computer with beamer • Access to laptops/tablets/iPads/computers for research • Poster: UN Sustainable Development Goals • Different types of papers (a mix of colours and textures) • Strips of paper with the names of the continents • Biscuits or sweets: check the school's policy on healthy eating and food allergies in the classroom, as well as sensory issues
Subject Area(s)	Geography, Social Studies, Languages
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with different countries, to have engaged with some kind of map work; especially with Peters Projection, and have awareness of the different continents. Students should also have a basic familiarity with the SDGs. They should also be familiar with using media and technology. <u>Cognitive skills:</u> Students should be able to express their opinion and to make suggestions, to argue and justify their choices, to have problem solving abilities (in their first language). <u>Language skills:</u> Students should be familiar with basic vocabulary to describe food, and also countries/continents. They should be able to understand basic oral and written instructions, to read and understand simple sentences and questions as well as to formulate short oral sentences and questions (in their second language).

Introduction	• Show the Peters Projection map of the world. Ask the students to identify the continents/various regions of the world. Note to teachers: “The Peters Projection World Map of 1974 is an equal area projection. This means that all the countries of the world are represented at true size and proportion to their landmass. This is not true for older projections. The Mercator Map, introduced in 1569 by Flemish cartographer Gerardus Mercator, which was suited to navigation but also used commonly in world maps and is still in use in some classrooms today. The Mercator projection increasingly inflates the sizes of regions according to their distance from the equator, hence areas farther away from the equator appear disproportionately large.” From page 21: www.mie.ie/en/research/publications_and_resources/just_connections_just_trade_a_teaching_resource_about_africa/just_connections_just_trade_a_teaching_resource_about_africa_2018_.pdf
Development	• Create different 'corners' in the classroom. Hang different strips of paper with the names of continents/regions in each 'corner'. These represent the parts of the world: China, Asia, Europe, North America, South America, Africa • Divide the class into small groups according to the division of the world's population: China: 10, Asia: 7, Europe: 6, Africa:3, North America: 2, South America: 2 • Explain that the children in the class represent all the people in those regions of the world. • Show the children 30 pieces of food: sweets, biscuits etc, depending on the school's policy • Ask students to guess how the distribution of these pieces of food should be between the different continents/regions. Record this on a board/flipchart. Students will probably say that each area should get enough for each person in that region. • Now divide the sweets/biscuits for each continent/region, according to the figures below. Explain to the class that this is how the food is actually divided: China: 4, Asia: 1.5 , Europe: 14, Africa: 0.5, North America: 8.5 , South America: 1.5 • Open a class discussion about this distribution, asking the following questions: Think about the way food is divided globally. ▶ What are your thoughts on this? ▶ Who benefits? ▶ Who loses? ▶ Who decides? ▶ Why is this happening? ▶ How can this be addressed? ▶ What can we do? (Addressing food waste; becoming educated about the world; climate awareness and the impact of climate change on food production). Note to teachers: There may not be an actionable outcome that students can take as this is a systemic global problem, but it is also important to point out global initiatives that are being undertaken.

Development	• How does this relate to the SDGs? Which goal in particular aims to address this injustice? (SDG2) • Introduce global movements which aim to address inequity e.g. World Food Programme, UN, UNHCR, FairTrade, showing the organisation logos and where the organisations are located, where relevant. • Explore Sustainable Development Goal #2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture. • Students will now be asked to work in groups and to research the following questions: ▶ <i>There is enough food for everyone. The problem is that food is not distributed properly. Ask students to examine the following link and report back on their findings: sdg-tracker.org/zero-hunger#targets</i> ▶ <i>Research the term ‘undernourishment’</i> ▶ <i>The impact of climate change on food production and distribution: crops failing due to drought etc. “Every day, one in nine people do not have enough food to support a healthy, active lifestyle. This problem has been compounded by climate change, which often has a devastating impact on food security. Severe drought across three continents has led to shortages of food, water and energy.” 2022 data from: developmenteducation.ie/feature/bringing-world-food-day-to-the-classroom/</i>
Closure	• Each group should report back to the other students. Let students decide themselves how to present their findings. They can create a collage, or write an article for the school newspaper, or draft a digital article/presentation, or create a video. Students can add photos or other media to make their work more appealing. They should be free to choose between different online or offline digital learning environments and social platforms, such as blogs. Alternatively, students can design a poster of SDG2 with all the main characteristics that they have identified.
Follow Up	• Upload pictures and other information from the lesson to the E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc. – that will be kept in one folder and shared on a common platform.
Comments	

LESSON 12

Title: **Committed Art**Strand: **Social Justice**

Aim	Expressing reservations and questions about social themes through art.
Objectives	1. To express feelings based on facts and conditions in the world by following current events in the media. 2. To articulate actionable solutions to problems in society and the world within their capabilities. 3. To use examples from one's own experience, illustrate how one can participate in solidarity actions as an individual or as a group and what the usefulness and effect of this is. 4. To set up a creative, action-oriented solution to address a social problem.
Resources	• Exhibition with social themes such as human rights, current affairs, environment, peace and conflict, and democracy • Access to laptop/tablet/i-pad or device • Paint and brushes • Large sheets • Sidewalk chalk • Newspapers, kitchen roll, milk carton, shoe box, pet bottle, egg carton, bottle caps and corks. • Musical instruments • Mentimeter application • Metaverse' application
Subject Area(s)	Languages, Social and personal development, Art
Digital and Media Skills	The use of online and offline software programmes and applications facilitates information and data literacy, communication and collaboration, digital content creation, safety and problem solving.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation
Prerequisites/ requirements	<u>Subject knowledge:</u> Students have their own opinion on social topics and dare to express their opinions. They should also be familiar with the use of QR-codes and other relevant technology. <u>Cognitive skills:</u> Students are able to express their opinion and make suggestions. They are open to considering topics from various perspectives. <u>Language skills:</u> Students should be familiar with basic vocabulary for describing their opinions, questions and concerns about social themes. They should also be able to understand basic oral and written instructions, read and understand simple sentences and questions, and formulate short oral sentences and questions.

Introduction	In the classroom, hang up different posters of the following social themes: human rights, current affairs, environment, peace and conflict and democracy. The classroom should look like an exhibition room.
Development	• The teacher explains the social topics with the help of visual materials (videos, texts, articles etc). This allows the students to form an image of the social topic. • All students must go through the exhibition (posters) that is set up in the classroom. Explain that they must follow the following steps and let them choose whether they will work alone, in pairs or in larger groups: ▶ Scan the posters with the 'Metaverse' application and get information about the artworks. ▶ Take a photo of your favorite artist from this exhibition. ▶ Collect the photo(s) on a padlet and explain why you chose this artist, which work of this artist appeals to you the most and why. • Once the above steps have been completed, start a class discussion by asking: ▶ What are the artists you found most interesting? ▶ How do you interpret the art of the artist? ▶ What do you think they are trying to achieve? Do you think they're going to achieve this or not? ▶ What do all these artists have in common? What do you notice? ▶ What would you call this kind of art? Do you think it's art or just junk? ▶ How would you communicate a message to adults through a word of art? • As a next step, students will get inspired and produce their own piece of 'Committed Art'. They can use all kinds of materials which they will find in the classroom. Before getting started, explain that their art must represent some social theme. Let themselves decide which theme. They are free to choose if they wish to work alone or in small groups. The children will also choose themselves what type of art they wish to make – choose between: ▶ A painting ▶ A chalk drawing on the playground ▶ A movie ▶ A play ▶ An online creation by using Canva ▶ A song ▶ A poem This project also requires from students to create an info sheet with the most important information about this work and place it next to their artwork. Should they wish to, they can put this info online and use the Metaverse' application.

Closure	The students are introduced to the creations of each group/student. A student should explain the work of art created to another group/student. Then, each student/group is asked to answer 2-3 indicative questions on the work of art, through the use of the Mentimeter application. Some questions could be the following: ▶ What social theme is central to this specific artwork? ▶ What do you like most about the artwork? To conclude the lesson, initiate a class discussion through the use of the Mentimeter app. Ask students to name the class exhibition that is comprised of all the works of the students. You can use some of the following questions to aid discussion: ▶ What social themes were discussed during the past period? ▶ What did you find difficult during the process? ▶ What are you proud of achieving during the process? ▶ What name will be given to our exhibition?
Follow Up	Upload the created files and other information from the lesson to the E-Portfolio. The E-Portfolio is a folder of work collected during the lesson scenarios - photos, blogs, podcasts, video clips, etc. - that are stored and shared in one folder on a common platform. There is also the possibility for the students to create invitations and provide an exhibition for fellow students and the teaching staff.
Comments	

Strand **d**

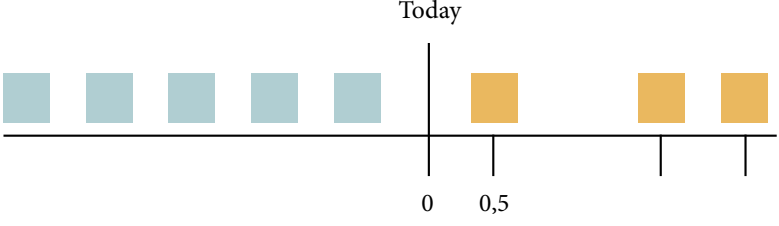
**CULTURALLY RESPONSIVE
MATHS**

LESSON 13

Title: **Teaching positive and negative numbers using the student's personal mathematics histories**Strand: **Culturally Responsive Maths**

Aim	To explore the student's personal mathematics histories, allowing them to reflect on their own personal mathematics subject identity. To provide an opportunity for children to understand and appreciate the relationship between their culture and their mathematical experiences.
Objectives	1. To identify and explain what a negative number is 2. To use integers and real numbers to accurately to illustrate time on a timeline 3. To create their own mathematics personal history timeline
Resources	• Access to a laptop/tablet/ipad or device - Microsoft word, Google Jamboard or a similar alternative are recommended for this lesson • Paper and pencils • Post-it sticky notes (two different colours)
Subject Area(s)	Mathematics, Social Studies
Digital and Media Skills	To enhance digital and media skills this lesson should be completed using online or offline software programmes, for example Microsoft Word and Google Jamboard. This will enhance information and data literacy, communication and collaboration and digital content creation.
Entrepreneurial Skills	The lesson facilitates self-awareness, verbal and written communication, valuing similarities and differences and working with others.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with natural numbers (positive integers) and real numbers (decimal numbers). <u>Language skills:</u> Students should be able to understand basic oral and written instructions and be able to formulate short oral or written sentences and questions.

Introduction	• Begin by talking to the class group about your own (the teacher's) personal mathematics history. • Recall it in chronological order, starting from the earliest memories. For example, begin by talking about how many years old you were when you started counting, when you did your first maths test, when you used maths outside school, when you had a good maths moment, when you had a bad maths moment etc. • Draw the children's attention to any maths games or practices that are specific to cultural identity, e.g. a Chinese board game using maths, learning to count in a different language, exploring maths in Arabic artwork, a traditional folktale or rhyme which had a maths element etc. • As the maths history is being recalled, draw/ write on a digital sticky-note something that represents that 'moment' which all the children can see. The sticky-notes should be arranged in a linear fashion. If Microsoft Word is being used, coloured text boxes will suffice. • Some examples of what could be drawn/written include: a jigsaw piece when speaking about a childhood maths memory, a picture of a suitcase if speaking about saving money for a holiday, the word house if speaking about saving money for a house.
Development	• Once the introduction is complete, distribute the digital devices with five digital sticky-notes (coloured rectangles/text boxes) to each child and ask them to do the same. The children should work in small groups or with a partner to discuss their personal maths histories. Children who have specific cultural references, e.g. a game unique to their culture or a memory of counting in a different language should be encouraged to speak about this and document it on the digital sticky-notes. • Once the children have completed their moments in history, draw their attention to the board. This time with different coloured sticky-notes, think of between three and five moments of my own (the teacher's) "maths future". For example: In six months the time is going to change due to daylight savings and I will have to change the clock, I plan on visiting a country with a different currency in one year's time, I plan to save for a house and purchase it in ten years, or I plan on doing a computer coding course during my spare time. Again, as each moment is mentioned, draw/ write a symbol on the sticky note and place it in a linear fashion and in chronological order. • Once this is completed, instruct students to repeat the same. This may open up a discussion about those who wish to pursue maths in the future at university level or as a career, and those who do not. It is important to highlight although not everyone will choose to pursue maths as a career but an understanding of mathematical concepts is required for us to go about our daily lives successfully. E.g. to drive a car we need to understand speed limits, to buy clothes we need to understand money and basic addition and subtraction, etc. • Once the class have finished this, ask them to arrange their sticky-notes in chronological order on their device, and draw/ insert a straight line below them. • On the board, do the same with my own work (see figure below), and mark in 0 in the middle to represent today. Ask the students to suggest which side of the number line is the future, and which side is the past.

Development	• Bring the students' attention to the 'future' i.e. the sticky-notes to the right of the number zero. Ask the students if one year is represented by the number one, and two years is represented by the number two, what number would they suggest for the information on your first sticky-note. • In this case, the first sticky-note is something that is going to happen in 6 months' time. Children should suggest that it is represented by the number 0.5 on the number line. • Work through all the sticky-note until the 'future' or positive side of the timeline are completed. • Have the children work in small groups to complete the positive side of their number line.  • Next draw the students' attention to the left side of the timeline. Ask them to suggest a number that would represent the event that happened 5 years ago. If a child suggests 5, draw their attention to the number 5 on the other side of the timeline and ask how they might differentiate 5 years in the past, from 5 years in the future. Eventually the students should suggest -5. • Instruct the students to complete the negative side of their personal number lines.
Closure	• Once the students have completed their personal number lines, follow this with a group discussion about negative numbers. Encourage the students to use their maths history number line (or timeline) to talk about it. Encourage the children to point out events on their number line and the corresponding number they selected for it.
Follow Up	• Students could create another timeline related to another area of their lives, or they could track moments in history using a timeline that displays positive and negative numbers. • Students can create questions about their timelines and share them with another school via the e-portfolio on a platform of the schools choosing e.g. dropbox.
Revision, Reflection or Expansion of subject into other areas	• For older students, use this activity to compare the negative numbers on their number lines to BC on a world history timeline, and positive numbers to AD. The class may also talk about how different cultures would have different historical timelines. • For younger students, use this activity to identify other times when students use negative numbers in their lives e.g. the temperature, in an elevator, when you borrow money, etc.
Comments	

LESSON 14

Title: **Using Venn Diagrams to Promote Cultural Awareness and Understanding**Strand: **Culturally Responsive Maths**

Aim	To develop awareness of cultural differences through the use of Venn diagrams.
Objectives	1. To identify similarities between the features their culture and of other cultures 2. To identify and explore differences between their culture and the cultures of their peers 3. To represent and interpret data on a Venn diagram
Resources	• Personal Profile for each child (see attached) • Access to a laptop/tablet/ipad or device for Digital Venn diagram with two (or more) sets- This can be created on Google Jamboard, Microsoft word or similar alternatives. • Pencils/ paper
Subject Area(s)	Mathematics, Social Studies
Digital and Media Skills	The use of online and offline software programmes and applications to facilitates the creation of a Venn diagram. This will enhance information and data literacy, communication and collaboration and digital content creation.
Entrepreneurial Skills	The lesson facilitates self-awareness, verbal and written communication, valuing similarities and differences and working with others.
Prerequisites/ requirements	<u>Subject knowledge:</u> Students should be familiar with Venn diagrams and understand how they can be used to represent data. <u>Language skills:</u> Students should be able to understand basic oral and written instructions and be able to formulate short oral or written sentences and questions.

Introduction	• Provide each student with a personal profile to complete. The information consists of background information, as well as interests. • Once the profile is complete, group the students into pairs or groups of three. The number of students in the groups will depend on the students' familiarity with Venn diagrams. If the students do not have a lot of experience with Venn diagrams, they should be grouped into pairs. Older students can be grouped into threes (or more) to increase the mathematical difficulty of the lesson.
Development	• Students read their personal profile to the other members of their group. Once each child has had the opportunity to do this, facilitate a class discussion about what the students learned about their classmates. • After the group discussion, instruct the students to return to their groups and to determine the similarities and differences between their profiles. The students should highlight in different colours characteristics that are unique to them, and characteristics that are the same as the other student(s) in their group. • After they have completed this, the students should record the data on a Venn diagram (as pictured below). The characteristics that they share should be placed in the middle of the Venn diagram. The characteristics that are unique to one person, should be placed on the appropriate side (left/ right) of the diagram. Where the students have access to ipads/ laptops, digital Venn diagrams can be created in Microsoft Word, Google jamboard or Google Docs.
Closure	• The teacher calls on some students to show their Venn diagram to the class. • Use the Venn diagrams as a stimulus to discuss the use of graphs to help organise information, and in this case, to help observe the diversity in the classroom. • Digital Venn diagrams can be shared with partner schools via a shared google drive, dropbox or alternative platform.

Follow Up	• The students can repeat the exercise with another person in the class, or two of the groups can join together to create a much larger Venn diagram with 4 (or more) circles. • The children can also examine the digital Venn diagrams created by other schools and discuss how their own diagrams could be added to these, examining the similarities and differences that they have with children in other schools/countries.
Comments	

LESSON 14

Title: **Food waste**Strand: **Culturally Responsive Maths**

Aim	Awareness of the food problem. The students discover the food problem through measurements and are encouraged to take action themselves to reduce food waste at school.
Objectives	1. Research questions about food waste at home, at school and elsewhere. 2. Measuring and analysing food waste at school by using the measuring tools. 3. Be able to relate their own consumption to the 'zero hunger' goal of the sustainable development goals.
Resources	• A3 sheets and pens or the online platform 'Mentimeter' • 2 or 3 buckets or plastic containers • A sufficiently large and correctly calibrated scale • Various measuring cups • Template 'measuring is knowing' and biros, see attachment • Template with table for measurements, pencils and slats or Excel document for online processing. Suggestion and source: Brochure 'Kostbare Kost' by the Flemish government in cooperation with Djapo (text) and Impressantplus (design). Link: www.mosvlaanderen.be/kostbare-kost-aan-de-slag-voor-minder-voedsel-verlies
Subject Area(s)	Mathematics, Social and personal development, Languages
Digital and Media Skills	To improve digital and media skills, this lesson should be completed using an online or offline software programme, for example Microsoft Excel. This will improve information and data literacy, communication and collaboration, and the creation of digital content.
Entrepreneurial Skills	The lesson facilitates problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation.
Prerequisites/ requirements	<u>Knowledge of the subject:</u> Students should be familiar with different types of diagrams and understand how they are used to process and display data. Students should have completed Lesson on Food & Social Justice, and have a knowledge of the SDGs. <u>Cognitive skills:</u> Students should be able to express their opinions and make suggestions. <u>Language skills:</u> Students should be able to understand basic oral and written instructions and be able to formulate a short oral or written sentences and questions.

Introduction

- Present the topic to the class by asking out loud: 'How and when do we waste food?'
- Divide the class into a minimum of four groups. Each group collects ideas and answers on an A3 sheet that is divided into three different sections: 'at home', 'at school' and 'elsewhere'. Alternatively, the A3 sheets can be replaced by the online platform 'Mentimeter'. Some questions that students should be able to answer are the following:
 - ▶ What type of food do you often throw away?
 - ▶ When do you throw food away?
 - ▶ Why do you throw food away?
 - ▶ Can you tell by looking at the food that you have to throw it away?
For example: black spots on an apple, mold on a sandwich, the expiry date of a box of cornflakes.

Development

- Compare the answers in class and initiate a class discussion by asking students the following questions. You can continue using the online tool 'Mentimeter', should you wish to.
 - ▶ What is the main cause of food waste at home and at school?
 - ▶ What do you think about food loss at school? How can we measure it?
- Explain to the students that confronting the quantity can make the school team and students reflect and really get them moving. Together with the class, set a concrete goal to reduce food waste, e.g. 'reduce food loss at school by 25%'.
- Ask students to put down ideas on how to achieve this goal, and how this links to SDG2. For example, students can organise a rotating system of groups which each week or month should support the measurements. Some ideas for their tasks would be: to supervise the correct cleaning, place the bucket on the scales and note the weight. For soup, they can measure it by using the measuring cups. The students work with the results of the measurements in the maths lesson. They write down the data on the worksheet, attached, and then place the data in an (online) graph.

Step-by-step plan for the students:

1. Weigh an empty bucket or container. Subtract that weight from each weighing.
2. Provide one bucket or container for edible leftovers and one bucket for the soup.
3. Determine two or three school weeks that are as usual as possible. In this way, the measurement covers approximately the entire menu cycle and we avoid (un)popular menus having an influence on the results.
4. Collect all the edible waste and soup in separate buckets. Weigh the bucket and measure the quantities of soup and note the findings in the worksheet.
5. Collect the data in Excel and make the results visual. This can be done online in a table or graph, but it can also be done more easily on paper.

Closure	• Analyse the data and draw conclusions from the results. • Let the students think about possible actions at the school level to achieve the stated goal. Some examples may be: ▸ Decorate the refectory ▸ Composting with a worm bin ▸ Chickens at school
Follow Up	• Bring all information together in a central folder for upload to E-Portfolio. The E-Portfolio is a folder of work gathered from the lesson scenarios – pictures, blogs, podcasts, video clips etc. – that will be kept in one folder and shared on a common platform.
Comments	

Partners

Multiple partners across Europe (Greece, Belgium, Ireland, Italy and Croatia) join their forces for this programme:



Disclaimer

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