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OBJECTIVE

The project aims to foster a deeper **understanding** of cultural and intellectual diversity in education.

Through innovative **audiovisual presentations** with storytelling components, it endeavors to **raise awareness** about students' unique backgrounds, intellectual capacities, and developmental differences.

The ultimate goal is to promote **social inclusion**, impacting individual and collective perceptions within **school communities** and beyond. By conducting a cross-sectional analysis of learning processes, neurodevelopmental disorders, and socio-cultural diversity, the project strives to provide a holistic perspective on **diversity** in **classrooms**.

The outcomes aim to influence attitudes and generate a **positive impact** on how social realities are perceived and addressed.

05

MICROKOSMOS

micro
kosmos

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UNLOCKING LEARNING MAGIC: A JOURNEY INTO UNIVERSAL DESIGN FOR ALL

MICROKOSMOS - 1

Duration	90 minutes
Target Audience	Primary students and teachers
Materials Needed	Projector and screen Pre-prepared video content for UDL principles Whiteboard or flipchart with markers Handouts or worksheets for group activities Small prizes or certificates for participation

OBJECTIVE



Introduce primary students to the concept of Universal Design for Learning (UDL).




Foster an understanding of UDL principles: Representation, Engagement, and Expression.

Encourage students to explore creative and inclusive approaches to learning.

Promote collaboration and sharing among students.

PRE-WORKSHOP ENGAGEMENT

Promote Awareness: Create visually appealing posters featuring the workshop's title and objectives. Display these posters around the school to pique students' curiosity and generate interest.



PREPARATORY ACTIVITIES (15 mins)

Introduction (2 mins): Welcome students with enthusiasm and explain the workshop's theme: "Unlocking Learning Magic: A Journey into Universal Design for All."

01

Expectations (5 mins): Ask students to share their expectations for the workshop. What do they hope to learn or discover about UDL?

02

Icebreaker: "Magical Connections" (8 mins): Engage students in an icebreaker activity where they pair up and share one interesting fact about themselves. Encourage them to find common interests or unique traits they share.

03



09



VIDEO

Video: Show the video representing the UDL principle of Representation. Ensure that students are comfortably seated for viewing.

Discussion (5 mins): Facilitate a brief discussion. Ask students how they felt about the video and what they learned. Encourage them to share their thoughts and emotions.

INTRODUCTORY ACTIVITIES (20 mins)

01

Reflection: "Discover Your Strengths": Guide students to reflect on the key messages and lessons conveyed in the videos. Ask them to think about their own strengths and unique qualities. Encourage personal connections and insights. Have students share their reflections with a partner.

02

Group Work: "Creating an Inclusive Story": Organize students into small groups. Provide each group with a scenario related to inclusive practices in schools. For example, a scenario about including a student with a disability in a classroom project. Ask groups to brainstorm and create a short story that demonstrates how UDL principles can be applied to the scenario.

03

Sharing: "Sharing Our Inclusive Stories": Have each group share their inclusive story with the larger group. Encourage active listening and mutual learning. Discuss the different ways UDL principles were applied in each story.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Debate: "The Power of Inclusive Education":

01 Organize a debate where students discuss the importance of inclusive education. Divide them into teams to argue for and against inclusive education. Encourage critical thinking and exploration of different perspectives.

Group Work: "Creating an Inclusive Story": Organize students into small groups. Provide each group with a scenario related to inclusive practices in schools. For example, a scenario about including a student with a disability in a classroom project. Ask groups to brainstorm and create a short story that demonstrates how UDL principles can be applied to the scenario.

02

03 **Sharing: "Sharing Our Inclusive Stories":** Have each group share their inclusive story with the larger group. Encourage active listening and mutual learning. Discuss the different ways UDL principles were applied in each story.

POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Debate: "The Power of Inclusive Education":
Organize a debate where students discuss the importance of inclusive education.
Divide them into teams to argue for and against inclusive education.
Encourage critical thinking and exploration of different perspectives.

Action Planning: "Our Inclusive Classroom":
Guide students in developing action plans outlining concrete steps to create a more inclusive classroom.
Encourage them to think about how they can apply UDL principles in their everyday school life.

Replication Strategies: "Spreading UDL Magic":
Provide students with guidance on how to share what they've learned about UDL with their classmates and teachers.
Share practical tips and resources for promoting inclusive learning.

CONCLUSION

1. Summary:

- Summarize the key concepts and lessons learned during the workshop, emphasizing the UDL principles of Representation, Engagement, and Expression.

2. Evaluation:

- Collect feedback from students to assess the effectiveness of the workshop and gather suggestions for improvement.

3. Closing Remarks:

- Express gratitude to students for their active participation and enthusiasm.
- Emphasize the importance of their role in promoting inclusive education and encourage them to apply UDL principles in their educational journey.

4. Certificates and Prizes:

- Recognize students' efforts by awarding small prizes or certificates of participation.
- Encourage ongoing collaboration and sharing of best practices among students.

EMPOWERING INCLUSIVE EDUCATION: THE PEOPLE-FIRST LANGUAGE REVOLUTION

MICROKOSMOS - 2

Duration	90 minutes
Target Audience	Primary School Teachers and Students (Grade 3-6)
Materials Needed	<p>Projector and Screen</p> <p>Pre-prepared video content on People-First Language and inclusivity (age-appropriate for primary students)</p> <p>Whiteboard or flip chart with markers</p> <p>Age-appropriate handouts and worksheets for both teachers and students</p> <p>Small-group discussion materials suitable for primary students</p> <p>Survey forms with simple questions and colorful pencils</p> <p>Preparatory reading materials on People-First Language and inclusion suitable for primary teachers and students</p> <p>Art supplies and craft materials</p>

OBJECTIVE

- Raise awareness about the importance of People-First Language and its role in fostering inclusivity among primary school teachers and students.
- Promote social inclusion and empathy in primary education settings, encouraging both teachers and students to actively participate.
- Equip primary school educators with child-friendly strategies to introduce People-First Language to young students.
- Encourage participants to implement these strategies in their classrooms and daily interactions.

PRE-WORKSHOP ENGAGEMENT

1. **Promote Awareness:** Collaborate with school administrators and staff to promote the workshop through colorful flyers and announcements. Encourage teachers and students to invite their peers who may be interested in the topic of People-First Language and primary education.

2. **Pre-Workshop Survey:** Distribute a child-friendly survey prior to the workshop to gauge participants' current understanding of People-First Language and identify areas where they may need support. Design a simplified version for students.

3. **Preparatory Materials:** Provide participants with pre-workshop reading materials designed for primary educators and students, including stories or resources that introduce the concept of People-First Language.



PREPARATORY ACTIVITIES (15 mins)

Introduction:

01

Start the workshop with a colorful and engaging welcome. Display a welcoming banner or poster with the workshop's title and a friendly message like, "Welcome to 'Kids First, Together!'" Use child-friendly language to explain the workshop's goals, emphasizing the importance of treating everyone with kindness and respect.

02

Icebreaker - "My Inclusive Superpower":

Begin the workshop with an interactive icebreaker designed to make participants feel comfortable and encourage interaction. Give each student and teacher a colorful sticker with a unique superhero symbol on it as they enter the room. Ask them to find the person with the same superhero symbol and introduce themselves. Once everyone has found their match, invite pairs to share one thing they appreciate about their partner. This activity reinforces the idea that everyone has unique qualities worth celebrating.



PREPARATORY ACTIVITIES (15 mins)

Background Information:

Provide a child-friendly overview of the workshop's objectives and the importance of People-First Language. Use relatable stories or examples to illustrate how using respectful language can make a positive impact on others' feelings. Incorporate visuals like colorful posters with friendly characters and simple messages that highlight inclusivity and kindness.

03

04

. Video Introduction - "Meet the Inclusion Heroes":

Start by introducing a short animated video featuring "Inclusion Heroes," characters who promote kindness and People-First Language in their school. After the video, lead a discussion with participants, asking them what they noticed in the video and how it relates to treating others with respect. Emphasize that everyone can be an Inclusion Hero.



PREPARATORY ACTIVITIES (15 mins)



Expectations - "Our Inclusion Pledge":

Provide participants with colorful cards or bookmarks featuring an "Inclusion Pledge." Ask each participant, including teachers and students, to write or draw one thing they hope to learn or achieve during the workshop on their pledge card. Collect the cards and display them prominently in the workshop space as a visual reminder of everyone's commitment to the workshop's goals.

05



VIDEO

- 
1. Video 1: Screen the first child-friendly video, ensuring participants, especially students, have a comfortable and engaging environment for viewing.
 2. Discussion: Facilitate age-appropriate discussions after each video, inviting participants, including students, to share their thoughts and engage in creative activities related to the themes presented.
- 



INTRODUCTORY ACTIVITIES (20 mins)

01

Reflection: Lead participants, including students, in age-appropriate reflections on the key messages and lessons from the videos, encouraging them to express their thoughts through drawings, writings, or group discussions.

Group Work: Organize participants into mixed groups of teachers and students for fun and interactive activities that help them understand the importance of People-First Language, promoting collaboration and mutual learning.

02

03

Sharing: Allow each group to share their findings, insights, and creative projects with the larger group using child-friendly presentations.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

01

Role-Play: Engage participants, including students, in role-playing scenarios that involve using People-First Language in a primary school classroom or playground.

Craft Time: Encourage students to collaborate with teachers in creating colorful posters or visual aids that promote People-First Language and inclusivity in their classrooms.

02

03

Action Planning: Guide participants, both teachers and students, in developing simple action plans that outline how they will introduce and reinforce People-First Language in their primary classrooms and daily interactions.

CONCLUSION

1. **Summary:** Summarize the key concepts and lessons discussed during the workshop using child-friendly language and visuals, emphasizing the shared commitment to promoting inclusion.
2. **Evaluation:** Collect feedback from participants, including students, through child-friendly feedback forms, asking what they enjoyed and what they would like to see more of.
3. **Closing Remarks:** Conclude the workshop by thanking participants, especially the young students, for their active engagement and their vital role in promoting People-First Language and inclusive education. Encourage everyone to become advocates for inclusive language and practices in their school community.



CONNECTING WITH DEAF FRIENDS: INCLUSIVE COMMUNICATION IN SCHOOL

MICROKOSMOS - 3

Duration	90 minutes
Target Audience	Primary School Teachers and Students (Grade 3-6)
Materials Needed	<p>Projector and Screen</p> <p>Pre-prepared video content on effective communication with deaf individuals (age-appropriate for primary students)</p> <p>Whiteboard or flip chart with markers</p> <p>Age-appropriate handouts and worksheets for both teachers and students</p> <p>Small-group discussion materials suitable for primary students</p> <p>Survey forms with simple questions and colorful pencils</p> <p>Preparatory reading materials on inclusive communication suitable for primary teachers and students</p> <p>Visual aids illustrating inclusive communication tips</p>

OBJECTIVE



- Raise awareness among primary school teachers and students about the importance of inclusive communication with d/Deaf individuals. 
- Promote empathy and understanding among students when interacting with their d/Deaf peers.
- Equip primary school teachers with child-friendly strategies to teach inclusive communication. 
- Encourage participants to actively practice and promote inclusive communication in their school community.

PRE-WORKSHOP ENGAGEMENT

1. **Promote Awareness:** Collaborate with school administrators and staff to promote the workshop through colorful posters displayed around the school. Encourage teachers and students to invite their peers who may be interested in the topic of inclusive communication with d/Deaf individuals.
2. **Pre-Workshop Survey:** Distribute a child-friendly survey prior to the workshop to gauge participants' current understanding of inclusive communication and identify areas where they may need support. Design a simplified version for students.
3. **Preparatory Materials:** Provide participants with pre-workshop reading materials designed for primary educators and students, including stories or resources that introduce the concept of inclusive communication.



PREPARATORY ACTIVITIES (15 mins)

Introduction - "Our Inclusive Journey Begins":

Start the workshop with an interactive and colorful introduction. Display a timeline on a poster board illustrating the historical challenges faced by deaf individuals and their journey toward inclusion. Use child-friendly language to explain the workshop's goals and the importance of inclusive communication.

01

02

Icebreaker - "Deaf Friend Bingo": Engage participants in an icebreaker activity called "Deaf Friend Bingo." Distribute bingo cards featuring statements like "I have a d/Deaf friend" or "I know how to say 'hello' in sign language." Participants must find classmates who fit each statement and ask them about their experiences. This activity encourages interaction and understanding.



PREPARATORY ACTIVITIES (15 mins)

Background Information - "The World of d/Deaf Friends": Provide a child-friendly overview of the workshop's objectives and the importance of inclusive communication with deaf individuals. Use visuals and stories that highlight the diverse experiences of deaf individuals in a primary school context.

03

04

Video Introduction - "Meet Our d/Deaf Friends": Introduce an age-appropriate video featuring deaf students sharing their experiences and perspectives on communication. After the video, lead a discussion with participants, asking them what they learned and how it relates to inclusive communication.




PREPARATORY ACTIVITIES (15 mins)

Expectations - "Our Inclusive Pledge Card": Provide participants with colorful cards featuring an "Inclusive Pledge." Ask each participant, including teachers and students, to write or draw one thing they hope to learn or achieve during the workshop on their pledge card. Collect the cards and display them prominently in the workshop space as a visual reminder of everyone's commitment to inclusive communication.


05




VIDEO



1. Video Presentation (7 mins): Commence the workshop by showcasing an engaging video that ensures participants, including primary students, are in a comfortable viewing environment. This video should serve as a starting point for our discussions.



2. Thoughtful Dialogues (8 mins): Following each video, foster meaningful discussions. Invite participants, both teachers and students, to openly share their thoughts, emotions, and insights related to the themes addressed in the video. This interactive dialogue will help us understand different perspectives.





INTRODUCTORY ACTIVITIES (20 mins)

01 Deaf Awareness Reflection: Commence the workshop with a reflective exercise that centers on deaf awareness. Encourage participants to contemplate the key messages and lessons conveyed in the videos, fostering a deeper understanding of the challenges faced by the deaf community.

02 Inclusive Scenario Exploration: Transition into group work sessions. Divide participants into small groups, consisting of both teachers and students. Assign each group scenarios related to deaf awareness in schools. These scenarios should highlight the importance of inclusive practices and understanding. Prompt groups to brainstorm solutions and responses.

03 Deaf Awareness Sharing: Reassemble the groups into the larger gathering. Provide each group with an opportunity to share their findings, insights, and strategies related to d/Deaf awareness with the entire audience. Emphasize the significance of inclusive communication and its positive impact.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

01 Deaf Awareness Debate: Organize a structured debate or panel discussion focused on raising awareness about the challenges faced by d/Deaf individuals in school environments. Encourage participants to explore different perspectives on promoting deaf awareness and inclusivity.

Action Planning for Deaf Inclusivity: Guide participants in developing action plans specifically tailored to enhance d/Deaf inclusivity within their schools. Encourage them to outline concrete steps and strategies for creating a more inclusive environment for deaf students and staff.

03 Deaf Awareness Replication Strategies: Provide participants with practical guidance on how to replicate and promote d/Deaf awareness and inclusivity in their own school contexts. Offer resources, tips, and suggestions for effectively raising awareness and fostering understanding.

CONCLUSION

1. Deaf Awareness Recap: Summarize the key concepts and insights related to deaf awareness discussed during the workshop. Highlight the transformative potential of inclusive communication for the d/Deaf community.

2. Evaluation and Feedback: Collect feedback from participants to assess the effectiveness of the workshop in promoting d/Deaf awareness. Encourage participants to share their thoughts on how the workshop can be improved.

3. Closing Remarks: Express gratitude to participants for their active engagement in raising d/Deaf awareness. Emphasize the importance of their role in promoting inclusivity and understanding for the deaf community, both within their schools and beyond. Encourage continued efforts to create a more inclusive society for all.

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OPEN EUROPE



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DISCOVERING SPATIAL ORIENTATION: RECOGNIZING THE POWER OF OUR UNIQUE CAPABILITIES!

OPEN EUROPE - 1

Duration	90 minutes
Target Audience	The target group is primary school students.
Materials Needed	<ul style="list-style-type: none">• Projector or screen for video display• Audio equipment for clear, high quality sound• Pencils, writing paper and sticky notes

OBJECTIVE

- Understand spatial orientation through theory and practice.
- Awareness of the variability of intellectual capacity and developmental differences among students.
- Reflect on developmental differences among students and the unique potential of each individual.
- Promote empathy, cooperation and social inclusion among students.
- Equip students with strategies to foster an inclusive school environment.

PRE-WORKSHOP ENGAGEMENT

In order to attract more students and create buzz around the workshop, the following strategies will be implemented:

1. Collaborate with school faculty and administrative staff to promote the workshop through various communication channels, such as social media and the school's official website.

2. Encourage teachers to work more on topics related to social and educational inclusion in the classroom. In this way, students will be better prepared to benefit the most from the workshop.

3. Create visually appealing posters or flyers to be displayed at the school, highlighting the objectives, date and time of the workshop



PREPARATORY ACTIVITIES (15 mins)

General Introduction: Briefly explain the main objectives of the project, emphasizing the importance of cultural diversity and inclusion in education.

01

02

Table of contents: Introduce the workshop's table of contents, encouraging participation and reflection.



PREPARATORY ACTIVITIES (15 mins)

Initial assessment: individually, students should write down on a piece of paper everything they know or think about spatial orientation.

03

04

This first evaluation will allow us to know the group's knowledge of the subject matter. We will use this to adapt the discussions to the level and needs of the group.



40



PREPARATORY ACTIVITIES (15 mins)

Theoretical Activity: What is spatial orientation? Through a simple language and supported with attractive and visual material, the educator will explain what spatial orientation is and will introduce the most relevant notions related to the topic. For example: sense, direction, orientation... The educator should ask questions to ensure that there is good communication and feedback

05




VIDEO



1. **Video:** Before watching the video, we will introduce the main characters Maria and Dani.

Ask the students to pay attention to the task that Maria and Dani had to perform, the difficulties they had and how they solved it.

2. **Discussion:** After watching the video, the teacher will ask questions about the video that the students will have to answer.



For example: Why did Dani find it difficult? Have you ever felt like Dani? What would you do if you were Maria?

This will activate them for the next activity.





INTRODUCTORY ACTIVITIES (20 MINS)

01 First of all, each group of **4-5 pupils** will draw up a plan of the playground with the design of a circuit/map that has to end at the exact location of the treasure.

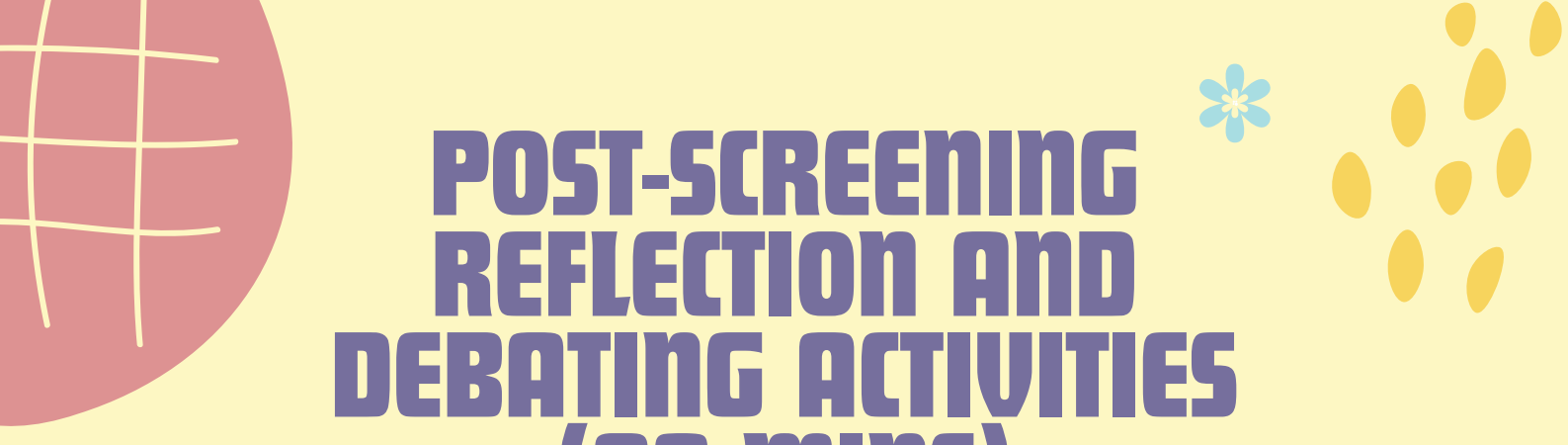
Once the plan has been finalized, they will be exchanged between the groups to realize it.

02

03 To corroborate that they have been followed correctly, the creators of each circuit will leave at the end of their circuit an object that the students who make the circuit must give to the creators. In this way, we will make sure that the circuit has been done correctly.

Reflection: to close the activity, the students will respond in groups to questions posed by the teacher. For example: easy or difficult? Did you easily understand the map you were given? What difficulties did you have?

04



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

01

Action planning: Two large groups will be formed simulating the functional diversity committee of their class. They are presented with the following scenario: in a week's time, a new classmate with a visual impairment joins the class. One group will have to think and decide what actions to carry out as a company. The other group, the actions they should never do.

Each group should draw up an action plan outlining concrete measures to create an inclusive environment in their school or partner school.

02

CONCLUSION

- **Summary:** To conclude, the educator will briefly write down on the board 4 or 5 lessons learned that the group will comment on.
- **Evaluation:** Individually, each student will write down on the same sheet of the initial evaluation, everything learned in the workshop (ideas, opinions, emotions, etc.). In this way, the students will visualize the comparison of before and after the workshop and everything they have learned or experienced.

Concluding remarks: Express gratitude to the students, to the educators for their commitment and close the workshop by highlighting the importance of inclusive education and respect and empathy among all. Above all, the importance of accepting the intellectual variability and developmental differences among students

EMBRACING READING AND WRITING...!

OPEN EUROPE - 2




Duration	90 minutes
Target Audience	The target group is primary school students.
Materials Needed	<ul style="list-style-type: none">• Projector or screen for video display• Audio equipment for clear, high quality sound• Pencils, writing paper and sticky notes

OBJECTIVE

- Recognize the importance of reading and writing.
- Encourage students to read and write more
- Awareness of the variability of intellectual capacity and developmental differences among students.
- Reflect on developmental differences among students and the unique potential of each individual.
- Promote empathy, cooperation and social inclusion among students.
- Equip students with strategies to foster an inclusive school environment.

PRE-WORKSHOP ENGAGEMENT ✨

In order to attract more students and create buzz around the workshop, the following strategies will be implemented:

- Collaborate with school faculty and administrative staff to promote the workshop through various communication channels, such as social media and the school's official website. 
- Encourage teachers to work more on topics related to social and educational inclusion in the classroom. In this way, students will be better prepared to benefit the most from the workshop. 
- Create visually appealing posters or flyers to be displayed at the school, highlighting the objectives, date and time of the workshop. 



PREPARATORY ACTIVITIES (15 mins)

General Introduction: Briefly explain the main objectives of the project, emphasizing the importance of cultural diversity and inclusion in education.

01

02

Table of contents: Introduce the workshop's table of contents, encouraging participation and reflection.



PREPARATORY ACTIVITIES (15 mins)

Initial assessment: individually, students should write down on a piece of paper everything they know or think about the importance of reading and writing in our lives.

03

This first evaluation will allow us to know the group's knowledge of the subject matter. We will use this to adapt the discussions to the level and needs of the group.

04

Theoretical Activity: Why we read and write? Through a simple language and supported with attractive and visual material, the educator explain the enormous importance of reading and writing for human beings and their evolution.




VIDEO



1. **Video:** Before watching the video, ask students to pay attention to the video and on the ideas explained to us by the protagonists.

2. **Discussion:** After watching the video, ask questions about the video that the students will have to answer.



For example: What does the video want us to learn? Do you agree with the protagonists? Did you know the three stages of writing? Do you take them into account when writing your essays?

This will activate them for the next activity.



INTRODUCTORY ACTIVITIES (20 mins)

PRACTICAL ACTIVITY: READ AND COLOR!

01 **Step 1:** Reading a short story together.

Step 2: The educator ask verbal questions about the story read.

02

03 **Step 3:** The educator distribute sheets of paper with drawings of objects/people related to the story. Students, in pairs, must recognize and color only the objects (related to the story).

Reflection: to close the activity, the students will respond in groups to questions posed by the teacher. For example: was it easy or difficult to understand the story? What difficulties did you have?

04

POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

01

Action planning: Two large groups will be formed simulating the functional diversity committee of their class. They are presented with the following scenario: in a week's time, a new classmate with a visual impairment joins the class.

Each group will design 2 or more ideas so that the student can participate in the reading club that takes place once a week in the school library.

02

03

Each group should develop an action plan that outlines at least two concrete actions to help create an inclusive environment in the classroom.

Afterwards, each group will present their ideas. For example, do a project on Braille that involves finding information and learning how it works. Another example is to get stories in Braille and offer them at the book club. These are just examples.

04

The educator can provide ideas. Ideally, we would like to continue working on the ideas that come up in the schools.

CONCLUSION

- **Summary:** To conclude, the educator will briefly write down on the board 4 or 5 lessons learned that the group will comment on.
- **Evaluation:** Individually, each student will write down on the same sheet of the initial evaluation, everything learned in the workshop (ideas, opinions, emotions, etc.). In this way, the students will visualize the comparison of before and after the workshop and everything they have learned or experienced.

Concluding remarks: Express gratitude to the students, to the educators for their commitment and close the workshop by highlighting the importance of inclusive education and respect and empathy among all. Above all, the importance of accepting the intellectual variability and developmental differences among students

DISCOVERING LOGICAL REASONING!

OPEN EUROPE - 3

Duration	90 minutes
Target Audience	The target group is primary school students.
Materials Needed	<ul style="list-style-type: none">• Projector or screen for video display• Audio equipment for clear, high quality sound• Pencils, writing paper and sticky notes

OBJECTIVE

- Recognize the importance of logical reasoning
- Awareness of the variability of intellectual capacity and developmental differences among students.
- Reflect on developmental differences among students and the unique potential of each individual.
- Promote empathy, cooperation and social inclusion among students.
- Equip students with strategies to foster an inclusive school environment.

PRE-WORKSHOP ENGAGEMENT

In order to attract more students and create buzz around the workshop, the following strategies will be implemented:

- Collaborate with school faculty and administrative staff to promote the workshop through various communication channels, such as social media and the school's official website.
- Encourage teachers to work more on topics related to social and educational inclusion in the classroom. In this way, students will be better prepared to benefit the most from the workshop.
- Create visually appealing posters or flyers to be displayed at the school, highlighting the objectives, date and time of the workshop.



PREPARATORY ACTIVITIES (15 mins)

General Introduction: Briefly explain the main objectives of the project, emphasizing the importance of cultural diversity and inclusion in education.

01

02

Table of contents: Introduce the workshop's table of contents, encouraging participation and reflection.



PREPARATORY ACTIVITIES (15 mins)

Initial assessment: individually, students should write down on a piece of paper everything they know or think about logical reasoning.

This first evaluation will allow us to know the group's knowledge of the subject matter. We will use this to adapt the discussions to the level and needs of the group.

03


04

Theoretical Activity: What is logical reasoning?
Through a simple language and supported with attractive and visual material, the educator will explain what logical reasoning is and will introduce the most relevant notions related to the topic.

The educator should ask questions to ensure that there is good communication and feedback.




VIDEO



1. Video: Before watching the video We will ask the students to pay attention to the video and to the ideas explained by the protagonists and the difficulties they will face.

2. Discussion: After watching the video, the teacher will ask questions about the video that the students will have to answer. For example: What is logical reasoning? Why do you think it was harder for David? How must he have felt? Have you ever felt like David?



This will activate them for the next activity.





INTRODUCTORY ACTIVITIES (20 mins)



01 In this activity, 3 groups will be formed. Each group will sit together at a large table where there will be 3 games:

Game 1: The students will have to form with colored sticks the different figures drawn on the paper.

Game 2: The students will have to represent with lego blocks the structures that will be provided in pictures.

Game 3: Sudoku adapted to the age of the children.

03 During 15 minutes the groups will be able to play freely in their group. They can choose the game they want, and decide whether to do it individually, in pairs or in groups.

The role of the educator in this activity is to accompany, give support and look at the dynamics of the students.

04



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

01 The objective is to facilitate students' reflection on the variability of intellectual capacity and developmental differences. We live in a world where competitiveness is transmitted to us from an early age. These ideas are not conducive to inclusion and respect in general. We are quick to point fingers at those who are different without being aware of the pain we can cause.

The educator will start by asking questions such as: what activity do you like the most, if you could, what activity would you add, what activity was the most difficult for you? Most probably there will be a great variability in the answers. Some may love Sudoku and others may find it difficult. Maybe some preferred the colored sticks and others the blocks.

02



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

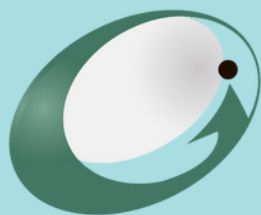
- 03** The educator will use the responses to reflect on the importance of understanding that we are different in our abilities, skills and preferences. Emphasis should be placed on functional diversity. Reflect on those children who may have more barriers in education due to the lack of inclusion by teachers, school and the system in general. The educator should avoid transmitting a sense of guilt, and foster emotions of empathy, respect and equity.

CONCLUSION

- **Summary:** To conclude, the educator will briefly write down on the board 4 or 5 lessons learned that the group will comment on.
- **Evaluation:** Individually, each student will write down on the same sheet of the initial evaluation, everything learned in the workshop (ideas, opinions, emotions, etc.). In this way, the students will visualize the comparison of before and after the workshop and everything they have learned or experienced.
- **Concluding remarks:** Express gratitude to the students, to the educators for their commitment and close the workshop by highlighting the importance of inclusive education and respect and empathy among all. Above all, the importance of accepting the intellectual variability and developmental differences among students.

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EDUPRO



EDUKACINIAI
PROJEKTAI

WORKSHOPS



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EMBRACING DYSLEXIA: UNLOCKING THE POWER OF UNIQUE MINDS!

EDUPRO- 1

Duration	90 minutes
Target Audience	The target group is primary school students.
Materials Needed	<ul style="list-style-type: none">• Projector or screen to display videos• Audio equipment for clear sound• Colored markers, sticky notes, and flipcharts for interactive activities• Handouts with key points for children to take home

OBJECTIVE

- Help children understand dyslexia as a different way of processing language.
- Promote empathy and inclusivity among children by celebrating each other's strengths and talents.
- Provide children with simple strategies to support their peers with dyslexia.
- Encourage children to create a positive and supportive classroom community.

PRE-WORKSHOP ENGAGEMENT

- Communicate the workshop details to other primary school teachers inviting them to do the workshop by themselves.
- Encourage children to think about what makes them unique and special, preparing them for the workshop discussion.

PREPARATORY ACTIVITIES (25 mins)

Introduction (10 minutes)

Gather all children and introduce the workshop's title and purpose.

01

02

Explain that today, they will be learning about dyslexia and how everyone's mind is unique and powerful.

PREPARATORY ACTIVITIES (15 mins)

Understanding Dyslexia

Use simple language and engaging visuals to explain dyslexia as a different way of reading and writing.

03

04

Highlight that dyslexia may present challenges, but it also brings incredible strengths and talents.



VIDEO




Meet Mia! (10 minutes):



- Show an animated character, Mia, who has dyslexia, and introduce her as the main focus of the workshop.
- Emphasize Mia's creative thinking and unique perspective, showcasing her strengths.

Video and Discussion (10 minutes):

- 
- Show the video portraying Mia's experiences and challenges with dyslexia.
 - Facilitate a discussion afterwards, encouraging children to share their thoughts and emotions about the video.



INTRODUCTORY ACTIVITIES (20 mins)

01 Celebrating Our Uniqueness (10 minutes):

- Conduct a group activity where children pair up and share something unique about themselves.
- Emphasize the importance of celebrating and valuing each other's differences.

Strategies for Inclusion (10 minutes):

- Introduce simple and practical strategies for supporting peers with dyslexia in the classroom.
- Encourage children to be patient, helpful, and kind to each other

02

POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Action Planning (20 minutes):

01 Have children work in small groups to brainstorm ideas for creating an inclusive classroom community.

Each group presents their ideas to the whole class.


02



CONCLUSION



Closing Remarks (5 minutes):

- Summarize the key points discussed during the workshop.
 - Encourage children to apply what they've learned, embrace their uniqueness, and be supportive friends to all.
- 

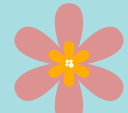
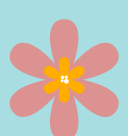

EMBRACING COURAGE: UNLEASHING STRENGTH ON THE ANXIETY SPECTRUM!

EDUPRO- 2

Duration	90 minutes
Target Audience	The target group is primary school students.
Materials Needed	<ul style="list-style-type: none">• Projector or screen to display videos• Audio equipment for clear sound• Colored markers, sticky notes, and flipcharts for interactive activities• Handouts with key points for children to take home



OBJECTIVE

- Help children understand anxiety and its impact on their emotions and behaviors.
 - Promote empathy and kindness among children to foster a supportive and caring environment.
 - Provide children with practical tools and strategies to manage anxiety and build resilience.
 - Encourage children to celebrate their unique strengths and abilities.
- 
- 
- 

PRE-WORKSHOP ENGAGEMENT

- Communicate the workshop details to other primary school teachers inviting them to do the workshop by themselves.
- Encourage children to think about times when they felt anxious or supported someone experiencing anxiety.

PREPARATORY ACTIVITIES (25 mins)

Introduction (10 minutes):

- Gather all children and introduce the workshop's title and purpose.
- Explain that today, they will be joining Alex, a young superhero, on a journey to discover the incredible strength found on the Anxiety Spectrum.

01

02

Understanding Anxiety (15 minutes):

- Use simple language and engaging visuals to explain anxiety and the range of emotions it can bring.
- Emphasize that it's normal to experience anxiety and that everyone has different ways of coping.

PREPARATORY ACTIVITIES (25 mins)

Understanding Anxiety

3. Building Empathy and Kindness (10 minutes):

- Conduct a group activity where children pair up and take turns sharing times when they felt anxious or supported someone else.
- Emphasize the importance of listening and showing kindness to others.

03

04

4. Tools for Calming Anxiety (15 minutes):

- Introduce practical techniques for managing anxiety, such as deep breathing and mindfulness exercises.
- Practice these techniques together as a group

VIDEO

Meet Alex! (15 minutes)

- Show an animated video featuring Alex facing anxiety-provoking situations with courage.
- Facilitate a discussion afterwards, encouraging children to share their thoughts and feelings about Alex's experiences.



INTRODUCTORY ACTIVITIES (20 mins)

Celebrating Strengths (15 minutes):

01

Engage children in activities that highlight their unique talents and abilities.

Have them create positive affirmations or artwork that celebrates their strengths.

02



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Building Resilience (10 minutes):

01

Conduct a collaborative activity where children work together to solve challenges, emphasizing the power of teamwork and support (F.e. a short common story when everybody says just 1 sentence).



CONCLUSION

Closing Remarks (5 minutes):



- Summarize the key takeaways from the workshop.
- Encourage children to embrace courage, support one another, and remember the strength they have within, even on the Anxiety Spectrum.

UNLEASHING STRENGTHS: NAVIGATING NON-VERBAL LEARNING DISORDER (NLD) WITH CONFIDENCE!

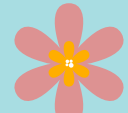

EDUPRO- 3

Duration	90 minutes
Target Audience	The target group is primary school students.
Materials Needed	<ul style="list-style-type: none">• Projector or screen for video presentation• Audio equipment for clear sound• Colored markers, sticky notes, and craft materials for interactive activities• Handouts with key points for children to take home

OBJECTIVE

- Help children understand Non-Verbal Learning Disorder (NLD) and the unique challenges individuals may face.
- Promote empathy, understanding, and inclusivity among children to support their peers with NLD.
- Empower children with strategies to navigate spatial tasks, academic pursuits, and social interactions with confidence.
- Celebrate and appreciate the exceptional talents and strengths of individuals with NLD.

PRE-WORKSHOP ENGAGEMENT

- Send personalized invitations to all primary school teachers, introducing the workshop's theme and the importance of embracing diversity and uniqueness. 
- Encourage children to think about their own strengths and talents before the workshop 



PREPARATORY ACTIVITIES

1. Introduction and Understanding NLD (15 minutes)

Gather all children and introduce the workshop's title and purpose.

Use simple language and engaging visuals to explain NLD and the different challenges individuals may face.

Emphasize the importance of empathy and understanding towards peers with NLD.

01

02

2. Embracing Spatial Tasks (15 minutes)

Conduct a group activity where children work together to solve spatial puzzles, encouraging teamwork and innovative thinking.



PREPARATORY ACTIVITIES

3. Excelling in Academics and Celebrating Talents (20 minutes).

- Provide children with fun academic challenges that highlight their own strengths and talents.

03



VIDEO

Show an animated scene of the character developing social skills and building meaningful connections with support



INTRODUCTORY ACTIVITIES

Navigating Social Interactions and Building Support (20 minutes)

- Facilitate a discussion about the importance of support and acceptance in nurturing strengths
- Encourage children to share ways they can support their peers with NLD in the classroom (as an alternative – children in groups can draw a tree and write on the branches how they can support a child with NLD)




POST-SCREENING REFLECTION AND DEBATING ACTIVITIES

Facilitate a discussion about the key messages from the video, encouraging children to share their thoughts and reflections



CONCLUSION



- Summarize the key takeaways from the workshop.
 - Encourage children to embrace their own strengths, celebrate the strengths of others, and create an inclusive environment where everyone feels valued
- 



WORKSHOPS



CHAMPIONS OF COMPASSION

ZINI FOUNDATION - 1

Duration	90 minutes
Target Audience	Students and teachers
Materials Needed	<ul style="list-style-type: none">• Projector or smartboard, computer and speakers

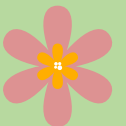

OBJECTIVE

To raise knowledge and understanding of child neglect and how it affects other students in the classroom.

PRE-WORKSHOP ENGAGEMENT



Promote awareness of child neglect and its impact on the learning process in the classroom. Use vastly available posters online to inform the staff and pupils at school on what child neglect is.





PREPARATORY ACTIVITIES (15 mins)



1. **Introduction:** Many schools have identified a lack of knowledge about the cognitive, social and emotional development process among their professionals. The We are Colourful project focuses on preventing, identifying and reducing the problems that arise in classrooms due to differences between students

01

2. **Icebreaker:** Help the pupils get to know each other and create a positive and inclusive atmosphere. Consider using a "Feelings Charades" game. Prepare cards with various emotions written on them (happy, sad, angry, surprised, etc.). Have each pupil take turns picking a card and acting out the emotion without using any words.

02



PREPARATORY ACTIVITIES (15 mins)



Video Introduction: We will watch a video about a girl named Annie who doesn't have enough attention at home and how it affects her at school.

03



04

Expectations: To raise knowledge and understanding of child neglect and how it affects other students in the classroom.



VIDEO



- 
1. Show the video “Champions of Compassion” and make sure the participants have a comfortable environment for viewing.
 2. Facilitate a discussion after the video, inviting pupils to share their thoughts, emotions, and impressions about child neglect and its role in the classroom.
- 



INTRODUCTORY ACTIVITIES (20 mins)

01 Reflection: Ask the students why Annie was sad in the video! Continue this conversation by asking if the students have felt the same way for the same reasons. Finally, ask them to recall a time when they were new in class and found a new friend. Let them share their feelings and recollections.

Group Work: Organize pupils into small groups to discuss the scenario played out in the video. Ask them what they would have done differently.

02

03 Sharing: Have each group share their ideas!



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Action Planning: Help the pupils make action plans that list concrete steps they can take to make their schools or classrooms more welcoming to everyone. For example, launch a campaign to promote acts of kindness. Students can create posters, organize events, and participate in activities that emphasize the importance of being compassionate and considerate to everyone.

CONCLUSION

Summary: “In today's workshop we looked at key ideas about how child neglect affects the way a classroom works. We watched a video showing Annie's struggles at school because she didn't get enough attention at home. It showed how neglect can affect people in many ways. You learned more about the effects of child neglect and how it could affect a child's ability to learn. And at the end, we worked together on ways to make the classroom more welcoming and open space to everyone”.

JOIN THE KINDNESS CREW

ZINI FOUNDATION - 2

Duration	90 minutes
Target Audience	Students and teachers
Materials Needed	<ul style="list-style-type: none">• Projector or smartboard, computer and speakers


OBJECTIVE

To raise awareness about disruptive behaviour disorder (DBD).

PRE-WORKSHOP ENGAGEMENT

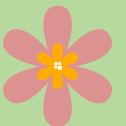


Use pre-workshop resources, such as the video below, to familiarise yourself with the concepts and themes that will be covered in this workshop, enabling more in-depth discussions with your pupils.



Get to know DBD better with this video:

<https://www.youtube.com/watch?v=qTHy6yu1ffY>





PREPARATORY ACTIVITIES (15 mins)



Introduction: Many schools have identified a lack of knowledge about the cognitive, social and emotional development process among their professionals. The We are Colourful project focuses on preventing, identifying and reducing the problems that arise in classrooms due to differences between students.

01

Icebreaker: Help the pupils get to know each other and create a positive and inclusive atmosphere. Consider using "Behaviour Charades." Divide the students into small groups and provide each group with index cards featuring various behaviours, including disruptive ones. Without using words, each group member takes turns acting out the behaviour on their card while the others guess what it represents. After the activity, initiate a brief discussion about how these behaviours can impact a classroom environment. This lighthearted approach can spark curiosity and set the stage for a more in-depth exploration of disruptive behaviour disorders later on.

02



PREPARATORY ACTIVITIES (15 mins)



Video Introduction: “We will watch a video about a boy named Alex who has a disruptive behaviour disorder”.

03


04


Expectations: At the end of watching the video you will know what disruptive behaviour disorder (DBD) is and what its symptoms are. You will also look into ways to deal with and handle DBD in the school.



VIDEO



- 
1. Show the video “Join the Kindness Crew” and make sure the participants have a comfortable environment for viewing.
 2. Facilitate a discussion after the video, inviting pupils to share their thoughts, emotions, and impressions about disruptive behaviour disorder and its role in the classroom.



INTRODUCTORY ACTIVITIES (20 mins)

01 Reflection: Ask the students if they have ever felt like Alex? Maybe they know someone who behaves just like the character? How does this behaviour make them feel?

Group work: Divide the students into groups and tell each group to make a list of specific things they saw in the video that helped Alex control his behaviour and feel like he belonged. Encourage them to think about both what the teacher does and what his peers do.

02

03 Sharing: Encourage each group to tell the class about their ideas on how to help “Alex”. This will help students to understand better and help them develop empathy and critical thinking skills as they think about how they can help make the classroom a safe and welcoming place for everyone.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Debate: Transfer the results of the last activity and lead a debate where students can argue about which idea will work best to make Alex feel included and accepted in the classroom.

Write down the best arguments and make posters to hang on the wall after the workshop!

CONCLUSION

Closing Remarks: “Today's workshop gave us a great chance to learn more about disruptive behaviour disorders and how to make the classroom a more welcoming and supportive place for everyone. Through activities, discussions, and self-reflection, we've learned more about the problems people like Alex might face and how we can help our peers feel understood and cared for. Remember that even small acts of kindness and consideration can make a big difference in someone's life. Let's take these lessons with us as we move forward and try to be kind classmates who help create an enjoyable place to learn. Thank you all for being thoughtful and involved in this workshop”.

SUPERHEROES OF EQUALITY

ZINI FOUNDATION -3

Duration	90 minutes
Target Audience	Students and teachers
Materials Needed	<ul style="list-style-type: none">• Projector or smartboard, computer and speakers

OBJECTIVE

To promote a learning setting that is more fair and open to everyone regardless of their gender.

PRE-WORKSHOP ENGAGEMENT

Use a Pre-Workshop Survey to gain valuable insights and help tailor the content to participants' needs. Consider including questions such as:

- What do you think you know about gender bias (gender equality) and how boys and girls are different?
- How do you make sure that both boys and girls feel comfortable in your school or classroom?
- What do you hope or want to get out of this workshop?



PREPARATORY ACTIVITIES (15 mins)



Introduction: Many schools have identified a lack of knowledge about the cognitive, social and emotional development process among their professionals. The “We are Colourful” project focuses on preventing, identifying and reducing the problems that arise in classrooms due to differences between students

01

Icebreaker: Help the pupils get to know each other and create a positive and inclusive atmosphere. Consider using the "Role Reversal" activity. Have the pupils pair up and take turns pretending to be someone of the opposite gender. Ask these questions to facilitate discussion: 1) What things might be different if you were a boy/girl for a while? 2) What certain things are expected of you now that you are a boy/girl? What do you think about that? 3) What cool things can you do now as a boy/girl?

Ask the pupils what they notice during this role reversal, like how it feels, what challenges or differences they experience, and what they learn from the exercise. This can help them empathize and better understand the concept of gender bias.

02



PREPARATORY ACTIVITIES (15 mins)



Video Introduction: We will watch a video about a boy named Robert. He likes to play with dolls and do their hair! But he gets teased about it at school. Let's see what happens next!

03


04

Expectations: At the end of watching the video you will understand what gender bias is and how it shows up in school settings. Students need to be aware of how gender bias affects them and how to deal with it.



VIDEO



- 
1. Show the video “Superheroes of Equality” and make sure the participants have a comfortable environment for viewing.
 2. Facilitate a discussion after the video, inviting pupils to share their thoughts, emotions, and insights about gender bias and its role in the classroom



INTRODUCTORY ACTIVITIES (20 mins)



01 Reflection: Ask the students to share their thoughts on what gender bias is after watching the video! Introduce several gender stereotypes of your own choosing and ask the class to reflect on them.

Group work: Divide the students into small groups of 3-4 members each. Ensure the groups are diverse and mix students of different genders, backgrounds, and abilities.

Tell the students they will create their own "Inclusive Superhero" characters. These superheroes will represent individuals who stand up against gender bias, promote inclusivity, and use their unique strengths to make the world a better place. Once the workshop is over, display the "Inclusive Superheroes" around the school to remind everyone of the importance of challenging gender bias and promoting inclusivity.

03 Sharing: Facilitate a discussion on why the school needs "Inclusive Superheros" and how these characters can help them and their friends.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Replication Strategies: To replicate the "Superheroes of Equality" in your own school contexts and familiarize yourself with the goals and objectives of the workshop, as well as the key themes and topics covered. Tailor the workshop content to suit the specific needs and age group of your school. Consider the maturity level, cultural context, and local issues that may be relevant to your students. Based on the original workshop content, adapt or create presentations, activity sheets, and discussion prompts for your participants. Replicate the "Inclusive Superheroes" group activity, as it encourages creativity and critical thinking. Modify it if needed to suit the age group and context of your students.

Each school context is unique, so adapt the workshop to suit your specific audience and cultural setting. Be creative, flexible, and open to feedback to ensure a successful and impactful workshop.

CONCLUSION

Evaluation: Collect feedback from participants. Use these questions to assess the effectiveness of the workshop and gather suggestions for improvement.

- 1) What was the most interesting thing you learned during the workshop about gender bias?
- 2) Did anything surprise you or make you think differently about how boys and girls are treated?
- 3) Can you give an example of a stereotype you learned about and why it might not be true?

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KRETINGA MARIJONAS DAUJOTAS PROGIMNAZIUM



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WORKSHOPS



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"FRUIT FRIENDS: A LESSON IN KINDNESS"

KRETINGA - 1

Duration	90 minutes
Target Audience	2nd-4th grade students
Materials Needed	<ul style="list-style-type: none">• Audio-visual equipment - a projector or screen to display videos• Sound equipment for clear sound• Emotion cards for naming emotions*• Fruit: apples, oranges• A written description of the bullying situation• White sheets of paper, A4 format

OBJECTIVE

- To help students understand what bullying is and how it manifests itself
- To introduce students to simple strategies for helping friends who are being bullied
- To encourage children to create a positive and supportive classroom community, to teach them to appreciate each other for who we really are

PRE-WORKSHOP ENGAGEMENT

Task "Let's get to know the feelings"

- Before the session, sheets with 6 feelings-emotions cards and sheets with names of feelings-emotions* are distributed to the students.
- Task: to stick, in the student's opinion, the appropriate feeling-emotion to each emotion card.

PREPARATORY ACTIVITIES

Introductory part (10 min.)

- A basket with apples and a basket with oranges are placed in the classroom. Have as many fruits as there are students in the class. Students choose the fruit they like.

01

Discussion:

1. Why did you choose an apple/orange?
2. If your friend chose the opposite of you, is he worse?

The students are divided into four groups; each group is given a situation in which bullying is experienced. Children analyse the situation. (20 min.)

02

PREPARATORY ACTIVITIES

Discussion after reading the situation:
Who do you think is funny in this situation?
Why is this funny?
And how does Dovile feel?
Each group presents its opinion.

03

VIDEO

- Getting to know the characters of the video (5 min.):

Andy: A cocky apple, proud of its color and taste.

Oly: Sensitive orange, unique but insecure.

Benny: A wise and compassionate banana.

- Watching and discussing the video (20 min.):
- Impressions after watching the film are discussed. Ask students to express their thoughts:
 1. What thoughts, impressions or feelings arose while watching the film?
 2. What did you remember or find important?
 3. How would you explain why the movie is called Fruit Friends?



INTRODUCTORY ACTIVITIES (20 mins)

Similarities and Differences" (10 min.)

- Each student is given a blank sheet of paper. Please write down 3 similarities and differences of both fruits on the sheet.
- In conclusion, we discuss the idea that we are all different and similar at the same time.
- P asks students to draw on their paper how they think the orange felt when the apple mocked it.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Activities after watching the video

- "We are bananas" - participants of the activity sit in a circle, students are asked to take on the role of a banana, become wise and compassionate. We take a few minutes to think of 3 good/nice/kind words for the friend next to us and say them.
- It briefly discusses how you feel when you say kind words? Is it possible for everyone to say such words?

CONCLUSION

Closing remarks (5 min.):

- Summarize the main points discussed during the session.
- Encourage children to apply what they learn , embrace their uniqueness, and be a supportive friend to everyone.

"ADVENTURE IN CANDYLAND: CONQUER YOUR FEARS

KRETINGA - 2

Duration	90 minutes
Target Audience	2nd-4th grade students
Materials Needed	<ul style="list-style-type: none">• Audio-visual equipment – a projector or screen to display videos• Sound equipment for clear sound• A dark box for storing drawings• Sticky notes• Coloured pens, markers• Matches• Burn safe container• Scissors



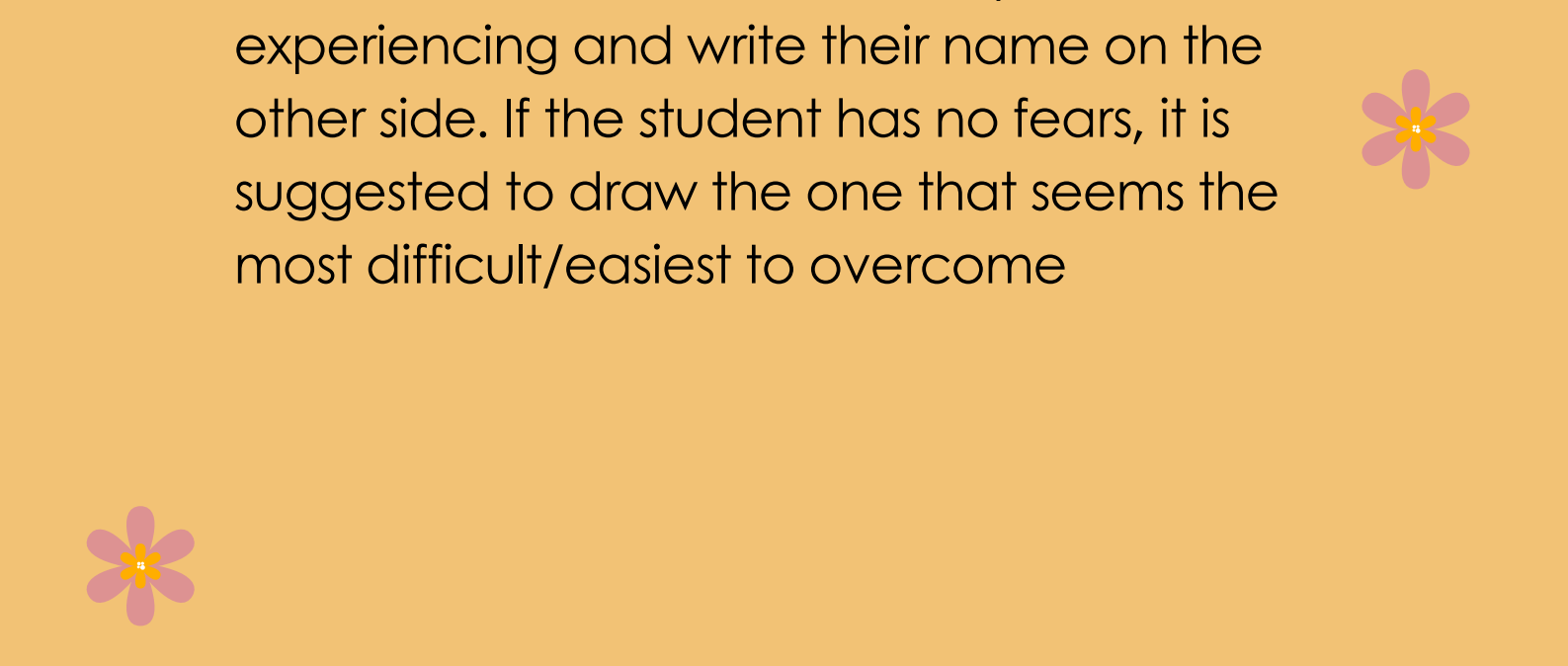
OBJECTIVE

- To help students understand the variability of emotions and differences in student development
- Introduce students to simple strategies for helping peers with fears and how to find ways to overcome their own fears
- Encourage students to create a positive and supportive classroom community

PRE-WORKSHOP ENGAGEMENT



At home on a sheet of A4 paper students are asked to draw the fear they are experiencing and write their name on the other side. If the student has no fears, it is suggested to draw the one that seems the most difficult/easiest to overcome



PREPARATORY ACTIVITIES

Introduction (5 min.)

- Before the activities, students bring their drawings and put them in a secret dark box without showing them to anyone.
- Introduction to the types of fears (5 min.)

01

Activity "Guess the fear" (20 min.):

Explain to the students that drawings of fears will be taken from the secret box drawings. The authors of the drawings are asked to react calmly to their drawings, without revealing that they drew the displayed drawing. Students' drawings are used to predict fears. After hearing many answers, what kind of fear could be represented, the author of the drawing is asked to comment. If the author does not want to reveal himself, he is not forced to do so.

02

04

VIDEO

Getting to know the heroes of the video (5 min.):

- Lily: a girl with anxiety and fear disorders, timid but with a volatile imagination.
- Max: a boy with similar fears, wise and supportive.
- Queen of Sweets: the gracious ruler of Sugar Land, wise and gentle.

Plot: A girl and a boy with anxiety and fear disorders find themselves in the land of sugar and learn to overcome their fears.

Watching and discussing the video (20 min.):

- Show a video of Lily and Max's experiences and challenges with fears.
- Then lead a discussion, encouraging the children to share their thoughts and feelings about the video

INTRODUCTORY ACTIVITIES

Discuss possible ways to overcome their fears with the students:

- Ignoring
- Care and tenderness of family members/friends
- A conversation about felt fear
- Avoidance of frightening objects or situations
- Support to conquer your fear
- Viewing a fearful object with a family member/friend
- Drawing fear and destroying the drawing

The list of ways to overcome fears are read aloud and commented on, explained so that the students understand everything **(10 min.)**



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Activities after watching the video (10 min.)

- Students are given a sticky note, on which they each write at least 1 way that could help them overcome their fear
- Each student reads her / his written methods; students' options are compared.
- It is suggested that the authors of the drawings "destroy" their drawn fears by tearing the drawing, crumpling it, cutting it up or burning it safely (with the teacher's supervision)

CONCLUSION

Closing remarks (5 min.):

- Summarize the main points discussed during the session.
- Encourage students to apply what they have learned, apply the most acceptable methods of coping with fears to overcome their fears

THE FOREST OF BOOKS: A DYSLEXIC ADVENTURE



KRETINGA - 3

Duration	90 minutes
Target Audience	2nd-4th grade students
Materials Needed	<ul style="list-style-type: none">• Audio-visual equipment - a projector or screen to display videos• Sound equipment for clear sound• Handouts for assignments (texts for reading with spilled / merged letters)• Pens, markers, glue, scissors• A3 format paper – 4 pcs.• Magazines, newspapers, coloured paper



OBJECTIVE



- To help children understand the variability of intellectual abilities and differences in student development
 - To introduce children to simple strategies for helping dyslexic peers.
 - Encourage children to create a positive and supportive classroom community.
- 
- 

PRE-WORKSHOP ENGAGEMENT

- The school community is offered a viewing of the film "Earth Stars"***
- Before the activity, children are suggested to think about what makes them unique and special. Students can be asked to depict their uniqueness in a drawing and asked to bring the drawings to class.

PREPARATORY ACTIVITIES

Introduction to dyslexia and its features - children are given leaflets with signs of dyslexia, they are asked to mark the statements that apply to them. The teacher briefly discusses with the children whether they have assigned at least a few characteristics to themselves.

01

02

After the discussion, the teacher emphasizes how different and special we all are. Even with a few signs of dyslexia, it is possible to excel in learning and achieve good academic results on displayed poster

PREPARATORY ACTIVITIES

Understanding Dyslexia (15 min.)

Give students to read short texts with spillover/merged letters (examples given in „material needed“ section). While reading these texts children will have the opportunity to experience what children with reading disabilities experience.

03

04

Discussion – discuss about dyslexia and children's experiences reading the texts:

1. What is dyslexia? How would you describe it to a friend?
2. Do you know anyone who has dyslexia? How do they handle it?
3. Did you feel frustrated when reading given text? Can you share why?

VIDEO

Introduce Tommy (5 min):

- Tommy is the hero of our video. He is a dyslexic boy who finds himself in a forest of books. He experiences spectacular adventures in the forest of books.

This story aims to promote empathy, understanding and inspiration that children with dyslexia can learn and excel.

Watching and discussing the video (10 min):

- Watch the video with the students. The post depicts Tommy's experiences and challenges with dyslexia.
- After watching the video, have a short discussion, encouraging the children to share their thoughts and feelings about the video:
 1. How can we help friends or classmates with dyslexia feel more comfortable at school?
 2. Do you think dyslexia makes someone less smart? Why or why not?

How can we promote kindness and inclusion for everyone, including those with dyslexia?

INTRODUCTORY ACTIVITIES

Getting to know the stories of famous people who had dyslexia **(5 min.)**

- Viewing a YouTube video
<https://www.youtube.com/watch?v=FrOvflgiDZc>
- Discussion:
 1. How many famous people did you recognize?
 2. What did you know about them?
 3. What did you learn after watching the YouTube video?



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

Activities after watching the video (30 min.):

- The children are divided into 4 groups;
- Each group creates a poster/drawing based on the video about Tommy.
- Each group presents their poster/drawing to the whole class.

CONCLUSION

Closing remarks (5 min.):

- Summarize the main points discussed during the activity.
- Encourage children to apply what they learn, embrace their uniqueness, and be a supportive friend to everyone.

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FPS "Leonardo da Vinci"



"Leonardo da Vinci"

WORKSHOPS



www.wearecolourful.com

OUR COMMON LANGUAGE IS A SMILE, RIGHT?

FPS - 1

Duration	90 minutes
Target Audience	2nd-4th grade students
Materials Needed	<ul style="list-style-type: none">• Projector or smartboard• computer• speakers

OBJECTIVE

To encourage faster acquisition of the language of the host country and, accordingly, of the new classmates.

PRE-WORKSHOP ENGAGEMENT

Talk to the students before the workshop, asking them to think about: What would they do if they were alone in a dark room? How would they react if they found themselves alone among strangers? What if they end up in an environment where they don't know anyone and don't understand the language?



PREPARATORY ACTIVITIES

Introduction: There are not many cases where children come to school and do not know the language of the host country, but nevertheless, it is a very serious problem. The „We are Colorful” project focuses on locating and mitigating the problems that arise in classrooms due to student differences.

01

02 **Icebreaker:** Get the students to get to know each other by using more facial expressions and gestures and this happened in an environment of laughter and banter. Then have the student(s) whose native language is not the language of the host country describe and present an object in their native language. If others do not understand him/her, he/she can use his/her body language, draw, use ready-made illustrations. Then switch roles.



PREPARATORY ACTIVITIES



Video Introduction: We will watch a video about a little girl and his friends who, despite the language barrier, get along.


03

04 Expectations: At the end of the video you will understand that empathy is the first lingua franca in children's communication. They are aware of this, but it never hurts to be reminded.



VIDEO



- 
1. Show the video „Our common language is a smile, right?“ and make sure everyone is comfortable and interested in watching the video.
 2. Use the emotions from the game before the video by returning with questions and reminders to it to stimulate activity in the discussion.



INTRODUCTORY ACTIVITIES (20 mins)

01 Reflection: Ask the students to share their thoughts about how they should accept a person who does not speak their native language and how they could be helpful to them. Let everyone express an opinion and take a stand for what is foreign.

Group work: Form small groups of **3-4 students**. Have them draw the words they would use to get along with someone who doesn't speak their language. After the workshop is over, show the picture sentences to other classes in your school to remind everyone of the importance of using the "Language of Friendship and Smiles".

02

03 Sharing: Facilitate a discussion about why the school needs "**Language of Friendship and Smiles**" and how it will make the environment even more welcoming and friendly.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

To implement „Our common language is a smile, right?“, adapt the suggested content to meet the specifics of your students. Modify the workshop if your cultural environment warrants it. Be creative and open to feedback to ensure a successful and impactful workshop.

CONCLUSION

Evaluation: Get feedback from participants. Using the following questions, evaluate the effectiveness of the workshop and gather suggestions for improvement.

- 1) How should we behave with people who do not speak our language?
- 2) How can we help them feel better to the best of our ability?
- 3) Name one word that you are sure to get along with them?

I'M NOT DIFFERENT, I JUST COME FROM AFAR

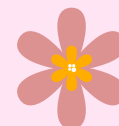

FPS - 2

Duration	90 minutes
Target Audience	2nd-4th grade students
Materials Needed	<ul style="list-style-type: none">• Projector or smartboard• computer• speakers



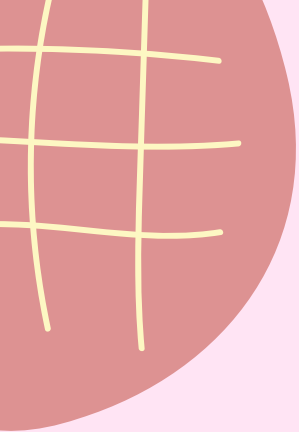
OBJECTIVE

To help children understand that regardless of their different history, family ties, religion, culture, etc., they can learn and have fun together in and out of school.



PRE-WORKSHOP ENGAGEMENT

Talk to the students before the workshop, asking them what they know about the country their new classmate was born in – where it is, what the official language is, what the traditional foods, dances, customs are, etc. If students don't know something, have them read for next time.



PREPARATORY ACTIVITIES



Introduction: Students from distant and unfamiliar countries are increasingly entering European schools. The “We Are Colorful” project identifies and offers solutions to these problems in classrooms that arise from student differences.

01

Icebreaker: Assign as many tasks to your students as there are countries they come from /here we do not include the host country/. If you have students from three countries, first have each person list the rivers and mountains in one of the countries. The student who comes from there will be the jury and judge which answers are correct and supplement if necessary. Then have students list which other countries the second country borders, identify the official languages and its flag. The student who comes from there will be the jury and judge which answers are correct and add if necessary. Finally, have each student share what they have heard about the third party, and the student who comes from there will judge which is the most comprehensive.

02



PREPARATORY ACTIVITIES



Video Introduction: We will watch a video about a group of students from different backgrounds and their parents who find their way to each other through sharing traditional foods and customs.


03

04


Expectations: At the end of the video, you will understand that getting to know a foreign culture is an interesting and long dialogue that takes advantage of every beat, every note, etc. This is the way for people to accept each other and live in peace and understanding.




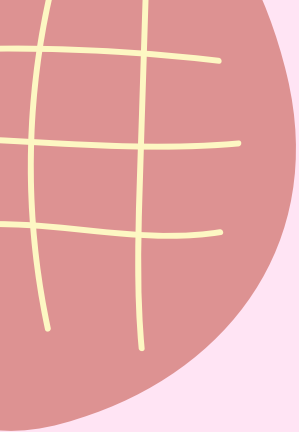
VIDEO



1. Show the video „I'm not different, I just come from afar" and make sure everyone is comfortable and interested in watching the video.



2. Use the emotions from the game before the video by returning with questions and reminders to it to stimulate activity in the discussion.




INTRODUCTORY ACTIVITIES (20 mins)

01 Reflection: Have the students share their **thoughts** about how they should welcome a person who is coming from a far **country** and how they could be of service to him. Let everyone express an **opinion** and **attitude** towards others.

Group work: Form as many groups as there are countries from which you have students /here we exclude the host country/. Have them create a sort of "**business card**" board for each of them, using text and photo material that you have prepared in advance. After the work is completed, hang the boards in a prominent place in the school so that all teachers and students can become familiar with them.

03 Sharing: Facilitate a discussion about why the school needs the „**I'm not different, I just come from afar**” initiative and how it will broaden the world view of students and teachers.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

To implement "I'm not different, I am just from afar", adapt the suggested content to meet the specifics of your students. Modify the workshop if your cultural environment requires it. Be creative and open to feedback to ensure a successful and impactful workshop.

CONCLUSION

Evaluation: Get feedback from participants. Using the following questions, evaluate the effectiveness of the workshop and gather suggestions for improvement.

- 1) Do we need to know where our new classmates come from?
- 2) How can we help them feel better to the best of our ability?
- 3) Should we get to know their home countries to get along better with them?
- 4) How can we get to know them faster so that we can all live together and better?

I'M COLORFUL AND I'M JUST LIKE YOU

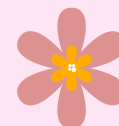

FPS - 3

Duration	90 minutes
Target Audience	2nd-4th grade students
Materials Needed	<ul style="list-style-type: none">• Projector or smartboard• computer• speakers



OBJECTIVE

To help children understand that regardless of their race, all children are the same – they love to play, eat ice cream and learn together.



PRE-WORKSHOP ENGAGEMENT

Talk to students before the workshop, asking them to think about: Why do people look different? What does it mean to have different hair, different eyes? What is race? But are all people the same?



PREPARATORY ACTIVITIES



Introduction: More and more often in schools there are students who look different, therefore not accepting children based on race in the school environment harms not only the different child, but also disrupts the rhythm of the learning process. The project "We are colorful" focuses on the problems that arise in classrooms due to the differences between students and tries to provide appropriate solutions.

01

Icebreaker: Explain to the children that you are going to take a non-standard "class picture". Have each child draw a self-portrait. Cut out the drawings together and make a collage. You can stick the collage in front of the classroom or inside the room in a place visible to the children. This joint activity will show them that even though we may look different, there are many things that connect us.

02



PREPARATORY ACTIVITIES



Video Introduction: We will watch a video about a little boy who, despite his different appearance, is exactly the same as all the rest of his classmates.

03

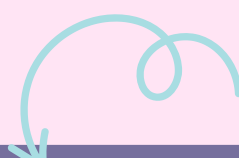

04

Expectations: At the end of the video, you will realize that we are all the same, despite our different appearances. We all want to be successful, liked and accepted



VIDEO



- 
- 
1. Show the video “I’m colorful and I’m just like you” and make sure everyone is comfortable and interested in watching the video.
 2. Use the emotions from the game before the video by returning with questions and reminders to it to stimulate activity in the discussion.



INTRODUCTORY ACTIVITIES (20 mins)

01 1. **Reflection:** Ask students to share their thoughts about how they should accept someone who is not like them and how they could be helpful to them. Let everyone express an opinion and attitude towards others.

02 2. **Group work:** Gather participants into **small groups**. Have each group take a piece of paper and make two columns on it - a Similarities column and a Differences column. In 5 minutes, have the participants discuss and write down the similarities for everyone in their group. Then for another 5 min. for the groups to note the differences they find. When recording similarities and differences it is important that participants consult with all members of the group without leaving anyone out. Have each group present the similarities and differences

03 3. **Sharing:** Facilitate a discussion about why the school needs “**I'm colorful and I'm just like you**” and how this workshop can benefit them and their friends.



POST-SCREENING REFLECTION AND DEBATING ACTIVITIES (20 mins)

To implement video “I’m colorful and I’m just like you”, adapt the suggested content to meet the specifics of your students. Modify the workshop if your cultural environment warrants it. Be creative and open to feedback to ensure a successful and impactful workshop.

CONCLUSION

Evaluation: Get feedback from participants. Using the following questions, evaluate the effectiveness of the workshop and gather suggestions for improvement.

- 1) How should we treat people who don't look like us?
- 2) Are we really different?
- 3) Why don't we all look the same even though we all love ice cream?



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