

ABC **INCLUSION** *& drama games*





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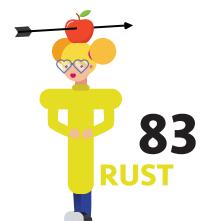
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ACCEPTANCE

*In the inclusive classroom all students
have to be accepted for who they are.*

Snakes I

The aim of the activity is to safely navigate others from point A to point B.

Learning objectives:

- Building trust
- Developing a sense of responsibility

Number of players:

- Working in pairs

Divide students into pairs. One stands behind the other. The one in the back holds the other's shoulders. They have to agree on various non-verbal signals for right, left, stop, forward and backward. Then the student in front closes their eyes and the student behind navigates them around the space. When leading the navigator should only use selected signals. After some time has passed, the students change their roles.

Warning:

It is important that the pairs do not bump into each other.





Snakes II

The aim of the activity is to safely navigate others and place the balls in the box.

Learning objectives:

- Building trust
- Developing a sense of responsibility

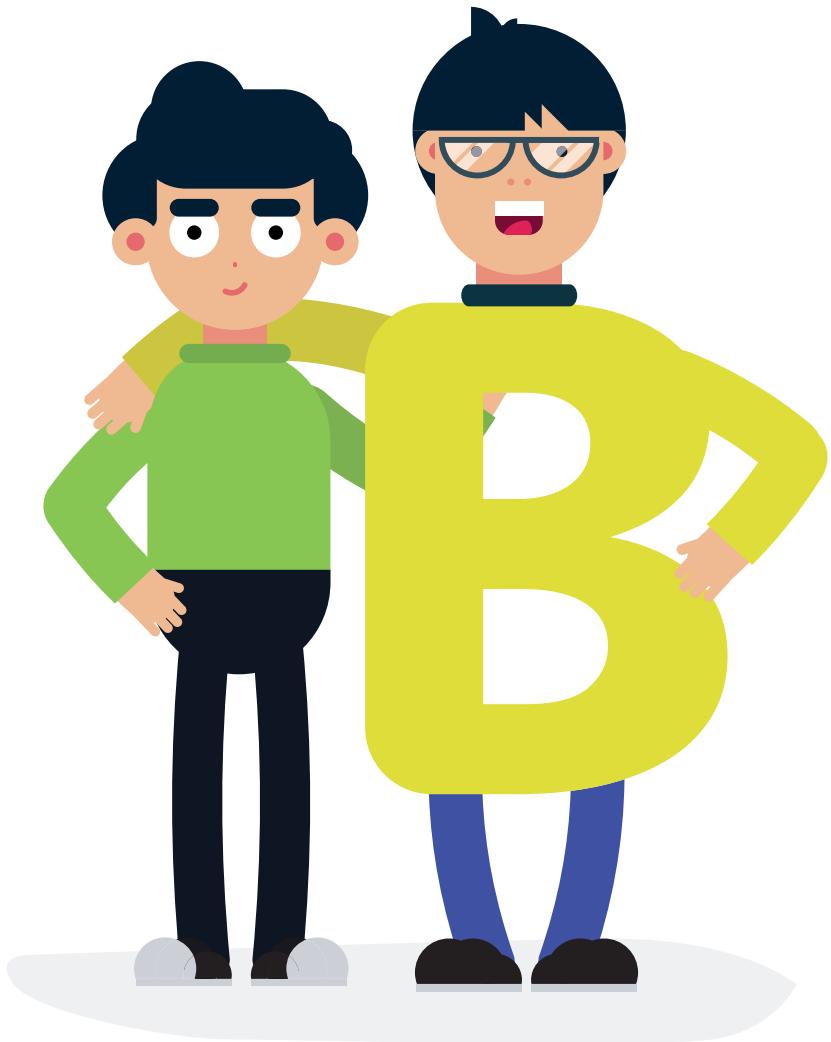
Resources:

- A box
- Many small soft balls of different colours

Number of players:

- Working in small groups

Divide students into small groups. The group of four to six stands in line one behind the other. They hold each other's on shoulders. Place a box in the middle of the class. Spread small soft balls all over the floor. Each group should have balls of different colours. The groups have to agree on various non-verbal signals for right, left, stop, forward and backward. Then all students close their eyes except for the last in line, who is the navigator of the snake. To lead the snake the navigator should only use the selected signals. They have to lead the snake to the ball, then the head of the snake has to find the ball, pick it up, the navigator leads the snake to the box and the head should put the ball into the box. Then the snake changes the navigator.



BONDING

Give students a sense of belonging in your classroom.

Entangled

The aim of the activity is to get entangled with bodies and then to disentangle.

Learning objectives:

- Improving concentration
- Developing the sense of belonging

Number of players:

- Large group activity

Leave the room. The students decide who will represent which number (from one to the no. of all participants). When each student has a number, the teacher comes back. The teacher starts coincidentally calling the numbers. The student with the number called; comes into the empty space and strikes a pose of their choice. The next called student has to place themselves so that they are as connected as possible to the student who is already posed. In this way, the activity is continued until all of the students are part of the sculpture. Afterwards, the students start leaving the sculpture. The first who came leaves first, the second student to join leaves second, and so on ... When a student leaves, they have to make sure that they connect parts of the sculpture that became disconnected because of their departure.





Sculpture

The aim of the activity is to get entangled in a sculpture and then to disentangle.

Learning objectives:

- Improving concentration
- Developing a sense of belonging
- Encouraging imagination

Number of players:

- Large group activity

Create an empty space where students will build a sculpture with their bodies. State the title of the sculpture. The students come one by one into the empty space. When a student has an idea connected to the title, he poses himself and stands still. The next student with an idea joins in. It is important that the students are connected and complement each other while building the sculpture. They have to remember when they joined, since they will leave in the same order as they joined.



COMMUNICATING

*Effective communication helps to sustain
a safe learning environment.*

Spoken directed drawing

The aim of the activity is to follow spoken directions to draw a picture.

Learning objectives:

- Practicing active listening
- Giving clear instructions

Resources:

- Pencils and paper – one for each student

Number of players:

- Working in pairs

Students pair up. They sit back to back. Each student gets a piece of paper and pencil. The pair decides who will give directions and who will draw. The first student who will give directions draws a simple picture. Then he gives oral directions to his partner. The goal is for the student who is following the directions to draw a picture that looks like the original. To make the activity easier, the follower may ask questions. At the end of the activity, the partners compare their pictures and discuss the process.





Written directed drawing

The aim of the activity is to follow written directions to draw a picture.

Learning objectives:

- Improving writing skills
- Giving clear instructions

Resources:

- Pencil and three pieces of paper for each student

Number of players:

- Working in pairs

Each student draws a picture on their piece of paper. Then they write accurate directions on how to draw their picture. The students make pairs and exchange their written directions. Then they draw new pictures following the written directions. When they complete their drawings, they compare them and discuss the process.



DIVERSITY

Incorporate diverse approaches into your teaching.

Atoms

The aim of the activity is to remain evenly dispersed while walking through space.

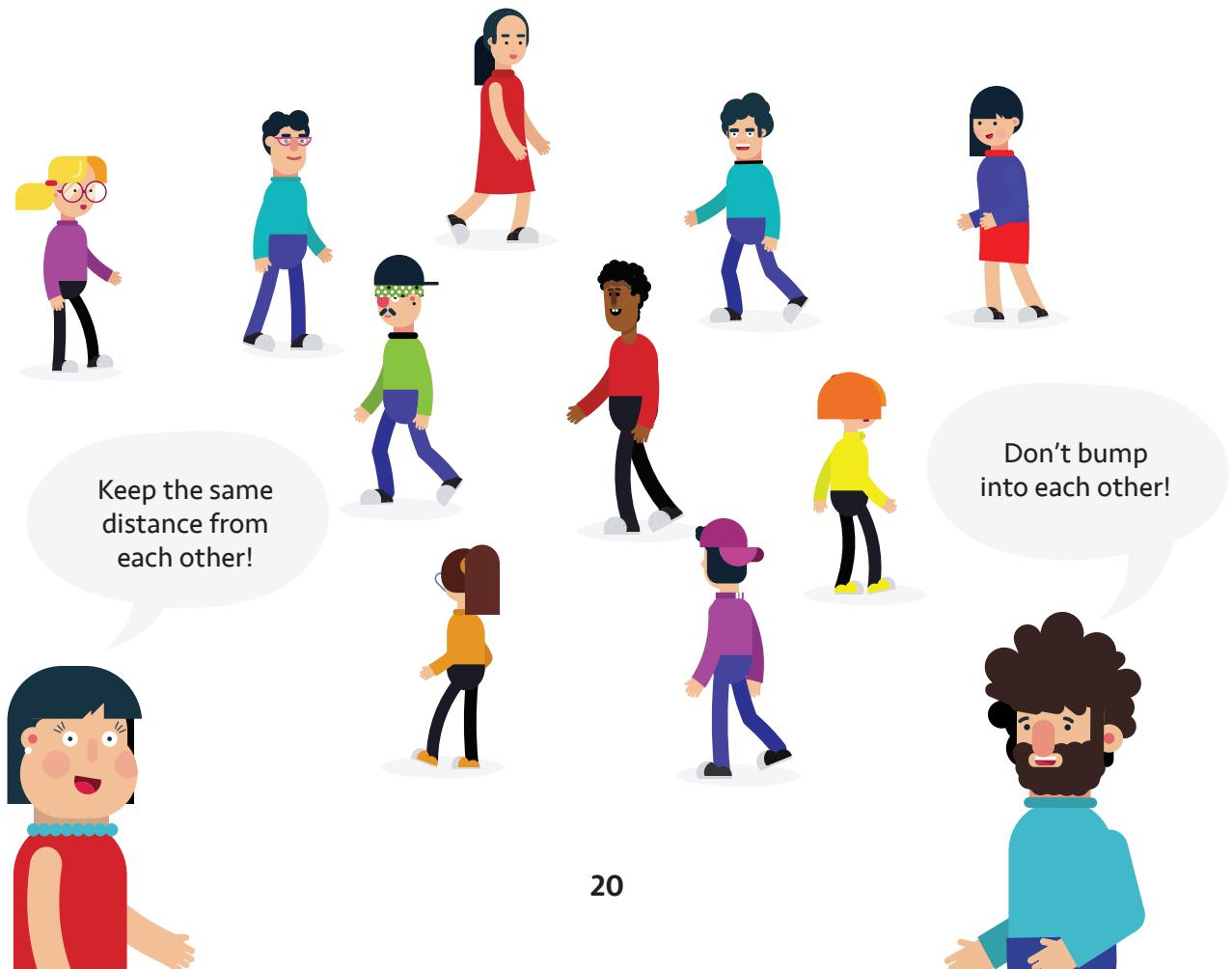
Learning objectives:

- Developing a sense of space
- Familiarizing rhythms and patterns

Number of players:

- Large group activity

Students walk around the classroom, but they are careful to maintain roughly the same distance from each other and to move with the same speed. You change the speed of walking by saying numbers from 0–100. Zero means that the group should stop. Fifty means that the group should walk at a normal pace and 100 that the group should walk as fast as possible.





Molecules

The aim of the activity is to group up and depict a given word.

Learning objectives:

- Interacting with peers
- Stimulating creativity and spontaneity

Number of players:

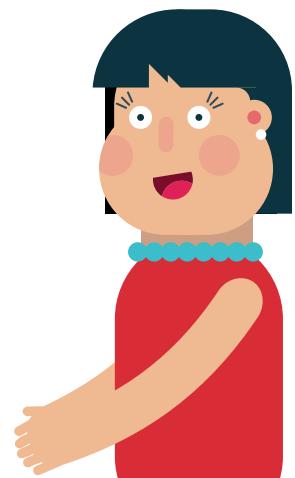
- Large and small group activity

Do not copy from each other!
Be creative!
Do it yourself!

Students walk around the classroom, but they are careful to maintain roughly the same distance from each other and to move at the same speed.

Clap and say a number between two and nine, determining the size of the groups the students must form. Make sure to pick a number that will not leave any of the students alone.

When the groups are formed, tell them what to create with their bodies (e.g. a tree, a house, a washing machine, or an airplane). As each group poses, the rest of the class take a look at the statues and discuss them.





EMPATHY

*Unless we are able to act empathically,
how can we expect students to do the same?*

Emotions clock I

The aim of the activity is to identify and express emotions.

Learning objectives:

- Identifying and expressing emotions
- Developing empathy

Resources:

- The wheel of emotions from the takatuka game

Number of players:

- Small group activity

A group of 4-10 students stands in a circle with one member in the middle. The student in the middle spins the wheel. The arrow points at an emotion and the students in the circle have to express it; using facial expressions and body language. Then the student in the middle chooses the student whose expression he likes the most. The chosen student goes into the middle and spins the wheel next.

If the arrow points to the heart, the student in the middle chooses the emotion himself. If it points to the star, the group decides the emotion for the student in the middle. In this case, he expresses it and then spins the wheel again.





Emotion clock II

The aim of the activity is to search for the underlying reasons for emotions.

Learning objectives:

- Exploring the underlying reasons for emotions
- Developing empathy

The reasons should differ from one another.

Resources:

- The wheel of emotions from the takatuka game



Number of players:

- Small group activity

A group of 4-10 students stands in a circle with one member in the middle. The student in the middle spins the wheel. The arrow points at an emotion and the student in the middle expresses it; using his facial expressions and body language. Then each student in the circle explains why the student in the middle might feel this way. Finally, the student in the middle chooses the most meaningful reason for him. The chosen student goes into the middle and spins the wheel next.

If the arrow points to the heart, the spinner chooses the emotion for him. If it points to the star, the group decides the emotion for the student in the middle.



FEEDBACK

Positive feedback increases motivation.

You are ...

The aim of the activity is to point out others' attributes.

Learning objectives:

- Practicing positive thinking
- Giving compliments

Resources:

- Pencils and paper – one for each student

Number of players:

- Large group activity

Explain to students what an attribute is.

- An attribute is defined as a quality or characteristic of a person, place or thing. Intelligence, charm and a sense of humour are all examples of an attribute.

Then each student gets a pen and a paper. They write their names on the paper and pass it to the student on their left. The other student then writes an attribute of that person on the paper, folds it and passes it to the next student. When all students have written attributes for all of their schoolmates, each student gets his paper back.

Warning:

What is written on the paper has to be positive and school appropriate.

It is better to do the activity when the group has spent some time together – not at the beginning of the year but somewhere in the middle, so that the students already know each other.





Lifetime memories

The aim of the activity is to express feedback on a depicted lifetime event.

Learning objectives:

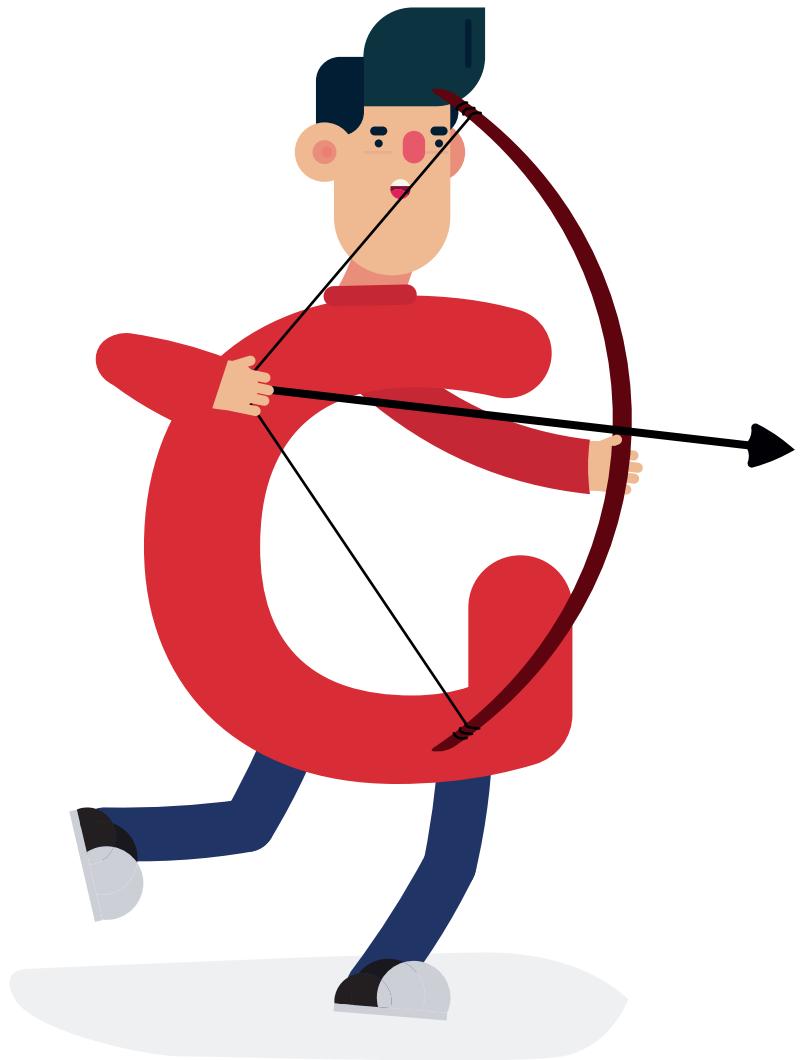
- Developing oral skills
- Practicing expressing and defending opinions
- Improving nonverbal communication

Number of players:

- Small group activity

The students divide into groups of 4-6. Give one lifetime event to each group (e.g. birth, first day of school, wedding, school trip, funeral...) and ask them to depict it with their bodies; without using movement or sound. Students in groups discuss and try out their ideas. They also give their depiction a title.

When all groups are ready, they present their work to each other. Each group first tells the title of their work and then strikes the pose. Other students are invited to express their feedback; do they recognize which lifetime event they are representing, what they like about their depiction, and offer suggestions on what would they improve ...





*Show students that you are interested
in their success.*

Balloons in the air I

The aim of the activity is to keep all of the balloons in the air.

Learning objectives:

- Releasing tension
- Improving team dynamics

Resources:

- Balloons

Number of players:

- Large group activity

Each student gets one balloon. When you signal, they throw the balloons in the air. They have to make sure that all of the balloons stay in the air during the whole activity. The teacher may also put on some music during this activity. The activity ends when the song ends.





Balloons in the air II

The aim of the activity is to keep all of the balloons in the air.

Learning objectives:

- Releasing tension
- Improving team dynamics
- Learning names

Resources:

- 3 balloons

Number of players:

- Large group activity

Choose three students and give each of them one balloon. When you signal, they throw the balloons in the air. The group has to make sure that all of the balloons stay in the air. Whenever someone hits a balloon in the air, they have to say the name of the student who has to hit the balloon next.



HELPFULNESS

Adapt teaching to students' needs.

Above the river of crocodiles I

The aim of the activity is to help each other not to fall into the river of crocodiles.

Learning objectives:

- Improving communication
- Encouraging cooperation

Resources:

- Masking tape

Number of players:

- Large group activity

Make a line with masking tape on the floor. Students stand on the line. When they are in the line, ask them to arrange themselves:

- By their birthdates - January to December
- From the smallest to the tallest

When they are changing positions, they can only step on the line. Those who step on the floor are eaten by crocodiles and are out of the game. The group is successful if all students stay on the line.

If you want to complete the activity, you have to help each other.





Above the river of crocodiles II

The aim of the activity is to help each other not to fall into the river of crocodiles.

Learning objectives:

- Improving communication
- Encouraging cooperation

Resources:

- Masking tape

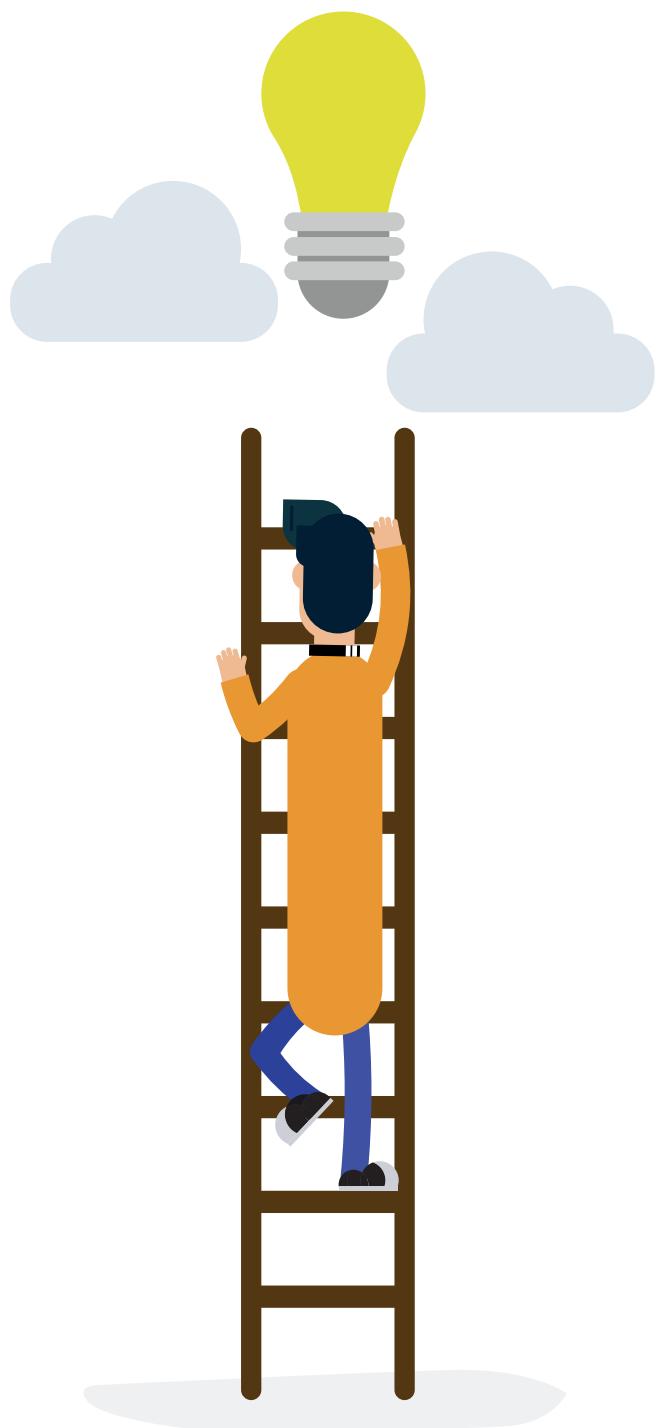
Number of players:

- Large group activity

Divide the students into three groups. Make three lines with masking tape on the floor. Tell each group to stand on one line. When all groups are ready, ask them to arrange themselves:

- From the shortest to the longest hair
- By the size of their palms

When they are changing positions, they can only step on the line. Those who step on the floor are eaten by crocodiles and are out of the game. The group that manages to arrange itself first, without losing a member, wins.



INSPIRATION

Encourage creativity and imagination in students.

The indefinite object I

The aim of the activity is to use a specific object as if it were a different object.

Learning objectives:

- Using imagination and expressing ideas
- Thinking out of the box

Resources:

- Any object e.g. a pen, a scarf, a box, paper, a banana

Number of players:

- Large group activity

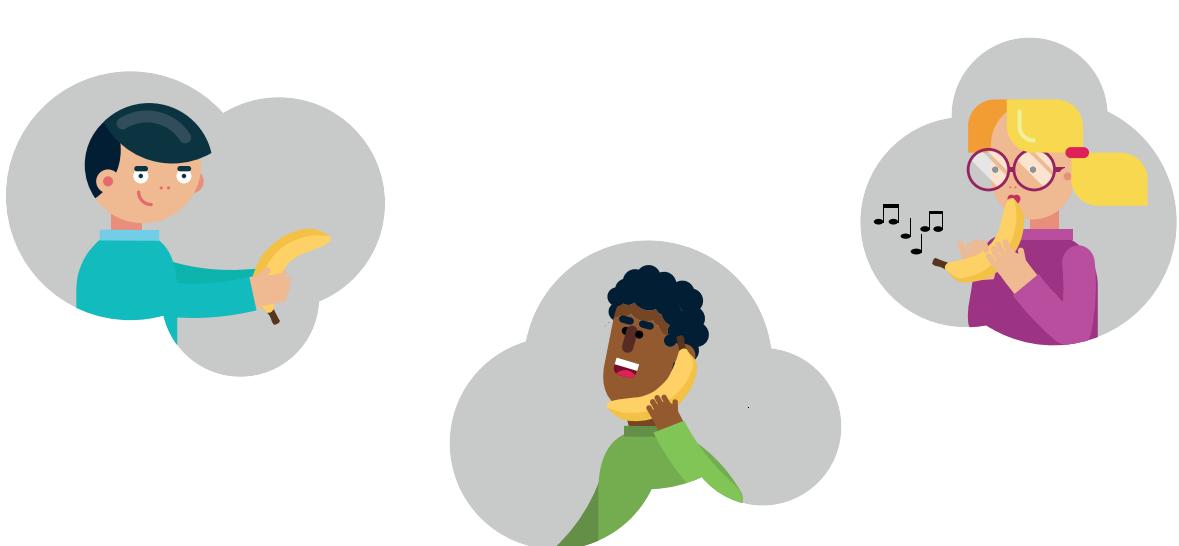
Students sit in a semicircle. Show them the object you selected and place it in front of them. Ask them to come one by one to use it. When they are using it they have to respect one rule: "The object is not allowed to be used in the conventional way!".

Warning:

Do not push students if they do not have an idea in the given moment.

Students should not repeat each other.

Give them enough time to mime what they come up with.





The indefinite object II

The aim of the activity is for pairs of students to use a specific object as if it were a different object.

Learning objectives:

- Using imagination and expressing ideas
- Thinking out of the box
- Encouraging communication and cooperation

Resources:

- Any object e.g. a pen, a scarf, a box, paper, a banana

Number of players:

- Large group activity

Students sit in a semicircle. Show them the object you selected and place it in front of them. Ask them to come one by one to use it. When they are using it, they have to respect one rule: "The object is not allowed to be used in the conventional way!".

The student who has an idea takes the object and mimes what he thought of. While he is miming, another student joins him. After acting out the imagined use of the object together, the first student leaves and; the second continues using object in a new way. We continue as long as the students have



JOIN IN & MAKE A CHANGE

Small changes can make a big difference.

The emotion machine

The aim of the activity is to build an emotion machine using movement and sound.

Learning objectives:

- Using movement and sound to convey emotions

Number of players:

- Large group activity

Clear an empty space in the classroom, where the group will create their emotion machine. Select an emotion and ask the students to think of a repetitive motion and sound they imagine fitting the selected emotion. Students enter the empty space one by one and keep repeating the selected motion and sound. The emotion machine is complete when all of the students have joined in.

Warning:

The students have to be connected.

The moves and sounds should be synchronized.





The moody machine

The aim of the activity is to build a moody machine using movement and sound.

Learning objectives:

- Using movement and sound to convey emotions
- Facilitating associative thinking
- Changing to fit a new purpose

Resources:

- Red cards from the Let's talk ... game

Number of players:

- Large group activity

Clear an empty space in the classroom, where the group will create their moody machine. Students enter the empty space one by one. They take one red card from the pile before entering the empty space. Based on the card they think of a repetitive movement and sound. They take a spot and start repeating the selected movement and sound. Each time a new student joins in, the students who are already in adapt their movement and sound to the new one. It is important to stress that the moves and sounds are transformed according to the new one and not copied.



KNOWLEDGE

Always Seek Knowledge.

Storytelling circle I

The aim of the activity is to tell a whole story in one round.

Learning objectives:

- Taking turns speaking
- Sustaining concentration

Number of players:

- Large group activity

Students sit in a circle. Together they select a story that everyone knows; because each student will tell one part of the story. The student who wants to start stands up and begins telling the story. When he sits down, the student on the left stands up and continues telling the story. Each student has to make sure to speak for long enough so that his turn is not too short. They have to complete the story in one round.

Storytelling circle II

The aim of the activity is to tell a whole story from the perspective of one character in one round.

Learning objectives:

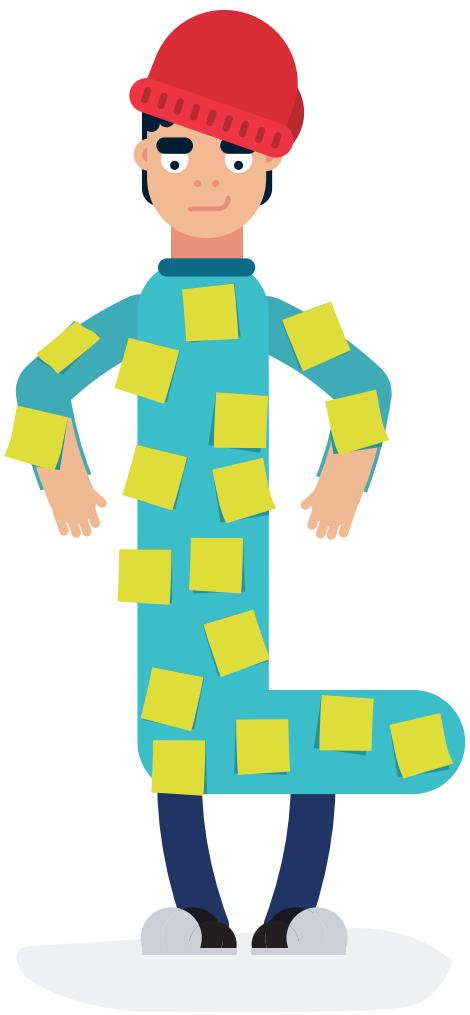
- Taking turns speaking
- Sustaining concentration
- Exploring perspectives

Number of players:

- Large group activity

Students sit in a circle. Together they select a story and one of its characters, because each student will tell one part of the story from this character's perspective. The student who wants to start stands up and begins telling the story. When he sits down the student on the left stands up and continues telling the story. Each student has to make sure to speak for long enough so that his turn is not too short. They have to complete the story in one round.





LABELLING

Don't label students, discover who they are.

Status game I

The aim of the activity is to guess which card you have based on the non-verbal cues of others.

Learning objectives:

- Understanding nonverbal communication
- Exploring social classes

Resources:

- Cards numbered 0-5 (one for each student)

Number of players:

- Large group activity

Introduce the students to the cards: zero represents the lowest social class and five represents the highest social class. Give each student one card and tell them to place them on their chest without looking at them. The students start moving around the space and upon meeting; they have to greet (without words) the other person, according to their class.

After 5 minutes, the teacher claps and the students have to line up from the lowest to the highest class based on the experience they had. They are not allowed to look at their cards.

When they are in line, they have to state whether they guessed correctly and explain how they felt and what made them think they represent a certain class.

Status game II

The aim of the activity is to guess which card you have based on the behaviour of others.

Learning objectives:

- Understanding nonverbal communication
- Exploring social classes
- Practicing communication skills

Resources:

- Cards numbered 0-5 (one for each student)

Number of players:

- Large group activity

Introduce the students to the cards: zero represents the lowest social class and five represents the highest social class. Give each student one card and tell them to place them on their chest without looking at them. Define the students' imaginary location e.g. the hospital, the post office or the market. Ask them to use speech as well.

The students start moving in the defined space. They interact with others according to their social class.

After 5 minutes, the teacher claps and the students have to line up from the lowest to the highest class based on the experience they had. They are not allowed to look at their cards.

When they are in line they have to state whether they guessed correctly and explain how they felt and what made them think they represent a certain class.





MOVEMENT

To boost learning, add movement!

Hidden leader I

The aim of the activity is to find the leader of the movement.

Learning objectives:

- Improving focus and concentration
- Gaining control of the body

Number of players:

- Large group activity

Stand in a circle. Start leading the movement, your moves should be slow and clear. The students follow your moves. Any student who cannot see properly should follow a classmate most visible to them.

Student leaves the classroom. The group selects a new leader of the movement. When the student outside the classroom knocks, the group starts moving. The student observes them and has 3 tries to determine who the new leader is.





Hidden leader II

The aim of the activity is to find the leader of the movement.

Learning objectives:

- Improving focus and concentration
- Gaining control of the body and voice

Number of players:

- Large group activity

Stand in a circle. Start leading the movement with the sound. Your moves should be slow and clear. The students follow your moves and sounds. Any student who cannot see properly should follow a classmate most visible to them.

One person leaves the classroom. The group selects a new leader of the movement. When the student outside the classroom knocks, the group starts moving. The student observes them and has 3 tries to determine who the new leader is.



NONVIOLENCE

Students who are in distress need extra support.

Ha!

The aim of the activity is to react when the impulse that is travelling around the circle reaches you.

Learning objectives:

- Improving focus and concentration
- Improving reaction time

Number of players:

- Large group activity

The students stand in a circle. One of the students sends an impulse by pointing their clasped hands at someone and shouting "Ha!". While sending the impulse, it is important to make eye contact with the receiver of the impulse. The receiver raises their clasped hands above their head and also shouts "Ha!". The two students standing next to the receiver bring their clasped hands to the receiver's waist, as if they were trying to cut him in half. They also shout "Ha!". The receiver then sends the impulse in the same way to another student, who becomes the receiver, and the action repeats. Any student who makes a mistake or reacts too slowly is out of the game.

The receiver can also send the impulse to himself by raising his clasped hands above his head, bringing them back to his chest and returning them above his head.

Ha-Hi-Ho!

The aim of the activity is to react when the impulse that is travelling around the circle reaches you.

Learning objectives:

- Improving focus and concentration
- Improving reaction time

Number of players:

- Large group activity

The students stand in the circle. One of the students sends an impulse by pointing their clasped hands at someone and shouting "Ha!". While sending the impulse it is important to make eye contact with the receiver of the impulse. The receiver raises their clasped hands above their head and shouts "Ho!". The two students standing next to the receiver bring their clasped hands to the receiver's waist, as if they were trying to cut him in half. They shout "Hi!". The receiver then sends the impulse in the same way to another student, who becomes the receiver, and the action repeats. Any student who makes a mistake or reacts too slowly is out of the game.





OPPORTUNITY

Offer students the opportunity to learn from each other.

Winking game

The aim of the activity is to get someone to come to your empty place by winking.

Learning objectives:

- Learning to pay attention
- Making eye contact
- Boosting observation skills

Number of players:

- Large group activity

The students make two circles; an inner and an outer circle. The students in the inner circle stand in front of the students in the outer circle. One of the students from the outer circle does not have a student in front of him. Therefore, if there is an even number of students, you should join the activity. The student who does not have a pair standing in front of him starts the activity. He tries to get one of the students from the inner circle to come to his empty place by winking at them. It is important to make eye contact and to do so discretely, because the student standing behind has to catch the one who tries to escape.

The students in the outer circle have to have their hands on their backs and can react only when the student in front of them tries to escape.





Kevin

The aim of the activity is to stay in the circle.

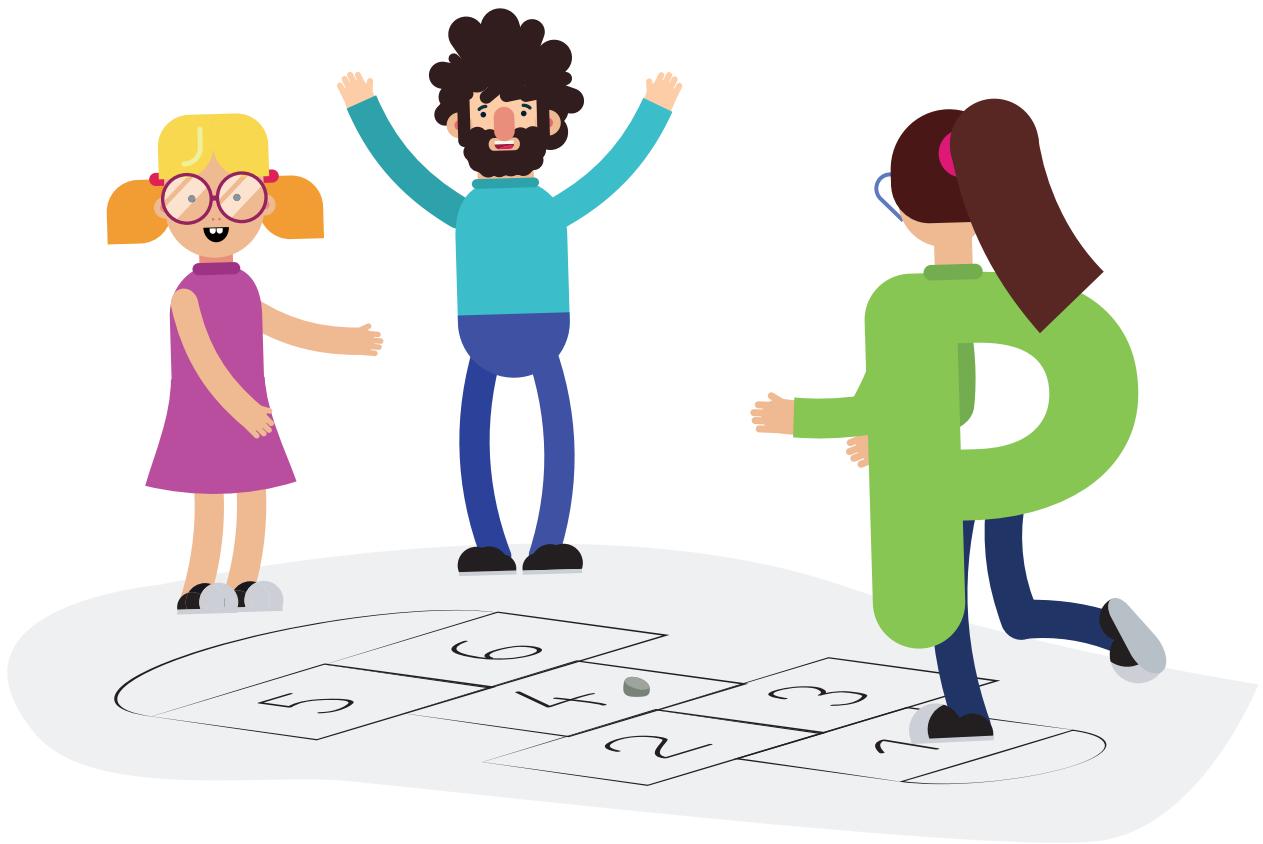
Learning objectives:

- Releasing tension
- Making eye contact

Number of players:

- Large group activity

The students stand in a circle, looking at the floor. When you clap, they lift up their heads and immediately look someone in the eye. If two students look at each other, they both have to scream like Kevin from Home Alone and leave the circle. The last one standing wins.



PLAY

Playing is learning.

Memory I

The aim of the activity is to collect matching pairs.

Learning objectives:

- Improving focus and concentration
- Memorizing

Number of players:

- Large group activity

This activity is based on the memory card game; however, there are no cards.

Two volunteers (hereinafter players) are sent out of the room. The rest of the group divides into pairs. Each pair picks a movement, which they will use in the game. When they are ready, they find a spot in the room so that they are not standing next to their pair.

The players are invited to join the group. The first player chooses one person who has to demonstrate their previously selected movement. The player then selects another person who has to demonstrate their previously selected movement. If they both demonstrate the same movement, they are a matching pair. In this case the player is awarded another turn. If the two selected persons are not a matching pair it is the next player's turn.

Warning:

The students should pair up with someone they do not usually work with.





Memory II

The aim of the activity is to collect matching pairs.

Learning objectives:

- Improving focus and concentration
- Memorizing

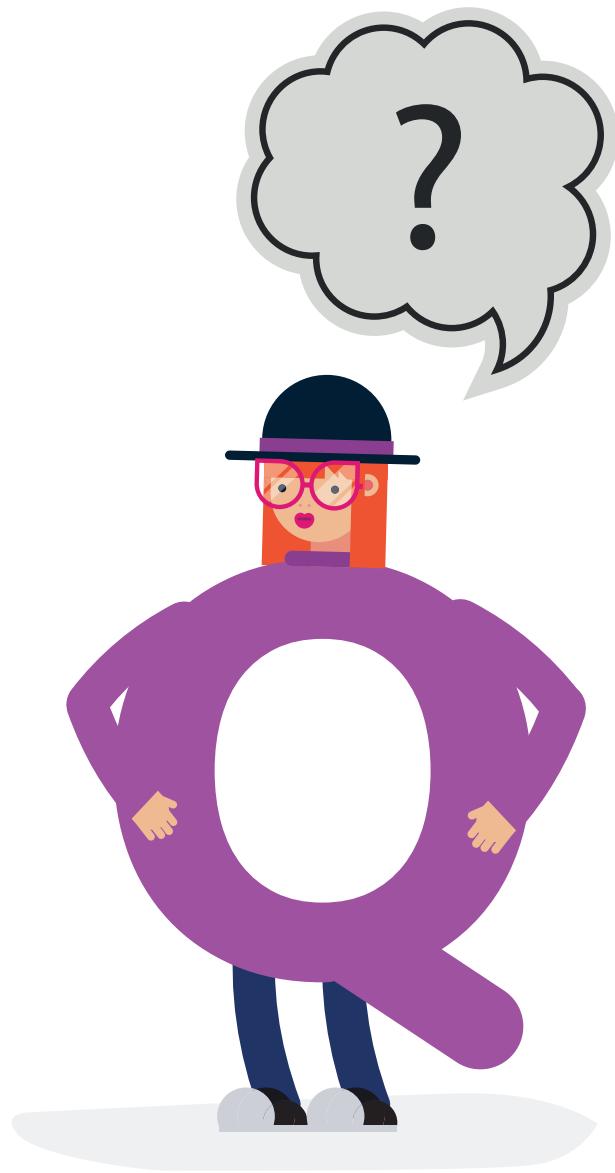
Number of players:

- Large group activity

This activity is based on the memory card game; however, there are no cards.

Two volunteers (hereinafter players) are sent out of the room. The rest of the group divides into pairs. Each pair picks a movement, which they will use in the game. All of the pairs have to choose similar moves so that the players have to observe them more carefully. When they are ready, they find a spot in the room so that they are not standing next to their pair.

The players are invited to join the group. The first player chooses one person who has to demonstrate their previously selected movement. The player then selects another person who has to demonstrate their previously selected movement. If they both demonstrate the same movement, they are a matching pair. In this case the player is awarded another turn. If the two selected persons are not a matching pair it is the next player's turn.



QUESTION

*Students' questions are important resources
for teaching and learning.*

Let's talk ...

The aim of the activity is to talk about designated topic.

Learning objectives:

- Learning to ask open questions
- Developing creative thinking

Number of players:

- Large group activity

Resources:

- The cards and dice from the Let's talk game

Together with the students, decide on a topic you wish to discuss.

Ask for five volunteers to answer the others' questions. They take their chairs and sit in front of their classmates. Each of them represents one colour - blue, green, purple, yellow, red- you can mark them with stickers, papers, balloons, etc.

The other students will ask questions. Put five piles of cards on the table and roll the dice. The colour on the dice indicates which card you take. If you roll white, you can choose on your own. Show the card to the students and ask them to form a question on the selected topic based on the card.

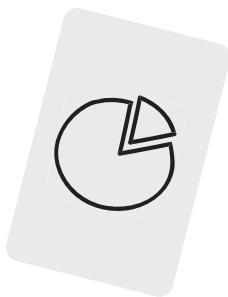
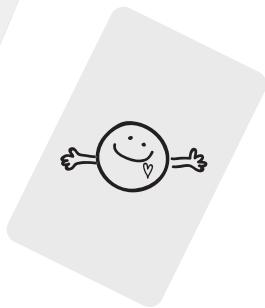
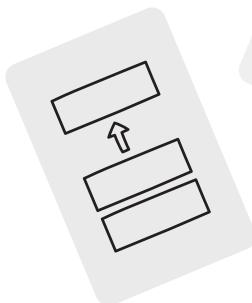
When one of the students asks the question aloud, roll the dice again. The colour on the dice indicates which of the five volunteers will answer the question. If you roll white, all five of them answer the question.

Warning:

Ask only open questions; when students have more ideas for questions, you can use more of them.

Variation:

The original Let's talk educational board game which can be played with 4 – 6 players.





RESPONSIBILITY

Learning is a shared responsibility.

Walking blind in a circle

The aim of the activity is to prevent the walkers from bumping into each other, while keeping them in the circle.

Learning objectives:

- Understanding the concept of trust
- Encouraging trust

Number of players:

- Large group activity

The students stand in a circle.

Ask for a volunteer. The volunteer goes into the circle and closes his eyes. He walks in the circle. The students forming the circle are responsible for keeping the volunteer in the circle. If he starts walking out of the circle, the closest student gently directs him back into the circle.

After a while we add another volunteer. Now two students with closed eyes are walking in the circle. The students forming the circle are now taking care of both of the students with closed eyes. They are responsible for keeping the students with closed eyes from bumping into each other, from leaving the circle, and they should make them feel safe. After some time the teacher adds a new volunteer.

Volunteers can be added as long as we can guarantee that all students with closed eyes are feeling safe.





A sleeping dragon

The aim of the activity is to retrieve your object.

Learning objectives:

- Sustaining concentration
- Developing the ability to control movement

The dragon can turn whenever he wants and as many times as he wants.

Resources:

- One object per student

Number of players:

- Large group activity



One student (hereinafter the dragon) stands at one end of the classroom with his back facing the other students, who are standing at the other end of the classroom. Place the students' objects behind the dragon. Each student has to pick up his object and carry it to the other side of the classroom. The students can move as they wish but when the dragon turns they have to freeze. If the dragon sees anyone moving, he sends them back to the starting point. The activity ends when all of the students have carried their objects to the other side.



SAFETY

*For some students your classroom
is their only safe place.*

Equilibrium

The aim of the activity is to find balance in pairs.

Learning objectives:

- Building trust
- Balancing the body

Number of players:

- Working in pairs

The students make pairs. They hold each other's right hand and left hand so that their arms are crossed. They stand close enough to each other that their toes are touching. From this position they start leaning back at the same pace. When they find balance they can raise one hand in the air.

Warning:

Students of roughly the same height and weight should work together.





Trust fall

The aim of the activity is to catch the student who is falling.

Learning objectives:

- Understand the concept of trust
- Encourage trust

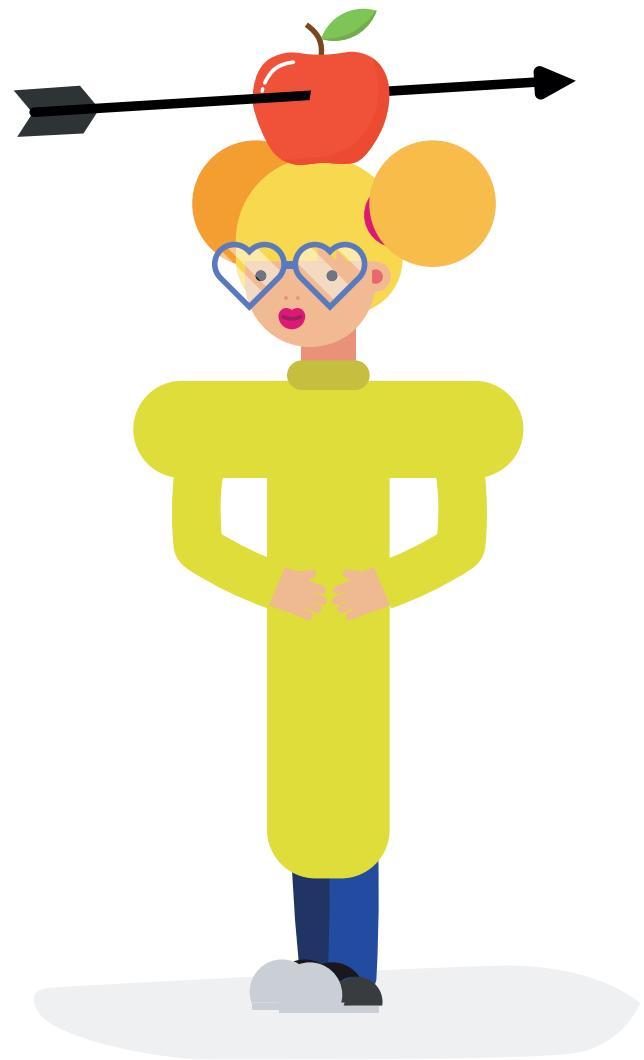
Number of players:

- Working in groups of three

The students divide into groups of three. They decide who will be the faller. The faller stands with his hands folded across his chest. He closes his eyes. His body should be still and stiff. He will fall into the catcher's arms. One catcher stands behind the back of the faller and the other stands in front of him. They stand in a balanced stance. That means their feet are shoulder width, one foot is a bit closer to the faller, their knees are slightly bent, and their hands are up and ready to catch. The catchers must be close enough to catch the faller and far enough away that the faller has adequate falling space. Start with a shorter distance and then make it longer. Switch roles.

Warning:

Remind students that they have to take care of each other. The faller should check the attentiveness of the catcher.



TRUST

All students deserve to be trusted and valued.



Mixer

The aim of the activity is to pass around the student in the middle of the circle.

Learning objectives:

- Understanding the concept of trust
- Encouraging trust

Number of players:

- Working in groups of 7-8

Make groups of 7-8 students. They make circles as small as possible and stand in a balanced position. One member of the group stands in the middle. He closes his eyes, places his arms across his chest, and makes his body as still as possible. He enjoys himself while the others gently push him in all directions. Everybody should have a chance to be in the middle.

Warning:

Remind students that they have to take care of each other. The faller should check the attentiveness of the catchers.

Trust jump

The aim of the activity is to catch the student who is falling.

Learning objectives:

- Understanding the concept of trust
- Encouraging trust

Number of players:

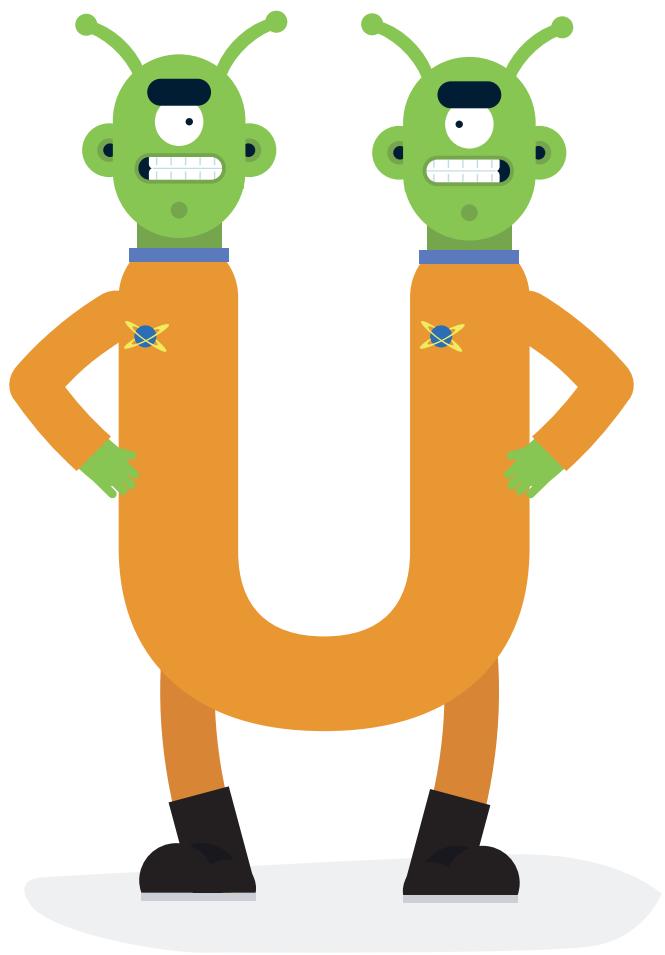
- Large group activity

The students stand in two lines very close to each other. They stand in front of a table. The tallest or the strongest students should be in the middle of the line. They stretch their arms forward with their palms up and lean back slightly with their upper bodies. One student climbs on the table. He stands with his hands folded across his chest and makes his body as still as possible. The students tell him when they are ready. He starts to count out loud from three to one. After he says "one", he falls with his back into his schoolmates' arms.

Warning:

Take all necessary measures to ensure safety.





UNIVERSAL

We are more alike than we are different.

The spider web of similarities

The aim of the activity is to find similarities.

Learning objectives:

- Expressing yourself

Resource:

- Ball of wool

Number of players:

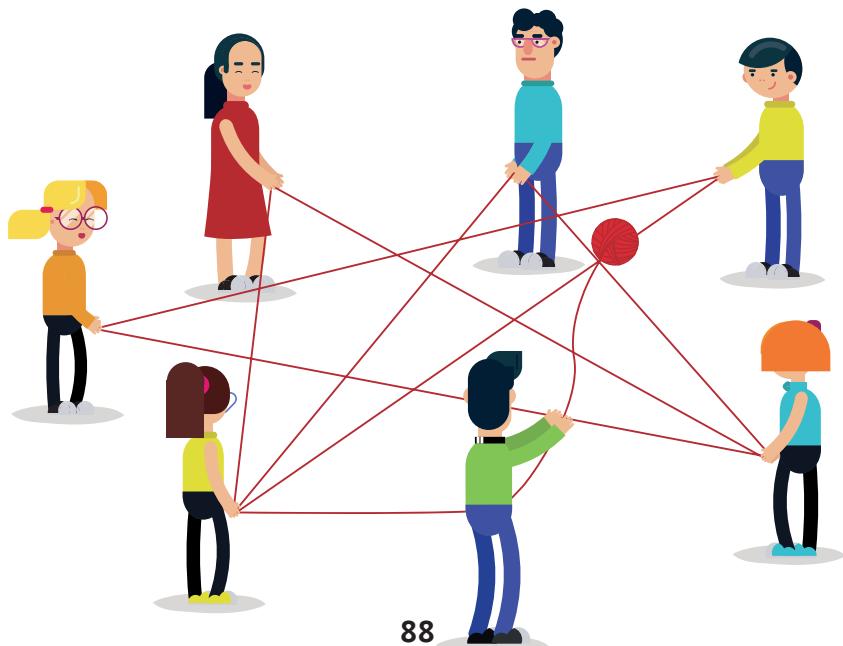
- Large group activity

The students stand in a circle.

The student who starts the activity holds a ball of wool. He makes a statement about himself (values, likes, dislikes, habits,) e.g. I love traveling.

Each student that agrees with the student says: "Me too." The one who made the statement holds one part of the wool and throws the ball to the participant who first said "me too". If there are many, the ball is thrown to all of them in succession. Each of them has to keep holding part of the wool. The one who last said "me too" holds the ball of the wool and continues the activity by making a new statement about himself.

The process continues as described above until there is no more wool.





Circle of similarities

The aim of the activity is to find similarities.

Learning objectives:

- Exploring similarities

Resource:

- Chairs – one less than the number of the students

Number of players:

- Large group activity

Make a circle with the chairs. One student stands in the middle and the others sit on the chairs. The student in the middle makes a statement about himself (values, likes, dislike, habits,) e.g. I love traveling.

Each student that identifies with the statement has to change chairs. While they are changing their chairs, the student in the middle also has to sit down. The student who does not get a chair continues the activity by making a new statement about himself.

The process continues in the same manner.



VALUES

Acta non verba.

My precious object

The aim of the activity is to present an object of sentimental value.

Learning objectives:

- Speaking confidently and clearly
- Sharing personal stories

Resource:

- Students' objects

Number of players:

- Large group activity

Ask the students to bring an object that holds special value for them. Each student tells the story of the object; explains why it is important to him, states where and how did he obtain it ...





Book cover

The aim of the activity is to create a book cover.

Learning objectives:

- Sharing a personal point of view
- Expressing ideas by creating illustrations and titles

Resource:

- Paper and coloured pencils

Number of players:

- Large group activity

Ask students to create a book cover. The cover should contain: the author's name and surname, a title, an illustration and the book's literary genre.



WE

Together we can succeed.

One step forward I

The aim of the activity is for everyone in the circle to take one step forward.

Learning objectives:

- Learning to be attentive
- Sustaining focus

Number of players:

- Large group activity

The students stand in a circle. The goal in the group is for every student to take one step forward. They have to respect the following three rules:

1. One person can take a step at a time.
2. The group is not allowed to communicate.
3. Stepping should not be sequential.

Anybody can start the game by taking a step forward. Then another student takes a step forward. Everyone steps when they feels it is their turn. If two or more students step at the same time, the activity has to start from the beginning.





One step forward II

The aim of the activity is that everyone in the circle takes one step forward.

Learning objectives:

- Learning to be attentive
- Sustaining focus

Number of players:

- Large group activity

The students stand in a circle with their eyes closed. The goal is for every student to take one step forward and say their name. They have to respect the following three rules.

1. One person can take a step at a time.
2. The group is not allowed to communicate.
3. Stepping should not be sequential.

Anybody can start the game by taking a step forward. Then another student takes a step forward. Everyone steps when they feel it is their turn. If two or more students step at the same time, the activity has to start from the beginning.



**THERE IS
NO PLACE
FOR EXCLUSION
IN THE
CLASSROOM.**



YES

*Yes, using drama promotes
inclusion in the classroom!*

"No ...", "Yes, but ..." and "Yes, and ..." I

The aim of the activity is to explore different responses to suggestions.

Learning objectives:

- Learning how to accept an offer and trying to build on it
- Exploring different responses to suggestions

Number of players:

- Large group activity

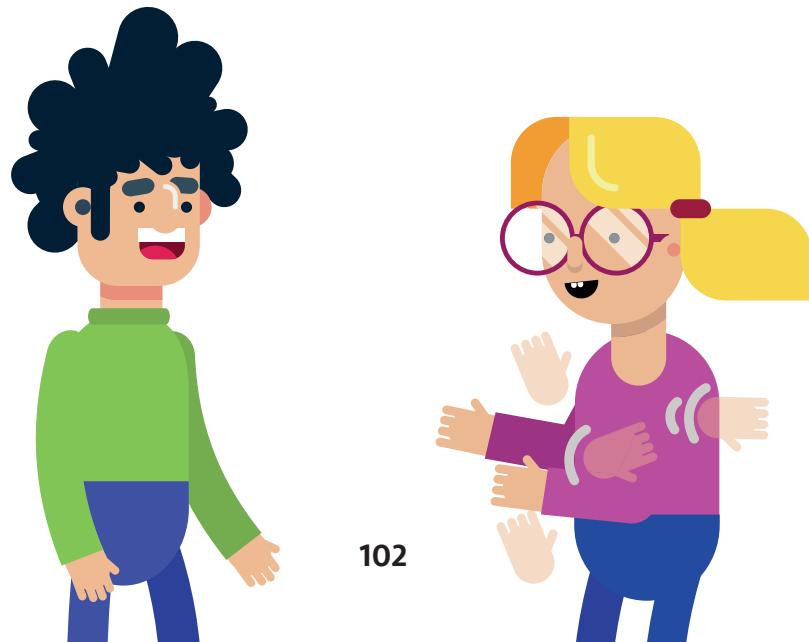
Ask for two volunteers. They decide who will be the giver of ideas and who will be the responder. The task is to improvise a scene of planning an event.

- First round: The giver of ideas makes suggestions to the responder who rejects him without exception by saying "No!".
- Second round: The giver of ideas makes suggestions to the responder who replies by saying "Yes, but ...".
- Last round: The giver of ideas makes suggestions to the responder who replies by saying "Yes, and ...".

Repeat this action with at least four different pairs.

Reflection:

The activity is followed by a discussion about how difficult it is to develop a dialogue, when one is continuously met with denial. The objective is to realize that dialogue is still difficult even when the denial is kind and indirect.





"No ...", "Yes, but ..." and "Yes, and ..." II

The aim of the activity is to explore different responses to suggestions.

Learning objectives:

- Learning how to accept an offer and trying to build on it
- Exploring different responses to suggestions

Number of players:

- Small group activity

Divide students into groups of four. Ask them to assign the given roles. One is the giver of ideas and the other three are different responders. One responds with "no", another with "yes, but..." and the last with "yes, and...". They repeat the activity four times, so that everyone gets to try out every role..

Reflection:

The activity is followed by a discussion about how difficult it is to develop a dialogue, when one is continuously met with denial. The objective is to realize that dialogue is still difficult even when the denial is kind and indirect.



ZEAL

*Teachers need great energy and enthusiasm
in their pursuit of inclusive education.*

Empty chair

The aim of the activity is to prevent Mr. Zeal from sitting in the empty chair.

Learning objectives:

- Building a positive group dynamic
- Learning to pay attention

Resources:

- One chair for each student

Number of players:

- Large group activity

Distribute chairs evenly around the whole classroom. The students sit on the chairs. The teacher asks for a volunteer. The volunteer (Mr. Zeal) stands up and goes as far away from his chair as possible. Mr. Zeal's aim is to sit in the empty chair. Mr. Zeal has to walk at an even and slow pace. The group of students must prevent Mr. Zeal from sitting in the empty chair by changing their chairs. Note that once a student stands up he cannot sit in the same chair again. Everyone except Mr. Zeal can move very quickly.

When Mr. Zeal sits down the activity ends. The student left standing becomes Mr. Zeal.





Empty chairs

The aim of the activity is to prevent Misters Zeal from sitting in the empty chairs.

Learning objectives:

- Building a positive group dynamic
- Learning to pay attention

Resources:

- One chair for each student

Number of players:

- Large group activity

Distribute chairs evenly around the whole classroom. The students sit in their chairs. Ask for three volunteers. The volunteers (Misters Zeal) stand up and go as far away from their chairs as possible. Their aim is to sit in one of the empty chairs. They have to walk at an even and slow pace. The other students must prevent them from sitting in the empty chairs by changing their chairs. Note that once a student stands up he cannot sit in the same chair again. Everyone except the Misters Zeal can move very quickly.

When one of the Misters Zeal sits down the activity ends. The student left standing becomes Mr. Zeal.