Towards Successfull Inclusion:
Methods and Experiences

Semesters

2018-2019

2019-2020

Erasmus+

Content

1. Introduction

Various methods towards one goal - Successful Inclusive Education!' is a project with six partners from Poland, Finland, Republic of North Macedonia, Spain, Greece and Italy who decided to start a cooperation on the topic of inclusive education. The 21st century brings new challenges and those challenges need new ways of thinking in education - inclusive education. The main objectives of the project are: spreading idea of inclusive education among the teachers and the community, learning the methods to use them as tools of the creative, innovative and equal learning process to prevent early school leavers and support disadvantaged pupils, supporting teachers in adopting collaborative and innovative practices and gaining knowledge and skills on methods supporting inclusive education.

In our schools there is an obvious need to improve inclusive thinking and pedagogical solutions. From this need also started. We have worked on the idea of inclusion:

Do we actually understand inclusion the same way?

What kind of methods have we tested or developed to improve methods supporting inclusive education? What can we learn from each other to promote actively inclusive teaching?

Around these questions our project has concentrated. From different local point aviews we all have learned to see new possibilities and innovative combinations how to implement inclusiveness to our work at school. From Twinspace our notes and materials can also be found from the trainings and co-operation work.

https://twinspace.etwinning.net/78532/home

The topics for the schools were:

- *Polad, Szkola Podstawowa nr 2 im.Jana Pawla II (Kłodzko): Using visual arts in inclusive education*
- *Spain, IES SINEU (Sineu): Art thinking*
- *Republic of North Macedonia, Opshtinsko Osnovno Uchilishte Dimkata Angelov Gaberot s. Vatasha, Macedonia (Kavadarci): Digital tools in formative assessment*
- *Finland, Kiviniitty school (Kokkola): Green Care*
- *Italy, Istituto Comprensivo Zippilli-Noè Lucidi (Teramo): Technology for the inclusive classroom*
- *Greece, SCHOOL OF PALEKASTRO (Sitia): Choreotherapy: a gift to the body and mind*

We were able to proceed with the mobilites untill March 2020, when corona infection changed the course of all school routines. International travelling became impossible. We were not able to proceed with mobilities C5 ja C6, but the cooperation continues, in a way or another.

2. Visual Arts in Inclusive Education

Introduction:

Using active methods is very important in education. It makes easier to solve problems in imaginative way and creative thinking. Moreover using these methods makes transmitting the knowledge more interesting, helps students find new interests, enables to experience new things often interpersonal. One of the methods is to use varied educational games, that combine elements of fun and learning and most importantly complete substantive knowledge in attractive way. Through those methods you are able to check if students can use this information in practice. There's one more asset of using educational games: you can regulate difficulty of them, so it's possible to work with students with different possibilities.

Traditional and innovative methods of using movie in education:

1. Metaphor cards - a useful tool to start a conversation after watching a movie. It allows to express emotions, feelings and reflections about the film and/or characters starring in. It is easier for pupils and students to speak as they do not talk about themselves but about the card. The teacher has the opportunity to learn about the feelings of the audience in indirect way.

The use of metaphor cards is a good tool to work with students and pupils who are usually shy, have problems with expressing themselves, or are unable to speak about their own emotions. Metaphor cards also develop abstract thinking, hierarchization of the content and the skill of telling stories. The most popular metaphors in the world come from the DIXIT game, which can be an interesting form of work during lesson.

During training in Poland we used Dixit cards at the beginning. Each participant had to choose one card which shows his/her attitude to movies and present it to the rest.

2. Designing film events. When creating movie events at school (such as movie nights, film reviews, school film festivals) it's good to give the students a leading role in the preparation of materials related to them: they can design posters, tickets and/or presentations. Thanks to this, students have feeling of full participation in the event. The use of design tools will help to include students with different talents (e.g. artistic, graphic, designing) but having difficulties in other fields of education.

A tool called CANVA, available both in the form of an internet website and smartphone applications, can be useful.

During the training in Poland the trainers presented the Canva tool and its possibilities.

3. Storyboard is a method of working with a movie which develops thinking with images. It allows students to draw further sequences of film stories, which can be effective in working with students who have problems with building statements and speaking out. Illustrating the topic can help the students to open for unobvious solutions. It will develop following skills: problem solving, innovative thinking, focusing on the topic or a holistic approach to work with film.

During the training in Poland the participants were divided into groups and had a task to create an ending on the movie presented by the trainers. Each group had worksheets and drew the scenes on it. Then one of participants from each group presented the final version of common work.

4. Storytelling is not only a method of working with film. It is based on something that humanity has known since prehistoric times. Its use develops the intelligibility of the message - the narration is understandable, because it is based on the concrete (event, character, situation). Using this method involves both – the storyteller and the listener. A well-told story forces the listener to use the imagination, engage the intellect, require concentration and commitment. It is an universal method - it works well in weaker and stronger groups and gives an opportunity for each participant of the groups to discover its abilities. It is based on the power of symbol and allegory, which develops the ability of abstract thinking. Moreover it develops communication skills, because the story must be understandable for the audience. A good story should: have suspense, change the course of action, increases tension, surprises listeners and have specific character/characters. The method develops in the students the ability of storytelling, and at the same time it prepares to talk about their own problems, feelings and emotions.

Useful icons for creating story cards are provided by TheNounProject.com

If you do not have time to prepare cards with icons, you can use a dice game called 'Story Cubes', a board game called 'Comics' or a multimedia application StoryBird.

During the training in Poland we were divided into groups and the task was to create a screenplay by using received story cards. Additionally each group created a movie script of a different genre.

5. Applications: Comica. Picsay, Pixlr, Colage Maker, Stop Motion.

The applications allow the teacher to use new media during lessons and liven up the classes. These applications can be used to build stories, create comic books (e.g. presentation of chosen part of the movie with interpretation), build dialogues and make collages. Both the entire movie or its short part can be the starting point. Additional exercises with building sets, creating costumes and characters strengthen the creativity of children and youth, teach teamwork, provide joy from the very fact of learning. Applications, of course, do not completely replace traditional methods, but help to modernize classes. During the training in Poland all the participants watched a short fragment of "Romeo and Juliet". After we were divided into groups and the task was to create costumes, prepare the most important scenes, take pictures of the scenes and prepare a presentation by using one of the applications.

Practical tips:

Lesson with storytelling or story writing

Students pick three random cards and create a story based on them. To adapt the level of the exercise to different possibilities/needs of your pupils:

- Basic level: icons from the website TheNounProject.com,

- Average level: Story Cubes or "StoryBird" application,

- Advanced level: Dixit cards (or different metaphor cards).

They must use their imagination and creativity and think of any connotations in order to tell/write something interesting. It can be also done in groups of two students so they learn to respect other person's opinion. It also shows that no matter how weird someone's connotations are , everybody's allowed to express them and not get criticized.

Other method is to give students mysterious, ambiguous cards and ask them to write as many questions to them as possible. Then they have to tell number of questions like: who?, what?, where?, when?, how?; and number of hypothetical and notional questions such as: what if?, what happens next?, what happens when?, where is it going?. They will use the answers to create e.g. comic book, short movie or presentation by using Comica, Picsay, Pixlr, Colage maker, Stop motion applications.

Literature lesson – SET BOOK

We divide class to smaller groups (max four people). Every student gets three Dixit cards that are related to a talked-about set book and chooses one of them. First person puts down on the table chosen card and explains how it's connected to the book. Rest of the group can see the card. Then the next person must elaborate on the person's before thoughts, put down another card and explain the connotations between a card and the book.

Lesson about emotions

Divide students into five groups, each of them gets different card. Ask them to identify the situation and emotions this card is stirring or representing. Then students have to prepare creative drama based on this card (or they can film it and present it to the others by using different applications mentioned above).

After each group's presentation the rest of the class must divine the showed emotion.

Lesson about different points of view

Divide students into six groups. First task is to explain the saying: "It all depends on which side of the fence you are standing". When leaders share their groups' opinion, give each of them one card. Then, again in groups they'll have to title it with aphorism, words of wisdom or with a good advice. It will show to the students that every card is ambiguous and may be understand in different ways. Like in real life – the interpretation of the situation can be different for everyone but it doesn't mean it's wrong.

3. Art Thinking

ART THINKING

HOW THE ART CAN TRANSFORM THE EDUCATION

Art thinking is a methodology of knowledge creation based on audiovisual language and contemporary arts.

What skills do we the humans beings need to develop?

- Creative and critical   - New knowledge

                - Emotional   - Empathy

What discipline should I follow to develop these competencies in our classes? ARTS. Arts as a methodological frame for any learning can be the alternative to transform the education. Moving from the arts as a content to the arts as a methodology, from arts as a periphery to the arts as center, this is ART THINKING!
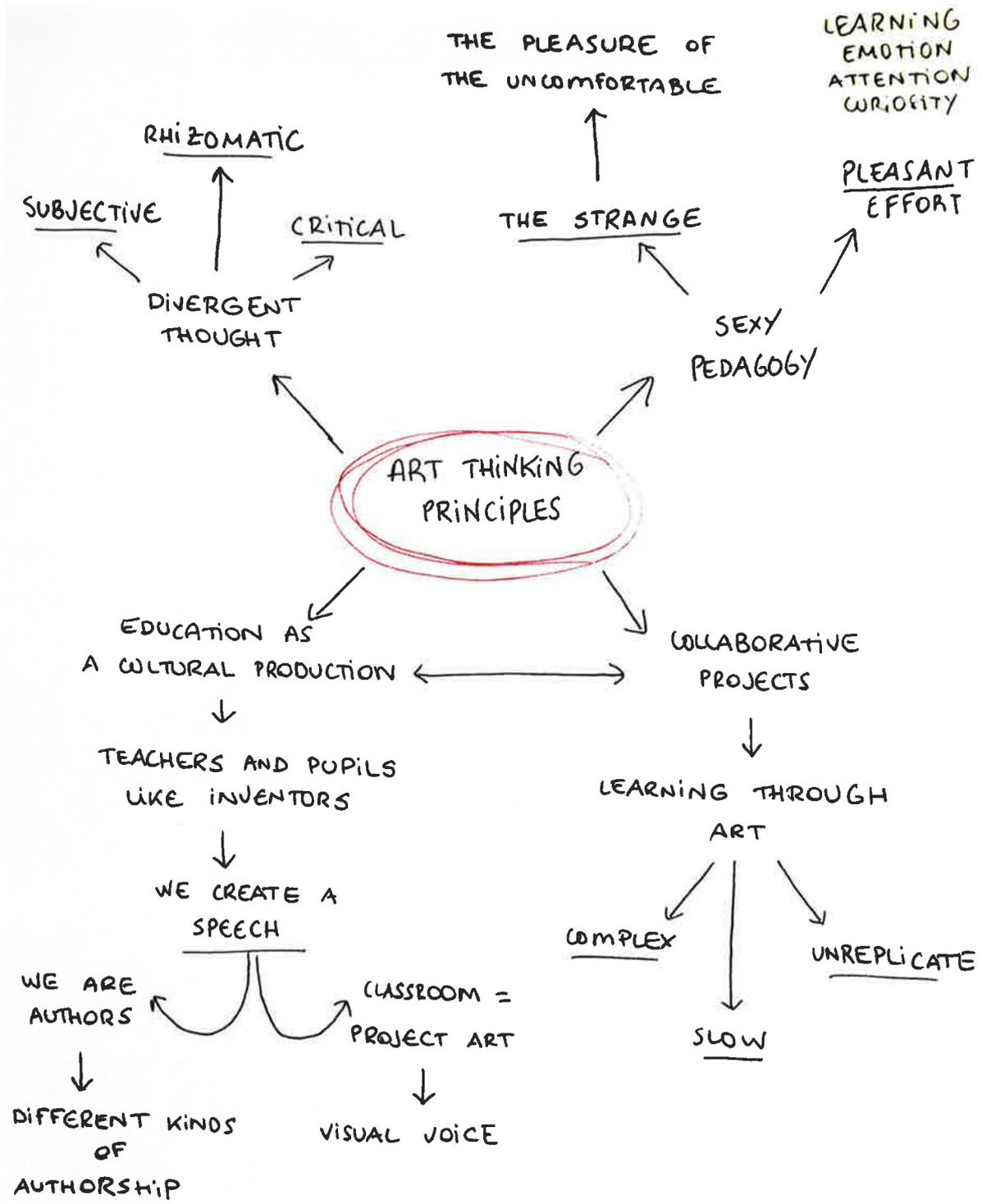
Art Thinking is not about becoming an artist, it's about thinking like an artist because art is a way of doing, not a thing that is done.

Principles of Art Thinking:

1. Creative and critical skills. Thinking must be divergent and creative because there is not single truth.

2. Emotional skills. Sexy pedagogy is one that creates expectation, surprise and unfamiliarization.

3. Produce new knowledge. We are cultural producers, not only teachers. We are artists, the visual voice. We went from being transmitters to knowledge producers.

4. Empathy. Collaborative projects, we leave the individualism and the stagnant subjects to do collaborative work by projects.

Where could I get ideas to turn my classes into a contemporary practice?

#1 move from logical thinking to divergent thinking

#2 we return pedagogy a sexier place

#3 you are an artist, and your students too

#4 let the DIY and move on to the DIWO

RHIZOMATIC

SUBJECTIVE

CRITICAL

THE PLEASURE OF
THE UNCOMFORTABLE

LEARNING
EMOTION
ATTENTION
CURIOSITY

THE STRANGE

PLEASANT
EFFORT

DIVERGENT
THOUGHT

SEXY
PEDAGOGY

ART THINKING PRINCIPLES

EDUCATION AS
A CULTURAL PRODUCTION

COLLABORATIVE
PROJECTS

↓

↓

TEACHERS AND PUPILS
LIKE INVENTORS

LEARNING THROUGH
ART

↓

WE CREATE A
SPEECH

COMPLEX

UNREPLICATE

WE ARE
AUTHORS

CLASSROOM =
PROJECT ART

SLOW

↓

↓

DIFFERENT KINDS
OF
AUTHORSHIP

VISUAL VOICE

ACTIVITIES

TEXT – FREE

1. Place a bottle of water on each student's table. Pupils will not know the essential function that the bottle has for the workshop.

2. The objective of the activity is to make a rare express self publishing, with a philosophy and practice similar to the one that *The Most Beautiful* experimental magazine has.

3. Self publishing is a resource to practice in classroom. Students will tell the teacher what do they have learned from a specific subject.

4. Use magazines, books or "rare" pages, in this case after commenting the definition of "raro" in the RAE dictionary.

5. The bottle that the students have in front of them since the beginning of the activity will be the container of the edition. The title of this one will be THIRSTY to know. The edition will contain paper boat that the teacher will give to each student.

6. Firstly they will remove the label from the bottle. The students will then deploy the boat and they will see how it contains the bending number corresponding to the number of students.

7. Working on an assembly way and following the numbered folders (each student must work with the papers with the same number as the label) they will perform quick and simple interventions on the label – boat (tamponing, with collage, with markers, with stickers, etc.).

8. Once this intervention is finished and continuing in a chain, we will fold the boat and we will introduce it inside the bottle. In this way we will get the copies of our edition THIRSTY to know.

SOUND LANDSCAPE

1. The activity consists on conducting a methodological review of listening based on the practice of field recording in the most influential areas around a market.

2. Students will contribute by cooperation to record an audio document of the sound landscape of the market and its environment surroundings.

3. Students' aim is to become aware of the sound marks of a nearby environment and to perform a valuable-setting task in order to be able to appreciate the heritage of sounds.

BOA MISTURA

(MULTIDISCIPLINARY GRAFFITI)

HOW TO MAKE A PARTICIPATIVE MURAL?

1 A layer of priming of any colour (except white) will be given to the wall. Participants fill the way by painting and writing freely with acrylic paint (neither very light not very light).

It's allowed to modify what somebody else has painted.

This is the most playful and spontaneous phase.

2 In assembly they think about the process and choose by consensus a word or phrase that summarizes the experience and it's written with chalk.

By selecting the word they do a process of group introspection. If it's done in a school, you can relate the math subject and work the scale.

3 The whole wall is painted white, covering everything except the letters.

CROSS BORDER PROJECT

(theatre, education and social transformation)

CREATION OF THE WORK

1. Play and meet each other in order to know themselves better.

2. Choose the topic.

In small groups.

What's important for me? ⟶ A list is made.

What worries me?

All the group.

All the ideas are put in common ⟶ The most repeated topic is chosen.

"brainstorming"
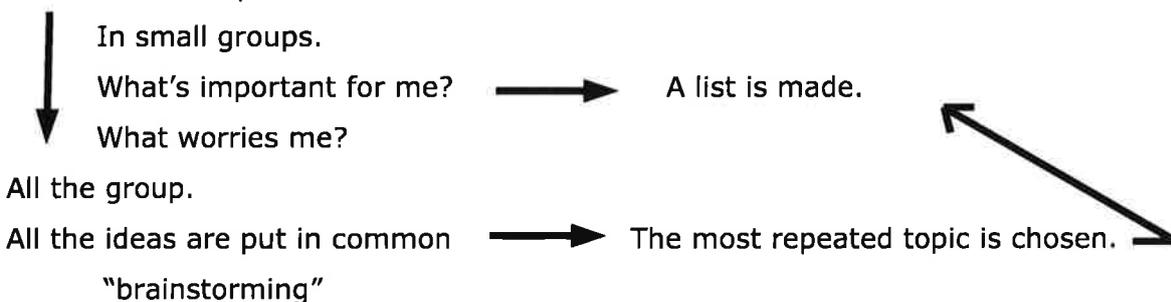
CAUGHT IN THE ACT

David Crespo + Christian F. Mirón
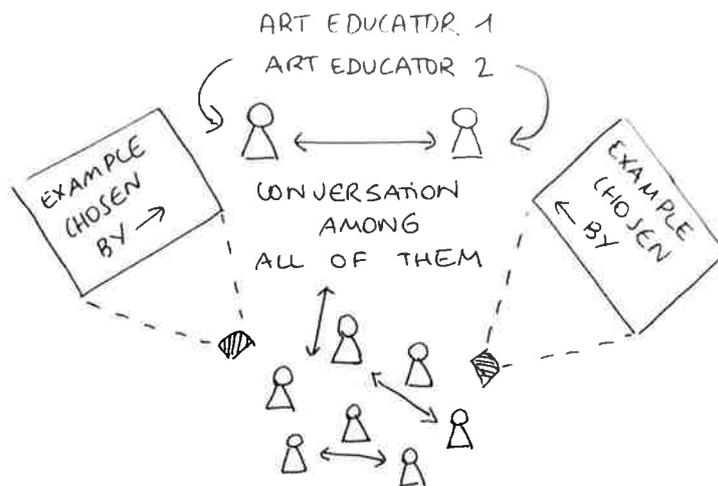
(PERFORMANCE)

CREATION

Participants will create their own plays to implement them in the context they decide.

↑ ACTIONS

Art educators have designed a series of microactions to reflect on:

BODY, SPACE, TIME, INTERACTION

CONSTELLATION OF REFERENCES

The action that attracts the most attention is recreated.

During the viewing, transversal topics are worked on: impact, gender, vindication.

Registers, history, vestige.

↑

INITIAL ACTION

Each participant chooses a random card in a circle, one by one, move to the center of the class to perform the action written in the card.

FILM WITHOUT AUTHOR

(democratic cinema)

A close-up of each participant is recorded, answering the question:
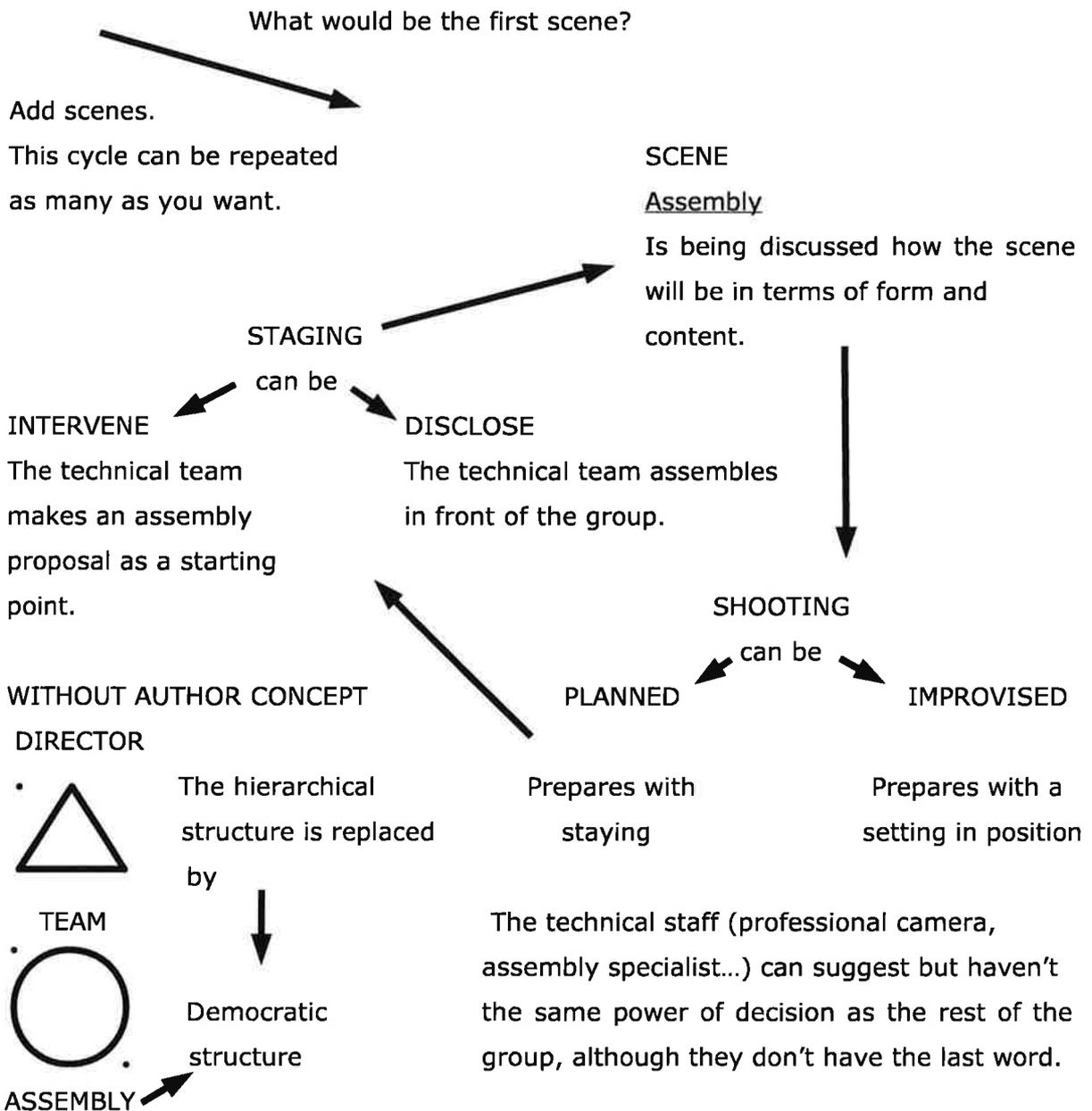
What film would you do?

Participants go from spectator to creator and consider what role they want to have in the film.

THE GROUP:

What film would we do?

<u>Assembly</u>

All the ideas are mixing looking for links and common factors between the films.

What would be the first scene?

Add scenes.

This cycle can be repeated as many as you want.

SCENE

<u>Assembly</u>

Is being discussed how the scene will be in terms of form and content.

STAGING

can be

INTERVENE

The technical team makes an assembly proposal as a starting point.

DISCLOSE

The technical team assembles in front of the group.

SHOOTING

can be

WITHOUT AUTHOR CONCEPT

DIRECTOR

The hierarchical structure is replaced by

PLANNED

IMPROVISED

TEAM

Democratic structure

ASSEMBLY

Prepares with staying

Prepares with a setting in position

The technical staff (professional camera, assembly specialist...) can suggest but haven't the same power of decision as the rest of the group, although they don't have the last word.

Open Lesson Vicent Vila

Natural drawing

In the field of Fine Arts we call "natural drawing" to the representation of elements or people in live.

The artistic representation of people is and has been a challenge for artists of all times. When drawing people in live, it's necessary to take care about diferents circumstances: structure and anatomy of the human body, proportions, incidence of light on the person, shadows...

We also have the drawbacks that result from drawing in these conditions: limited time, model that changes position, etc.

Based on these premises, I proposed an open class, consisting in, first of all, explaining what is natural drawing, how to manage it and what impact it had in the history of art.

Then, a volunteer climbs to the table and makes as model for others to draw it. The work must be finish in the limited time of class and in addition, it must be painted in the watercolor technique, to try to capture the light and the color of the scene.

In spite of the adversities of the situation, the students work to obtain convincing works and the result ends up being very interesting.

"Art thinking" OPEN LESSON (CATALINA AMENGUAL)

It was done on 10th of May, with students of 4th ESO (16 years) in the mathematics class.

When we entered in the classroom, I just said that we would see a videoclip.

https://www.youtube.com/watch?v=Q8F538tA-jI

The first surprise was the title of the song: Thales theorem by Les Luthiers. They were surprised to hear a song that referred to mathematics.

After explaining the theorem, I gave them the lyrics of the printed song. And we saw again the video and we sign together.

Then we went to the yard or garden to do the class. They work in groups of three or four students.

We have been applying the Thales Theorem, which uses the proportionality between the sides of two similar triangles, to calculate different measurements of objects that are in the yard or garden, using as a reference the measure of a right triangle formed by a student and its shadow.

We measured the length of the shadow of a lamppost in the yard, a soccer goal, a tree in the garden, the basketball basket. Thus, in addition to practicing this theorem, we use measurement instruments.

Then the students applied the Thales theorem to calculate the height of the objects whose shadow they had measured.

We analyze the solutions of the different groups and possible errors committed.

OPEN LESSON   5 juny 2019
POETIC SPRING

All started in the throwing of poetics seeds in the playground.

With the recolected seeds the children made a visual poem. The choosen words were: walker and sea (for the poem of the area of spanish).

The poems were written and recited.
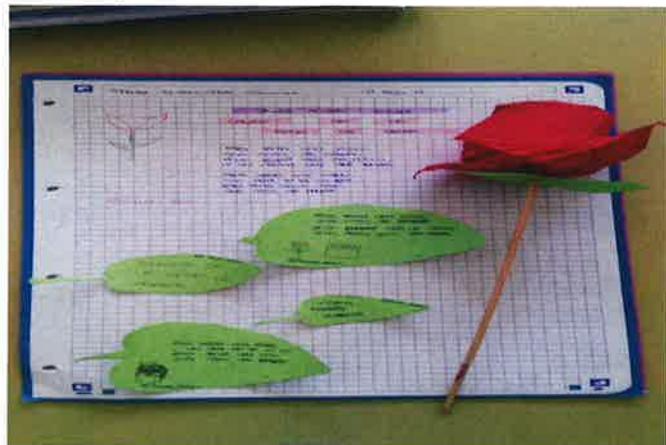
The poem was worked in the areas of Spanish and Catalan. After they were recited the same children elaborated a chart for evaluate the representation of all the participants.

In the area of Catalan the words for do the poems were: rose and paper. They copied the name of the poem and the author into a poster they later put as part of the rose that they made of paper.
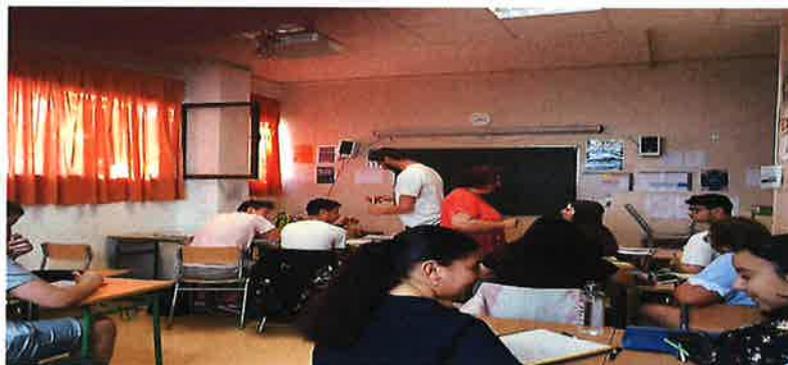
The experance in all activities was very positive and the results as well. Many aspects worked very funny.

Contextualization

The realization of open lessons is framed within the *Art Thinking* training of the ERASMUS program of the IES SINEU.

The open classes detailed below were developed in the subject *"Information and communication technologies"* of 4th ESO, and in the module *"Local Networks"* of the 1st course of high education in Micro informatics and networks.

Goal

Awareness of the environmental and social impact associated with the use of technology, as well as explore possible solutions and awareness campaigns.

Contents

- 1. Processes of manufacturing of computer technology.

- 2. Annual manufacturing of computer technology.

- 3. Recycling of computer technology.

- 4. Social problems derived from the processes of production of computer technology.

- 5. Environmental problems of the production processes of computer technology.

Timing

Three sessions have been held in the third week of May, a session with each group and a third one with all the groups together:

1st Session (55 min): Friday May 17. 3rd Hour, Classroom 105, ICT (4th ESO)

In this first session the physical space of the classroom is configured by a North-South division, which simulates the inequalities of access to the technological resources of the North and South hemisphere of the world. In addition, in the middle of the class, we find a great deal of broken and obsolete technology material that is equivalent to 10% of the total weight of classroom technology. This 10% equals the percentage that it is not possible to recycle and therefore accumulates.

Initial provision of the classroom:
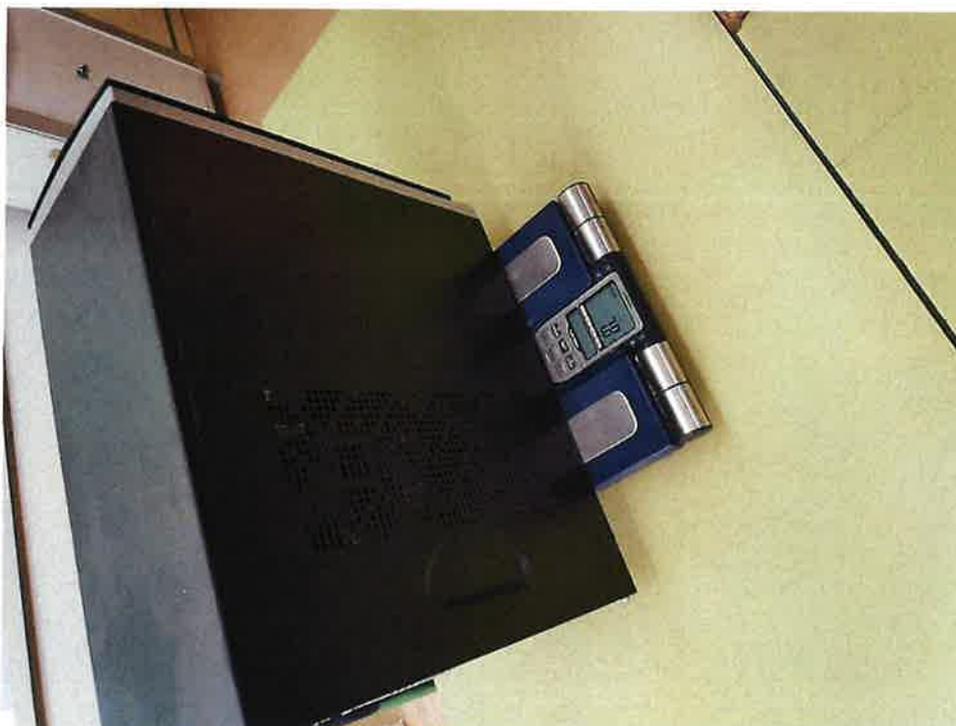
After receiving the students, we invite them to discover why is the classroom configured that way, and what it can mean. We follow the activity with an online research on the manufacturing processes, recycling and world distribution of technology, with the support and guidance of the teachers.

The next step is to discover and calculate the annual weight that represents 10% of all computer technology manufactured annually, which is the 10% non-recyclable that will be accumulated.

Once we discover the weight, we look for references that help to understand the dimension of the problem. In our case we attach it to the weight of a 100 floors skyscraper, since the accumulated 10% is equivalent to several buildings, and in a few years we could build large cities made of technological trash.

After the calculations are done, students are invited to make models of buildings using the technological trash (with projected examples):

2nd Session (55 min): Monday 20th of May. 1st Hour, Classroom 213, Local Networks (1st CFGM Computing)

In this second session, the experience with the students of the first cycle is repeated, but with a different ending dynamic, more aimed to finding software solutions to extend the life of the technology. Some examples could be the Linux LAKKA distribution that converts old computers into video game consoles, or the Linux Lite distribution that allows functional office equipment with very basic hardware features.
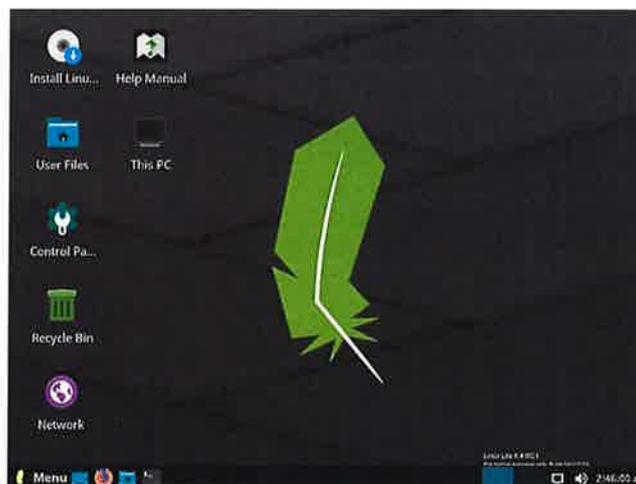
3rd Session (55 min): Wednesday, May 22. 5th Hour, Classroom 211, Local Networks (1st CFGM Computing) and ICT (4th ESO).

The aim of this session is to share the discoveries of the two groups. Also to make joint dynamics where the knowledge and the proposed solutions are shared. Finally we explore possible awareness campaigns to reach all the community.
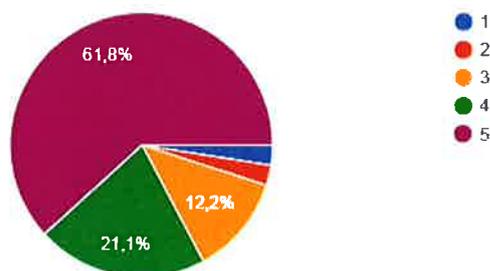
Evaluation of the sessions:

The students created a survey in order to evaluate the sessions.

T'ha agradat l'experiència?

123 respuestas

4. Digital Tools in Formative Assessment

OUR MODERN CLASSROOM WITH TECHNOLOGY

A brief outline:

ICT tools in the teaching and learning process

Digital assessment tools

Quizzing and Polling tools

Creating Interactive lessons

Creating Interactive videos

Future lab

ICT tools in the teaching and learning process

The benefits of the ICT tools in teaching and learning process are following:

Positive mood

Sharper concentration

Improved memory

Higher social and communication skills

Improved time-management skills

Team-work

Improved critical thinking skills

Created more enjoyable learning environment

Educational goals of the ICT tools are:

Knowledge – acquiring information in an effective way

Teamwork – working in a group, collaborating

ICT skills – learning to use certain devices, programs, applications

What means modern classroom?

What skills students need to succeed in the new digital era?

How the 21st century teacher can develop these skills?

What ICT tools we have and how can they improve the educational approaches?

What makes the classroom modern?

Pedagogy

Technology

Design

THE USAGE OF THE DIGITAL TOOLS IN THE TEACHING AND LEARNING METHODS:

Increases students' interest

Keeps students focused for longer

Enables students to learn at their own pace

Promotes student ownership

Allows instant diagnostic information and student feedback.

Also the usage of digital tools in classroom prepares students for the future acquiring

- Research skills

- Self-learning skills

- Self-engagement skills

- Development of 'self-driving force' skills

- Better decision making skills

- Responsibility skills

- Computer literacy skills.

Digital assessment is important and helpful method which:

*can be done automatically and in real time

*can be used to see how successful the teaching method is

*helps students themselves recognize the process of learning

*saves time

*provides the teacher with feedback on how the lessons are going

*allows the teacher to adjust material to better meet students' needs.

DIGITAL FORMATIVE ASSESSMENT TOOLS

Formative assessment is ongoing evaluation to monitor student learning.

The feedback we get from formative assessments helps us tailor instruction and uncover areas that may need additional instruction or modification.

Benefits of digital formative assessment tools are:

Digital formative assessment implies ongoing communication between the teacher and students, in the form of observations, questioning and discussions.

These interactions provide valuable feedback about students' communication skills, social skills, and level of achievement.

Classroom interactions are rich sources of information, and certain techniques can help make the most of these opportunities for assessment.

Monitoring provides the information needed to adjust teaching and learning while they are happening.

Digital formative assessment

Digital formative assessment is the assessment of students' progress toward a goal, conducted at regular intervals, with the teacher issuing feedback to help to improve the students' academic achievement.

The digital formative assessment should respond to the questions what, why, and how.

Digital formative assessment tools:

Flipgrid

This digital formative assessment tool is used to ask questions, spark introspective multimedia responses with outstanding tool.

https://www.flipgrid.com

GoClass

This digital assessment tool can be used to give powerful interactive lessons to kids via their mobile devices.

https://www.goclass.com/

The Answer Pad

Easy to use, assessment product for your classroom

https://app.theanswerpad.com

Socrative

Powerful assessments to measure student learning.

https://socrative.com/

Google Forms

Create forms with hyperlinks, images, and videos. Use them for surveying and quizzes.

https://www.google.com/forms/about/

GoSoapBox

Simple, easy to use web-based clicker tool gives instant feedback.

https://www.gosoapbox.com/

Piazza

Cutting edge Q&A tool facilitates discussion and develops critical thinking skills. Wiki style format enables collaboration in a single space, questions and posts needing immediate action are highlighted, anonymous posting encourages every student to participate

https://piazza.com/

Edulastic

Formative assessment tool that tracks achievement of benchmarks.

Technology-enhanced assessments instantly show who's on track and who needs help, so you can take action and see growth.

https://edulastic.com/

Poll Everywhere

Simple student-response tool. This digital assessment tool can be used to ask a question, collect live responses and see instant results.

https://www.polleverywhere.com/

Padlet

A free website for collecting and sharing text, images, videos, and files.

https://padlet.com/

AnswerGarden

AnswerGarden is a new minimalistic feedback tool. Use it for real time audience participation, online brainstorming and classroom feedback.

https://answergarden.ch/

https://answergarden.ch/create/

QR CODE Generator

QR CODES CREATION

This tool can be used for enabling interaction. The teachee can choose from a variety of functions: from displaying an interactive Facebook Like button to encoding a price list in PDF format. These innovative functions will surprise users and motivate them to scan the Codes.

After the campaign starts, you can track the scan statistics - how many times, when, where and with what devices the Codes have been scanned.

Also the teacher can organize effective teamwork around QR Code campaigns with our flexible account sharing options.

Quizzing and Polling tools

Quizzing

Assessments must have a clear focus and reflect the content and methods the teacher has been using. In addition to checking understanding and levels of knowledge, teachers should focus on students' attitudes, feelings, and interests.

Surveys can be an effective means of assessing student attitudes.

It is an easy-to-use digital assessment tool, enabling real-time monitoring, feedback, and assessment for 1-to-1.

Classkick

Bottom line: It's a great option for teachers who want to go paperless, provide specific feedback, and encourage collaboration among students in 1-to-1 classrooms.

https://classkick.com/

Gimkit

Game-show group fun and independent study in one engaging tool.

https://www.gimkit.com/

Triventy

Triventy is helpful tool for creating class quizzes. Teachers can create a quiz, share it with students using a generated link, students access the quiz from their devices, no app installation required.

http://www.triventy.com/

Quizalize

Integrating this digital assessment tool, teachers can turn boring tests into fun classroom team games.

Teachers can select a pre-designed assessment or create their own from scratch and get instant insights on how their students are performing. No marking, scores are calculated automatically.

https://www.quizalize.com/

FlipQuiz

FlipQuiz is a site to create review games.

FlipQuiz™ is a Classroom Review Game for Educators.

https://flipquiz.com/

Socrative

This formative and summative assessment tool merges in snapshot polls and quizzes. This is a powerful and easy-to-use student-response system which has the potential to support responsive teaching. Teachers can create fun and engaging learning games using a variety of questions and multimedia content.

https://socrative.com/

Kahoot!

Kahoot! is a digital assessment tool with which teachers can make easy fun learning games or trivia quizzes in minutes, can share and play with their students.

https://kahoot.com/

https://kahoot.it/

Quizizz

Teachers using this digital assessment tool can create engaging quizzes or use quizzes designed by others to formatively assess students learning. Quizizz provides teachers with detailed class and student-level reports to help you with the assessment of students learning needs.

https://quizizz.com/

Plickers

It is a useful, low-tech rapid-response tool which promotes formative assessment.

This useful tool, teachers can integrate in their teaching process when they are looking to get quick feedback or snapshots of understanding in technology-limited classrooms.

https://get.plickers.com/

5. Green care

Why Green Care?

In Kiviniitty school Kokkola, we saw a need to develope methods for those pupils, that have many emotional and social challenges. Some of the pupils were in dager or had already dropped out. So what could be the way to give these pupils a supportive and safe learning environment, to unable these youngsters to finnish their basic education? Idea of combining green care to flexible teaching started to develop in one teacher's mind (Pauliina Ehnqvist). This is where it started and now green care flexible teaching class has been operating for 4 years in our school.

When we had our mobility week in Kokkola for the partners, these were the topics and questions that we presented for our international team:

1) Socio-pedagogical horseactivity

Think about your pupils, who would benefit of working in stable environment and why? What kind og goals would you have for the activities? How these activities or goals would support inclusion?

2) Mindfullness in nature acitities

Think about your pupils, who would benefit of working in nature environment and why? How would these activities support inclusion? Mention one place to have green care activities in your city or near by. Also take in consideration parks.

3) Going back to square one:

What is inclusion? What is the difference between inclusion and integration? How is inclusion seen through equality or equity?
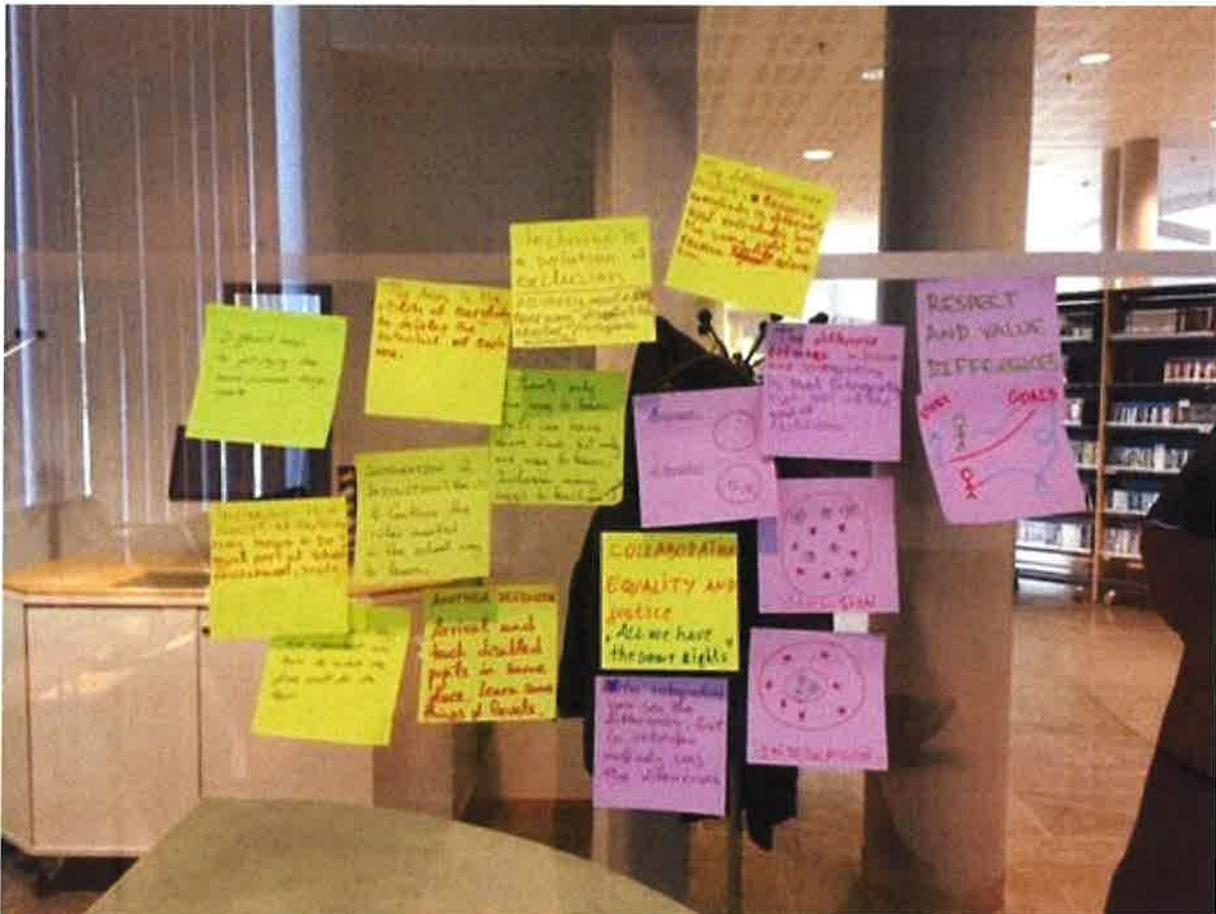
What is Green care?

Green Care encompasses activities that maintain and improve human well-being and quality of life. It is based on nature-based methods, that rely on nature and animals. Activities may happen in rural and agricultural environments, but also in the woods, in the garden or even indoors and in urban areas. They may relate various occupationals fields such as health care, prevention of health problems, rehabilitation and education. The main building blocks of Green care activities are *nature contact, meaningful activities and social interaction.*
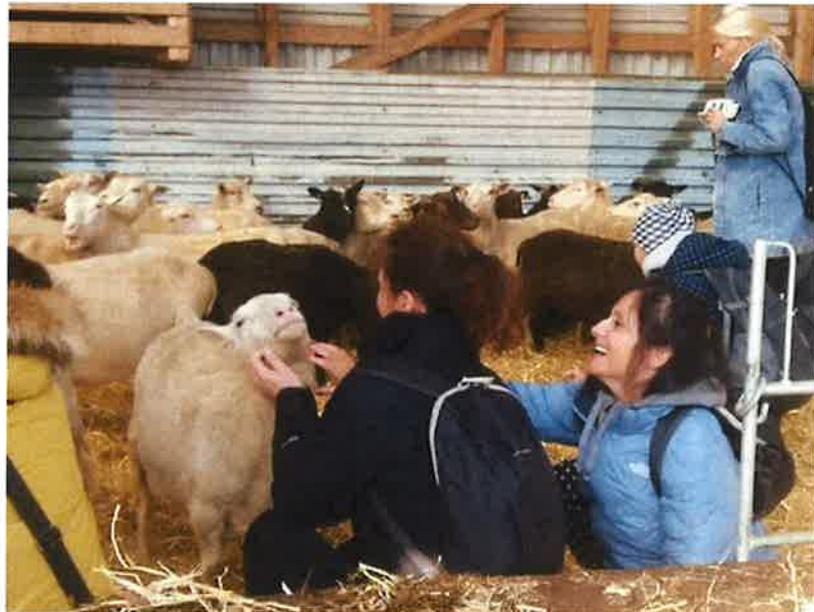
Elsewhere in the world also terms like Farming for Health, Social Farming, Care Farms, Inn på tunet, Groene Zorg and Grön Omsorg, are used to describe similar activities.

(Greencare Finland ry websites: https://www.gcfinland.fi/in-english/)

Methods

Several methods are used to conduct Green Care activities.

Animal-assisted therapy and activities

Riding therapy is the
best known animal-
assisted therapy. It
encompasses
activities with horses
and other equines to
promote physical, occupational, and emotional growth in person with different
disorders such as ADHD, anxiety, autism, dementia, depression, drug and alcohol
addiction, and other mental health problems. Socialpedagogical horse activities are
also commonly used. (GCF)

Socialpedagogical horse activity emphasizes experience, adventure and community.
Horse activities at the stable help learning communication skills, recognize and deal
with emotions and moods. It is suitable for those who are marginalized and under
threat of social exclusion. Activities centered on the horse and his well-being provide
structure and activities through which things can be projected to one's life, such as
food or hygiene role. Working with the horse is an empowering experience, where one
can get more happiness, strength and courage to everyday life.(Purola farm-websites)
Teachers can also use stable enviroment to teach school subjects as maths, biology,
healtcare, pshysical education ect.

Other animals are also used in animal assisted therapy (AAT) and activities (AAA). Dog assisted intervention is based on interaction between the dog and the human being. The dog can accompany a health and social care worker as well as people in the field of education. Cats and dogs are also frequent visitors at nursing homes and care facilities. Increasing interest is being shown for the use of cattle, goats, sheep and chickens in animal assisted therapy and activities.

Nature-assisted methods

Several studies have shown the clear positive effects of nature on human health. The calming affects of nature can be measured by heart rhythm, blood pressure, amount of stress hormone levels in blood and muscle tension. Walking in nature has been established as an effective way to manage stress. Nature is also used as a therapeutic environment in care and rehabilitation. Examples of nature assisted methods include adventure education and ecopsychological interventions.

Eco-psychology provides also several important theoretical elements for Green Care activities. Humans are seen as a part of nature, meaning that human well-being is interlinked with nature's well-being. The theory seeks to reconnect humans with nature and support them in adopting a sustainable lifestyle. Biodiversity (i.e. species diversity) supports and promotes cultural diversity and human resilience.

Rehabilitation in green environment

Besides providing memorable experiences, activities in a green environment can provide work, activities and possibilities to practise specific skills. In horticultural therapy, activities are used for practising specific physical or psycho-social capabilities. In social and therapeutic horticulture gardening activities are also used to social goals such as integrating people in society.

Care farming (or social farming) is an essential part of European Green care activity. At the farm, care of animals as well as the season bound activities of cultivation provide the opportunity to relate with nature. Joint activities and following a daily rhythm of the farm support the rehabilitation process. Forestry activities can also be used for the same purposes.

IDEAS for school lessons:

1) Matchbox (Sibelius-box, Jean Sibelius kept a little bit of Finland in his pocket)

   Take an empty matchbox and give introduction to collect something from nature that remains you about your self/your country/best place in your life... Give some meaning to everything you collect and share the story with others.

2) Take care of some pet/animal.
- Learn how they communicate.
- What do they need for living, food, outdoor-activities...
- compare to human´s needs
3) Being in nature
- How do feel?
- What do feel, use all your senses?
- Nature rules, common man rules
- good effects: blodpressure down, less stresshormones...

6. Technology for the Inclusive Classroom

In joining this project, Italy has chosen to focus on the use of technology as a method of inclusive education, where inclusion is intended as a way of supporting all pupils, regardless of race, creed or intellectual ability. According to Unesco, in fact, "inclusive education is the process of strengthening the capacity of the education system to reach out all learners and the central message is simple: every learner matters and matters equally" (Unesco, 2017).

Through the use and implementation of the technology, every child in the classroom is supported and immersed in a positive environment that helps each one of them to reach the same goals. To be able to achieve this, we need some need-specific technological tools or softwares which can be easily adapted to classroom environment, user-friendly and affordable in our classrooms.
Inclusive classrooms put the focus on the learning objective instead of the activity to measure it. They require all students to meet the same learning objectives using assessments that are built to target the needs of the individual student.

In order to create an inclusive learning environment, teachers need to be given the strategies and tools that can help them build a positive experience for all pupils. Our school aims at giving a constant digital training to all teachers, who work closely with the special needs teachers as well as the families for the well-being of the pupils.

Both educators and pupils will benefit in terms of learning, knowledge, implementation of digital, language and social skills; this method will support teachers and give them the resources they need in their own classrooms to transfer innovative approaches to their school curriculum and management.

Specifically, we have provided the partners with a list of tools that can be helpful in developing approaches that are both innovating and inclusive.

1. https://www.vidreader.com/

2. Flexiquiz
   https://www.flexiquiz.com/

3. Translator

4. Office lens

5. Immersive reader

6. Dictate

Our school is also an e-Twinning school: this helpful tool motivates the teachers to experiment an innovative teaching method, which uses technologies to communicate, collaborate, build, document; it favours multiculturalism, multilingualism and openness to the transnational dimension; it provides inclusive teaching because it incorporates different methodological approaches for the close relationship with reality.

Finally, as part of our program, and in occasion of the Erasmus Days, we have organized an online training session about good practices for inclusion in the European school system, with the participation of Dr. Ianes, Special Education Professor at the University of Bolzano, who focused on methods and strategies towards an inclusive school.

7. Choreotherapy: A Gift to the Body and Mind

PALEKASTRO SCHOOL

Various methods towards one goal – Successful Inclusive Education!

Choreotherapy: a gift to the body and mind!

Choreotherapy is a type of therapy that uses movement to help individuals achieve emotional, cognitive, physical and social integration. The choreotherapy can be used in inclusive education as it promotes self-awareness, self-esteem and a safe space for the expression of feelings. The aim of choreotherapy is to develop pupils who are flexible, creative thinkers able to perceive, examine and evaluate different points of view. It is proven that using choreotherapy as a method in schools directly addresses pupils' brain, body and psychological development by providing an outlet for motor-skill improvement, creative expression, and the increased ability to learn.

Our training activity with a professional trainer included the importance of choreotherapy for emotional and psychological balance, the understanding of the basic principles of choreography and performance, the movement observation and analysis, research methodologies and principles of choreotherapy theory.

Moreover the participants got to know the structure of typical therapeutic session and the main forms of work which they will be able to use in their everyday work.

A variety of methodologies was used, including presentations, discussions, debates, group work, individual work, video discussions, question and answers, demonstrations, practical sessions (hands-on practice), small and large group exercises and simulations.

The results of the activity were:

- increasing knowledge on choreotherapy importance in the process inclusive education

- developing an understanding of the artistic and technical elements of different types of dance

- developing cooperation, teamwork and self-promotion

- developing attitudes and behaviors and ways of thinking towards using choreotherapy in learning process

The gained knowledge and skills will allow to use some techniques of choreotherapy in the daily work of teachers including adaption of the programs to abilities of their pupils.

We organized an "open lesson" presenting the elements of the choreography method. It was available for the headmaster, co-workers (teachers) and parents of the pupils.