Toolkit for leaders

SOCI@LL Week Resources

http://wholeschoolsociallabs.eu

1. Introduction to the SOCI@LL week resources

Welcome to the SOCI@LL Week Resources, where you will find specific recommendations for activities you can use during the SOCI@LL Week. Keep in mind the structure of the Program is based on 4 pillars of inclusion, referred to in the Guidelines. The Program is flexible but robust, and it reflects the commitment of the school to build a more inclusive and democratic school. This section of our toolkit has been developed to help you create and participate in a "SOCI@LL Week" Program in your school.

Figure 1 – Four pillars of inclusive and open schools.

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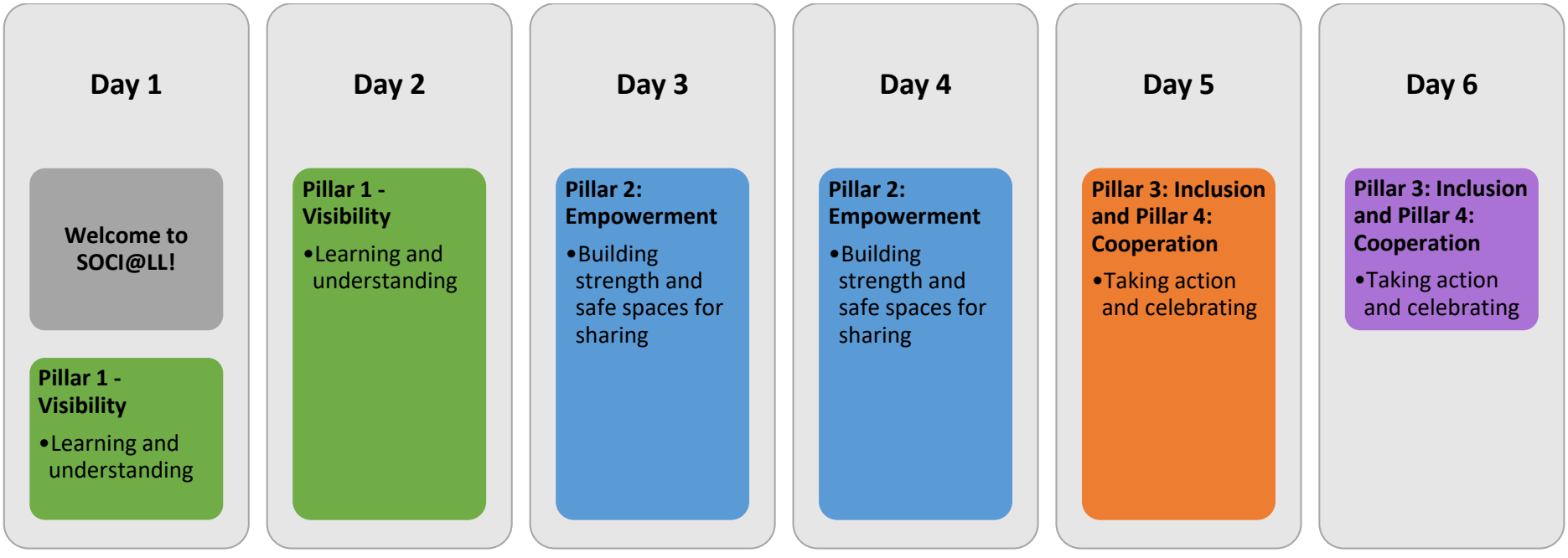

Figure 2 – Possible macro-planning for the SOCI@LL week.

PILLAR 1. VISIBILITY

Learning and understanding

Activities from this pillar aim at building a vision of humanity as a whole in order to discover and embrace diversity in the school community. This is mostly the time to **learn, raise awareness and create opportunities for understanding and promoting diversity**.

WHEN?

We recommend to implement these activities during the **Day 1 and Day 2**, after a short introduction to the SOCI@LL Week.

TIPS FOR SUCCESS

- Make sure to introduce some ice-breakers in the beginning in order to build a good atmosphere make it easier to talk about issues which are important and sensitive.

Ice Breaker Ideas: link

- Establish ground rules for safe spaces when discussing issues related to diversity and identity.

Group River activity (part 1 of the Toolkit)

1.1 WORKSHOPS AND LESSONS FOR A START

- **Diversity and perspectives: appreciative inquiry**

The goal of this type of activity is to make people more aware of why perspective-taking and diversity matter and to create a point of reference for future discussions: perspective-taking and an approach as an called "appreciative inquiry" which aims at understanding rather than judging.

Activity 1.13 „Appreciating difference" (*ACTIVE CITIZENS: globally connected, locally engaged* handbook): link

Note: this activity uses an ancien tale „Elephant and the blind men". It can be considered insensitive towards people with visual impairment. If you would like to avoid this, use a different version of the tale, where people enter a dark cave and for this reason cannot see the elephant.

Accept the other activity: link (p. 53) will introduce you to the topic of ethnocentrism and cultural relativity.

- **Human rights to begin with**

We encourage you to include Human Rights awareness activities in the broad context of equality and diversity, but also discrimination.

3-4 activities of your choice **from *Inspiring practice: resources, tools and activities for human rights education*** (section 3, pp. 48-103) published by Northern Ireland Human rights commission: link

Which activities might be useful?

- **Activity 2: Human rights squares** will help you get people moving and introduce some basic concepts
- **Activity 3: Where do you stand on human rights?** will stimulate discussion, but can also have polarising effect that prevents people from changing opinions. If you want to mix i tup a liittle bit, you can focus on 2-3 statements and ask people to give arguments „for" and" against" while changing sides each time they agree with the given argument (even if they still don't agree with the overall statement).
- **Activity 8: Human rights in the news** will help you bridge the abstract of human rights to current events!
- **Activity 17: Why are human rights like potatoes?** is a fun way to stimulate students' thinking about the meaning of equal protection.

- **Exploring identities**

While human rights approach might be a starting point, it is important to shed some light on specific identities and the inequalities and stereotypes they face. Based on research within the Soci@ll project we identified these topics as particularly relevant in our countries: equality and diversity, gender stereotypes, sexual orientation and LGBTQ+ identities, socio-economic inequalities. Activities in this box will help you tackle these topics.

- Equality and diversity': link (pp. 50-56)
- Gender stereotypes': link (pp. 45-49)
- Sexual orientation: link
- Socio-economic inequalities: link (pp. 26-30)

1.2 VIDEOS

Videos are a great way to explore certain topics and specific issues important to your community. They allow students sympathise while giving a mediating safety net: even when students identify with the protagonist of the story, they can still express their opinion in a somewhat detached way, as if discussing characters, not personal feelings. It stimulates critical thinking and reflection on the topics covered. It should be followed with discussion.

- **Migration**: Human flow, Nuovomondo
- **Gender discrimination/empowerment**: Million-dollar baby (Persepolis), The Help, Suffragette
- **Sexual orientation**: Milk, The Danish girl, Secrets of Brokeback Mountain
- **Racial discrimination**: Invictus, The Green Book, The Green Mile, Hidden figures, The Shawshank Redemption, Loving (Jeff Nichols), Selma
- **Disability**: Quasi amici, Wonder

1.3 TESTIMONIES AND STORYTELLING VIDEOS

Persons whose life was concerned with the argument of the seminar, will be invited in order to explore their point of view and experience. This could take a form of plenary interview with Q&As. If this is not possible, you can also use video-testimonies or short readings for students. The goal here is to make the topic personal!

1.4 LIVING LIBRARY

A type of storytelling that can be even more powerful is Living Library, also known as Human Library. This gives opportunity to get to know people from all walks of life, who are ready and committed to sharing their experiences.

If you want to organize your own Living Library (or Human Library) event, recruit your own books and train them, use this guide: *Don't judge a book by its cover! The Living Library Organiser's Guide,* link

However, you can also look for an organization which runs Living Library events and invite them to your place!

1.5 WORLD CAFÉ WITH EXPERTS

Invite experts or representatives of different groups for a world café session in order to share experiences and expertise. The focus can vary depending on your goals: it can be deeper understanding of the history of these communities or exploring opportunities to become their allies/volunteer, or short open-space workshops in the form of World Café. The biggest advantage of this method is that it promotes different perspectives and conversations. It is important to mix students, teachers, parents and local communities representatives as participants

If you are not sure how to run a World Cafe session, use this great guide: link

1.6 DIVERSITY TREASURE HUNT

This will improve young people understanding on socio-cultural topics through a dynamic learning activity. It can be organised at school, but you can also use the benefits of diversity present in your community to make it more interactive and fun. You can include places with present or historic relevance to diversity in your town and ask different institutions to participate as spots where students need to solve tasks.

To organize a treasure hunt, use this guide: link

Tips for success:

- be sure to make the task rely on students' knowledge and experiences! For example, if you have migrant students who speak a different language, make it one of the tasks to decipher a foreign language note and mix the teams in a way that the whole group benefits from the diversity.

1.7 GAME-BASED LEARNING

Technology is often used by student for fun and play. During the SOCI@LL Week we recommend using these technologies for edutainment and analysing issues of significance.

- **CONVEY- Not a game** is a video-game created for students to open discussions and raise awareness on a very serious topic of gender-based violence. Throughout the game you learn the stories of the survivors and solve their cases while you get to know more about gender-based violence and consequences that both survivors and perpetrators face after such events. Due to the seriousness of the issue we recommend that the game is followed by a lesson or a Q&A session.

CONVEY Manual: link

CONVEY game: link

Stories that Move: link

Toolkit for educators: link

- **Stories that Move**: the online toolbox challenges learners to think critically about diversity and discrimination, and to reflect on their own position and choices in these matters. The toolbox consists of ready-to-use online learning paths with multiple layers of information, assignments and life stories. You can use this during the lesson. In short film clips young people share their positive experiences but also those of exclusion, discrimination and hate crimes. These stories form the starting point of an honest exploration.

Other inspirations for this pillar of activities:

- Students carry out interviews with diverse groups of people and turn it into an art/ethnographic/social project
- Visiting places and institutions important to minority groups (religious, cultural etc.) – study visits, workshops etc.

PILLAR 2. EMPOWERMENT

Building strength and safe spaces for sharing

These activities help you create a well working team where people feel safe and create an inclusive atmosphere in the classroom. They build self-esteem & self-awareness and increase opportunities for participation and decision-making at school. This is why they should be developed by, with and for students in order to build inclusive schools with other key stakeholders involved. Students will be involved in decision making regarding issues that affect directly their academicals and personal development, inside and around schools.

Activities in this pillar also focus on cyber-bullying prevention and positive psychology. A positive school environment is a must when talking about young people personal and academic development; this box aims at creating a school where support and openness are addressed to health topics and wellness.

WHEN?

We recommend to implement these activities during the **activities during the Day 3 and Day 4.**

2.1 BUILDING SELF-ESTEEM

If students are to be active participants, they need a sense of self-esteem and self-efficacy. These activities help train social skills related to students' positive representations of themselves. Pick a few of them! You can so this during the SOCI@LL Week but you can also make it a longer project in your school.

'Social Skills Training Methodological Guide' pp. 5 – 18, elaborated by the Association of Learning "Mind the Gap" and financed by the Lifelong Learning Programme - Education and Culture DG (Annex 1.1_Empowerement activities, pp. 5-18)

2.2 TEAM-BUILDING ACTIVITIES

These are crucial in order to establish a well-functioning group! In this pillar we focus on team-building on the classroom level.

- Ice Breaker Ideas: link
- Improving team work and cooperation: **Accident on the moon** link
- Communication and Group building activities: link (pp. 33-44)

2.3 STUDENTS INVOLVED IN DECISION-MAKING

In this cluster of activities, students will have the opportunity to expand their decision-making abilities, in being involved in the co-identification of school challenges and in the co-creation of the solutions.

- Students share their opinions about school in different ways (opinion box, survey)
- Participatory budget at school (students decide how to spend part of school budget in a democratic way)
- Improving school elections
- Students run the school for one day

5 Ways to Empower Students: giving them a voice in their own education:: link

2.4 STUDENT STAND UP TO CYBERBULLYING

We recommend activities developed by *No Way Bullying* project in Australia. These activities were designed to be led by older students with support of the teacher. If you need more information, please look at this document: link.

- **Our special superpower** animation film help you talk about ways student can become upstanders instead of bystanders. There is also a discussion starter for teachers with some leading questions and activities.

  Animation: link

  Discussion starter for the animation: link

- **Perspectives on bullying** involves senior students reflecting on what they have learned through their school experience or doing a survey of other students related to the creation of a safe and supportive school community. Students then create a presentation or brief report on the findings, and can share these findings with other members of the school community. They can also run a survey at school to find out what other students think about bullying.

  Resource for teachers: link

A great way to raise awareness about health issues related to inclusion in **Peer Education Theatre**: a theatrical representation made by different targets (students, parents, school staff, local members) aimed at representing a topic of health concern, in order to initiate the audience reflection on it.

So, if students and teachers at your school like theatre, you can make a great impact!

Resources we recommend for this activity:

A guide „Theatre Based Techniques for Peed Education”: link

However, these activities are merely an inauguration of a wider, more systemic approach to tackling health and anti-bullying. What can your school do? Consider these (you can involve experts, parents and other local allies who have skills and meet formal requirements depending on country-specific regulation):

- **Psychological counselling**
  Aimed at students who require short-term individual **psychological support** – not psychotherapy – in order to deal with problems that are not necessarily of an academic nature, such as: acclimatisation, uncertainty and dissatisfaction with regard to personal choices, relationship difficulties with peers and teaching staff, lack of self-confidence and low self-esteem, etc.;

- **Advice on study methods**
  Advice concerning the adaptation of **study methods** is given to students with problems of a strictly academic nature: problems with time management and the organisation of studies, the need to adapt learning methods to new academic subjects, ineffective communication in an examination environment.

  The aim is to help students develop their own flexible study methods, which can be adapted to different contexts, and to increase their awareness of individual resources and their familiarity with different techniques and strategies.

- **Sexuality education (depending on country-specific regulation)**

  Sex education is the provision of information about bodily development, sex, sexuality, and relationships, along with skills-building to help young people communicate about and make informed decisions regarding sex and their sexual health. Sex education should occur throughout a student's grade levels, with information appropriate to students' development and cultural background. It should include information about puberty and reproduction, abstinence, contraception and condoms, relationships, sexual violence prevention, body image, gender identity and sexual orientation.

PILLAR 3. INCLUSION

PILLAR 4. COOPERATION

Taking action and celebrating

Although these two pillars are not directly linked, we put them together in the SOCI@LL Week Program for a simple reason: activities in these pillars go well together! Taking action in the spirit of inclusion is a great way for school community to apply what they have learned so far and to implement their own solutions in order to make changes to the school system. In the same time, these actions can be also an opportunity for involving all stakeholders (as co-creators, participants or audience) and building a stronger foundation for cooperation. In order for this to be achieved, we recommend fun, edutainment activities that allow all members of the community to be involved in shared activities and celebration of diversity. All of these activities can be a part of a one-day festival!

WHEN?

We recommend to implement these activities during the **activities during the Day 5 and Day 6.**

3.1 STUDENTS' INTERVENTIONS

This set of activities is meant to bring some positive change to school and strengthen students' sense of agency. After 2-3 days of exploring the issues of diversity and equality, it is important to create some space for actual action which sets example for school and local authorities. These actions don't have to be systemic – it si more appropriate to see them as „guerrilla" action for inclusion. Student can prepare those in a short time in order to bring attention to an issue they believe impedes inclusion in their school community.

- Making signs in different languages and putting them in important areas of the school in draw attention to the diversity of their community
- Creating collages and remixes to give more representation to underrepresented minorities in the classrooms and school halls: women, different family models, people of color etc.
- Starting a petition or a protest to change certain school practices that can be discriminatory (for example, changing dress-codes or cafeteria menu).

These actions can be delivered by students, but students can also make preparation for these interventions a central part of a school festival, which end with actually sharing the results of the activity with the whole community.

3.2 LEARNING TOGETHER

SOCI@LL Week is a great opportunity to take advantage of each other's knowledge and skills, and for students – to put in practice what they learned.

- Students give training to parents and other adults about diversity, inclusion, or about things they are passionate about (the goal is empowerment).
- Invite parents to give workshops and presentations.
- Mix of two above activities (both parents and students lead workshops for each other)
- Online quiz. You can use Kahoot (link), a free game-based learning platform that makes it easy to create a quiz. You can make it topic-related (for example, quiz about human rights or your community).

3.3 SPORT ACTIVITIES

Sport can be a great way to depict diversity (multicultural sport events), promote a positive school culture and make different members of the community closer together. It can also involve element of education on physical activity after school hours.

If you are looking to organize a great sport event, use this resource to guide you: link

Tips for success:

- Select a diverse set of activities to meet the interests of all ages and skill levels. You can base this on a short survey or simply asking people in an informal setting.
- Reach out to local business to participate in the event. For instance, a local gym or personal trainer can voluntarily offer fitness training sessions. You can also reach out to parents and students to share their skills.
- Focus on sports that decrease competition and increase the fun factor, and on team sports. Don't make it about winning and losing.
- Make it easy for people to participate – don't choose sports and activities that require a high level of skill or equipment. You might want to include: obstacle course, target throws, water balloon toss, sack and relay races, jump rope, yoga, dance etc. You can also mix up the sport activities with tasks that require other skills (for example, in order to get to the next round of activities, teams need to solve a puzzle etc.) in order to give people who are less fit but perhaps have other skills a space to contribute.
- Mix up the teams, so that they consist of diverse students, parents, staff – we believe this works better than „students vs teachers"!
- Make a list of participating teachers and students as well as a list of the equipment needed few weeks prior to the event.
- Fun runs, walks and races are also great ways to get the students outside together, while teaching them the value of competition, teamwork and cooperation towards a common goal. As a result, planning a 5K Walk in collaboration with the local authorities, will allow people of all skill levels to participate (teachers, students, parents, other locals).

3.4 COLLABORATIVE ACTIVITIES

In order to create a positive climate of the school (much like through sport activities) we also recommend including activities that involve everyone – students, staff members, parents, local experts. The key to this part of the program is to choose egalitarian activities that don't require a lot of specific skills, but also to make sure they are truly inclusive and provide **options for participation**. This means taking into account that people with disabilities, people who aren't not fluent in given language, extraverts and introverts etc. all have different needs, and the activity should be **flexible** enough that everyone can participate.

- **Collaborative cooking, sharing food** – this is a great way to get to know each other in an informal way. If you have appropriate facilities, you can invite people to make the food together, and if you don't – simply invite everyone to bring something to a pot luck.

You can make this activity more interesting by asking people to

- bring a dish they learned from someone they loved (like a family dish)
- bring a dish they wish was served in the cafeteria
- bring a dish that tells something about them etc.

Other ways to make the food-sharing more community-building:

- start a Recipe Book with recipes given by participants!
- ask everyone to write down one thing they like (ingredient, type of food, taste) and one thing they can't eat (diet requirement based on religion, allergies etc.). Read the notes and make people come up with recipes for school cafeteria dishes that everyone could eat!

- **Inclusive photo-booth** with signs that show allyship and commitment to diversity and equality – this is a more individual activity but it also makes people feel like they are participating in a common cause action.

- Prepare some signs in advance with symbols and plaques with different claims representing inclusive school
- Have some reusable signs where people can write-in end of the sentence, for example: "I am unique because...", "The school would be better for everyone if...", "I want people to know that I am...", "I support...", "I love my community because..." etc.
- You don't need to have polaroid camera, you can simply make digital photos and later share them with people.

- **Community mural** representing diversity or commitment to inclusive school - a great way to make a stance on inclusion which has a visible and lasting effect! This can be done on a school wall. If you don't think it is possible to make is permanent, you can use a large canvas and tie it to the school fence.

- If you want to have a truly artistic mural, invite street-artists from your community to help you with the design and execution, as making a good mural is not as easy as it may seems.
- Decide which part of the mural can be done together by participants – these should be easy to make elements (for rexample countured elements to fill-in with paint)
- Make cut-out forms. Here is an example of an easy-to-make mural you can create without artists: link
- Another way to involve people who are not professional artists is to make palm prints: link

3.5 EXPRESSION-BASED ACTIVITIES

These activities give people opportunity to express their opinions and needs in a more intuitive way, which paired with fun makes for a great activity for inclusion.

- **Student create their own short films, videos**

This activity usually takes more time and students would need to prepare their films in advance. However, if you want to increase participation and reduce stress related to competition and self-expression in a form of a contest, you can, instead, make it a part of the SOCI@LL Week event: give participants one day to record themselves answering one question: how does your typical day look like? the one object that really means a lot to you even though it is not valuable? Pick one tune that meant something to you and explain why? You cant then showcase these films during the final celebration event.

A great tool you can use for recording is FlipGrid: link

A great project which you can draw inspiration from is a short movie „Five", which follows children of 5 religions on their way to worship: link

- **Students create photos, comic books, essays**

This activity is similar to the above-mentioned, but uses different media.

- A great example of a photo-project raising awareness about every-day diversity is this gallery of children photographed with what they eat in a week: link
- You can also draw inspiration from this photo-article on people photographed with one object they brought when they had to move: link

- **Living paintings**

Recreating actual paintings by members of school comunity. This can be a fun and integrating activity itself, but you can also make it more inclusive if you pick artist which are usually underrepresented on galleries and school curricula: women, people of color, advocating for rights of minorities etc.

- **Youth Festival**

A festival focused on celebrating young people's achievements, encouraging as many local young people as possible to participate. This can be inspired by 'LYFE Festival' (Linwood Youth Festival): you can find more information on the organization of the event and taking more inspiration at the following link https://www.lyfe.co.nz/

3.6 NETWORKING FOR HOLISTIC SOLUTIONS

SOCI@LL Week is also a great opportunity for networking of the community, which can transform into a more structured cooperation for inclusion. We recommend inviting members of the community (both individuals and institutional actors) to contribute to the event.

- **Gamified community fairs**

Invite local NGOs, institutions, experts, active informal groups to present their activities and expertise in a form of project fairs. Gamify this activity by giving participants task to perform at each project stand. Whichever team collects all stamps – receives a small prize.

- **Future workshops**

This activity aims at shedding light on problems, creating a vision about the future, and discussing how this vision can be achieved.

If you are looking for a guide to prepare future workshop, you can fin more information here: link (pp. 57-68)

SCIENTIFIC/ TECHNICAL	SCHOOLS	LOCAL AUTHORITIES
Portugal		
INOVA + INTERNATIONAL	AEAS	matosinhos
(Project coordinator)		
Poland		
CEO CENTER FOR CITIZENSHIP EDUCATION	Szkoła Podstawowa Nr 3 im. Małego Powstańca w Ząbkach	
	(Associated partner)	
Cyprus		
CARDET	The Grammar School Nicosia	
Italy		
cesie the world is only one creature	I.I.S.S. Alessandro Volta Palermo	**(Associated partner)**
OXFAM Italia	LICEI GIOVANNI DA SAN GIOVANNI Linguistico · Scienze Umane · Economico-Sociale	Unione dei Comuni Montani del Casentino
		(Associated partner)

SOCI@LL

whole school social labs

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