

# WP3 | Digital Handbook

## A.M.O.R.

Advanced Measurements of Responses  
to the Challenges of Social Skills development  
in a digital era



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Empowering  
young people

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## Introduction

### The A.M.O.R. Digital Handbook

The AMOR Digital Handbook intends to respond to various aspects of the current gap in digital education in Europe made especially visible by COVID19. The handbook includes various outputs ready to be used within the lifetime of the project. It consists of 5 Chapters and includes the findings of WP2 and has been built upon the combined knowledge and experience in the fields of digital education and inclusion in schools and other educational institutions.

The overall objectives are to strengthen active social participation among YOUNG PwD and SEN in Europe and combat current negative trends of exclusion that the Covid19 pandemic and other current crisis have brought, by providing innovative/practical pedagogic solutions, based on already best practices of the recent months, and developing new strategies/approaches, in order to empower young people to change negative paradigms towards active and empathic social behaviour, as well as mental wellbeing for both their personal and professional development.

The Handbook provides a Framework for inclusive intercultural activities (Chapter 1), guidelines for inclusive education (Chapter 2), a tools collection (Chapter 3), video portraits and tutorials (Chapter 4) and 5 local versions of the handbook (Chapter 5) for all partnering countries in their local languages. This handbook, with all its chapters, is a useful support for educators (primary target group) directly, by giving them hands-on tools for their daily work with young people, especially those with disabilities and SEN (secondary target group) to empower and activate them in order to reestablish and strengthen their social participation.

## Chapter 1 | AMOR Framework for Inclusive, Intercultural Activities

### 1. Introduction to Inclusive Intercultural Activities

#### Purpose

Inclusive intercultural activities encompass a range of experiences designed to foster understanding, empathy, and social inclusion among individuals of diverse backgrounds, including those with disabilities such as young People with Disabilities (PwD) and those with Special Educational Needs (SEN). These activities aim to break down cultural barriers, promote open communication, and create environments that encourage the active participation of individuals from different races, ethnicities, genders, and backgrounds.

#### Importance

The importance of inclusive intercultural activities lies in their capacity to contribute to a more interconnected society. By engaging in hands-on and immersive experiences, individuals can more easily develop practical intercultural skills. In the context of young PwD, SEN, and other individuals, these activities become particularly crucial as they may face limited opportunities to access such experiences.

## Target audience

Young disabled people often have limited opportunities to gain these skills. Inclusive intercultural activities are particularly beneficial for them as they foster environments where they feel welcomed and included.

## Benefits

### Enhanced Understanding and Empathy

- Participation in intercultural activities allows individuals to gain firsthand experiences, promoting a deeper understanding of diverse cultures and perspectives.
- Exposure to different ways of life fosters empathy, breaking down stereotypes and misconceptions.

### Social Inclusion

- Inclusive intercultural activities create spaces where individuals, including those with disabilities, feel welcomed and included.
- Shared experiences contribute to the formation of supportive social networks, reducing feelings of isolation.

### Skills Development

- These activities provide opportunities for the development of intercultural communication skills, a valuable asset in today's globalized world.
- Young individuals with disabilities can develop confidence, adaptability, and resilience through active participation in diverse environments.

## 2. Framework Objectives

### Objectives of the AMOR Framework for Inclusive Intercultural Activities

- **Fostering a sense of belonging and active social participation:** Design inclusive intercultural activities that create environments promoting social inclusion for young PwD and those with SEN.
- **Developing effective communication skills:** Enhance verbal and non-verbal communication skills within diverse cultural contexts. Provide educators with tools to facilitate meaningful interactions and connections.
- **Cultivating an appreciation for cultural diversity:** Promote hands-on experiences through intercultural activities to foster a deeper understanding of diverse cultures and perspectives.
- **Integrating Assistive Technology (AT) and accessibility features:** Emphasize the use of AT and accessibility features in intercultural activities to ensure inclusion of young individuals with disabilities.
- **Empowering young people:** Provide practical tools for educators to empower young individuals, particularly those with disabilities and SEN, for personal and professional development.
- **Addressing mental wellbeing:** Create activities that promote social skills and contribute positively to the mental health of young individuals, considering challenges like the COVID-19 pandemic.

### 3. Learning Outcomes

#### 3.1. Empathy and Perspective-Taking

**Theory:** Empathy involves understanding and sharing the feelings of individuals from diverse backgrounds. This emotional intelligence skill allows one to connect deeply with others' experiences and emotions, fostering a compassionate and supportive environment. An empath is someone who exhibits high sensitivity to the emotions and feelings of those around them, often leading to a deeper understanding of others' emotional experiences.

Perspective-taking, on the other hand, is the cognitive ability to view and understand the world from the standpoint of another person. This skill involves mentally stepping into someone else's shoes, considering their point of view, and recognizing the reasons behind their beliefs and actions without necessarily sharing their emotions. Perspective-taking helps in understanding different cultural contexts and promotes inclusivity by acknowledging and respecting diverse viewpoints.

**How it relates to youth work:** Empathy allows youth workers to connect with young people on an emotional level. By understanding and sharing their feelings, youth workers can establish trust, rapport, and provide emotional support during trainings and exchanges to young individuals who may be facing various challenges. Perspective-taking is an incredibly helpful skill when creating materials for young people; by understanding their struggles, it proves much easier to create content tailored to their needs.

##### Example Scenarios:

- **Empathy:** A youth worker listens actively to a teenager overwhelmed by academic stress, providing emotional support and creating a safe space for expression.
- **Perspective-Taking:** A youth worker mediates a conflict between participants by considering each individual's point of view and facilitating constructive conversation.

##### Strategies for developing empathy and perspective-taking skills:

- Fully engage in conversations without distractions.
- Pay attention to non-verbal cues for deeper insights.
- Avoid closed-ended questions to promote comprehensive sharing.
- Engage in activities where you step into others' shoes.
- Explore diverse viewpoints in literature.
- Discuss themes and perspectives to enhance understanding.

#### 3.2. Cultural Awareness and Sensitivity

**Theory:** Cultural awareness involves understanding differences and similarities between one's own and other cultures without assigning them value. It means recognizing and respecting these differences, avoiding judgment based on cultural distinctions. Cultural sensitivity goes a step further by fostering positive behaviours and attitudes towards cultural diversity. It involves being aware of one's own cultural biases and working to mitigate their impact on interactions with others.

Understanding cultural differences and being sensitive to them is crucial in creating an inclusive environment where everyone feels valued and respected. This awareness helps in navigating multicultural settings effectively, promoting harmony and reducing conflicts arising from cultural misunderstandings.

**How it relates to youth work:** Youth workers need to be aware of their own cultural beliefs, biases, and worldviews to ensure empathetic and non-judgmental responses to young people from diverse backgrounds. Cultural sensitivity acknowledges that young people from refugee and migrant backgrounds face particular pressures, requiring tailored responses to address their specific challenges. By being cognizant of cultural nuances, practitioners create spaces where diverse young individuals feel understood and valued, promoting inclusivity in youth work environments.

**Strategies for developing Cultural Awareness and Sensitivity:**

- Add strategies to increase cultural awareness

**Example Scenarios:**

- In a mentoring program, mentors use cultural sensitivity to understand challenges faced by young people from refugee and migrant backgrounds, tailoring their guidance and support.

### 3.3. Effective Communication Skills

**Theory:** Effective communication involves the successful exchange of ideas, thoughts, opinions, and knowledge in a manner that ensures clarity and purpose. It is dynamic, adapting to diverse contexts and audiences. Effective communication promotes understanding, minimizes misunderstandings, and cultivates positive relationships in personal and professional settings. It encompasses both verbal and non-verbal communication skills, including active listening, clear articulation, and appropriate body language.

In diverse cultural contexts, effective communication also involves understanding and respecting different communication styles, languages, and cultural norms. This sensitivity to communication diversity is crucial for fostering inclusive and collaborative environments.

**How it relates to youth work:** Effective communication is paramount in youth work, where building trust and understanding with young individuals is crucial for positive outcomes. Youth workers must communicate actively and effectively, employing age-appropriate styles, using understandable language, promoting positive communication, understanding developmental stages, avoiding negative approaches, recognizing barriers, prioritizing active listening, and adopting child-centric communication strategies.

**Example Scenarios:**

- A youth worker facilitates a problem-solving session, encouraging collaboration and clear explanations, helping a diverse group organize a community event successfully.

**Strategies:**

- Identifying your audience is the foundation of effective communication. Understand the demographics, interests, and preferences of your audience to tailor your message appropriately.
- Active listening involves fully engaging in a communication exchange, paying attention to verbal and non-verbal cues, asking questions, and avoiding judgment.
- Clarity is a key element of effective communication.

### 3.4. Social Interaction and Relationship Building

**Theory:** Social interaction involves engaging with others within a community or society, creating a sense of belonging and fostering relationships. These interactions are essential in forming attitudes, beliefs, and values, significantly affecting one's perspective on the world. Social interaction plays a crucial role in shaping our relationships, culture, and economy.

The primary aim of social interaction is to form and sustain meaningful relationships with others in society. Positive social interactions create trust, care, affection, and understanding, leading to enduring friendships and partnerships. However, social interactions can also lead to conflicts, requiring effective conflict resolution skills to maintain harmony within a community.

**How it relates to youth work:** Social interaction and relationship building are foundational aspects of youth work, playing crucial roles in its effectiveness and impact. Establishing trust and rapport between youth workers and young people facilitates a safe and supportive environment where young people feel comfortable expressing themselves and seeking guidance.

Youth work supports holistic development, including social, emotional, and cognitive growth. Social interactions within youth programs provide opportunities for experiential learning, skill-building, and personal reflection, fostering positive development outcomes.

For many young people, youth work serves as a bridge to social integration and community participation. By facilitating social interactions among diverse groups of young people, youth workers promote inclusivity, tolerance, and understanding, contributing to the building of cohesive communities.

Social interaction within youth work settings offers a platform for addressing social challenges and promoting positive behaviours. Through group discussions, peer support initiatives, and collaborative projects, young people learn to navigate complex social issues, develop empathy, and build resilience.

Meaningful relationships built through youth work empower young people to advocate for themselves and others, participate in decision-making processes, and take on leadership roles within their communities. Social interaction fosters a sense of agency and belonging, encouraging youth to become active contributors to society.

#### Example Scenarios:

- When a team-mate mentions a problem to solve, repeat what is being said ("I believe you're saying that..."). Sometimes it's enough for a colleague to hear the problem in someone else's words to realise that they already know how to solve it.

#### Strategies:

- Focused listening during conversations. Practicing active listening involves truly hearing the other person, asking follow-up questions, and showing genuine interest in what they're saying.
- Team-Based Activities: These activities foster cooperation and communication.
- Simulate real-life social situations. This approach allows individuals to practice responses and develop confidence in interacting with others.
- Activities that encourage empathy, like sharing personal stories, discussing diverse perspectives, or engaging in community service. These exercises help to understand and connect with others on a deeper level.



- Participation in networking events or social gatherings where individuals can meet new people and practice introducing themselves, making small talk, and building connections.
- Mentoring relationships where more experienced individuals guide others. This not only fosters a sense of community but also provides opportunities for learning and building strong relationships.
- Group discussions or workshops on topics of interest. These settings encourage interaction, debate, and shared learning, promoting relationship building.
- Feedback and Communication Training: Giving and receiving feedback constructively. This skill is vital for building healthy relationships and improving communication.
- Volunteering and Community Service: This not only builds social interaction skills but also cultivates a sense of community and teamwork.
- Conflict Resolution Workshops: Learning to navigate disagreements and finding common ground is key to maintaining healthy relationships.

### 3.5. Problem-Solving and Critical Thinking

**Theory:** Problem-solving and critical thinking involve the ability to analyse situations, identify challenges, and develop effective solutions. These skills are essential for navigating complex issues, especially in culturally diverse and inclusive settings. Critical thinking requires evaluating information objectively, considering different perspectives, and making reasoned judgments. Problem-solving involves applying these critical thinking skills to develop practical solutions to real-world problems.

In the context of intercultural activities, problem-solving and critical thinking are crucial for addressing cultural differences and accessibility issues. These skills enable individuals to navigate and resolve conflicts, innovate solutions, and adapt to diverse environments.

**How it relates to youth work:** These skills help youth workers assist young individuals in navigating cultural and accessibility challenges. By developing problem-solving and critical thinking skills, young people can become more resilient, adaptable, and capable of overcoming obstacles in diverse settings.

#### Example Scenarios:

- A youth worker guides a group through a problem-solving activity, considering accessibility needs and cultural differences, leading to a collaborative solution.

#### Strategies:

- Encourage critical thinking through open-ended questions.
- Use real-life scenarios to practice problem-solving.
- Promote collaborative problem-solving activities.
- Teach decision-making processes.
- Reflect on past experiences to improve problem-solving skills.

### 3.6. Advocacy Skills

**Theory:** Advocacy involves promoting and defending one's rights, needs, and interests. An advocate is someone who speaks up for themselves or others. Advocacy skills are crucial for ensuring that individuals, especially those with disabilities or special educational needs (SEN), have their voices heard and their needs met.

Key components of advocacy include understanding one's rights, effective communication, problem-solving, and resilience. Advocacy can be self-advocacy, where individuals represent their interests, or group advocacy, where people work together for a common cause.

**How it relates to youth work:** In youth work, advocacy skills are crucial for empowering young people, particularly those with disabilities or special educational needs (SEN), to become active members of their communities. Youth workers play a vital role in nurturing these skills through education, mentorship, and creating supportive environments where young voices are valued. By fostering advocacy skills, youth workers empower young individuals to navigate challenges, seek support, assert their rights, promote inclusion, confront exclusionary practices, create inclusive environments, build confidence, develop self-efficacy, and participate in decisions affecting their lives, fostering a sense of agency and responsibility. To enhance advocacy skills in young people, it's important to focus on developing their communication and leadership skills, while also ensuring they have a strong sense of their rights and how to assert them. Mentoring and peer support are also valuable approaches, particularly for young people with SEN, as they can promote positive relationships, independence, and social integration.

#### **Example Scenarios:**

- A scenario could be that a group of young people with disabilities want to advocate for accessible transportation in their city. The public transportation system lacks ramps and other accommodations, making it difficult for people with mobility issues to use the service. By reaching out to a youth organisation, a youth worker helps the group by organizing advocacy and community engagement workshops. Together with the youth worker's assistance they prepare their proposal and present it to the city council in hopes of getting a more accessible public transportation.

#### **Strategies:**

- Provide education on civic rights and resources.
- Use role-playing to practice advocacy scenarios.
- Pair young individuals with mentors for guidance.
- Focus on developing effective communication skills.
- Encourage problem-solving through group activities.
- Organize empowerment workshops.

### **3.7. Self-Awareness and Identity Development**

**Theory:** Self-awareness involves recognizing and understanding one's own thoughts, feelings, and behaviours. Identity development entails exploring and forming beliefs, values, and a sense of self. This process often involves reflection, introspection, and experiences that shape and refine an individual's understanding of who they are.

Cultivating self-awareness and engaging in identity development help individuals gain clarity, confidence, and a stronger sense of purpose. These skills are essential for personal growth and understanding, enabling individuals to navigate their lives and relationships effectively.

**How it relates to youth work:** Youth workers play a vital role in promoting self-awareness and supporting identity development in young people. They create safe and supportive environments where young individuals can explore their thoughts, feelings, and identities. Through activities like group discussions

and creative expression, youth workers encourage self-reflection and assist youth in developing a strong sense of self. This also contributes to building positive relationships and fostering social connections among young people. Youth workers also promote understanding and respect for diverse identities, creating more inclusive and supportive communities. Overall, they play a crucial role in positive youth development.

#### **Example Scenarios:**

- A scenario could be that the employer organizes a workshop focused on identity exploration. During the workshop, participants can engage in activities such as small group discussions and creative projects where they can focus and reflect on their cultural backgrounds, personal values and aspirations. In this way, youth people are encouraged to explore and celebrate their unique identities and recognize the existing diversity in the group.
- Another example scenario could be hosting a career exploration and goal setting event, where professionals from different fields share their career journeys and insights. Following the presentation, youth are invited to reflect their own interests, skills and values in relation to their future career paths.

#### **Strategies:**

- Doing reflection exercises, like mindfulness. This allows each person to explore the thoughts, emotions and experiences, leading to greater self-awareness and insight into their identity.
- Facilitate activities that help each person identify and leverage their strengths. Personality assessments or strengths surveys can be used.
- Provide young people with constructive feedback by encouraging peers, mentors or other people they trust to offer feedback on strengths, areas for growth and interpersonal skills, fostering self-awareness and growth mindset.

### **3.8. Collaboration and Teamwork**

**Theory:** Collaboration and teamwork involve working effectively in diverse teams, promoting mutual respect and understanding. These skills are essential for achieving common goals and fostering a sense of community. Effective teamwork requires clear communication, shared responsibilities, and a commitment to collective success.

In diverse cultural contexts, collaboration and teamwork also involve understanding and respecting different cultural norms and practices. This cultural competence enables individuals to work effectively in multicultural teams, fostering inclusivity and mutual respect.

**How it relates to youth work:** Collaboration and teamwork are crucial for creating inclusive environments where young people feel valued and included. Youth workers must facilitate activities that encourage cooperation and communication, helping young people build meaningful relationships across diverse groups.

#### **Example Scenarios:**

- Team-building activities that encourage cooperation and communication.

#### **Strategies:**

- Engage in team-based activities.
- Facilitate role-playing scenarios.
- Promote empathy-building exercises.

### 3.9. Intercultural Aspects

**Theory:** Intercultural competence involves understanding and appropriately responding to cultural diversity. Increased globalization trends lead to more intercultural overlap situations, where people from culturally different contexts come into contact with each other. These encounters can give rise to conflicts or misunderstandings due to differing cultural worldviews and values.

Intercultural competence is required to behave appropriately in these situations and shape them positively. It involves recognizing cultural differences, avoiding judgment, and fostering positive interactions.

**How it relates to youth work:** Youth workers are increasingly confronted with diverse cultures and religions due to globalization. Developing intercultural skills enables them to deal respectfully with other cultures, accept their views and values without judgment, and respond accordingly while considering their own cultural background.

#### Example Scenarios:

- Two students with headscarves are excluded by their classmates because of their traditional clothing and view of religion and are not accepted because their classmates do not understand their worldview. At this point it is the youth worker's job to become aware of the situation. Thanks to the intercultural competence of the youth worker, he is able to mediate between both fronts, i.e. to explain what the burka means for the young girls, what their worldview is and, on the other hand, he also explains to the students what life is like on site ( the school, in the country) and what effect traditional and foreign clothing (can) have on young people. Through this intervention, the youth worker creates a respectful understanding on both sides and a trusting situation.

#### Strategies:

- Examine your own and other cultures through, for example, experiences abroad in order to differentiate your own culture from other cultures.
- In conflict situations, reflect on your own and other people's behaviour and look at them objectively in order to recognize what the mistake was. Best case scenario: do a perspective change.
- Listening carefully prevents linguistic misunderstandings. If something is not understood, ask again and have it explained to you.
- Accept your counterpart as he/she is and strive to understand him/her in his/her thoughts/actions. Be empathetic!

## 4. Assistive Technology and Accessibility

## Integration examples

- Use text-to-speech software for students with reading difficulties.
- Provide speech-to-text software during writing assignments.
- Ensure digital materials are compatible with screen readers.
- Enable closed captioning in educational videos.
- Choose accessible learning platforms.
- Incorporate mind-mapping software for brainstorming sessions.
- Use brainstorming apps for collaborative activities.

## 5. Designing Inclusive Learning Programs

### Step-by-Step Guide:

#### 1. Understand the Basics:

- Define learning program parameters.
- Focus on learners' needs.
- Conduct a needs assessment.

#### 2. Develop Learning Program Content:

- Identify program elements.
- Create comprehensive content.
- Develop personalized learning plans.
- Adapt the curriculum.

#### 3. Digital Tools and Activities:

- Integrate technology.
- Ensure accessible learning materials.

#### 4. Structure the Learning Program:

- Create a program delivery plan.
- Map the program to a timeframe.
- Implement regular assessments and feedback.

#### 5. Review and Gain Approval:

- Conduct a thorough review.
- Ensure alignment with requirements and standards.

### Ongoing Considerations:

- Foster cultural competence among educators.
- Establish peer support programs.
- Ensure accessible physical spaces.
- Explore global collaboration opportunities.

## 6. Examples of Inclusive Intercultural Practices

### Examples:

- Present case studies of successful inclusive intercultural activities.
- Include examples from diverse educational settings.

### Resources:

- "Inclusion Culture" - Promoting Leadership in Intercultural Understanding within Mixed-ability Groups.
- 35 Best Intercultural Learning Activities.
- Activities for everyone everywhere: An Intercultural Physical Activity Guide.

[Inclusive teaching and learning - case studies of good practice - University of Plymouth DivCap-IO3-Part1-Collected-CaseStudies.pdf \(diversitycapacities.eu\)](#)

- Present case studies or examples of successful inclusive intercultural activities.
- These examples can serve as inspiration and practical guidance for educators looking to implement similar programs.

["Inclusion Culture" - Promoting Leadership in Intercultural Understanding within Mixed-ability Groups - AHEAD](#)

[35 Best Intercultural Learning Activities - BitGlint ICL@School-Toolbox-final-1.pdf \(intercultural-learning.eu\)](#)

### **Intercultural learning classroom activities**

<https://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf>

### **Activities for everyone everywhere**

<https://www.cnh.bc.ca/wp-content/uploads/2020/02/Activities-for-everyone-everywhere-An-Intercultural-Physical-Activity-Guide-FINAL-2016.pdf>

### **Empathy and Perspective-Taking**

[Perspective-Taking vs Empathy - Brian Miller, The Connection Magician \(brianmillerspeaks.com\)](#)  
[Developing Empathy: How to Strengthen Perspective Taking Skills | Everyday Speech](#)

### **Cultural Awareness and Sensitivity**

[Culturally-Competent-Youth-Work-2016.pdf \(cmy.net.au\)](#)  
[A Youth Leader's Guide to Building Cultural Competence \(advocatesforyouth.org\)](#)

### **Effective Communication Skills**

[Effective communication in youth work | International Youth Studies - \(teachable.com\)](#)  
[What Is Effective Communication? Skills for Work, School, and Life | Coursera](#)

### **Assistive Technology and Accessibility**

[Inclusive Education with Assistive Technology – Technology and the Curriculum: Summer 2023 \(pressbooks.pub\)](#)

[Youth to Youth - Assistive Technology \(youth2youth.ca\)](https://youth2youth.ca)

### **Designing Inclusive Learning Programs**

[Designing Inclusive Learning Environments > Teacher Course \(teacheracademy.eu\)](https://teacheracademy.eu)

[Designing a Learning Program - Sydney Community College](#)

[5 Steps To Building Stronger Employees: Create A Training Program That Works \(elearningindustry.com\)](https://elearningindustry.com)

### **Inclusive education and Supporting interculturalism in youth work**

[Universidade de Évora - Inclusive Education: A Casebook for Good Practices](#)

[A Guide to Creating Inclusive Classrooms for Students with Disabilities](#)

[Supporting interculturalism in youth work](#)

## **Chapter 2 | AMOR Guidelines for inclusive education**

### **1. Introduction to Inclusive Education**

The term "inclusion" has many different meanings. We can interpret the concept as acceptance and belonging to schools and other social institutions. As an educational practice, inclusion for students with special needs means attending regular elementary school and achieving knowledge standards in the general curriculum and other extracurricular activities together with peers who do not have learning difficulties (Kosi 2020).

The achievement of the Sustainable Development Goals (SDGs), specifically Goal 4 which aims to "Ensure inclusive and quality education for all and promote lifelong learning," hinges on addressing the global needs of children with disabilities. Without incorporating their needs, these educational objectives cannot be fully realized (UN 2016). Inclusive education namely ensures that all students, regardless of their abilities or disabilities, have access to quality education.



In 2022, 27% of the EU population over the age of 16 had some form of disability. According to Eurostat estimates, that equals to 101 million people or one in four people adults in the EU. Further statistics show that 17.7% of people with disabilities aged 20-26 were unemployed in 2020, compared with 8.6% of people without disabilities from the same age group. The rate of early school-leaving is double for people with a disability compared to non-disabled people. Many young people with a disability attend special schools and have difficulties accessing mainstream education and training: only 29% obtain a tertiary degree (post-secondary education) compared with 44% of people without disabilities.

To ensure that educational systems are accessible to all students, it is essential to adopt a multi-faceted approach that addresses various barriers. Physical barriers can be eliminated by redesigning school infrastructures to be universally accessible, ensuring that **buildings are equipped with ramps, elevators, and accessible restrooms**. **Communication barriers** can be addressed by incorporating **assistive technologies and communication aids** in the classroom, such as speech-to-text software, sign language interpreters, and visual aids. **Cognitive barriers** require the implementation of **personalized learning strategies** that cater to diverse learning needs, including the use of **simplified language, alternative assessment methods, and the provision of additional time tasks**. By systematically addressing these barriers, educational systems can become more inclusive, allowing students of all abilities to participate fully in their education (*European Commission 2023a*).

Inclusive education is therefore a continuous process that takes into account the diversity of students. Many teachers have a misconception about inclusive education, believing that it is intended only for children with special needs, but this is not true. Inclusive education is intended for all students, but it is indispensable for children with special needs (Kosi 2020).

Equitable education and training systems don't mean that everyone achieves the same educational levels or scores. Rather, these systems aim to make sure that a young person's success in education is not determined by their personal situation, like their family's income, their parents' jobs, or how much education their parents had. Additionally, inclusive education and training systems pay attention to and address the specific challenges and needs faced by different groups of people within the population, especially people with disabilities and special educational needs.

This chapter outlines the importance of inclusive education across the European Union, specifically focusing on specific policies and guidelines from partner countries.

## **2. Legal frameworks and policy background of inclusive education**

Recognition of inclusion as a key catalyst for educational transformation and a primary objective on the global political stage is growing. The UN Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right to inclusive education for all persons with disabilities.

The political agendas of many countries promote reforms aimed at developing more inclusive education systems (OECD 2015 in Azorin & Ainscow 2018). In this respect, the **Education 2030 initiative** represents an important step forward, where the priority is clear: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO 2015a in Azorin & Ainscow 2018).



Inclusive education has also been underpinned by various other legal frameworks and policies across the European Union. These frameworks provide the basis for implementing inclusive practices in educational settings.

The **European Commission** has launched several initiatives to promote inclusive education environments that embrace diversity and help students feel valued, respected, and included. The importance of inclusion, diversity and well-being in one's learning environment is one of the main pillars of the **European Education Area**, which the Commission presented in 2020 (Euridyce 2023).

Modifying learning environments, methods, and assessments to accommodate the individual needs of students involves a shift towards a more flexible and responsive educational model. This means creating adaptive learning materials that can be customized for different learning styles and abilities, such as digital textbooks that can be adjusted for font size or read aloud. Teachers should employ a variety of teaching methods to cater to a broad range of learning preferences, including visual, auditory, kinaesthetic, and tactile learning styles. Furthermore, assessments should be designed to fairly evaluate the abilities of all students, which might include alternative formats like oral presentations, projects, or portfolios, in addition to traditional written exams. This tailored approach ensures that all students have the opportunity to demonstrate their understanding and skills in a manner that reflects their individual strengths (*European Commission 2023a*).

In December 2017, the European Council, European Parliament, and the Commission supported the establishment of the **European Pillar of Social Rights**. This accord emphasizes the significance of social, educational, and cultural aspects of EU policies in shaping a unified European destiny.

The initial principle of the European Pillar of Social Rights emphasizes:

*"Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market" (European Commission 2023a).*

This vision was further supported in a **Commission Communication on the role of youth, education and cultural policies in building a stronger Europe**, which stated that one of the objectives of the European Education Area should be to support EU Member States in improving the inclusive nature of their education and training systems.

Following proposals from the Commission, several policy initiatives have already been adopted:

- **Key Competences for Lifelong Learning** (Council Recommendation)
- **Promoting common values, inclusive education and the European dimension of teaching** (Council Recommendation)

Member States' progress towards achieving inclusive education is monitored through the **European Semester process** and the **Education and Training Monitor**. The Monitor also provides evidence on the role of education in fighting inequalities and promoting social inclusion (*European Commission 2023a*).

The European Semester process, alongside the **Education and Training Monitor**, serves as the mechanism for overseeing the advancement of Member States towards the goal of inclusive education. Additionally, the Monitor supplies insights regarding how education contributes to combating inequalities and fostering social inclusion.

### **Education and Training Monitor 2023 (Country Report Tool)**

The Education and Training Monitor is the European Commission's annual report on EU education and training systems, and their progress towards achieving the EU-level targets, which were adopted as part of the 2021 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area (European Commission 2023b).

Also, global guidelines on inclusive education exist to foster environments where every learner's needs are met. These guidelines, informed by research and best practices, aim to enhance educational inclusivity. For those seeking comprehensive insights and strategies, the following resources are essential:

- **UNICEF's overview of inclusive education** sheds light on the global principles and practices that underpin inclusive learning environments.
- The **Guide for Disabilities Inclusive Education Systems and Policies in Low- and Middle-Income Countries** offers practical approaches for integrating children with disabilities into mainstream educational settings.

The growing prevalence of digital solutions in daily life drives the need for systemic change based on digital transformation in general and, more specifically, in inclusive education systems. The **European Agency for Special Needs and Inclusive Education** (the Agency) asserts that the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers. This also requires a systemic change that considers all levels of the education system.

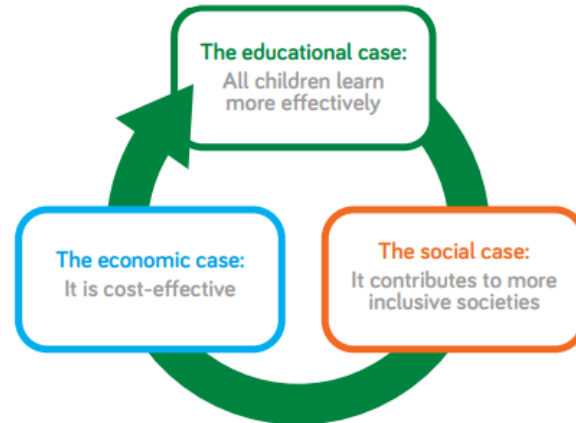
The European Commission's **Digital Education Action Plan (2021-2027)** outlines several actions to promote inclusive education. These include blended learning approaches, ethical guidelines for AI and data in teaching, and fostering digital literacy to tackle disinformation.

### **3. Understanding the inclusive education system**

Developing an inclusive system implies a shift from seeing the child with a disability or special educational needs as the problem to seeing the education system as something that must be strengthened to better serve the child. It requires strong commitments from local government, ministries, administrators, teachers, parents, and citizens (Hayes and Bulat 2017, 14).

As mentioned by UNICEF (2017), inclusive education improves learning for all children – both those with and without disabilities - it promotes understanding, reduces prejudice and strengthens social integration and it ensures that children with disabilities are equipped to work and contribute economically and socially to their communities (UNICEF 2017, 2).

Picture 1: Why is inclusive education important?



Source: UNICEF 2017, 2

#### 4. Inclusive digital education

Although there are many obstacles to implementing inclusive education, the thoughtful **integration of digital technologies can enhance the teaching and learning process, improve accessibility** for those who require it, and **offer more personalized learning experiences**. If used appropriately, **digital tools can contribute to more inclusive education** systems (OECD 2023, 14).

In recent years, the rapid advancement of technology, along with changes in attitudes and policies aimed at promoting more equitable educational opportunities for everyone, has created new priorities and demands for inclusive digital education and blended learning. This is also at the core of the European Union's Digital Education Action Plan (2021-2027) policy initiative, which 'offers a long-term strategic vision for high quality, inclusive and accessible European digital education (EASNIE 2023C, 9).

The **European Agency for Special Needs and Inclusive Education** are an independent organisation that acts as a platform for collaboration for the ministries of education in their member countries, of which Slovenia, Spain, Portugal, Poland, Germany and Bulgaria are part of (EASNIE 2023).

Their work is mainly focused on supporting the development of inclusive education systems to ensure every learner's right to inclusive and equitable educational opportunities, which enhances the learners' life chances and possibilities for actively participating in society.

Their **Inclusive Digital Education Report** examines the need for inclusive education and digital transformation to be considered in an interrelated way. It analyses research, policy, practice trends and expert views, giving an overview of developments and highlighting issues in inclusive digital education that still need to be addressed.

The vision of inclusive (and digital) education:

- involves all levels of the education system – from the individual (learners and teachers), to the organisational (schools), to the regional or national level;

- addresses inclusion, exclusion, digitalisation and the digital divide as interconnected, interdependent cross-cutting issues;
- is anchored in the education system's structures to foster resilient education systems that offer equitable education opportunities for all learners;
- is based on digital transformation that goes far beyond merely applying digital technologies in education (EASNIE 2022, 1).

Picture 2: What needs to be done to enable inclusive education?



Source: UNICEF 2017, 3

To reach the target of inclusive education – even digital – UNICEF (2017) suggests the following requirement to be met:

- **Commitment and investments from education ministries** – it takes time and money to change systems.
- **Support for teachers and students** – teachers need training and guidance, and students need to be provided with services to overcome barriers to learning.
- **Promotion of respect for diversity and inclusive learning** – action is needed to challenge negative attitudes and prejudice against children with disabilities. High expectations of all students – teachers need to invest in and support all children.
- **Safe and inclusive environments** – children cannot learn if they are frightened either of teachers or bullying from other children.
- **Partnerships between parents, organisations of people with disabilities and schools** – inclusive education will benefit from the widest possible experience and knowledge.

- **Systems to monitor progress** – it is vital to measure whether the situation is improving, and if not, what further changes are needed (UNICEF 2017, 3).

## 5. Teacher and staff training and professional development

Using digital technologies in a way that includes everyone benefits many people, like students, teachers, parents, and local communities. Teachers, in particular, find technology very helpful because it makes it easier for them to join online training sessions, connect with other teachers online, and lessen their workload. For instance, with the help of tools like **learning analytics and artificial intelligence**, teachers can manage their classrooms more efficiently. This means they have to spend less time on repetitive tasks, giving them more time for other important activities (summarized after OECD 2023, 29).

**Teacher and Staff training and ongoing professional development** are crucial for the successful implementation of inclusive digital education. In the realm of education, it's essential for both policy and practice to consider key factors that impact students' engagement with digital learning:

- First, there's a need to recognize and raise awareness about how some students might be at risk of being left behind, especially in digital learning environments. This includes understanding how a student's background— like their disabilities or special educational needs —can affect their ability to participate fully in digital education.
- Second, it's important to ensure that every student has not just access to digital education, but also the opportunity to actively engage and even contribute to the creation of digital tools that support their learning. The untapped knowledge and skills that students, along with their families and friends, possess can be invaluable in shaping and refining new educational technologies.

The **Inclusive Digital Education Report** suggests that teachers often need more skills in using digital tools. It's important for their training and ongoing learning to improve these skills regularly. They should know how to use technology and how to choose the right digital learning materials. They also need to create learning spaces that work for all students, considering each one's likes, abilities, or strengths. When teachers bring digital tools into the classroom, they have to think carefully about what's good and bad about using these tools, like how they handle student information and what they need to work properly.

## 6. Collaboration with parents and communities

When creating and applying disability-inclusive education programs, practitioners must grasp the subtleties of disability, and the resources needed for high-quality, fair education for learners with disabilities. The most effective method to comprehend the complexities and requirements of the disability community is to collaborate and engage with Disabled Persons Organizations (DPOs).

Engaging parents and the wider community (social workers, youth workers, tutors etc.) is essential in supporting inclusive education. As mentioned by OECD (2023), technology in education extends its benefits beyond the classroom, enhancing connections and communication among parents, schools, and the broader community. It supports greater collaboration by making it easier for parents to engage with schools through digital tools.

For instance, digital translation services help non-native language speakers participate more fully, and virtual meetings can overcome logistical barriers like childcare, work schedules, and transportation issues. However, challenges remain, such as parents' limited time due to work and family duties, particularly in single-parent families, and a lack of digital skills, which can hinder effective support for children's digital learning.

For digital tools to truly serve their users' needs, including parents and teachers, it's crucial to consider their feedback during development and monitoring, aiming for equitable and inclusive educational outcomes (summarized after OECD 2023, 30).

## 7. Educational institutions

Teachers require **backing from their schools** to get the right training and advice. It's important for everyone involved—like teachers, principals, school staff, the community, education authorities, lawmakers, and families—to work together. This helps figure out what systems and digital tools each student needs. While there are official ways for these groups to share ideas, they're using social media more and more to talk to each other (EASNIE 2023c, 3).

Comprehensive training programs that cover a wide range of topics, including understanding different types of disabilities, effective communication strategies, and adaptive teaching methods are required. Staff should also be trained in the **use of assistive technologies** and how to modify curriculum materials to meet diverse needs. Additionally, fostering an **inclusive mind set** and **empathetic understanding** among educators and staff is essential for creating a supportive and welcoming learning environment for all students.

EASNIE suggest that regarding digitalisation, the COVID-19 pandemic has shown that digital and inclusive education promote greater system resilience. Organisations that had prepared for inclusive digital education before COVID-19 also seemed to fare better in the crisis.

## Summary

To summarize everything that has been presented so far, we advise the following actions to assure inclusive digital education:

### 1. **Adaptation of Access to Education**

- **Objective:** Customize digital education experiences to meet the unique needs of each learner, which will ensure that no one is left behind.
- **Actions:**
  - Implementing adaptive learning technologies that adjust to the learning pace and style of each student.



- Offering a range of accessible content formats (text, video, interactive simulations etc.) for different abilities and preferences, which will ensure a personalized learning journey for every student involved.

- **Hint:**

- European Schoolnet, a network of 34 European Ministries of Education, provides innovative teaching and learning resources to promote digital and inclusive education across Europe. Visit European Schoolnet: <https://www.europeanschoolnetacademy.eu/>

## 2. Provide Adequate Training and Resources for Educators

- **Objective:** Educators should have comprehensive training and a variety of ICT resources to effectively teach students with diverse needs and learning preferences in a digital setting. They should be able to effectively use at least some of the presented resources.

- **Actions:**

- Developing and/or providing access to professional development programs focused on inclusive teaching strategies and digital tools. The educator should choose which of the presented resources is best suitable for the specific student or group of students.
- Finding relevant and adaptive digital resources and educational materials that cater to a broad spectrum of learning styles and needs.

- **Hints:**

- The Teacher Academy by School Education Gateway offers free online professional development courses and materials for teachers on various topics, including inclusive education. Visit their webpage: <https://www.teacheracademy.eu/>
- Coursera offers courses on inclusive teaching and learning practices (<https://www.coursera.org/>) that educators can use to enhance their skills in addressing diverse learning needs.

## 3. Provide Financial Support for Digital Learning Platforms

- **Objective:** The educational institutions should ensure ongoing and adequate financial support for digital learning platforms to assure fully inclusive digital activities and services (no matter the social-economical background of a student or a group of students).

- **Actions:**

- Advocate for funding models that prioritize inclusivity in digital education.
- Look for digital platforms, that are affordable to the learning group.
- Implement strategies for the sustainable development of inclusive digital learning environments.
- Funding structures need to be adjusted to ensure that schools accepting students with special needs are provided with the extra financial support required.

- **Hints:**





- The School Education Gateway, supported by the European Commission, offers a platform for teachers to find and share resources and training, supporting inclusive digital education at no cost: <https://school-education.ec.europa.eu/en>
- Google for Education (<https://edu.google.com/>) offers free and low-cost tools that schools can use to enhance learning, collaboration, and communication among students of all backgrounds.

#### 4. Empowering Parents

- **Objective:** Help parents to support their children's right to be included and learn alongside everyone else in online classrooms and other digital platforms.
- **Actions:**
  - Provide information and (free) resources to parents about the rights to inclusive education and present the possibilities digital learning environments offer their children.
  - Organize workshops and support groups (by social workers, youth workers, tutors etc.) to empower parents to use and get to know digital education systems better and present them the inclusive practices.
- **Hints:**
  - The Better Internet for Kids (BIK) portal, funded by the European Commission, offers resources and events aimed at improving children's digital literacy, including resources for parents to help guide their children's online activities.

Website: <https://www.betterinternetforkids.eu/practice/youth>

- The European Agency for Special Needs and Inclusive Education offers advice and resources for parents to support inclusive education, including digital learning tools. Visit their page for more information and materials: <https://www.european-agency.org/>

#### 5. Community Engagement in Digital Education

- **Objective: Foster a community-wide approach** (teachers, tutors, youth workers, social workers etc.) to inclusive digital education by encouraging collaboration among all stakeholders on all needed fields.
- **Actions:**
  - Create forums and collaborative platforms for the above mentioned stakeholders to contribute to the design, delivery, and monitoring of inclusive digital education.
  - Encourage participatory decision-making processes that include voices from across the educational community.
- **Hints:**
  - eTwinning is a platform for teachers in Europe that fosters collaboration on educational projects, including those focused on inclusive education. Teachers, youth workers, educators, parents, and students can work together on projects that promote digital learning: <https://school-education.ec.europa.eu/en/etwinning>



### **Suggestions for an effective implementation:**

- Regularly review and update training programs and resources to ensure they remain relevant and effective.
- Establish partnerships with local and national stakeholders and educational organizations to enhance the quality and accessibility of digital learning tools.
- To only make digital technologies accessible will not ensure equal education by itself. Teachers, parents and other stakeholders need to make sure children have adequate skills for using digital resources and keep their motivation high.
- Try using social media platforms and other communication tools to raise awareness, share ideas and build a supportive community for an effective inclusive digital education.
- Implement feedback mechanisms (questionnaires, reflections after each class etc.) to continually assess the effectiveness of the inclusive practices that have been used and make necessary adjustments.
- Young individuals often struggle with verbal communication, so it's better to observe their behaviour instead of quickly attributing their actions to their condition. They could be experiencing trauma or facing an unusually stressful period. Some people, when feeling emotionally vulnerable, feel compelled to manage something in their physical surroundings, and expecting them to express this verbally is unlikely to be effective.
- When communicating with young people who have intellectual disabilities, be adaptable and let them take the lead as often as they feel comfortable to foster their sense of independence. Listening to, respecting, and validating their feelings can help them move from a potential state of silent defence to one of progress.

## **Conclusion**

Inclusive digital education is a key way to make education fair and varied, not just in Europe but all over the world. This detailed look at inclusive education shows how crucial it is to use digital tools and other methods to help every student. By changing the way education is given to suit different needs, training teachers specifically, supporting digital learning financially, and getting the community involved, the goal is to make sure every student gets the support they need. This method helps not just students who need extra support but improves learning for everyone. It leads to a greater appreciation of everyone's differences in schools and other learning environments.

As mentioned above, the commitment to inclusive digital education requires concerted efforts from all stakeholders, including policymakers, educators, parents, and the broader community (youth workers, tutors, NGOs etc.). The policies and practices discussed in this chapter reflect a growing recognition of the importance of inclusivity and diversity in shaping the future of education. Through ongoing evaluation, collaboration, and the embrace of digital transformation, we can advance towards an educational landscape where every student has the opportunity to succeed and thrive in a supportive, inclusive environment. This vision of education is not just a goal but a necessary foundation for building a more inclusive, knowledgeable, and cohesive society.

The AMOR Guidelines for Inclusive Education outline specific learning outcomes and guidelines that enable educators to better serve the needs of youth with disabilities, special educational needs (SEN), and others, thus promoting their integration into society, personal growth, and psychological health. With our approach we not only try to address the educational requirements of students with various (dis)abilities but also try to enhance the overall quality of education, in line with the Sustainable Development Goals, especially Goal 4 which emphasizes inclusive and equitable quality education for all.

The Guidelines suggest a comprehensive approach to make education more accessible for everyone. By doing so, it will ensure that students of all abilities are fully included in their educational journey.

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# GUIDELINES FOR INCLUSIVE DIGITAL EDUCATION

## DEFINITION

Inclusive digital education means making sure that every student, no matter their abilities or disabilities, can get a good education using digital tools. This idea is all about making everyone feel accepted and included in schools and other social settings.

For students with disabilities or special educational needs, inclusive education means learning side by side with their classmates who don't have disabilities. They do the same classwork and join in extracurricular activities together. Such methods are very important for reaching global education goals, like the Sustainable Development Goal 4, which aims to "Ensure inclusive and quality education for all and promote lifelong learning."

## ADAPTING ACCESS TO EDUCATION

### What needs to be done?

Customize digital education experiences to meet the unique needs of each learner, which will ensure that no one is left behind.

### How can it be achieved?

#### Use of Adaptive Learning Technologies

Provide educational materials in multiple formats, such as text, audio, video, and interactive simulations, to cater to different abilities and preferences. This ensures a personalized learning journey for every student.

#### Offer a Range of Accessible Content Formats

Incorporate tools designed to support students with disabilities in accessing and engaging with digital content.

### Help yourself with

**Khan Academy:** Offers personalized learning dashboards and resources adaptable to various learning needs. <https://www.khanacademy.org/>

**Edredo:** Edredo is a cloud-based learning management system that facilitates personalized and engaging online education. It offers features such as virtual classrooms, interactive multimedia content, quizzes, discussion forums, and social learning communities. These tools are designed to support diverse learning needs and foster an inclusive educational environment. <https://edredo.com/>

**StudySmarter:** is a learning platform that helps students reach their educational goals. It automatically creates summaries, mind maps, and flashcards from uploaded material, and recommends additional content like video tutorials or articles. <https://www.studysmarter.de/>

**Bookshare:** A free online library for people with print disabilities, offering accessible ebooks. <https://www.bookshare.org/>

**Voice Dream Reader:** A text-to-speech app that supports various document formats and allows for personalized reading experiences. <https://www.voicedream.com/>

**Balabolka:** A free text-to-speech software that converts written text into spoken words, helping students with reading difficulties. <https://www.cross-plus-a.com/balabolka.htm>

**BBC Bitesize:** Offers a wide range of educational resources in text, video, and interactive formats. <https://www.bbc.co.uk/bitesize>

**SMAX:** is a 3D animated avatar system for sign language. It translates texts into various sign languages and makes the digital world accessible to the deaf. It is extremely efficient and cost-effective. You can embed it in videos or as a separate clip for instance for websites. <https://simov.media/>

## PROVIDE ADEQUATE TRAINING AND RESOURCES FOR EDUCATORS

### What needs to be done?

Equip educators with comprehensive training and a diverse array of ICT resources to effectively teach students with varying needs and learning preferences in a digital environment. Educators should be adept at utilizing a selection of these resources to best support their students.

### How can it be achieved?

#### Provide Educators with Professional Development and Training

Offer and facilitate access to professional development programs focusing on inclusive teaching strategies and digital tools. Educators should select the most appropriate resources based on the specific needs of their students or groups of students.

#### Offer Relevant and Adaptive Digital Resources and Educational Materials for Educators

Find and provide educators with relevant and adaptive digital resources and educational materials that cater to a broad spectrum of learning styles and needs.

### Help yourself with

**Europeas Teacher Academy by School Education Gateway:** Provides free professional development courses on inclusive education, digital tools, and more. <https://www.teacheracademy.eu/>

**Coursera:** Offers different courses in the field of inclusive teaching, which can be used to learn about strategies to support diverse learning needs. <https://www.coursera.org/>

**European Schoolnet Academy:** Offers courses on digital competence and inclusive education, helping teachers stay current with educational technology and strategies. <https://www.europeanschoolnetacademy.eu/>

**DIG-IT UP:** The aim of the training courses is to provide youth workers new knowledge and skills, and to help them finding creative ways on how to combine analog & outdoor activities in youth work, using digital tools and apps that are used by youngsters, through a hands-on approach and experience. <http://www.digitup.cloud/>

**EDpuzzle:** Allows educators to create interactive video lessons tailored to different learning styles, by adding questions, notes, and voiceovers to existing videos. <https://edpuzzle.com/>

**Book Creator:** Facilitates the creation of interactive digital books that cater to the unique needs of students with special educational needs. <https://bookcreator.com/>

**Badgrcraft:** A tool, which creates badges for participants in various activities to keep participants involved and engaged. <https://www.badgrcraft.eu/>

## EMPOWERING PARENTS

### What needs to be done?

Help parents to support their children's right to be included and learn alongside everyone else in online classrooms and other digital platforms.

### How can it be achieved?

#### Provide Information and Resources

Offer parents information and free resources about their child's rights to inclusive education. Show them how digital learning environments can benefit their children's education.

#### Organise Workshops and Support Groups for Parents

Organize workshops and support groups with social workers, youth workers, and tutors to help parents understand and use digital education systems, and to introduce them to inclusive practices.

### Help yourself with

**Better Internet for Kids (BIK) Portal:** BIK offers a plethora of resources and events aimed at enhancing children's digital literacy. This includes specific materials for parents to help guide and protect their children's online activities. <https://www.betterinternetforkids.eu/>

**European Agency for Special Needs and Inclusive Education:** Provides advice and resources tailored to support inclusive education. Their website features a range of digital learning tools and materials designed to aid parents and educators. <https://www.europeanagency.eu/>

**BEE SECURE:** is an online platform promoting a safer, responsible, and positive use of new information technologies by the general public. <https://www.bee-secure.lu/de/>

**Slack:** A messaging platform that supports real-time communication and collaboration. Create channels dedicated to specific topics related to inclusive digital education where parents can ask questions and share resources. <https://slack.com/intl/en-gb/>

**Google Meets:** Use this platform for virtual workshops and support groups, use features like live captions and screen sharing. <https://meet.google.com/?ollis>

## COMMUNITY ENGAGEMENT IN DIGITAL EDUCATION

### What needs to be done?

Foster a community-wide approach to inclusive digital education by encouraging collaboration among teachers, tutors, youth workers, social workers, and other stakeholders.

### How can it be achieved?

#### Create Collaborative Platforms

Establish forums and online platforms where stakeholders can contribute to the design, delivery, and monitoring of inclusive digital education. Example: Establish a local online forum where educators and other stakeholders can share resources, discuss challenges, and collaborate on inclusive education initiatives.

#### Encourage Participatory Decision-Making

Involve voices from across your educational community in decision-making processes to ensure diverse perspectives are considered. Example: Host regular community meetings where educators, parents, students, and other stakeholders can voice their opinions and contribute to decision-making processes.

### Help yourself with

**Edwinning:** Use this platform to start collaborative projects with schools across Europe, focusing on inclusive education topics. <https://school-education.ec.europa.eu/en/edwinning>

**Moodle:** Moodle is the world's open source learning platform that allows educators to create a private space online (classrooms, forums etc.) and easily build courses and activities with flexible software tools for collaborative and inclusive online learning and enables discussions between stakeholders. <https://moodle.org/>

**Google for Education:** This platform can create virtual classrooms and regular online meetings to ensure ongoing collaboration and resource sharing among educators, parents and other stakeholders. <https://edu.google.com/>

**Mentimeter:** This platform can be used for live polling during community meetings to ensure all voices are heard and considered in the decision-making process. <https://www.mentimeter.com/>

**Padlet:** Create interactive boards where stakeholders can post ideas, vote on suggestions, and discuss improvements in real-time. <https://padlet.com/>

**SurveyMonkey:** Use this platform to gather feedback from students, parents, and educators on their needs and suggestions for inclusive digital education. <https://www.surveymonkey.com/>

## Chapter 3 | AMOR Tools Collection

### 1. Introduction to Tools Collection

Chapter 3 of AMOR Handbook consists of a tools collection based on the findings of WP2 and uses the newly developed indicators to evaluate the tools of WP2. Thus, it provides an approved “starter-kit” of tools ready to use for teaching staff and learners to support the improvement of skills for an active social participation of young people, especially with disabilities and SEN. The presented tools are accessible, self-explaining and easy to use, and are divided in two categories: energizers and inclusive intercultural activities.

**Energizers** are usually short, engaging exercises or games designed to boost students' energy levels, improve focus, and create a positive, active learning environment. These activities are usually quick, lasting anywhere from a few minutes to around 10 minutes, and can be physical, mental, or a mix of both. They are often used between lessons or during transitions to help students reset, re-engage, and be ready for the next task.

The main goals of energizer activities include:

- **Recharging Students:** They provide a quick break to refresh students' minds and bodies, especially during long periods of sitting or concentration.
- **Improving Focus:** By stimulating movement or interaction, energizers can help refocus attention and enhance cognitive performance.
- **Building Social Skills:** Many energizer activities involve group work, which can promote teamwork, communication, and positive social interactions.
- **Creating a Positive Atmosphere:** Energizers are often fun and light-hearted, contributing to a joyful and inclusive classroom environment.

Concerning inclusive intercultural tools/activities, they refer to strategies, exercises, or resources designed to promote understanding, respect, and appreciation of diverse cultural backgrounds among students. These tools and activities aim to create an inclusive environment where all students feel valued and recognized, regardless of their cultural, ethnic, or linguistic backgrounds. They are used to foster intercultural competence, reduce biases, and encourage positive interactions between students from different cultures.

Key aspects of inclusive intercultural tools/activities include:

- **Celebrating Diversity:** These activities highlight and celebrate the unique cultural contributions of each student, creating a sense of pride and belonging.
- **Building Cultural Awareness:** They help students learn about and reflect on their own culture and others, promoting empathy, curiosity, and open-mindedness.
- **Encouraging Interaction and Dialogue:** Many activities are designed to facilitate dialogue and interaction between students from different cultural backgrounds, encouraging them to share experiences and learn from one another.
- **Reducing Stereotypes and Bias:** These tools aim to challenge stereotypes and prejudices by exposing students to diverse perspectives and fostering critical thinking.



Overall, these tools and activities are integral to creating a learning environment that respects and values diversity, supports inclusion, and prepares students to thrive in a multicultural world.

## 2. Energizers

### Energizer 1 | SPEED NETWORKING

<b>NAME OF THE TOOL</b>	Speed Networking
<b>MAIN TOPIC</b>	Building connections and improving social skills
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Enhance participants' ability to introduce themselves and engage in conversation.</li> <li>• Foster active listening and effective communication skills.</li> <li>• Create opportunities for participants to meet and network with new people.</li> <li>• Encourage the formation of new friendships and professional connections.</li> <li>• Increase participants' confidence in social settings and public speaking.</li> <li>• Ensure that all participants feel included and valued in the group.</li> <li>• Promote an inclusive environment where everyone has a chance to share and be heard.</li> <li>• Lay the groundwork for future teamwork and collaborative projects.</li> <li>• Allow participants to share aspects of their culture and learn from others.</li> <li>• Encourage an appreciation of diversity and multiculturalism.</li> <li>• Improve participants' ability to prioritize key information during short interactions.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	Minimum 20 people
<b>RESOURCES / MATERIAL</b>	Chairs and a timer
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p><b>Introduction (5 minutes)</b></p> <p><u>Welcome and Overview:</u></p> <ul style="list-style-type: none"> <li>▪ Greet participants and explain the objective of the activity.</li> <li>▪ Briefly describe the Speed Networking activity.</li> <li>▪ Emphasize the importance of active listening and engaging with their partner.</li> </ul> <p><u>Rules and Instructions:</u></p> <ul style="list-style-type: none"> <li>▪ Each pair will have 2 minutes to introduce themselves and share a fun fact.</li> </ul>



- When the timer rings, participants will switch partners.
- Encourage participants to find new partners for each round.

### **Activity (30 minutes)**

#### Set Up:

- Arrange chairs in pairs facing each other (if using chairs).
- Ensure everyone has a partner for the first round.

#### Rounds:

- Round 1 (2 minutes):
  - Start the timer.
  - Participants introduce themselves and share a fun fact.
- Switch Partners (1 minute):
  - Signal the end of the round.
  - Participants move to a new partner.
- Repeat for 10 rounds, ensuring each participant meets 10 different people.

### **Wrap-Up (10 minutes)**

#### Group Discussion:

- Gather everyone in a circle or group.
- Ask participants to share one interesting thing they learned about someone else.
- Discuss how it felt to meet and talk to many different people in a short time.

#### Feedback:

- Encourage participants to provide feedback on the activity.
- Ask what they enjoyed and what could be improved.

#### Closing Remarks:

- Thank everyone for participating.
- Encourage participants to continue networking and building connections beyond the activity.

### **Tips for Success**

**Facilitation:** Actively manage the time and signal clearly when it's time to switch partners.

**Engagement:** Encourage enthusiasm and positive energy to make the activity enjoyable.

**Accessibility:** Ensure the setup is accessible to all participants, including those with disabilities.

**Follow-Up:** Consider providing a follow-up activity or discussion to reinforce the connections made.

### **Variations**





	<p>Themes: Introduce themes for each round (e.g., favourite hobbies, travel experiences, career aspirations).</p> <p>Groups: If the group is large, split into smaller groups to ensure more meaningful interactions.</p>
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### **Energizer 2 | ICEBREAKER BINGO**

<b>NAME OF THE TOOL</b>	<b>Icebreaker Bingo</b>
<b>MAIN TOPIC</b>	Using Icebreaker Bingo to build classroom community and enhance student interaction.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Help students get to know each other in a fun and engaging way.</li> <li>• Encourage pupils to interact and communicate with classmates they don't usually talk to.</li> <li>• Create a positive and inclusive atmosphere in the classroom.</li> <li>• Energize students and prepare them for learning activities.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	Whole class or groups of 10-20 students.
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>• Bingo cards with different icebreaker prompts (e.g., "Find someone who has travelled to another country," "Find someone who has a pet")</li> <li>• Pens or pencils for each student</li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p><b>1. Preparation:</b></p> <p><b>Create Bingo Cards:</b> Prepare bingo cards with different prompts. Make sure each card contains a different combination of prompts.</p> <p><b>Distribute Materials:</b> Distribute one bingo card and a pen or pencil to each student.</p>

### **Energizer 3 | CULTURAL DIVERSITY AND INCLUSIVITY**

<b>NAME OF THE TOOL</b>	<p><b>MENTIMETER</b> (<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>)</p> <p>Mentimeter is an excellent digital tool that makes presentations engaging and accessible for everyone. It features interactive elements such as live polls, quizzes, word clouds, and q&amp;a sessions, which help participants to keep involved and make dynamic presentations. Additionally, mentimeter includes accessibility features like screen reader compatibility, high contrast mode, keyboard navigation, alt text for images, and adjustable font sizes, ensuring it is accessible to users with visual impairments and other needs.</p>
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	<p>With its user-friendly interface and strong commitment to inclusivity, mentimeter allows individuals of all abilities to engage and contribute meaningfully. It works seamlessly on various devices, including smartphones, tablets, and computers, ensuring full participation from all attendees. This makes mentimeter an ideal choice for creating engaging and inclusive presentations, particularly for youth workers and young audiences.</p> <p>To ensure that everyone can participate, understand, and contribute to all mentimeter presentations, they've compiled a guide for creating accessible and inclusive presentations. You can find detailed information about accessibility and download their vpat for menti.com at <a href="http://www.mentimeter.com/accessibility">www.mentimeter.com/accessibility</a>. In the settings menu, you can also find an accessibility check, where you can see how inclusive your presentation is and get recommendations for how to improve it.</p> <p>Accessibility features:</p> <ul style="list-style-type: none"> <li>• Real-time text responses: for non-verbal or speech-difficult students.</li> <li>• Anonymous participation: reduces anxiety for those uncomfortable sharing publicly.</li> <li>• Multi-device compatibility: ensures all students can join using their preferred device.</li> <li>• Visual aids: word clouds and visual polls help students with learning disabilities.</li> </ul>
<b>MAIN TOPIC</b>	Cultural diversity and inclusivity
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Promote cultural awareness and understanding among students.</li> <li>• Foster inclusivity and ensure participation from all students, including those with disabilities and special educational needs.</li> <li>• Create an engaging and dynamic environment for sharing cultural backgrounds.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	10-15 participants
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>• Mentimeter account (educator)</li> <li>• Devices for each student (smartphone, tablet, or computer)</li> <li>• Internet connection</li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p>The activity called "cultural mosaic," is designed to be an inclusive and engaging way for students to share and learn about different cultures. It uses Mentimeter to facilitate interaction and ensure that every student's voice is heard, regardless of their ability to communicate verbally or their comfort level in traditional classroom settings.</p> <p>We start by setting up a Mentimeter word cloud where students can submit words or phrases that describe their culture, we encourage them to think about food, traditions, holidays, clothing, languages, etc.</p>





	<p>As students submit their entries, the word cloud will populate in real-time, creating a visual representation of the diverse cultures within the classroom. (10 min.)</p> <p>Afterwards, we create a series of poll questions about different cultural practices. for example:</p> <ul style="list-style-type: none"><li>• "What is a common greeting in your culture?"</li><li>• "Which traditional food do you enjoy the most?"</li><li>• "What is a significant holiday in your culture?"</li></ul> <p>Each question should have multiple-choice answers or an option for students to write in their responses. (5 min.)</p> <p>Use Mentimeter's Q&amp;A feature for students to anonymously submit questions about their peers' cultures. select a few questions to discuss.</p> <p>Polls and word clouds: start the class with a poll or word cloud activity where students can share their thoughts or experiences on a given topic. This can help build a sense of community and make students more comfortable.</p> <p><b>Cultural mosaic activity (20 minutes):</b></p> <ul style="list-style-type: none"><li>▪ <u>Introduction (3 minutes)</u>: explain the purpose of the activity, highlighting cultural diversity and inclusivity.</li><li>▪ <u>Word cloud</u>: "describe your culture" (7 minutes): students use Mentimeter to submit words or phrases describing their culture, creating a real-time word cloud showcasing classroom diversity.</li><li>▪ <u>Poll</u>: "cultural practices" (5 minutes): conduct polls on cultural practices with questions about common greetings, favourite traditional foods, and significant holidays, using multiple-choice or written responses.</li><li>▪ <u>Q&amp;A</u>: "ask about cultures" (5 minutes): students anonymously submit questions about their peers' cultures using Mentimeter's Q&amp;A feature, and selected questions are discussed in class, promoting dialogue and curiosity.</li></ul>
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#### Energizer 4 | TEAM BUILDING

<b>NAME OF THE TOOL</b>	<p>Kahoot! (<a href="https://kahoot.it/">https://kahoot.it/</a>)</p> <p>Kahoot! is a dynamic game-based learning platform that revolutionizes traditional educational and training methods by transforming them into interactive, engaging experiences. launched in 2013, Kahoot! has quickly become a favourite in classrooms, corporate training environments, and beyond. the platform allows users to create, share, and participate in multiple-choice quizzes, discussions, and surveys, making learning both fun and effective. Key features include an easy-</p>
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	<p>to-use interface, customizable quizzes with themes and media integration, and various modes such as live, self-paced, and team modes. Kahoot! also emphasizes accessibility, offering screen reader compatibility, keyboard navigation, adjustable text sizes, colour contrast options, and multilingual support, ensuring inclusivity for all participants.</p> <p>The platform's benefits are manifold, enhancing engagement and retention through gamification and interactive content. It provides real-time feedback and detailed analytics, enabling educators and trainers to assess performance and identify areas for improvement. Kahoot!'s versatility makes it suitable for various educational levels and professional settings, easily integrating with learning management systems like google classroom and Microsoft Teams. Security and privacy are also prioritized, with strict data protection measures in place. Overall, Kahoot! fosters a fun and inclusive learning environment, helping participants of all ages and abilities connect, collaborate, and learn effectively.</p>
<b>MAIN TOPIC</b>	Introduction to the class or workshop / team building activity
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Energize participants.</li> <li>• Foster a sense of community and connection.</li> <li>• Introduce participants to each other in a fun and engaging way.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	10-20 participants
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>• A device with internet access for each participant (smartphone, tablet, or computer)</li> <li>• A projector or screen (for displaying the quiz if in a physical setting)</li> <li>• A prepared Kahoot! quiz</li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p>The activity called "Quick fun facts quiz" is designed to be an inclusive and engaging way for participants to get to know each other. It uses Kahoot! to facilitate interaction and ensure that everyone's voice is heard, regardless of their abilities or comfort level in traditional settings.</p> <p>We start by setting up a Kahoot! quiz with 5-7 light-hearted questions about participants' preferences and experiences, such as favourite ice cream flavours and dream vacation destinations. As participants join using a game pin, they can answer in real-time, creating an interactive and fun atmosphere. (10 min.)</p> <p>After the quiz, we review the questions and answers together. This includes highlighting interesting or funny responses and encouraging participants to share more about their choices. This step promotes discussion and helps build connections among participants. (5 min.)</p>





	<p>Use Kahoot!'s discussion features to allow participants to submit questions or comments during the activity. Select a few to discuss, promoting further interaction and engagement.</p> <p><b>Quick fun facts quiz activity (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• <u>Introduction (3 minutes)</u>: Explain the purpose of the activity, emphasizing community building and inclusivity.</li> <li>• <u>Quiz: "get to know you" (5 minutes)</u>: Participants use Kahoot! to answer fun questions about their preferences and experiences, creating a lively interactive session.</li> <li>• <u>Discussion: "share and connect" (10 minutes)</u>: Review quiz results together, highlighting interesting answers and encouraging sharing, to foster connections and build community.</li> <li>• <u>Q&amp;A: "ask and learn" (2 minutes)</u>: Participants submit questions or comments about the activity, which are discussed to promote dialogue and interaction.</li> </ul>
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### Energizer 5 | SING A SONG

<b>NAME OF THE TOOL</b>	SING A SONG
<b>MAIN TOPIC</b>	Inclusion
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Develop teamwork and communication skills.</li> <li>• Raise awareness of the importance of inclusion in a relaxed and playful way.</li> <li>• Promote creativity.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	2 persons per group
<b>RESOURCES / MATERIAL</b>	Paper Pencil
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<ol style="list-style-type: none"> <li>1. Assign students partners and have them sit facing each other.</li> <li>2. The partners will work to create a song about inclusion and how students learn from each other. It can include specific examples of how students help each other in the inclusive classroom or generic ways they can include others in activities.</li> <li>3. Have the teams decide on a song they both know the tune to such as "Twinkle, Twinkle Little Star" or "Happy Birthday."</li> <li>4. Then teams will alternate creating lines of the song until it is complete.</li> <li>5. Give a few, or all, of the teams the opportunity to share their songs with the class.</li> </ol>





	<p>(Duration aprox. 30-45 min.)</p> <p>Example: Here is an example of how you can introduce the activity to the tune of “Three Blind Mice.”</p> <p><i>All of you, Yes, all of you. Will work together, To compose a song, About how we can all get along, and work as a team all the day long, Please start now, Working together.</i></p>
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### Energizer 6 | INVISIBLE CLAY

<b>NAME OF THE TOOL</b>	INVISIBLE CLAY
<b>MAIN TOPIC</b>	Non-verbal communication, Inclusion
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Foster group dynamic.</li> <li>• Develop communication skills through body language and gestures.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	Up to the classroom size
<b>RESOURCES / MATERIAL</b>	Clay/modelling clay
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p>General information:</p> <p>Players ‘mould’ invisible clay and the other players guess what the object is.</p> <p>This game introduces non-verbal communication such as gestures and facial expression for people who are unable to communicate through spoken language.</p> <p>Participants will understand that communication is about much more than words.</p> <p><b>Implementation</b></p> <ol style="list-style-type: none"> <li>1. Sit your group in a circle and explain that you have an ‘invisible’ lump of clay.</li> <li>2. Hand one player the invisible lump of clay and ask them to silently and quickly mould the clay into an object.</li> <li>3. Then, using facial expression, gestures, and body language only, silently act out how to use the object. The rest of the</li> </ol>



	<p>group can put their hands up when they think they know what the object is.</p> <ol style="list-style-type: none"> <li>4. Once guessed, the person with the clay passes it to the next player in the circle.</li> <li>5. The next player takes the invisible clay and sculpts a new object. The activity continues around the circle.</li> <li>6. Encourage players to make increasingly unusual objects after the obvious ideas have been used up.</li> <li>7. Let your players experiment with the game to see what they come up with.</li> </ol> <p><b>Duration:</b> 45 minutes</p>
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### Energizer 6 | GLOBAL YOUTH ENGAGEMENT AND ADVOCACY

<b>NAME OF THE TOOL</b>	Voices of Youth - <a href="https://www.voicesofyouth.org/">https://www.voicesofyouth.org/</a>
<b>MAIN TOPIC</b>	Global Youth Engagement and Advocacy
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Provide a safe, inclusive space for young people to express themselves on issues like climate change, gender equality, and human rights.</li> <li>• Enhance digital literacy and communication skills by encouraging youths to create and share digital content.</li> <li>• Build a global youth movement that amplifies voices from underrepresented communities and drives social change.</li> <li>• Connect youth from diverse backgrounds, fostering understanding, empathy, and solidarity.</li> <li>• Encourage critical thinking and informed opinions by providing resources and educational materials.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	<p>Primarily designed for individual use, but can be integrated into group activities in schools, youth organizations, or community groups.</p> <p>Suitable for groups wanting to collaborate on joint storytelling or advocacy campaigns.</p> <p>Facilitators can use the platform for classroom activities or community-based youth engagement projects, encouraging participation and group reflection on shared topics.</p>
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>• Digital Tools: Access to a computer, smartphone, or tablet with internet connectivity.</li> <li>• Content Creation Tools: Guidance on writing blogs, producing videos, taking impactful photographs, and using social media for advocacy.</li> <li>• Learning Resources: UNICEF-provided guides on advocacy techniques, storytelling tips, and media literacy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Supportive Community: Access to a global network of peers, mentors, and youth activists for collaboration and feedback.</li> <li>• Platform Features: Blogs, multimedia submissions, discussion forums, and mentorship opportunities.</li> </ul>
<p><b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b></p>	<ol style="list-style-type: none"> <li>1. Registration and Orientation: Youth participants create an account on the platform and explore available resources and examples of impactful youth stories.</li> <li>2. Content Development: Participants develop their own content—stories, videos, articles, poems, or photographs—focusing on issues they are passionate about.</li> <li>3. Submission and Publication: Submitted content undergoes review to ensure it aligns with the platform's guidelines, and approved content is published, reaching a global audience.</li> <li>4. Engagement and Feedback: After publication, participants engage with the community by commenting, sharing feedback, and participating in discussions to expand their perspectives and learn from others.</li> <li>5. Ongoing Advocacy: Participants are encouraged to continue creating content and to engage in advocacy efforts, using the platform's resources to plan campaigns, workshops, or events.</li> <li>6. Recognition and Growth: Outstanding contributions may be highlighted on the platform or social media, providing recognition and inspiring further youth involvement.</li> </ol>

### **Energizer 7 | RAISING AWARENESS ON DIGITAL INCLUSION**

<p><b>NAME OF THE TOOL</b></p>	<p>Powtoon (Powtoon is an online tool that allows you to create animated presentations and explainer videos easily and accessibly, without the need for advanced design or animation skills.)</p>
<p><b>MAIN TOPIC</b></p>	<p>Raising awareness on digital inclusion</p>
<p><b>OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>• Raise students' awareness about the importance of digital inclusion and promote the design of accessible technological solutions for everyone.</li> <li>• Make accessible any kind of presentation or didactic material.</li> </ul>
<p><b>SUGGESTED GROUP SIZE</b></p>	<p><b>10/20 students. The idea is to make groups of 4/5 students.</b></p>
<p><b>RESOURCES / MATERIAL</b></p>	<p><b>Computer / powtoon account</b></p>
<p><b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b></p>	<ol style="list-style-type: none"> <li>1. <b>Introduction</b> (5 minutes): <ul style="list-style-type: none"> <li>• Start a brief discussion about the concept of digital inclusion and its importance in today's society.</li> </ul> </li> </ol>





- Present examples of people who may face barriers to accessing and using digital technologies.
- Raise the central question: how can we design a digital world that is accessible to everyone?

2. **Research and analysis** (20 minutes):

- Divide the class into groups of 3-4 students.
- Assign each group a specific disability or condition that may affect access to digital technologies (e.g., visual, auditory, motor, cognitive disabilities).
- Ask the groups to research the barriers faced by people with the assigned disability to access digital technologies.
- Encourage students to search for information on the internet, articles, videos, and testimonials from people with disabilities.

3. **Design of solutions** (30 minutes):

- Instruct each group to design a technological solution that allows people with the assigned disability to access and use digital technologies effectively.
- Encourage students to be creative and think of innovative solutions that can use different tools and technological resources.
- Suggest that solutions consider aspects such as usability, accessibility, simplicity, and adaptability to different needs.

4. **Creating powtoon presentations** (30 minutes):

- Guide the groups in using powtoon to create a presentation that explains the assigned disability, the identified barriers, and the technological solution designed.
- Encourage the use of attractive visual resources, such as images, animations, icons, and clear and concise texts.
- Ensure that the presentations are accessible to people with different disabilities, using contrasting colors, subtitles, and audio descriptions.

5. **Presentations and discussion** (20 minutes):

- Each group presents their powtoon to the rest of the class, explaining the disability, the barriers, and the technological solution designed.
- Provide a space for questions, comments, and discussion between the groups.
- Emphasize the importance of collaboration, teamwork, and empathy in the design of inclusive solutions.

6. **Reflection and conclusions** (10 minutes):

- Conduct a final reflection on the activity, highlighting the learning acquired about digital inclusion.
- Revisit the central question: how can we design a digital world for everyone?



	<ul style="list-style-type: none"> <li>Encourage students to continue reflecting on the topic and seek opportunities to promote digital inclusion in their environment.</li> </ul>
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### 3. Inclusive Intercultural Activities

#### Inclusive intercultural activity 1 | NATURAL AND SOCIAL ENVIRONMENTS

<b>NAME OF THE TOOL</b>	Using Virtual Reality in the Classroom for Students on the Autism Spectrum
<b>MAIN TOPIC</b>	Natural and social environments
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Explore a virtual reality environment to enhance social skills, sensory integration, and subject-specific knowledge.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	Depending on the number of VR headsets available
<b>RESOURCES / MATERIAL</b>	<p><b><u>Material</u></b></p> <ul style="list-style-type: none"> <li>VR headsets</li> <li>VR-compatible devices (tablets, smartphones, or computers)</li> <li>VR applications (educational and sensory-friendly apps)</li> <li>Comfortable seating</li> <li>Noise-cancelling headphones (optional)</li> <li>Visual schedules</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li><a href="#">NSTA Guidelines on Using Virtual Reality</a></li> </ul> <p><b><u>Recommended VR Apps:</u></b></p> <ul style="list-style-type: none"> <li>Nature Treks VR: A calming exploration of different natural environments.</li> <li>Autism XR: Designed specifically for social skills training and sensory-friendly experiences.</li> <li>Google Expeditions: Offers a wide range of educational VR experiences.</li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p><b><u>Preparation:</u></b></p> <ul style="list-style-type: none"> <li>Ensure all VR equipment is charged and functioning.</li> <li>Choose appropriate VR applications that are calming, educational, and sensory-friendly.</li> <li>Set up a comfortable and safe space for students to use the VR headsets.</li> <li>Prepare a visual schedule to help students understand the sequence of activities.</li> </ul>



### **1. Introduction (10 minutes)**

- Greet students and introduce the lesson topic.
- Explain what virtual reality is and how it will be used in the lesson.
- Show a short demo of a VR experience to give students a preview.

### **2. Sensory Warm-Up (5 minutes)**

Engage students in a brief sensory activity to help them relax and prepare for the VR experience. This could be deep breathing exercises, gentle stretching, or using fidget toys.

### **3. VR Exploration (30 minutes)**

#### Activity 1: Sensory-Friendly Environment (15 minutes)

- Students will explore a calming VR environment, such as a virtual nature walk or an underwater adventure.
- Encourage students to describe what they see, hear, and feel in the VR environment.
- Discuss how the experience makes them feel and any favourite parts.

#### Activity 2: Social Skills Practice (15 minutes)

- Use a VR app designed to practice social interactions, such as role-playing different social scenarios (e.g., ordering food at a restaurant, greeting a friend).
- Pause after each scenario to discuss the interaction and appropriate responses.

### **4. Discussion and Reflection (10 minutes)**

- Gather students in a circle to discuss their VR experience.
- Ask guiding questions such as:
  - What did you like about the VR activity?
  - How did it feel to be in the virtual environment?
  - What social skills did you practice today?
- Encourage students to share their thoughts and listen to their peers.

### **5. Closing Activity (5 minutes)**

- End with a calming activity, such as listening to soft music or a guided meditation.
- Provide students with a visual schedule of the next steps in their day to help with transition.

#### Assessment:

- Observe students' engagement and participation during the VR activities.
- Note any improvements in social interactions and sensory responses.
- Collect feedback from students about their VR experience.



	<p><b>Adaptations and Modifications:</b></p> <ul style="list-style-type: none"> <li>▪ Provide additional support and guidance for students who may need extra help with the VR equipment.</li> <li>▪ Adjust the VR content based on individual sensory preferences and tolerance levels.</li> <li>▪ Use noise-cancelling headphones if the audio in the VR environment is overwhelming for some students.</li> </ul>
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### Inclusive intercultural activity 2 | SIGN LANGUAGE

<b>NAME OF THE TOOL</b>	Learning Sign Language with a Sign Language App
<b>MAIN TOPIC</b>	Sign Language
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Learn basic sign language skills using a Sign Language Learning App, promoting communication and inclusion.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	Depending on the number of students – groups of 2 or 3.
<b>RESOURCES / MATERIAL</b>	<p><b><u>Material</u></b></p> <ul style="list-style-type: none"> <li>• Tablets or smartphones with a Sign Language Learning App installed (e.g. The ASL App, Lingvano, etc.)</li> <li>• Projector and screen (for group demonstrations)</li> <li>• Visual aids (posters with signs, flashcards)</li> <li>• Notebooks and pens for note-taking</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">European Deaf Association</a> for information and additional resources.</li> <li>• Recommended sign language learning apps and websites for further practice.</li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure all devices are charged and the app is properly installed.</li> <li>▪ Familiarize yourself with the app's features and content.</li> <li>▪ Prepare visual aids to reinforce learning.</li> <li>▪ Arrange the classroom to facilitate group activities and individual practice.</li> </ul> <p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>▪ Greet students and introduce the lesson topic.</li> <li>▪ Explain the importance of sign language and its role in promoting communication and inclusion.</li> </ul>



- Show a brief introductory video about sign language and the EDA.

## **2. App Introduction and Navigation (10 minutes)**

- Demonstrate how to navigate the Sign Language Learning App.
- Highlight key features such as tutorials, practice exercises, and the sign dictionary.
- Ensure all students can access and navigate the app on their devices.

## **3. Learning Basic Signs (20 minutes)**

### Activity 1: Greetings and Common Phrases (10 minutes)

- Guide students through the app to learn basic greetings and common phrases (e.g., hello, thank you, please).
- Demonstrate each sign using the app and practice as a group.
- Encourage students to pair up and practice signing to each other.

### Activity 2: Everyday Objects and Actions (10 minutes)

- Use the app to learn signs for everyday objects and actions (e.g., book, eat, drink).
- Show visual aids to reinforce the signs learned.
- Conduct a quick quiz using flashcards where students sign the corresponding word.

## **4. Group Practice and Role-Playing (15 minutes)**

- Divide students into small groups.
- Assign each group a simple dialogue or scenario to practice using the signs they have learned (e.g., introducing themselves, ordering food).
- Encourage groups to perform their dialogues for the class, promoting peer learning and confidence.

## **5. Discussion and Reflection (5 minutes)**

- Gather students to discuss their experience using the app and learning sign language.
- Ask guiding questions such as:
  - What signs did you find easy or challenging to learn?
  - How do you think knowing sign language can help in everyday life?
  - What did you enjoy about using the app?
- Encourage students to share their thoughts and listen to their peers.

## **6. Closing Activity (5 minutes)**

- End with a fun group activity, such as a sign language song or game.
- Provide students with additional resources for further practice (e.g., websites, books).



	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe students' engagement and participation during the activities.</li> <li>Note their ability to accurately perform the signs learned.</li> <li>Collect feedback from students about their experience using the app and learning sign language.</li> </ul> <p><b>Adaptations and Modifications:</b></p> <ul style="list-style-type: none"> <li>Provide additional support and guidance for students who may need extra help with the app.</li> <li>Adjust the pace of the lesson based on students' learning needs and comfort levels.</li> <li>Use larger visual aids or sign videos for students with visual impairments.</li> </ul>
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### Inclusive intercultural activity 3 | CREATIVE VOCABULARY

<b>NAME OF THE TOOL</b>	<a href="#">Storybird</a>
<b>MAIN TOPIC</b>	Creative vocabulary application
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Promote collaboration and creativity in vocabulary learning.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	10/20 students (smaller groups of 4/5 students)
<b>RESOURCES / MATERIAL</b>	Storybird user account, computer, internet access
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p><b>Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Purpose: explain how storytelling can be a powerful tool for vocabulary learning. Discuss the role of creativity in language acquisition and how it can make learning more engaging.</li> </ul> <p><b>Group formation (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Organize groups: divide the class into groups of 4-5 students. Assign roles such as writer, illustrator, editor, and presenter.</li> </ul> <p><b>Tool demonstration (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Demonstration: provide a step-by-step guide on how to create stories on Storybird. Show how to choose themes, add text and images, and publish stories.</li> <li>Exploration: allow students to explore Storybird's features and interface. Answer any questions they might have.</li> </ul> <p><b>Activity (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Story creation: each group writes a story incorporating their assigned vocabulary words. They should:</li> </ul>





	<ul style="list-style-type: none"> <li>○ Develop a narrative that naturally includes the vocabulary words.</li> <li>○ Use creative illustrations to enhance the story and aid comprehension.</li> <li>○ Ensure the story is clear and engaging, with a beginning, middle, and end.</li> </ul> <ul style="list-style-type: none"> <li>● Editing: groups review and edit their stories to ensure they are well-written and free of errors. Encourage them to consider the flow and coherence of the story.</li> </ul> <p><b>Sharing (20 minutes)</b></p> <ul style="list-style-type: none"> <li>● Story sharing: groups share their stories with the class. They should explain how they incorporated the vocabulary words and the creative choices they made.</li> <li>● Feedback: provide constructive feedback on the stories, focusing on vocabulary usage, creativity, and clarity.</li> </ul> <p><b>Reflection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● Discussion: reflect on the use of storytelling in vocabulary learning. Discuss how creative writing can make learning more engaging and memorable.</li> </ul>
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### Inclusive intercultural activity 4 | SENSE OF BELONGING

<b>NAME OF THE TOOL</b>	<a href="#">Canva</a>
<b>MAIN TOPIC</b>	Collaborate on a classroom/group flag that fosters a sense of belonging <sup>1</sup>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>● Enable students to work together</li> <li>● Boost creativity while working with an interactive tool</li> <li>● Enhance communication skills</li> <li>● Team-building</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	Small classroom, group split in smaller groups (4-5 people)
<b>RESOURCES / MATERIAL</b>	Tablet or Laptop, Internet, Canva account
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p><b>Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>● Introduce the activity to students and encourage them to work online with Canva to design the Flag.</li> </ul>

<sup>1</sup> Based on this activity: "What's a Flag?" <https://empatico.buildersmovement.org/library/classroom-activities/whats-in-a-flag?from=collection>





	<ul style="list-style-type: none"> <li>• If necessary, introduce the Canva tool and its features to the classroom.</li> </ul> <p><b>Setup (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Engage students in a discussion, writing their ideas on a visible board or using the Whiteboard directly on Canva:             <ul style="list-style-type: none"> <li>○ Describe a familiar flag and its elements. Why was it created?</li> <li>○ How would you describe our class? What makes us proud?</li> <li>○ What values are important to our class, like kindness and respect?</li> <li>○ What type of community do we want to create and inspire?</li> <li>○ How can we represent these qualities in our class flag? What symbols, colours, words, or patterns should we include?</li> <li>○ Should we include any local landmarks or features in our class flag?</li> </ul> </li> </ul> <p><b>Group formation (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Divide students into small groups or pairs.</li> </ul> <p><b>Activity (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Assign each group a specific part of the flag. They can collaborate on Canva to design the elements.</li> <li>• Once each group has completed their part, gather everyone to present their ideas and explain their choices. Encourage questions and feedback from peers.</li> <li>• Based on the discussion, work together to combine the elements into a cohesive design (e.g., by holding a class vote). Ensure everyone contributes ideas and feels included in the process. Once the group agrees on the elements, create the actual flag on Canva and present it to the classroom.</li> </ul> <p><b>Reflection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Discussion: reflect on the collaborative experience and the use of Canva as collaborative tool. Discuss how they felt when choosing representative elements and about the importance of inclusive representation.</li> </ul>
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**Inclusive intercultural activity 5 | COLLABORATIVE VOCABULARY BUILDING**

<b>NAME OF THE TOOL</b>	<a href="#">Padlet</a>
<b>MAIN TOPIC</b>	Collaborative vocabulary building
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Promote collaboration and creativity in vocabulary learning.</li> </ul>







	<ul style="list-style-type: none"><li>• Enable students to express themselves using different tools: words, pictures, colours...</li></ul>
<b>SUGGESTED GROUP SIZE</b>	10/20 students (groups of 4/5 students).
<b>RESOURCES / MATERIAL</b>	Padlet user account, computer, internet access
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<p><b>Introduction (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Purpose: explain how Padlet can be used for collaborative learning. Discuss the importance of teamwork and how sharing knowledge can enhance vocabulary learning.</li></ul> <p><b>Group formation (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Organize groups: divide the class into groups of 4-5 students. Assign roles such as researcher, writer, editor, and presenter.</li></ul> <p><b>Setup (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Board creation: create a Padlet board for each group. Demonstrate how to add posts, images, links, and comments.</li><li>• Exploration: allow students to familiarize themselves with Padlet's features. Answer any questions they might have.</li></ul> <p><b>Activity (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Content creation: groups add words, definitions, images, and examples to their Padlet boards. They should:<ul style="list-style-type: none"><li>○ Research and select vocabulary words relevant to a chosen theme or subject.</li><li>○ Provide clear and concise definitions and examples.</li><li>○ Add visual aids such as images or videos to enhance understanding.</li></ul></li><li>• Collaboration: encourage groups to review each other's boards and provide constructive feedback. This promotes peer learning and ensures the accuracy of the information.</li></ul> <p><b>Collaboration and feedback (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Peer review: groups explore each other's Padlet boards and provide feedback. They can leave comments and suggestions for improvement.</li><li>• Discussion: facilitate a class discussion on the vocabulary words and the collaborative process. Highlight the importance of accuracy and clarity in vocabulary learning.</li></ul> <p><b>Reflection (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Discussion: reflect on the collaborative experience and the use of Padlet as a learning tool. Discuss how working together can enhance understanding and retention of vocabulary.</li></ul>



## Inclusive intercultural activity 6 | ECONOMIC LITERACY - INCLUSION

<b>NAME OF THE TOOL</b>	Ceteris Paribus
<b>MAIN TOPIC</b>	Economic Literacy - Inclusion
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Introduce and explain fundamental economic concepts such as supply and demand, market equilibrium, and economic cycles.</li> <li>Use interactive and engaging gameplay to make learning economics enjoyable and accessible.</li> <li>Challenge players with problem-solving scenarios that reflect real-world economic situations, thereby enhancing critical thinking skills.</li> <li>Offer a narrative-driven experience that helps players relate abstract economic concepts to everyday life.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	<p>Single-player format, allowing personalized learning experiences tailored to the individual's pace and understanding.</p> <p>Potential for use in a classroom setting where each student plays individually, followed by group discussions on the concepts learned.</p>
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>The game requires a computer running Windows 10 or higher.</li> <li>2 GB of available storage space for the game installation.</li> <li>A monitor or display that supports the game's resolution, along with a keyboard and mouse for navigation.</li> <li>The game can be downloaded from Steam, so an internet connection is necessary for the initial download and updates. It is also available in a zip file on <a href="https://www.ceteris-paribus.eu/simulation-game">https://www.ceteris-paribus.eu/simulation-game</a></li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<ol style="list-style-type: none"> <li>1. The player begins the game by assuming the role of the character Kai, who navigates through different levels that represent various economic environments.</li> <li>2. Each level presents a new economic concept, such as inflation, market dynamics, or economic crises, which players must understand and apply to progress.</li> <li>3. The gameplay involves point-and-click mechanics where players gather information, solve puzzles, and complete mini-games that reinforce the economic lessons being taught.</li> <li>4. As players advance, they encounter more complex scenarios that require deeper understanding and application of economic principles.</li> <li>5. The game is designed to be both educational and entertaining, ensuring that players remain engaged while learning.</li> </ol>

## Inclusive intercultural activity 7 | YOUTH ENGAGEMENT AND STORYTELLING

<b>NAME OF THE TOOL</b>	Storytelling for youth work
<b>MAIN TOPIC</b>	Youth Engagement and Storytelling
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Engage young people in meaningful discussions on topics such as social inclusion, youth work, and other social issues.</li> <li>• Build empathy, active listening, and communication skills by encouraging participants to share personal stories and perspectives.</li> <li>• Create a fun, dynamic, and safe environment where young people feel comfortable expressing themselves and learning from others.</li> <li>• Support youth workers in utilizing storytelling as a tool to foster deeper connections with young people.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	<p>Ideal for groups of 4 to 12 players, which can be adjusted to fit smaller or larger groups.</p> <p>Suitable for ages 14 and above, making it a versatile tool for youth work, schools, or community centres.</p> <p>Can be adapted for different group dynamics, such as mixed-age groups or diverse cultural backgrounds.</p>
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>• Instructions for Players and Facilitators: Available online, to be printed or accessed digitally.</li> <li>• Board of the Game: Printable in A2 format to visually guide the gameplay.</li> <li>• Mission Cards: Sets of cards that provide different challenges or storytelling prompts for each game session, focusing on various topics like "Unemployment," "Social Inclusion," and "Youth Work."</li> <li>• Keyword Cards: Essential terms related to the game's main topics, which players use to build their stories.</li> <li>• Challenger Cards and (Un)Opportunity Cards: Designed to make the game more unpredictable and dynamic by introducing new scenarios or challenges.</li> <li>• Joker Cards: Special cards that can alter the course of the game; a minimum of 10 should be printed.</li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<ol style="list-style-type: none"> <li>1. Begin by printing all necessary materials and familiarizing yourself with the instructions.</li> <li>2. Gather the players and provide a brief introduction to the game's goals and rules.</li> </ol>



	<ol style="list-style-type: none"> <li>3. Players take turns drawing cards (Mission, Keyword, Challenger, or (Un)Opportunity cards) and use them to build their stories around chosen topics.</li> <li>4. Each round, players must incorporate the keywords from their cards into their storytelling, which encourages creativity and critical thinking.</li> <li>5. The game is designed to be flexible, with the facilitator able to adjust the length and complexity based on the group's dynamics.</li> <li>6. After the game, a debriefing session is held where players discuss their experiences, share feedback, and reflect on the topics covered.</li> </ol>
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### Inclusive intercultural activity 8 | PICTOSONIDOS

<b>TYPE OF ACTIVITY</b>	Inclusive Intercultural activity
<b>NAME OF THE TOOL</b>	Pictosonidos
<b>MAIN TOPIC</b>	Sound design
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Foster creativity, critical thinking, and sound design skills through a project-based activity using Pictosonidos.</li> </ul>
<b>SUGGESTED GROUP SIZE</b>	10/20 students. The idea is to make groups of 4/5 students.
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet access</li> </ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<ol style="list-style-type: none"> <li><b>1. Introduction (10 minutes):</b> <ul style="list-style-type: none"> <li>• Begin with a discussion about the power of sound and its role in shaping our perception of the world.</li> <li>• Introduce Pictosonidos and its potential for sound design and storytelling.</li> <li>• Briefly introduce the concept of soundscapes, which are environments created through a combination of sounds.</li> </ul> </li> <li><b>2. Project Brainstorming (20 minutes):</b> <ul style="list-style-type: none"> <li>• Divide the students into groups of 2-3.</li> <li>• Challenge each group to redesign a familiar environment (e.g., classroom, school cafeteria, park) into a unique soundscape using Pictosonidos.</li> <li>• Encourage them to consider the purpose and mood they want to evoke with their soundscape (e.g., calm and relaxing, energetic and stimulating, mysterious and suspenseful).</li> </ul> </li> </ol>



	<p><b>3. Sound Exploration and Selection (30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Provide students with dedicated time to explore the diverse sound library of Pictosonidos.</li> <li>• Guide them to experiment with different sound combinations and layering techniques to achieve their desired soundscape effect.</li> <li>• If desired, introduce additional online sound resources that students can incorporate into their projects with proper attribution.</li> </ul> <p><b>4. Soundscape Development (40 minutes):</b></p> <ul style="list-style-type: none"> <li>• Students work within their groups to create their soundscapes using Pictosonidos.</li> <li>• Encourage them to: <ul style="list-style-type: none"> <li>▪ Organize their chosen sounds in a logical sequence to create a narrative flow.</li> <li>▪ Pay attention to sound transitions and use fade-in and fade-out effects for a polished soundscape.</li> <li>▪ Consider incorporating sound effects and music alongside the core sounds from Pictosonidos.</li> </ul> </li> </ul> <p><b>5. Presentations and Feedback (30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Each group presents their soundscape creation to the class.</li> <li>• Play the soundscape and ask the class to discuss: <ul style="list-style-type: none"> <li>▪ The emotions or feelings evoked by the soundscape.</li> <li>▪ The effectiveness of the sound choices in achieving the intended mood.</li> <li>▪ Areas for improvement or alternative sound options.</li> </ul> </li> </ul>
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### Inclusive intercultural activity 9 | ARASAAC

<b>NAME OF THE TOOL</b>	ARASAAC
<b>MAIN TOPIC</b>	Accessibility
<b>OBJECTIVES</b>	Develop critical thinking and problem-solving skills by conducting an accessibility audit of the school building and proposing improvements using ARASAAC pictograms.
<b>SUGGESTED GROUP SIZE</b>	<b>10/20 students. The idea is to make groups of 4/5 students.</b>
<b>RESOURCES / MATERIAL</b>	<ul style="list-style-type: none"> <li>• School map or floor plan (digital or physical)</li> <li>• Markers or pens (if using a physical map)</li> <li>• Sticky notes</li> <li>• Selection of printed ARASAAC pictograms relevant to accessibility features (ramps, elevators, accessible restrooms, braille signage, etc.) (<a href="#">ARASAAC pictogram database</a>)</li> </ul>



	<ul style="list-style-type: none"><li>• Additional materials for presentations (poster board, presentation software - optional)</li></ul>
<b>IMPLEMENTATION PROCESS OF THE ACTIVITY USING THIS TOOL</b>	<ol style="list-style-type: none"><li><b>1. Introduction (10 minutes):</b><ul style="list-style-type: none"><li>○ Begin with a discussion about accessibility and its importance in public spaces like schools.</li><li>○ Introduce the concept of a disability audit and its role in identifying and addressing accessibility barriers.</li><li>○ Briefly present ARASAC pictograms and their potential as a communication tool for accessibility information.</li></ul></li><li><b>2. Forming Audit Teams (5 minutes):</b><ul style="list-style-type: none"><li>○ Divide the class into small groups of 3-4 students, aiming for diverse representation of abilities and backgrounds within each team.</li></ul></li><li><b>3. Understanding Accessibility Standards (15 minutes):</b><ul style="list-style-type: none"><li>○ Provide students with a brief overview of accessibility standards and regulations (national/regional) for educational institutions.</li><li>○ This can be done through a handout, presentation, or guided online exploration of relevant resources.</li><li>○ Focus on key accessibility considerations such as:<ul style="list-style-type: none"><li>▪ Physical accessibility (ramps, elevators, wide doorways)</li><li>▪ Sensory accessibility (visual and auditory aids, proper lighting)</li><li>▪ Information accessibility (signage in multiple formats, clear communication)</li></ul></li></ul></li><li><b>4. Conducting the Accessibility Audit (40 minutes):</b><ul style="list-style-type: none"><li>○ Instruct each group to use the school map or floor plan to conduct a virtual or physical accessibility audit of the school building.</li><li>○ Students should use sticky notes to mark areas where they identify accessibility barriers based on the discussed standards.</li><li>○ Encourage them to consider the needs of people with various disabilities (mobility, vision, hearing, etc.)</li></ul></li><li><b>5. Developing Solutions with Pictograms (40 minutes):</b><ul style="list-style-type: none"><li>○ Provide each group with ARASAC pictograms representing accessibility features.</li><li>○ Task them with proposing solutions to address the identified accessibility barriers using the pictograms.</li><li>○ This can involve marking the ideal placement of ramps, elevators, signage, etc. on the map/floor plan with the corresponding pictograms.</li><li>○ Encourage students to be creative and consider different solutions for each barrier.</li></ul></li></ol>





#### **6. Presentations and Discussion (40 minutes):**

- Each group presents their accessibility audit findings and proposed solutions using the marked-up map/floor plan and ARASAC pictograms.
- Facilitate a class discussion about the challenges and opportunities identified during the audits.
- Encourage students to consider the feasibility and potential impact of their proposed solutions.
- Discuss the importance of clear and universal communication through pictograms for accessibility information.

#### **7. Wrap-up (10 minutes):**

- Briefly summarize the key takeaways from the activity, emphasizing the importance of accessibility for all members of the school community.
- Encourage students to reflect on their newfound awareness of accessibility barriers and their potential role in advocating for inclusive design.