

Digital All:

A new approach to digital education and inclusion

DIGIT ALL



Module 4

Contributions of the DIGIT]ALL[project

Aims to explore:

- Objectives and methodologies
- Procedures, role play and discussion



Aims

Objectives and methodologies.

Objectives and methodologies

- Considering the need to promote inclusion in educational context.
- Considering the role of socio-emotional skills to promote social participation.
- Considering the potential benefits of digital technologies...

DIGIT]ALL[intervention aims to:

- Promote the social participation and inclusion of children in the 1st cycle of basic education/primary schools, with children from 8 to 10 years old, in the classroom, with or not special needs.
- Promote socio-emotional and digital skills, to facilitate social interactions between children with and without special needs.

Objectives and methodologies

DIGIT]ALL[intervention specific goals:

- Know and demystify beliefs about inclusion.
- Explore the concept of Inclusion and raise children's awareness.
- Promote self and hetero knowledge, acceptance and empathy.
- Promote self-esteem and emotional regulation.
- Develop verbal and non-verbal communication skills.
- Develop social interaction skills training.

Objectives and methodologies

DIGIT]ALL[intervention is structured on:

- 8 sessions
- Lasting 90 to 120 min.
- Each session will be divided into two shorter sessions, each lasting a maximum of 60 minutes, to be held within the same week.
- Based on group activities/dynamics (heterogeneous groups up to 8 students), to promote socio-emotional skills.
- Detailed description in the manual of the project.

Aims

Procedures, role play and discussion.

Procedures, role play and discussion

SESSION 1: Welcome my friend

SPECIFICS AIMS:

- Pre-test evaluation.
- Promote the sense of group.
- Motivate the students for the program - what can make the class a special place, of friendship and happiness.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: Teacher and students

DURATION: 120 min or 60min + 60 min

- Welcome word to the students and invitation to complete the pretest;
- Teacher invites all students to participate in the program "Social Inclusion - I want to be your friend. And you?"
- Considering school as a place of friendship and learning, all students are invited to get to know each other better and to realize how they can learn more with the help of their peers.
- Invites students to share in an app (ex. Lucidspark) some quality, surprise, or something they like to do in their free time (a positive secret) with the class.
- Should use humor and value how the information shared was interesting for the group.
- At the end, underline how important it was for everyone to get to know each other better as a class and how each one felt better within the group. Invite everyone to participate in the next session.

Procedures, role play and discussion

SESSION 2: All different, all equal

SPECIFICS AIMS:

- Explore the value of the difference.
- Verify the impact of diversity in the classroom.
- Promote social awareness.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: students and teachers

DURATION: 120 min or 60min + 60 min

- Teacher recalls the previous session and launch a video exploring the animal world.
- Everyone is invited to watch the video carefully to analyze and appreciate the different animals on the planet and how each of them is important for the diversity of the ecosystem.
- T the teacher organizes heterogeneous groups (different from the previous session) to explore information about the animals. Introduces in a Padlet platform (as example), three animals that surprise their classmates for their special characteristics, present how these animals are special and how they contribute to the balance of the ecosystem.
- At the end, teacher reflects on the value of difference and diversity not only regarding animals, but also regarding people. Students are invited to reflect at home on their own differences and talents, selecting a photo that makes them feel good and proud of themselves and bring it to school to use in the next activity.

Procedures, role play and discussion

SESSION 3: We are all special

SPECIFICS AIMS:

- Promote self-esteem and emotional regulation.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: children in the 3rd and 4th year of primary school

DURATION: 120 min or 60min + 60 min

- Teacher recalls the previous session and introduces the theme of this session "self-esteem and emotional control", highlining that feeling good about oneself is important for accepting others, making friends, collaborating, and helping.
- Students are asked to make a short message (SMS, as example) to share with their classmates: write a message to the class about what their best friend likes about him/herself. Or alternatively, presenting three positive characteristics of the child they like the most in the class. (variations of this activity are possible). Each child presents to the class. A summary is made highlighting and reinforcing the positive characteristics of each child.
- In the last moment of the session, the class is invited to take an original photo and to name the photo together in an inclusive way.

Procedures, role play and discussion

SESSION 4: My difference matters

SPECIFICS AIMS:

- Promote Self and hetero knowledge, acceptance, and respect for others.
- Promote Self-management.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: students and teachers

DURATION: 120 min or 60min + 60 min

- Students are invited to present the photograph of the previous lesson in a platform. Classmates are asked to place a positive characteristic on each student's profile. Teachers' must emphasize that there are also differences among the children.
- In groups selected by the teacher (different ones), students must choose one difference (special need, ethnic, linguistic, cultural) and what it can bring to others? On a platform, students must also comment on the chosen difference, highlighting how it contributes to making everyone richer and happier.
- Teacher must reflect about self and hetero knowledge. And appreciate that each person unique and special.
- For homework, students should reflect with their parents about the session pointing out three positive characteristics that make them unique.

Procedures, role play and discussion

SESSION 5: Extraordinary people with disabilities

SPECIFICS AIMS:

- Promote self and hetero knowledge, acceptance, and respect for others.
- Promote social awareness about inclusion.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: Students

DURATION: 120 minutes or 60min + 60 min

- Teacher summarizes the previous session and invites students to share the three characteristics identified with their parents.
- Teacher emphasizes that everyone can contribute in a special way to others. And identifies exceptional cases of people who we did not imagine would go through increased challenges.
- Teacher challenges the class to explore cases of people with SEN that managed to cope with their difficulties. Presenting a set of vignettes, from the literature or notable cases close to the students' reality, challenges the groups to choose a case and create a 2-minute podcast.
- Teachers should explain the methodology and how to use it. Once developed, the podcasts are shared by the different groups and made available on the class/school media pages.
- The teacher should underline the learning potential of each one and how environmental factors, from family, school to peers, can make a difference in one's success.

Procedures, role play and discussion

SESSION 6: What about difficulties?

SPECIFICS AIMS:

- Develop verbal and non-verbal communication skills.
- Develop social interaction skills training.
- Promote responsible decision-making.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: Students

DURATION: 120 minutes or 60min + 60 min

- Teacher start by recalling the previous session, underlining the potential for success that we all have and how much the school and contexts can make a difference in achieving each other's goals.
- Despite advances, the literature still reveals the limits of inclusion and situations of conflict and stigma. Teacher challenges students to explore non-acceptance situations outside the class context to foster reflection on challenging situations and what can be done to best deal with it. To do so, the teacher shares vignettes with concrete challenging situations (children with diabetes; ASD; intellectual disability or other), and challenges the class, in groups, to find strategies to help peers and include children at risk. Results are presented in short svideo on the Powtoon platform, or similar tool, exploring what can be done to promote social participation and inclusion.
- At the end of the session, the groups share the animation videos produced and the teacher reinforces the role of the group in inclusion.

Procedures, role play and discussion

SESSION 7: listen, talk, accept and be a good friend

SPECIFICS AIMS:

- Develop verbal and non-verbal communication skills.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: children in the 3rd and 4th year of primary school

DURATION: 120 minutes or 60min + 60 min

- The session begins with a summary of the previous sessions. After watching a short film "The hare and the tortoise", a discussion about the respect for others is performed.
- Teacher will ask questions to spark debate such as (as example): what characteristics does the hare have that make him special? What about the tortoise? Am I more hare or tortoise? What did the hare learn from the tortoise? And what did the tortoise learn from the hare?
- To reflect on the impact of communication on social relations, a list of difficulties/challenges that exist in the class are discussed
- The session ends with the presentation of an intersession task, in order to extend the effect of the skills rehearsed in the session: the class is asked to prepare a game for everyone to play and to present it through a poster.
- The session ends with the advancement of activities and participation of everyone.

Procedures, role play and discussion

SESSION 8: Integration and evaluation

SPECIFICS AIMS:

- Integration and celebration of the experience.

FACILITATORS: Primary school teachers and/or Inclusive Education teachers

PARTICIPANTS: Teacher and students

DURATION: 90 min or 60min + 30 min

- Teacher briefly recalls the sessions, identifying the activities and the message that emerged from each.
- Teacher invites students to produce a video celebrating the journey they have made, exploring what they have learned that can contribute to making a better world. Using, as example, the VISME platform or POWTOON.
- After editing, the video should be viewed by the whole class and the journey made by everyone celebrated. How everyone has grown as a group and become more united and happier.
- They are asked to evaluate the journey they have made. For this, the same measures as in the pre-test are administered, recalling also the motivation and response of the students.
- At the end of the session the students are invited to meet and are invited to an end-of-program snack.

Key Takeaways for Digital All

- How do you see the program in your classroom?
- Potential challenges? Share with your colleagues in the forum and suggest ideas to overcome it.



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