

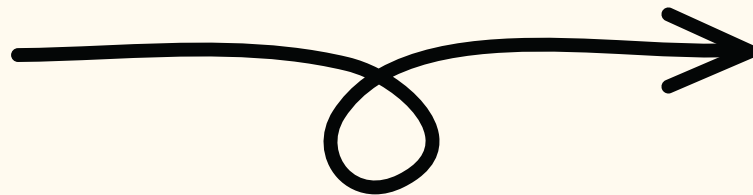


Co-funded by  
the European Union



Tool n.17

**Watch, write,  
include**



2022-1-ES01-KA220-SCH-000087432



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

### Authors

Gülsün Arslan, Mehmet Sinan Dereli Ortaokulu  
Semra Kara, Mehmet Sinan Dereli Ortaokulu  
Murat Aydın, Mehmet Sinan Dereli Ortaokulu  
Serkan Doğrul, Mehmet Sinan Dereli Ortaokulu

This publication was carried out with the financial support of the European Commission under Erasmus + Project “AGDISTIS – Emotional Intelligence and intervention in non-normative behaviour and gender bullying”, No. 2022-1-ES01-KA220-SCH-000087432

© June 2023 – INDEPCIE, Mehmet Sinan Dereli Ortaokulu, Skill Up Srl, VAEV R&D, Colegio Séneca S.C.A, Istituto d'Istruzione Superiore "Margherita Hack".

### Attribution, share in the same condition



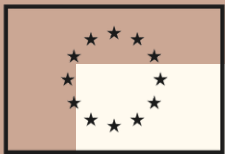
(CC BY-SA) : You are free to Share- copy and redistribute the material in any medium or format and Adapt - remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms under the following terms:

Attribution - you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggest the licensor endorses you or your use

ShareAlike- If you remix, transform or build upon the material, you must distribute your contribution under the same license as the original

No additional restrictions - you may not apply legal terms.

2022-1-ES01-KA220-SCH-000087432



Co-funded by  
the European Union

# This activity is for students,

- to realise the importance and necessity of inclusive education
- to realise the reflection of individual differences in our lives
- to realise that individual differences can be transformed into a meaningful whole

The trainer/teacher explains what is inclusive education and why it is important briefly based on AGDISTIS Module 5 - Creating An Inclusive School Environment.



Co-funded by  
the European Union

## **INSTRUCTIONS:**

- Teacher tells the students that they will leave the classroom and that students should observe the teacher from the moment they re-enter the classroom until they give the command 'OK' and that students should pay attention to their every move.
- After the explanation, teacher takes their bag, jacket and belongings and leaves the classroom. After a while, they enter the classroom again. Without speaking, teacher takes off their jacket, puts it on the chair and leaves the bag on the table. Teacher returns to the class and looks at the students one by one. Smiling, they approach a student, touch student's shoulder and look at student's face. After a while, teacher turns to another student, frowns and stares at him. They start to walk around the classroom slowly. They take out two sweets from his pocket, look carefully at the students and give them to the student whose shoulder they touched with a smile.
- After this demonstration, teacher asks the students to describe what they have just seen in a few sentences on paper.



Co-funded by  
the European Union

- After everyone has written down what they have seen, all the texts are read aloud. When the reading process is over, the teacher asks "Whose sentences were exactly the same?". Then a class discussion is held on the fact that no one perceives the events a student has seen in the same way and describes them without interpretation.
- The teacher states that each text is written with very different expressions and that what is actually expected to be written are only the following sentences.

“The teacher entered the classroom.”

“They took off jacket and left it on the chair.”

“They put the bag on the table and examined the classroom.”

“Smiling, they touched the shoulder of a student.”

“They walked around the classroom.”

“They gave candy to a student.”



Co-funded by  
the European Union

Then the teacher can emphasise the reflection of our individual differences in our lives by using the following statements. Each one of us relates the events we see, hear, feel according to our own (positive, negative, no reaction).

Everyone looks at events from their own (different) window and reflects something from their own familiar, familiar landscape. Therefore, we are all different and see things from different windows. We each perceive and express what we see and experience differently.

- The teacher then asks everyone to write down on a piece of paper any sentence that comes to mind and that they would like to write. There is never a subject limitation. For example,

"If I were at home now, my mum would bring me warm soup, I would sleep with my cat under the blanket."

"Adele's Hello song is on my tongue today."



Co-funded by  
the European Union

- When everyone writes a sentence from their mind on a piece of paper, the sentences are read in the class. Then students come in pairs and are asked to make a meaningful paragraph with the two sentences they wrote.

“While I was drinking the tasteless, unsalted, cold soup of the dining hall, the smell of my mother's soup in the village came to my nose... How I missed my home. If I were home now, my mum would bring me warm soup and I could sleep with my cat under the blanket. I have been thinking about my home since this morning. Probably because of the longing in my subconscious mind, Adele's Hello song was on my tongue today...”

**Rule:** No sentence may be completely changed or ignored. The structure and tense may be intervened a little, but each sentence must be preserved as faithfully as possible. Additional connecting sentences are added, they are brought together in a common event and a meaningful paragraph is written.



Co-funded by  
the European Union

- The combination of the two sentences is read by everyone and the next step is taken. Now the paragraph formed by the two sentences will be combined with another one and a meaningful text will be formed.
- The steps will continue until all sentences are integrated in a text and it will turn into a meaningful text that includes everyone's sentences. The text is hung on the classroom wall, each student finds his/her own sentence and draws it with a coloured pencil. If the class is very large, two or three separate texts can be created.





Co-funded by  
the European Union

## REFLECTION:

- After the text is formed, the teacher ends the activity with an explanation similar to the one below.

Creating this text, which contains all sentences but is a meaningful whole when read, is an example of inclusive education. It is not easy to place each individual with their characteristics and differences into a meaningful whole and it requires effort, but it is never impossible.

It is emphasised that the aim here is not to melt the differences in a pot and make them similar to each other, on the contrary, it is to ensure that everyone exists in the group with their differences and to move towards learning goals together.



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**AGDISTIS**

**THANK YOU!**



2022-1-ES01-KA220-SCH-000087432