



Co-funded by
the European Union

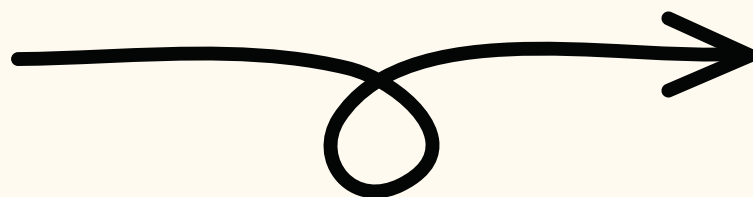


AGDISTIS



Tool n.18

Inclusive Language Quiz



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 language.
- to realise the fact that words matter.
- to be sensitive to the differences.





Co-funded by
the European Union

INSTRUCTIONS:

The teacher/trainer starts the lesson with these questions:

“Do you think words can hurt or heal someone?”

“Do you think words are powerful?”

“Have you ever heard about inclusive language?”

“What is inclusive language?”

“Can you give some examples about inclusive language?”

Then the trainer/teacher explains what is inclusive language and why it is important, gives examples briefly based on AGDISTIS Module 5 – Creating An Inclusive School Environment.

2022-1-ES01-KA220-SCH-000087432

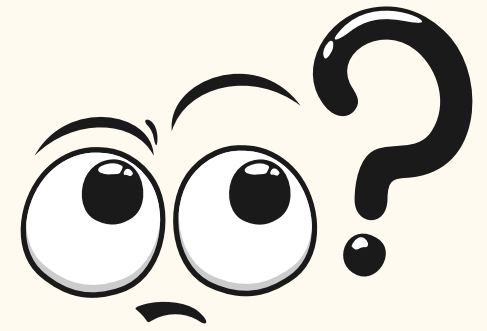


Co-funded by
the European Union

- The teacher introduces the activity to the class.
- Teacher tells them that they will see a fun quiz about inclusive language on the smartboard. There are 12 questions, 7 true / false questions and 5 multiple choice questions on that quiz.
- Students have pen and paper to write the answers.
- After each question, students have 5 seconds to write the answer on paper.
- 5 seconds later, teacher opens the answer on the slide.
- The students who give the correct answer get one point.
- When the quiz is finished the winner/s will be congratulated.
- Teacher / trainer starts the quiz on smart board. In case technical problems, the quiz can be photocopied for students.



Co-funded by
the European Union



REFLECTION:

- After the activity, students are asked to share how they feel when they learn whether the sentences they use in daily life are correct or not.
- Teacher / trainer creates a brainstorming about power of words with these kind of questions:

·Why should we care about inclusive and respectful language?

·How do we talk about a person if we don't know the specifics about them—their gender, ethnicity, sexuality, or whatever?

·Can you just give me a list of things not to say and what to say instead?

·What if we make a mistake?

·What if something you say causes an emotional response?



Co-funded by
the European Union

INCLUSIVE LANGUAGE QUIZ



- 1) Inclusive language includes the pronouns people prefer.
 TRUE FALSE
- 2) Using non-discriminatory language is a best practice to be more gender inclusive.
 TRUE FALSE
- 3) Inclusive language can be used in public spaces such as our school.
 TRUE FALSE
- 4) It is okay to use non-inclusive language if no one else is around.
 TRUE FALSE
- 5) It is my responsibility not to judge others and accept them who they are.
 TRUE FALSE
- 6) We must always prioritise only our own wishes.
 TRUE FALSE
- 7) You should ask someone's preferred pronouns if you don't know what they are.
 TRUE FALSE
- 8) Inclusive language is...
 - a) words that make everyone feel supported and safe
 - b) words that make others feel "other" and like they don't belong
- 9) When greeting others, which sentence is inclusive?
 - a) Good morning ladies and gentlemen!
 - b) Good morning everyone!
- 10) Which of these is an example of inclusive language?
 - a) Hey guys!
 - b) Thanks friend!
- 11) We are all learning how to use inclusive language. When we mess up, we mustn't...
 - a) apologize if you hurt or offended someone
 - b) run away from the situation
- 12) Why is it important to practice and use inclusive language?
 - a) so everyone can feel safe and supported
 - b) because my teachers says so



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