

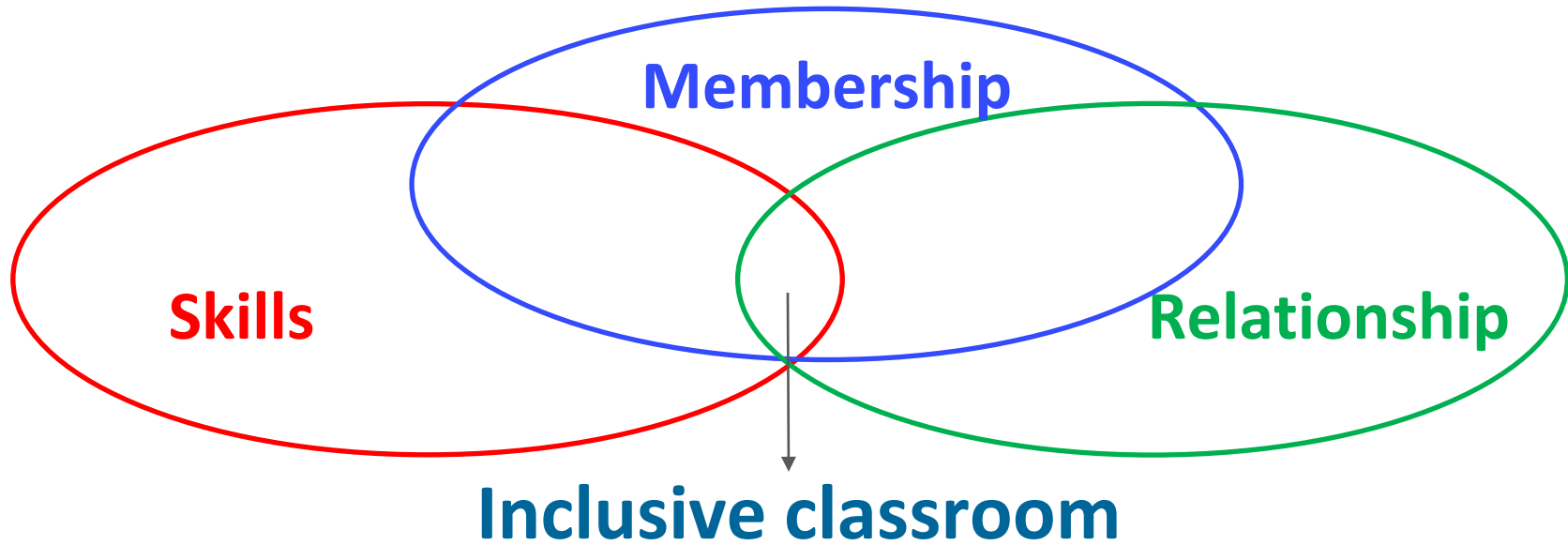


Creating inclusive classrooms

Activity: what can be changed in your school?



Desired outcomes



Membership

- It's not just being there, but it's about **feeling** to **belong** to a group.
- It's also about feeling that our **contribution is valuable and meaningful** for the group.
- It's about **improving our skills, understanding our potentialities and growing as individuals.**



Activity – Inclusion race



Cognitive and emotional consequences of exclusion

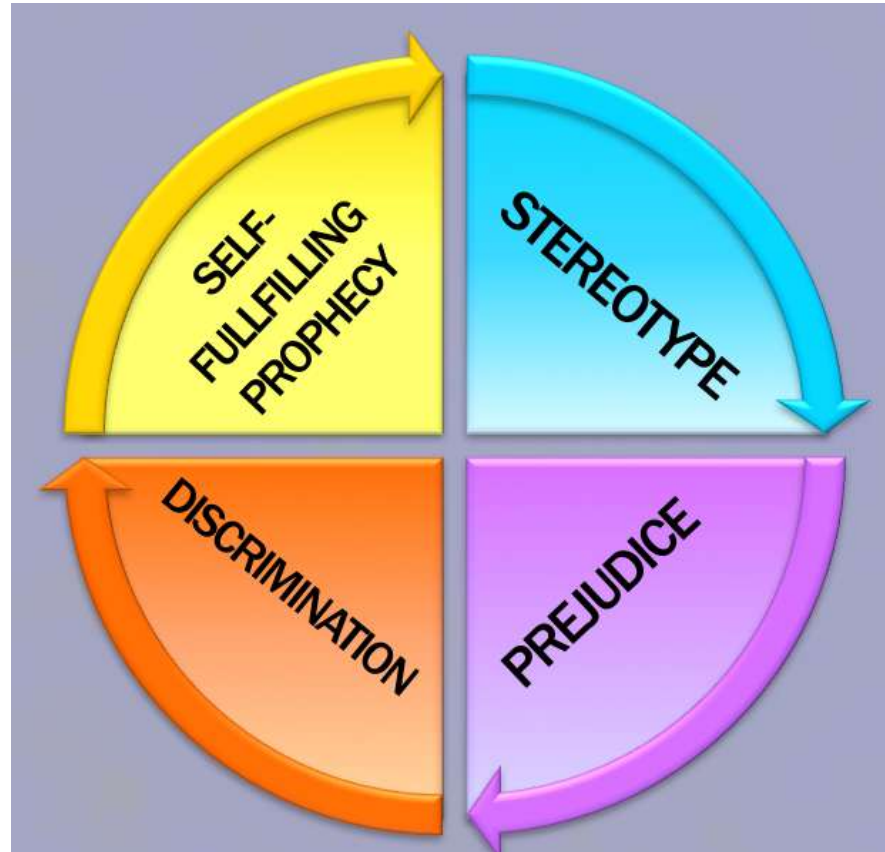


..but also social consequences



Social consequences

- **Stereotypes** can be defined as simplified thoughts and mental generalizations of some group of people when we assume that all individuals in that group have same characteristics
- **Prejudice** are stereotypes + emotions. They also can be positive or negative, but we often use this word to describe strong negative emotions towards some group of people.
- **Discrimination** is prejudice (stereotype + emotions) leading to action. When we have negative stereotype towards some group, and have negative emotions, then if we got power it is very likely that we'll discriminate that group of people on many ways.



Self-fulfilling prophecy

- S: LSD students in the classroom understand less;
- P: LSD students cannot carry the activity in the class;
- D: the LSD student is not involved in the activity;
- SFP: the LSD student does not learn and think that he/she won't be able to learn in the classroom in the future

Activity



How To Create Membership

A decorative horizontal bar consisting of a blue segment followed by a grey segment, positioned below the title.

- Remove physical barriers that prevent dialogue
- Promote mutual understanding, tolerance and respect
- Common activities among students

Peer Education

Cooperative and collaborative
learning

How to create membership

- Remove physical barriers [?] create an inclusive environment
- Common activities among students with and without disabilities [?] mutual tolerance and respect
- Differentiate for everyone
- Work on the “Relationship” level

2. Relationship

- One-to-one interactions: we need to teach to our students how to be helpful, friendly and careful.



What empathy is –


... and how it is different from
Sympathy

https://www.youtube.com/watch?v=1Evwg_u369Jw




Possible attitudes

ADVISING	ONE-UPPING	EDUCATING
CONSOLING	STORY-TELLING	SHUTTINGDOWN
SYMPATHIZING	INTERROGATING	EXPLAINING
CORRECTING	FIXING IT	EMPATHIZING

- 
- A I'm worried about having enough money to pay my bills this month.
 - B I'll loan you the money.


Fixing it

- A I'm worried about having enough money to pay my bills this month.
- B I'll loan you the money.

- 
- A short horizontal bar with a blue segment on the left and a grey segment on the right, positioned to the left of the list.
- A Look at my scar from the cycling accident.
 - B That's nothing, you should see the one I have on my knee


One Upping

- A Look at my scar from the cycling accident.
- B That's nothing, you should see the one I have on my knee

- 
- A decorative horizontal bar consisting of a blue segment followed by a grey segment is positioned to the left of the list.
- A I got caught in traffic for 2 hours in 100 weather and no air conditioning.
 - B That reminds me of the time our flight was delayed, but we were already in the cabin and were not given the chance to wait outside and it was so hot in there...

Storytelling

- A I got caught in traffic for 2 hours in 100 weather and no air conditioning.
- B That reminds me of the time our flight was delayed, but we were already in the cabin and were not given the chance to wait outside and it was so hot in there...

- 
- A I feel so sad that my son was court ordered to a rehab center.
 - B It's not your fault, you are a good parent. You did the best you could.


Consoling

- A I feel so sad that my son was court ordered to a rehab center.
- B It's not your fault, you are a good parent. You did the best you could.

- 
- A I just got the lab report back and it was what I most feared.
 - B Cheer up! Let's go eat.

Sympathizing


- A I just got the lab report back and it was what I most feared.
- B Cheer up! Let's go eat.

- 
- A short horizontal bar with a blue segment on the left and a grey segment on the right, positioned to the left of the list items.
- A I have so much to do today.
 - B I understand you are feeling overwhelmed.

Empathy


A decorative horizontal bar consisting of a blue segment followed by a grey segment, positioned below the title.

- A I have so much to do today.
- B I understand you are feeling overwhelmed.

- 
- A short horizontal bar with a blue segment on the left and a grey segment on the right.
- A It's scary for me to get up and speak in front of people.
 - B I think you should join a public speaking training.


Advising

- A It's scary for me to get up and speak in front of people.
- B I think you should join a public speaking training.

- 
- A I've been trying to get this weight off and just feel frustrated.
 - B When did you first start having this problem?

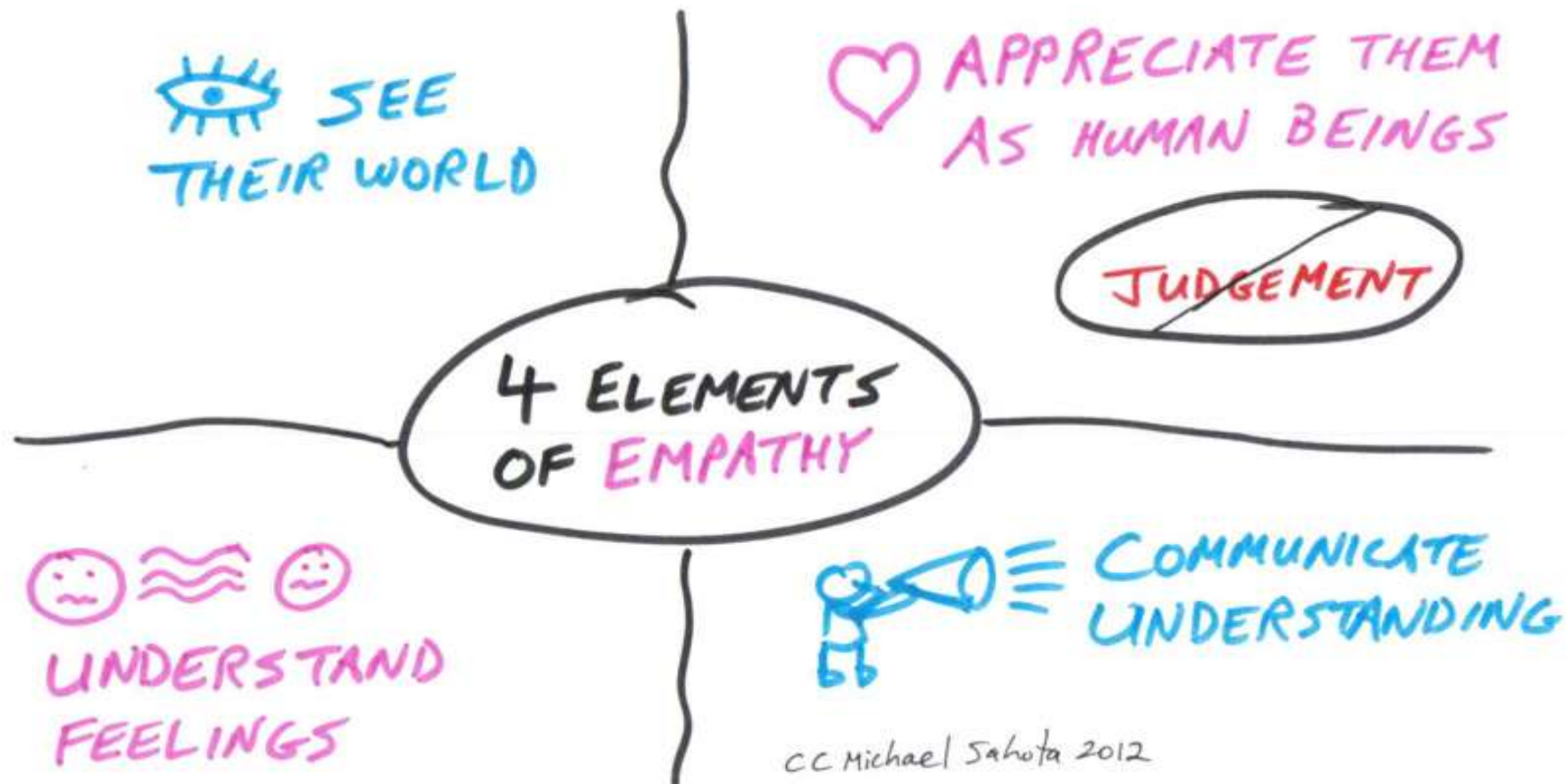
Interrogating

- A I've been trying to get this weight off and just feel frustrated.
- B When did you first start having this problem?

- 
- A decorative horizontal bar consisting of a blue segment followed by a grey segment is positioned to the left of the list.
- A I'm really upset. You promised to be here at 11 and it is now after midnight.
 - B The reason I'm late is because an accident occurred in the highway and we got caught in traffic.

Explaining

- A I'm really upset. You promised to be here at 11 and it is now after midnight.
- B The reason I'm late is because an accident occurred in the highway and we got caught in traffic.



What empathy looks like



A decorative horizontal bar consisting of a blue segment followed by a grey segment is positioned above the title.

Empathy

1. Choose in group a picture that is representative of an important feeling for you. Write down the name of that feeling but **do not reveal it to anybody**.
2. Look at the pictures chosen by another group and makes hypothesis on what feelings could be represented in that picture. Write it in the paper next to the picture
3. The original group decide which is the team that guessed the emotion and explains the reason for choosing that picture.