



# **Open Digital Competences Training for School Educators (OpenDigCompEdu) (2021-1-ES01-KA220-SCH-000027770)**

**Course: INCLUSION AND DIVERSITY**

**Language: English**



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## Open Digital Competences Training for School Educators (OpenDigCompEdu): Open Digital Competences for Educators courses

<b>Course title: Inclusion and diversity</b>	
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## Description

### Course overview

#### Aim

This course aims to provide teachers with the knowledge and skills they need to understand diversity, practice inclusion themselves, effectively teach inclusion and diversity in their classrooms and help students understand the importance of this issue and the role they can play in addressing it.

#### Prerequisites

If you are new to Moodle we suggest you take the [Introduction to Moodle course](#) before starting this one.

#### Format

This is a self-paced course without active moderation. You are encouraged to discuss ideas in the discussion forums and respond to other learners' queries.

#### Learning time

The estimated learning time to complete this course is 25 hours.

### Learning outcomes

By the end of this course, participants will be able to:

- Define diversity and the way it contributes to today's culture.
- Identify the human characteristics that contribute to diversity.
- Define inclusion and discrimination.
- Identify forms of inclusive and discriminatory behavior.
- Plan multidisciplinary lessons and activities to explore and understand diversity in the classroom.
- Plan multidisciplinary lessons and activities to explore, understand and practice inclusion in the classroom.

### Course structure

Multidisciplinary approaches to teach about inclusion and diversity.

Design a multidisciplinary activity to teach about diversity and inclusion in class and share evidence that it has been done in class.

## **Digital competences**

### **Completion and assessment**

To complete the course you need to complete the following activities: View the 'About this course' book.

Do the different activities and participate in the forums. Check your understanding' quiz, achieving 80% or more.

### **Completing the activities**

Some activities are automatically marked as completed based on specific criteria. Some activities require you to manually mark them as done.

Make sure you complete the activities according to their completion conditions.

### **Course badge**

Upon successful completion of this course you will be automatically awarded a badge to showcase the skills and knowledge you have obtained.

### **Moodle versions**

### **License**

## Quiz 1.1: Course pre-check: What do you already know about diversity and inclusion?

*Questions can have multiple correct answers; the correct answers are bolded*

1. Which of the following dimensions contribute to human diversity?
  - a. **Ethnicity.**
  - b. **Native language.**
  - c. **Religion.**
  - d. **Race.**
2. Which of the following behaviors can be considered inclusive?
  - a. Providing examples during lessons that only refer to the dominant cultural group.
  - b. **Employing teaching methods suitable for diverse cultural or ethnic groups.**
  - c. **Offering examples during lessons that reference a multitude of cultural and racial experiences.**
  - d. Avoiding discussing issues specific to minority ethnic groups to prevent offending members of these groups.
3. Which of the following behaviors can be considered inclusive?
  - a. Providing examples during lessons that only refer to the dominant cultural group.
  - b. **Employing teaching methods suitable for diverse cultural or ethnic groups.**
  - c. **Offering examples during lessons that reference a multitude of cultural and racial experiences.**
  - d. Avoiding discussing issues specific to minority ethnic groups to prevent offending members of these groups.
4. Religious diversity refers to:
  - a. The differences that arise among people in terms of their beliefs and spiritual practices.
  - b. The differences that occur between individuals in terms of the events and life experiences they must have, and their sequencing/chronology throughout life.
  - c. **The differences that arise among people in terms of specific physical characteristics of the ethnic group to which they belong.**
5. Discrimination can refer to:
  - a. **Treating other individuals unfairly based on aspects such as race, gender, age, sexual orientation, religion, physical appearance, or presence of a disability.**

- b. **Treating other individuals positively preferentially based on aspects such as race, gender, age, sexual orientation, religion, physical appearance, or presence of a disability.**
- c. Providing equal opportunities to individuals who differ in terms of race, gender, age, sexual orientation, religion, physical appearance, or physical functioning.

6. Socio-economic diversity refers to:

- a. **Differences among people due to the resources they possess.**
- b. Differences among people due to skin color.
- c. Differences among people due to sexual orientation.
- d. Differences among people due to the language spoken.

## Module 1:

# About Diversity and inclusion

### Diversity

Diversity refers to the quality of being composed of a variety of things and people, differing in a range of relevant characteristics. When we look at the world from the level of the environment and the immediate community of people, the tendency is to believe that the world is largely uniform. Specifically, because the people around us are similar to us in certain relevant aspects (e.g., physical, cultural, social, etc.), we tend to believe that the diversity of our world is relatively low. However, if we look at our planet as a whole, from a macro level, we will observe that diversity is more the rule than the exception. Often, even when we look at a community that appears to be largely uniform at first glance, we will identify significant diversity when we explicitly analyze its diversity along certain relevant dimensions.

When we talk about human diversity, we refer to a multitude of facets, such as:

- Ethnic and cultural
- Linguistic
- Socio-economic (e.g., available resources)
- Religious
- Racial
- Individual (e.g., personality, preferences, abilities, life experiences, etc.)
- Sexual
- Geographic

As you will discover further, these facets cannot be objectively separated. We will further detail the dimensions of diversity that have the greatest impact on society's functioning.

### **Racial, ethnic and cultural diversity**

This facet of diversity refers to the differences that arise among people in terms of race (such as skin color or spoken language), as well as the ethnic and cultural heritage to which they belong (e.g., customs, beliefs, or other cultural practices). Culture shapes the events and life experiences that an individual must have and their sequencing/chronology throughout life. It also defines and dictates the skills an individual must develop to function effectively and solve specific and relevant problems, the customs they must follow, the way relationships between people unfold, and aspects such as clothing style or language used.

### **What is the difference between race, ethnicity, and culture?**

Although we often use these terms interchangeably, partly because these characteristics often appear together in our experiences, these terms refer to slightly different aspects. However, you will see that, frequently,

**Race** most often refers to physical characteristics of a group of people, such as skin color or facial configuration. While society frequently uses linguistic labels such as "white," "black," or "Asian" to describe a person in racial terms, we must be aware that these concepts are social constructs and represent summaries or oversimplifications of the extraordinary genetic diversity of the human species. Over time, such oversimplifications have led to the emergence of stereotypes and harmful actions against groups of people, which still underlie significant social inequalities today. Recognizing such stereotypes within ourselves is the first step toward more inclusive behavior, helping us move beyond the physical differences between us toward the true story of the individuals with whom we interact.

**Ethnicity** represents a cultural concept that encompasses a conglomerate of elements, such as cultural practices, language, religion, or history. It most often circumscribes identity or belonging to a cultural group, rather than physical differences among people (although these may exist). At its core, ethnicity encompasses an identity shared by members of a group, as well as their historical heritage. Various elements can underlie the formation of an ethnic group, such as geographic location, shared lineage, or common life experiences historically.

**Culture** is the most general concept and encompasses the habits, beliefs, values, social norms, language, as well as artistic creations shared by a group of people. On one hand, cultural practices shape how an individual's life should unfold within the group to maximize adaptation to the environment in which they were born. To some extent, cultural practices have historically represented solutions identified by the cultural group to the problems it has faced in its history. They reflect rules of life, tools, and practices that were once the most effective way to solve certain problems relevant to the group. Similarly to genes, which are passed from one person to another to perpetuate the most efficient and relevant physical characteristics of the species, the most relevant cultural elements for the survival and adaptation of a community or group are transmitted from one generation to another in the form of rules, practices, beliefs, or cultural artifacts.

**Religious diversity** describes the differences that arise within a community or society in terms of beliefs and religious practices. These differences can be found at multiple levels within the various religions coexisting in the same social space, such as:

- The central beliefs and doctrines that constitute the intellectual infrastructure of different religions.
- Sacred texts, stories, and myths that envelop the practice of different religions.
- Rituals and procedures encompassed in religious ceremonies.
- Moral principles guiding the behavior of individuals practicing different religions.
- Institutions and social structures associated with different religions.
- Religious (sacred) objects, relics and religious art.

Religious diversity does not necessarily imply religious tolerance or the provision of the right to freely practice any religious orientation. Although a variety of religious denominations are accepted and coexist in European countries, countries outside the European space are known for strongly religiously-infused conflicts and low tolerance for other denominations or deviations from traditional spiritual practices.

In Europe, religious freedom is supported and guaranteed by laws and international treaties that uphold the right to choose, practice, promote, and support different religious beliefs, in line with respecting this right for others.

### **Individual diversity**

The concepts of religious or cultural diversity are most commonly used to discuss differences between groups of people. However, diversity is even more prevalent



within each of these groups. People differ significantly in terms of personality, preferences, life experiences, skills, and life philosophies.

What is important to consider is that a person develops at the confluence of the genes they possess and their life experiences, infused by the cultural and social context in which they occur. Therefore, a part of this individual diversity is shaped by the culture in which a person develops. Barbara Rogoff, an American researcher, has shown that the culture in which an individual develops can even shape how they learn most effectively (e.g., by participating in everyday activities of the community vs. learning from lessons specifically designed for them in a specialized learning context) or how they pay attention to information around them.

### **Socio economic diversity**

This dimension of diversity is the one we most frequently encounter, regardless of historical period, geographic location, or culture. It refers to the differences among people due to the resources they possess (financial, material, cultural, educational, etc.).

There are several aspects that contribute to this socio-economic diversity:

- A. **Educational barriers.** This factor has a bidirectional relationship with the socio-economic level. More specifically, a lower level of education is most commonly associated with lower socio-economic levels, in part due to the wage differences between jobs or professional fields that require higher education and those that require only compulsory schooling. In turn, access to education can be influenced by the individual's socio-economic level. On one hand, this may be due to the lack of educational infrastructure in the geographic area where the individual resides - a situation often encountered in rural areas, for example. On the other hand, the costs associated with higher education (not only those involved in the educational process itself, but also peripheral costs such as accommodation or food) can limit access to this level of education for certain groups of people.
- B. **Social stigma and stereotypes** Individuals belonging to socially disadvantaged categories often face negative attitudes, prejudices, and discrimination. Such attitudes can affect the extent to which these individuals are offered learning opportunities and access to relevant learning experiences (e.g., a teacher may believe that a child from a disadvantaged background cannot learn as well as others and therefore does not provide the necessary stimulation or access to competitions or additional explanations). Most

commonly, students from disadvantaged backgrounds do not benefit from the necessary stimulation in their home environment to "activate" their learning potential, a aspect that could be balanced in the educational environment by such beneficial learning experiences. Negative attitudes toward disadvantaged groups and the lack of stimulation opportunities can affect these students' self-esteem, school motivation, as well as their confidence in their ability to learn, with lifelong consequences. However, studies in educational and developmental psychology show that students from disadvantaged backgrounds are the ones who benefit most from corrective interventions, which provide access to resources and rich educational experiences.

Such stereotypes, negative beliefs, and behaviors that can affect the teacher-student relationship and, implicitly, the educational path of students from disadvantaged backgrounds, may include:

**a. Negative beliefs about students:**

- The student doesn't want to learn.
- The student lacks motivation.
- The student lacks ambition.

(These apply especially to children from minority ethnic groups and socio-economically disadvantaged backgrounds.)

- b. Low expectations for students** (most commonly associated with under-stimulation of a student - "They can't do it anyway, why bother trying.")
- c. Low attention to certain students** (most commonly associated with the belief that a child cannot or does not want to learn).
- d. Negative attitudes toward parents** (Parents from disadvantaged backgrounds are neglectful).

Alongside these attitudes that can negatively discriminate against certain students, there may also be attitudes that positively discriminate against other students:

- a. High expectations** for socio-economically advantaged students or those associated with parents with relevant social status.
- b. Increased attention** to students associated with parents with higher social status.

Both negative attitudes towards certain categories of students and positive attitudes towards other categories of students translate into differences in teachers'

behavior towards these students and differences in students' attitudes towards the teacher, towards themselves, and towards the entire educational process. For example, a socio-economically disadvantaged student who receives less attention in class, fewer learning opportunities, and less feedback may have lower academic achievement, which could lead to negative self-beliefs, lower self-efficacy regarding the learning process, and negative attitudes towards school and education. In contrast, a child who receives attention, learning opportunities, performance-contingent feedback, and the chance to correct mistakes is more likely to achieve positive outcomes and develop positive self-beliefs, attitudes towards learning, and attitudes towards school. These children, regardless of their socio-economic status, can develop greater self-efficacy related to the educational process, having the chance to advance educationally and achieve a higher socio-economic level.

### **C. Representativeness and patterns of behavior**

Most often, society promotes individuals to leadership positions who have reached a certain socio-economic level. Although, philosophically, our society is based on meritocracy, promotion to visible leadership positions is frequently based on various criteria, including socio-economic factors. Therefore, individuals from disadvantaged backgrounds do not benefit from positive role models in visible positions in society.

#### **Sexual diversity**

People can also differ in terms of how they practice and express their sexuality. At its basic level, sexual diversity refers to the acceptance that there are other sexual orientations besides heterosexuality, as well as the recognition that gender roles can be practiced in various ways. This promotes tolerance for these different modes of sexual identity expression and acceptance of individual differences among people who diverge in these aspects.

Of course, there are also more controversial aspects from a theoretical standpoint, such as gender theory, aspects that are viewed differently in more conservative or liberal cultures or societies, but even though there is diversity in opinions, we consider that generally attitudes towards people who are part of sexual minorities / the LGBTQ+ community - whether they express themselves or not - should be an attitude of tolerance.

In the school environment, we may encounter situations where there are students who are part of the LGBTQ+ minority, whether they have expressed themselves or not, but we must consider that, for various reasons, they may be stigmatized, subjected to discrimination, violence, bullying, homophobia, and it is the role of the teacher to identify these situations, to mitigate and eliminate negative situations, counseling the

vulnerable individual, as well as those responsible for actions that may even have a criminal or penal character.

**We give an example of a didactic activity with the aim of improving non-inclusive behaviors towards LGBTIA+ people:**

A high school teacher could organize a awareness and empathy activity in the classroom aimed at combating discrimination and promoting respect and acceptance of diversity. Here's a possible activity:

Title: "Exploring Diversity and Promoting Inclusion in the School Community"

Activity Objective: To promote understanding, empathy, and acceptance of diversity, especially regarding the LGBTQ+ community.

Materials Needed: Whiteboard or projector screen, colorful sticky notes, colored pencils, flipchart paper, markers.

Instructions:

Introduction (10 minutes):

Begin by discussing the importance of respect and tolerance in the school community.

Explain that today's activity will focus on sexual diversity and promoting inclusion for all students, regardless of their sexual orientation.

Brainstorming (15 minutes):

Using colorful sticky notes, ask students to write down words or phrases that describe the positive aspects of diversity and inclusion.

Place the sticky notes on the whiteboard or a visible wall in the classroom and discuss them together.

Debates and Reflection (20 minutes):

Divide students into small groups and assign each group a hypothetical scenario in which an LGBTQ+ student is discriminated against or stigmatized.

Ask the groups to discuss how this situation could be addressed and to propose solutions for promoting inclusion and respect in those cases.

Then, have each group present their ideas to the class.

Creative Activity (25 minutes):

Encourage students to work together to create posters, collages, or banners that promote messages of acceptance and inclusion for the LGBTQ+ community.

These materials can be displayed in the school to further promote awareness and tolerance.

Final Reflection (10 minutes):

Conclude the activity by encouraging students to share what they have learned and to reflect on how they can contribute to creating a more friendly and inclusive school environment for all students.

This activity will not only help sensitize and educate students about sexual diversity and LGBTQ+ inclusion but also promote a safer and more empathetic school environment for all students.

### **Inclusion:**

La nivelul sistemului de învățământ, incluziunea reprezintă un **principiu primordial**, care vizează crearea unui mediu educațional echitabil și care susține toți elevii. Acest principiu se manifestă la mai multe niveluri și în diverse moduri, astfel încât să fie practicat la un nivel cât mai cuprinzător.

At the educational system level, inclusion represents a paramount principle aiming at creating a fair educational environment that supports all students. This principle manifests at multiple levels and in various ways, ensuring its comprehensive practice.

1. **Diversity at the level of the student body.** Educational institutions that practice inclusion accept into their student body individuals with diverse cultural, ethnic, socio-economic, and individual backgrounds. Additionally, they consider the inclusion and provision of necessary resources to children with different learning styles or diverse physical and cognitive abilities.
2. **Equal opportunities.** In conjunction with the first level, inclusive schools provide diverse learning opportunities and individualized support to each student, taking into account the needs associated with learning style or cognitive and physical development level.
3. **Promotion of acceptance, respect, and empathy among students.** This objective can be achieved through intervention at several levels:
  - a. **Personal and professional development of teachers**

a1. **Personal:** stress management skills and physical resource recovery

a2. **Professional:** positive attitudes, modeling positive behaviors for students (e.g., conflict mediation), developing skills to support different learning styles or manage symptoms of learning disorders, managing the student group (relationship interventions - how to be supportive and set limits at the same time),

- b. **Personal development for students** - empathy, identifying strengths, developing social skills (e.g., negotiation, conflict resolution)

- c. **Events celebrating diversity** (e.g., Roma culture days, Hungarian culture days, Romanian culture days, International Neurodiversity/Autism Day, etc.)
- d. **Anti-bullying interventions**

#### **4. Representation of diversity through curriculum and teaching methods:**

**4.a Content and learning activities from diverse cultures, perspectives** - e.g., studying events, pieces of literature, arts, or histories that reflect the experiences of multiple groups, included in the curriculum at the school's discretion.

**4.b Utilization of teaching methods that reflect the learning styles found in different cultures.** For example, teachers could integrate participatory learning, specific to cultures with indigenous heritage as described by Barbara Rogoff, by providing students with the opportunity to learn through apprenticeship (e.g., involving them in apprenticeships for various trades). In Western, industrialized cultures, learning is often specialized, with children first learning theoretically and then applying concepts in diverse ways. This style of learning has been found to be more challenging for children from cultures with indigenous heritage, such as African immigrants.

**5. Involvement of the community and parents.** Inclusive schools take into account the needs of the community they belong to and involve them in promoting and supporting diversity. Additionally, they consider parental input in designing activities and managing their children in the school environment.

#### **Inclusion versus discrimination:**

In contrast with inclusive behavior, discrimination refers to treating other individuals unfairly based on aspects such as race, gender, age, sexual orientation, religion, physical appearance, or the presence of a disability. Discrimination can take various forms, some more explicit and visible, while others are more subtle and challenging to identify.

Our brain naturally creates categories. The diversity of the world around us, the sensory variety we encounter moment by moment, is easier to process and understand when information is grouped into categories. Alongside the constraints of the human cognitive system, the context in which we develop (including culture, nationality, geographic region, and family background), through the experiences to which we are subjected, significantly influences how we form categories and the concepts associated with them, as well as what response is considered most appropriate when we come into contact with members of these categories. Grouping people according to criteria such as race, sex, religion, or other characteristics that our brain finds to be cognitively "economical" is a natural tendency of our cognitive system, which learns and is sensitive to regularities around it. However, the same person (e.g., a woman named Maria) can belong to one category if evaluated in terms of race (e.g., Maria is Caucasian), another category if we refer to gender (e.g., Maria is female), another category if we refer to profession (e.g., Maria is an engineer), and yet another category if we refer to musical preferences (e.g., Maria is a rocker). In each of these cases, none of the

categories by which we might judge Maria fully captures her complexity (i.e., Maria is a Caucasian female engineer who likes rock music - even this description is by no means an exhaustive characterization of Maria). At the same time, each time we categorize Maria according to each of these categories, she can be grouped with different people (e.g., the category of Caucasians includes a variety of professions, in addition to engineering, and people with a variety of musical preferences). Therefore, we see that, although it may be useful from certain perspectives to group people into certain categories (e.g., when talking about statistics, geographic areas, cultures), we cannot fully capture the complexity of a person based solely on one of these categories. So how did we still end up discriminating against people based on such categories?

Throughout our history, both as a species and as cultures or individuals, we have faced different situations where we needed to respond effectively to protect ourselves and survive various challenges. For example, we (as a species) learned that snakes are dangerous and therefore should avoid any contact with them, even if we are not sure they are venomous. Different nations and cultures have had historical periods where they were engaged in significant conflicts, with high costs for both sides, and as a result, their members learned to avoid each other or not trust each other. Our family backgrounds have been subjected, throughout their history, to frequent negative experiences with members of another race or culture, and therefore have passed down from generation to generation an aversion to those members. All these are relevant learning experiences that led to associating a category of people with certain behavioral responses, considered appropriate at some point. The problem with these responses is that, also due to cognitive economy, they tend to perpetuate even in the absence of the conditions and contexts that initially justified them and continue to be exercised even if the context shows us that they are no longer valid. Over time, people have learned which snake species are non-venomous, conflicts between cultures have subsided and disappeared, and our ancestors' experiences with people of those races or cultures have not occurred in a long time. Therefore, the responses created by these circumstances are no longer adapted to the present context.

**Fear**, adopting **values** from family or society, as well as **lack of knowledge or experience** with people who have different characteristics than those found in one's own culture, are the most common causes of discrimination.

In an educational context, the more obvious forms of discrimination take the shape of behaviors such as:

**Among students:**

- Exclusion from groups of children from other cultures or races than those predominant in a particular society.
- Aggressive behaviors towards students from different cultures, with different traits or beliefs.
- Using derogatory expressions towards students from certain minority categories.

**Among teachers and students:**



- Exclusion of students from different cultures from learning or recreational activities.
- Building learning activities incongruent with the values, beliefs, or learning needs of students from minority groups.
- Offering a lower degree of attention to students from minority groups or communicating with them in a colder or more aggressive tone.
- Marking students from minority categories.

Studies from the specialized literature show that adolescents and children who are discriminated against are at a higher risk of developing mental health disorders, experience more physical health problems, have a higher risk of social and behavioral issues (Metzner et al., 2022; Marcelo & Yates, 2019). Moreover, the experience of discrimination from multiple perspectives has a cumulative effect on mental health (Metzner et al., 2022). Therefore, a student who is discriminated against both due to race and socio-economic status will have a higher probability of developing adjustment problems than one who is not discriminated against or who is discriminated against only from a single perspective.

### **How can we correct stereotypes and discriminatory behaviors?**

One of the most important ways we can combat discrimination and stereotypes is by experiencing situations that bring new, complex, and comprehensive information into our cognitive system. In this way, we learn much more about the world and cultures around us and come to realize that no person can be fully judged based on a single category. Such experiences can be created by recognizing diversity and practicing inclusion.

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<https://www.mastereducator.in/blog/social-diversity-definition-types>

## Practical activity for teachers 1 - Self-development

- 1. What you believe influences your behavior towards your students. This exercise will help you identify your negative beliefs about the students you work with and check their correspondence with reality.**

A. Choose from the list below the beliefs you have about the students in your classes.

B. Write down these beliefs (or others you have identified) in the first column of the table.

C. For each of these beliefs, identify a situation or argument that contradicts them and describe them in columns 2 and 3 (i.e., what experience has taught me that student X is actually motivated to learn, contrary to what I initially believed).

Examples of beliefs:

- This student is not motivated.
- This student is not capable.
- It's pointless for me to try because he will never understand.
- This student doesn't want to learn.
- It's enough if I give him just a little to do; he can't do more anyway.
- This student has no future.
- This student is a lost cause; it doesn't make sense for me to try.

Identified Belief	Argument/Experience 1	Argument/Experience 2




**1. Identifying the behaviors through which, voluntarily or involuntarily, we discriminate against certain groups of people is just the first step towards practicing inclusion. To understand how we came to have these beliefs and behaviors towards these groups, it is important to look into our cultural, familial, and personal history to identify those experiences that have led to the formation and perpetuation of our current stereotypes.**

A. Identify a group towards which you have identified certain negative attitudes or reactions. Note this group below:

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B. Think about the culture you identify with. What historical events or cultural and political aspects could have led to the formation and perpetuation of this stereotype? Describe one of them below.

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- C. Think about your family. What experiences or attitudes have been perpetuated in your family regarding this group that could have influenced the presence of this stereotype? Describe one of them that you find to be relevant.

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- D. Think about your own life experience. Identify and describe a relevant experience that could have influenced and perpetuated this stereotype.

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- E. Reflect on the extent to which interactions congruent with the stereotype predominate or not in your life at present. Is an experience like the one described earlier a constant experience in your life? To what extent has this experience characterized your interactions with other categories of people? What other types of (positive?) interactions have you had with members of the described group?

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Most often, we can identify both negative experiences with a group towards which we have a stereotype, as well as positive or neutral experiences in our personal history. Often, we may not truly have direct contact with the groups we have formed stereotypes about, but instead, we develop certain expectations based on information from sources such as media, movies, or anecdotes from others (this information having already passed through certain filters and interpretations before reaching us). Therefore, the next time we find ourselves having a negative attitude or reaction towards a member of a discriminated group, let's take a few minutes to reflect on the validity of the arguments that support those reactions.

## Practical activities for teachers 2 - Introducing student diversity

**\*\*ACTIVITY 1.\*\* Identify examples of personalities (artistic, musical, scientific, cultural, fashion world, etc.) or characters who have made relevant, significant contributions to humanity and who have come from groups that vary in terms of diversity and who have been disadvantaged or discriminated against at some point. Create an interactive lesson through which your students can learn about these personalities. In completing the task, use at least one multimedia element and include at least one interactive activity with your students.**

The multimedia element could be:

### a. An interactive PowerPoint presentation

To create such a presentation, you need to have Microsoft PowerPoint installed on your computer (from the Microsoft Office suite). If you do not have this software, Google allows the free use of Google Slides, based on a free user account. Google Slides is an online program that allows the creation of PowerPoint presentations and their delivery online.

To create a presentation in Microsoft PowerPoint (MS PPT), consider these aspects that will enhance the interactivity of your presentation:

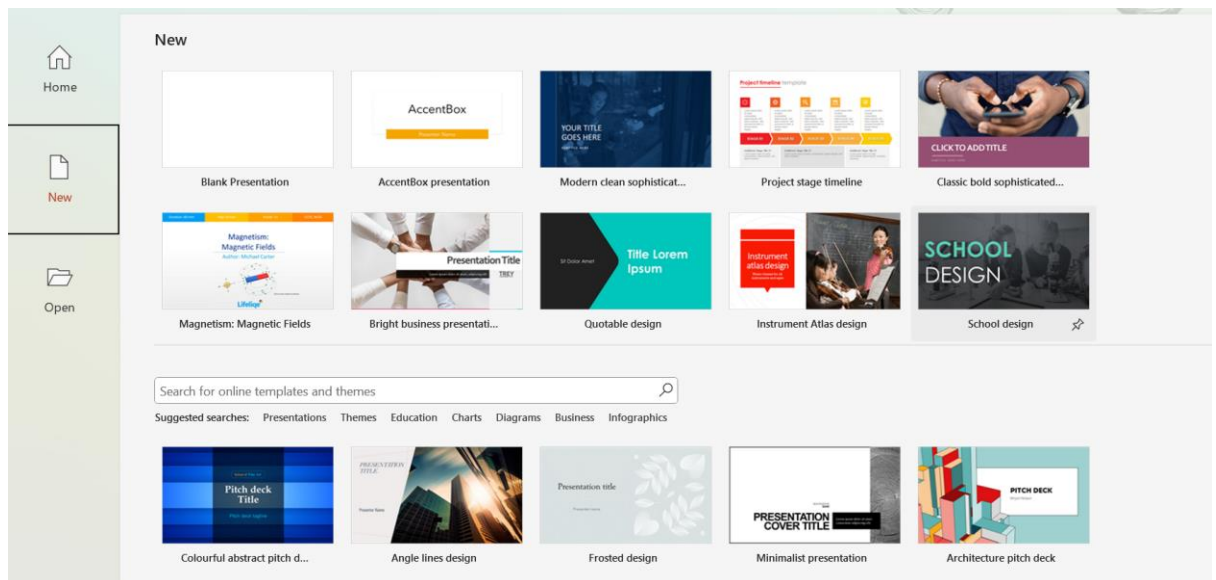
- **You have the option to start directly from a presentation template.**

From the main menu of MS PPT, the NEW option opens a screen where you can choose or search for a starter template for your presentation. A variety of templates are available, each with specific interactive elements and attractive graphic design. Each template includes a set of pre-defined colors (which you can then customize), a set of slide patterns to use, and custom animation elements. To choose a template:

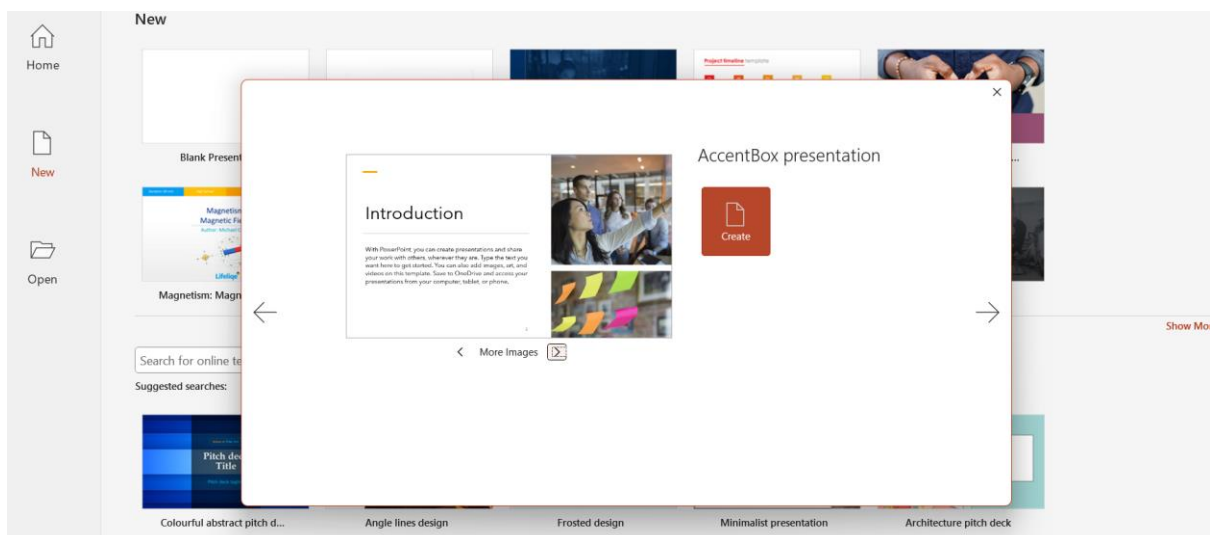
- Search for a template category from the search option using keywords appropriate to the desired theme; there is also the



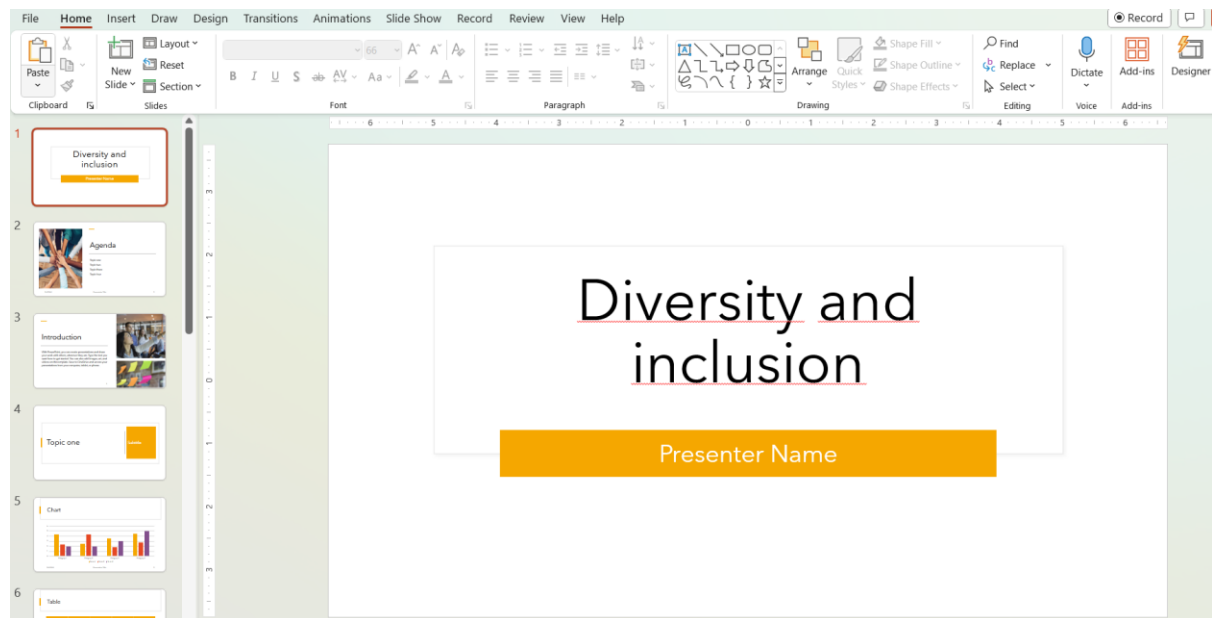
option to directly click on the "Education" category under the search bar;



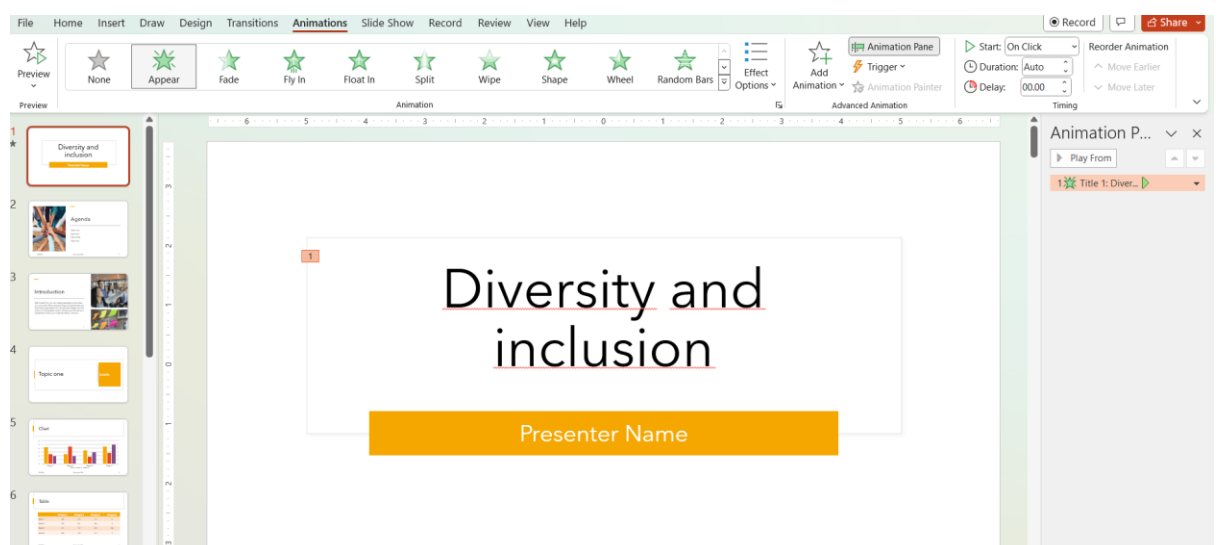
- After you have identified a theme that appeals to you, click on it and you can navigate left and right to see the slide options available, from the "More images" option. (More images)



- If you are satisfied with the chosen option, press the "Create" button to generate the presentation. Now you can start editing it and populating it with relevant images and content.



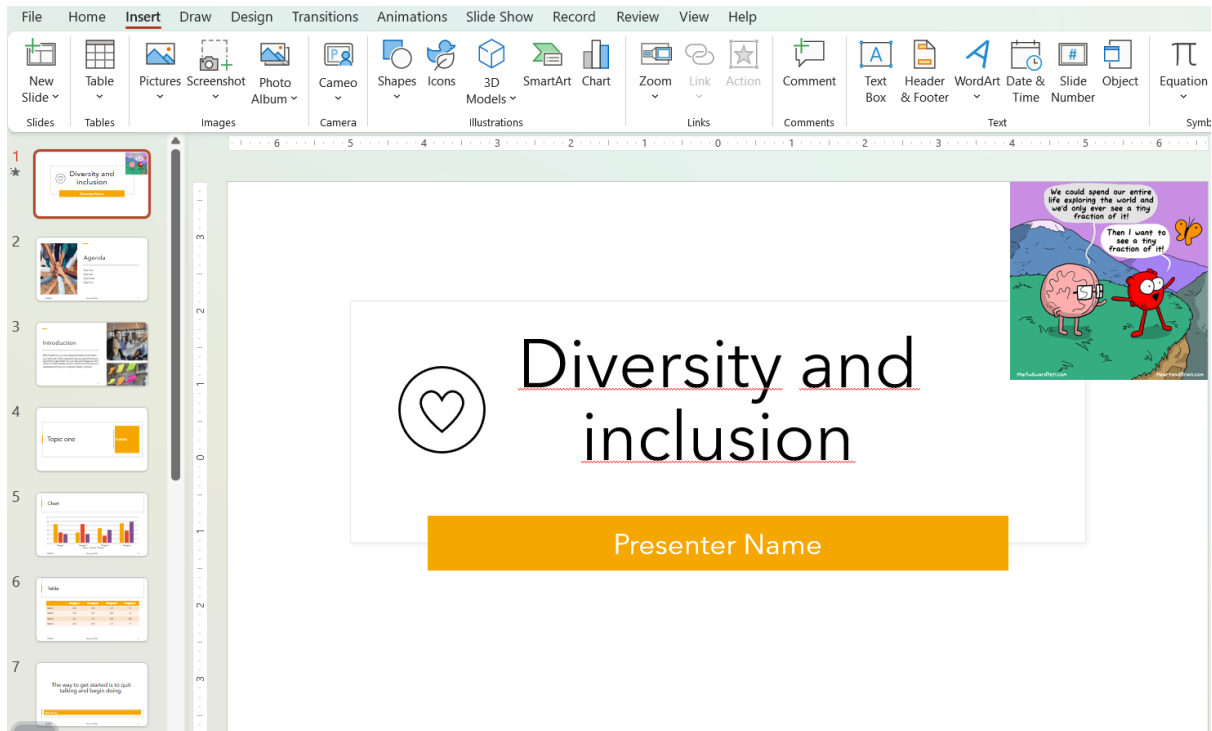
- Remember, it is important to save the presentation at the end in the .pptx format (Save as -> .pptx) to ensure better compatibility with other devices.
- **Use entrance and exit animations for text.** The Animations menu in MS PPT allows the introduction of interesting ways to move text and images on the screen during the presentation. To choose a desired effect, simply select the text you want to animate and select the desired effect from the top (e.g., Appear or Fade In). For each piece of animated text, the effect and its timing will appear in the animations panel that opens on the right side of the screen.



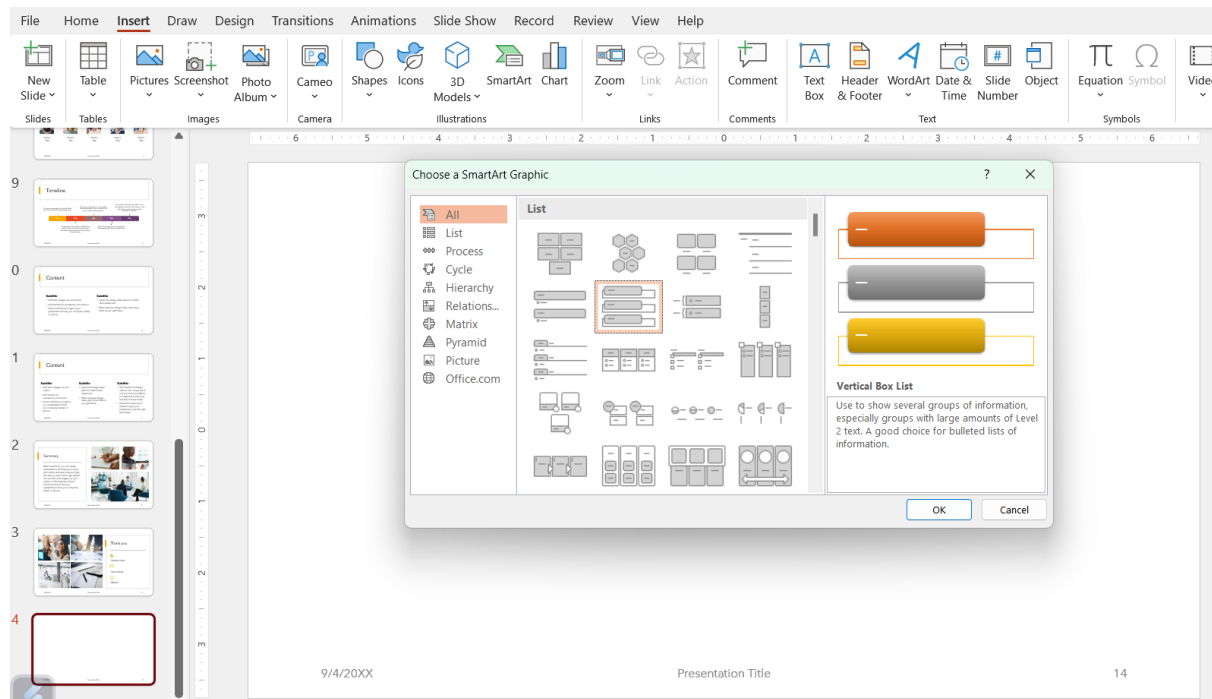
- **The Insert option allows you to add numerous multimedia elements to your presentation.** These include images (from your own device as well as from a Microsoft database - Stock), icons, or videos. Use these options to make your



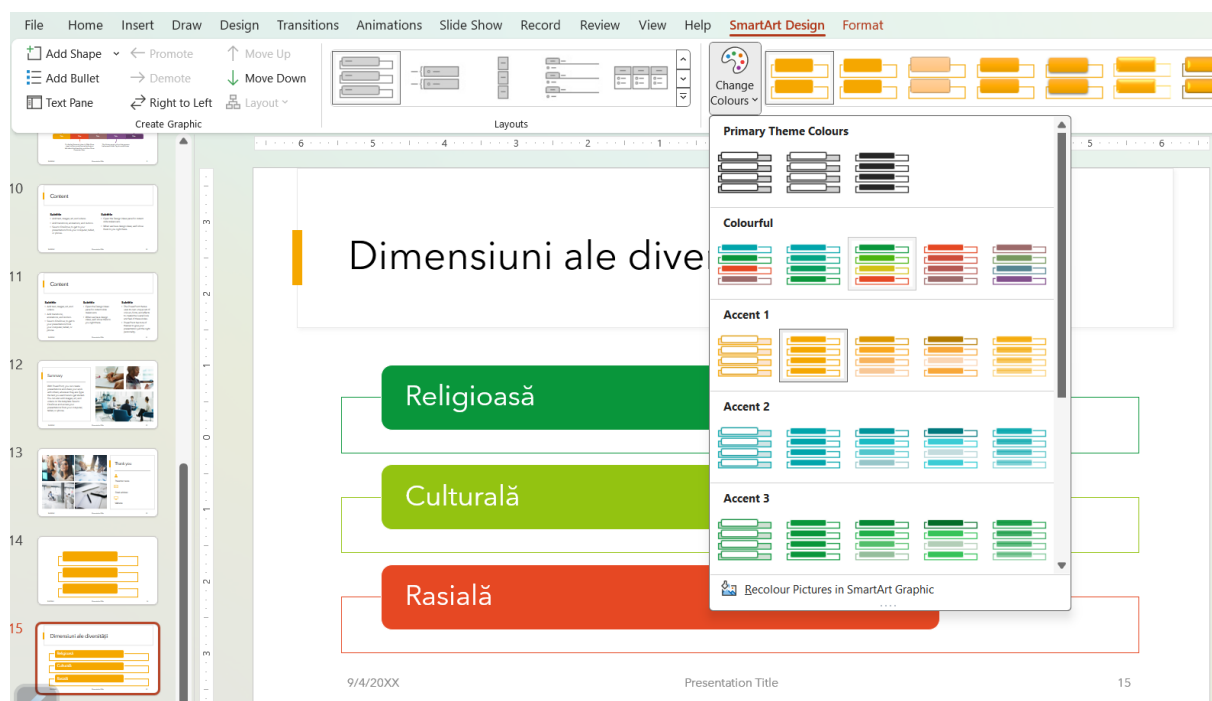
presentation more visually appealing and easier to understand for your students.



- **Use SmartArt elements.** The Insert menu also allows you to introduce graphical elements like sketches, which are pre-built by Microsoft. These come in various shapes and contain different graphic elements, allowing you to build a simple and useful illustrative diagram in a very short time. These elements can be customized according to your needs and content, as well as in terms of colors.
  - Choose a SmartArt element from the open menu.



- Insert the relevant content and then graphically configure the chosen element.



b. **Interactive activities on the WordWall platform** - free access for teachers with a basic account, which includes the creation of 5 activities.

WordWall is an online platform that contains a series of basic templates for various interactive activities. It can be accessed at the link: <https://wordwall.net/>.

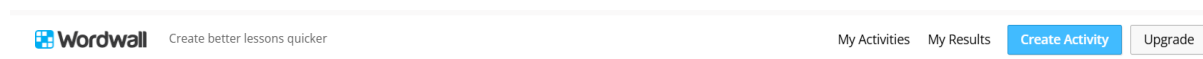




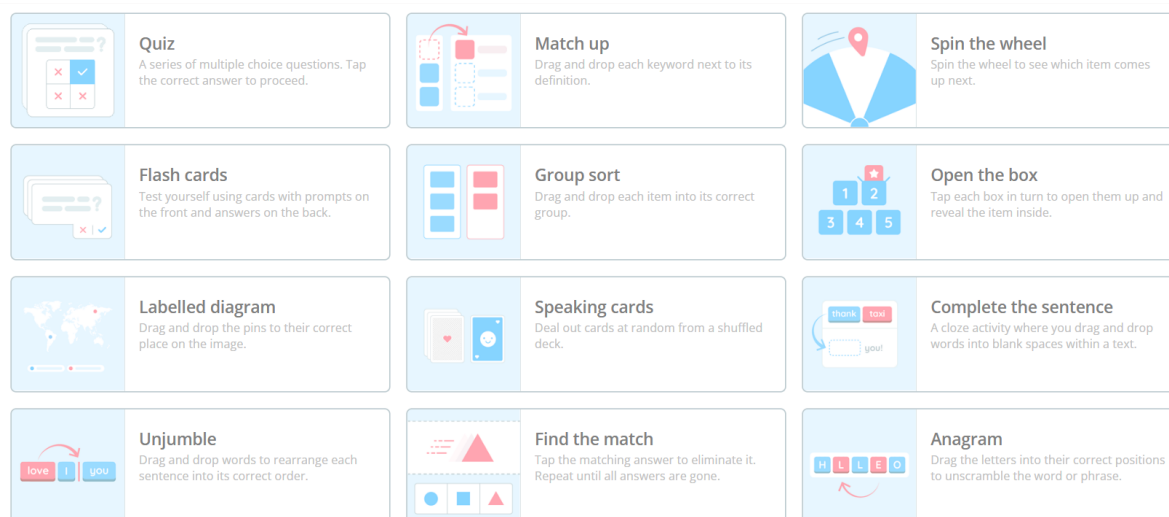
The platform can be used with a free basic account, which allows the creation of 5 free activities. Later, with a monthly subscription, more functionalities can be activated.

To create an activity on WordWall, proceed as follows:

- From the main menu displayed at the top, press the button "Create an activity."



- Choose one of the available activity templates.



- Configure the activity content with the necessary elements.



- Play the game together with your students.



0:01

A FACE DIN ȚÂNTAR ARMĂȘAR

PROTEINĂ

A DORMI BUȘTEAN

INTRUS

A VÂNTURA

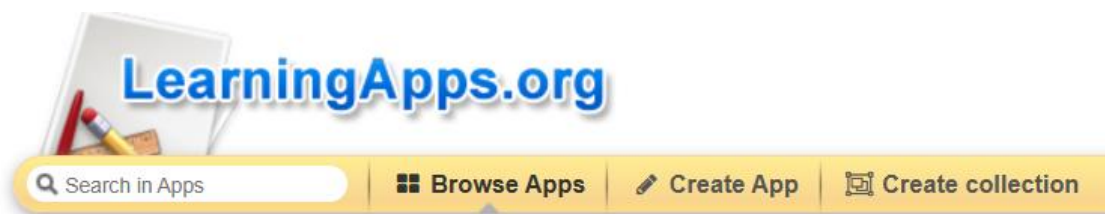
Submit Answers

Switch template

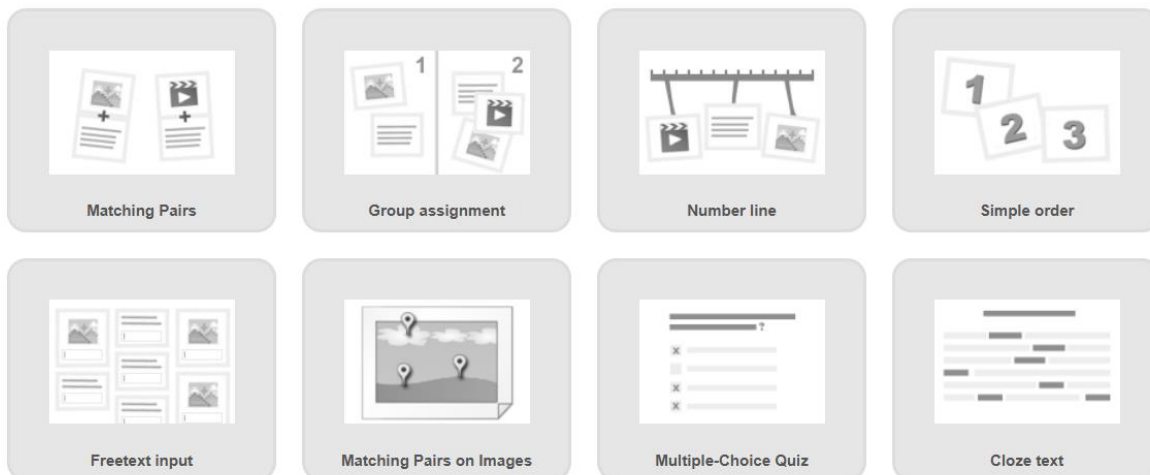
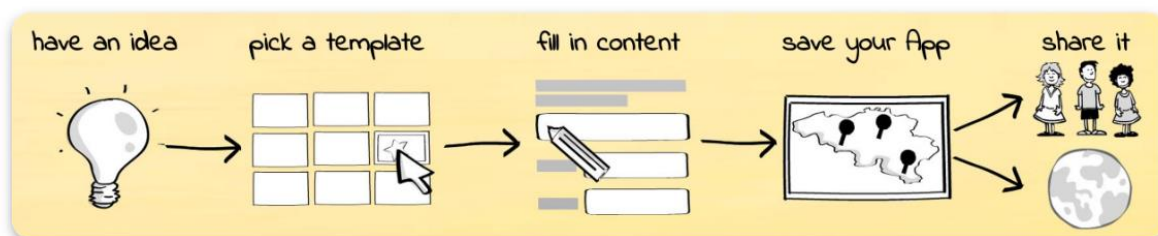
- Match up
- Find the match
- Quiz
- Gameshow quiz
- Wordsearch
- Show all

- c. **Interactive activities on the LearningApps platform** - free access for teachers with a basic account. The Learning Apps platform is similar to WordWall, except it offers a free account for teachers (access via <https://learningapps.org/index.php?overview&s=&category=0&tool=>). To create an activity in Learning Apps, proceed as follows:

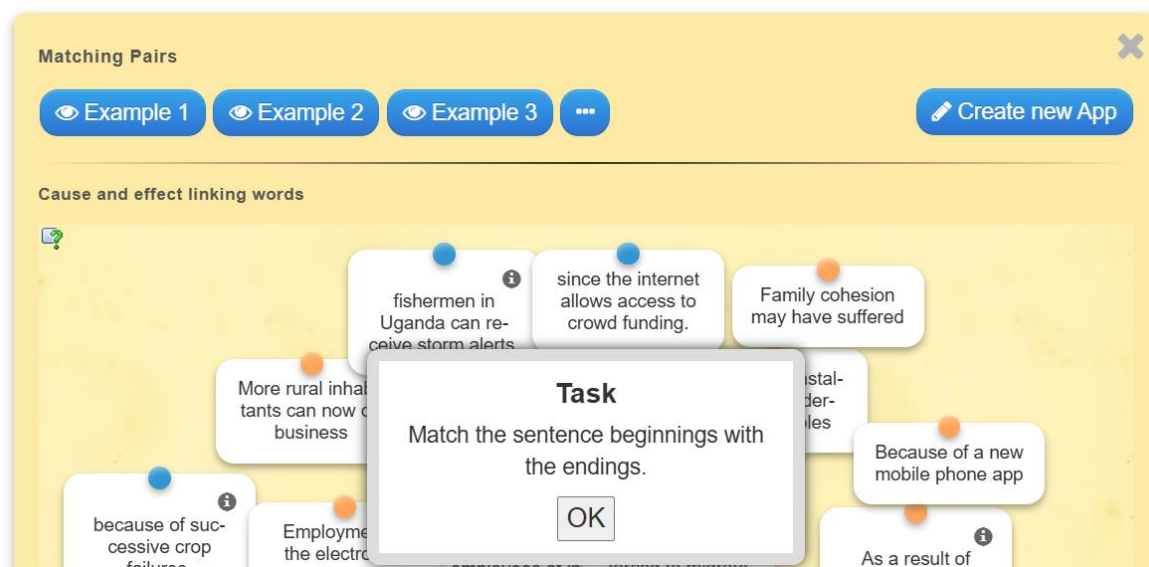
- Access the platform and press the "Create App" button.



- Choose the desired activity model from the available options (note, some are available with a paid subscription).




- Apăsați butonul *Create new app*



- Configure the activity with the relevant content and then save it.



App title

Display language :      

Untitled

### Task description

Provide a task description for this App which is shown on start up. Otherwise leave it blank.

### Pairs

Enter the two media which belong together. They can be a mix of text, images, audio or video.


Pair 1:     




Pair 1:     


+ Add another element

- Share the application through the available methods under each built application.

 Create similar App

 Bookmark in "My Apps"

#### About this App

Rate this App:      (3)

Created by: raabe verlag

Category: English


#### Use App

Link: <https://learningapps.org/view11533549>

Embed: `<iframe src="https://learningapps.org/watch?app=11"`

SCORM

Share: <https://learningapps.org/11533549>

 Report copyright or misuse



QR-Code

**ACTIVITY 2. Create an exhibition with your students using images generated by artificial intelligence that illustrate the ways in which people can be diverse and united at the same time.**

AI engines you can use for free include:

- **MICROSOFT COPILOT** - Free access for everyone with a Microsoft account. To use Copilot, proceed as follows:

- **Accessing Copilot:** Copilot can be accessed directly in Windows 11 or in most versions of Windows 10. If available on your PC, simply click on the Copilot icon in the taskbar, and it will open in a side panel on the right. On the web, Copilot can be accessed from the Copilot website in any browser (Microsoft recommends Microsoft Edge, which allows you to interact with the chatbot through a sidebar; this is done by

opening Edge and clicking on the Copilot icon in the top right corner). Copilot can also be used on smartphones by downloading the Copilot app for iOS/iPadOS or Android.

- **Interacting with Copilot:** Use the "Ask me anything" text box to enter your query. If you are unsure what to ask, Copilot provides some suggested questions. From the Designer option (middle right on the web), images can be generated. When Copilot responds to one of the requests, it usually suggests additional questions that can be asked if you wish to explore more details related to the subject.

- **Copilot functionalities:**

- **Content generation:** Copilot can generate various types of content, from poems to songs, stories, or reports.

- **Image analysis:** You can upload photos, artworks, and other images, and Copilot will analyze them.

- **Image creation:** Using the Designer function, Copilot can create a logo, a drawing, or another image based on the text you enter.

- **Web page insights:** Through its integration in Microsoft Edge, Copilot can provide relevant information about the current web page in the browser.

- **MID JOURNEY** - This is a server (or group) on the Discord application, which has an integrated AI bot designed to create/generate images. To use this program, you can proceed as follows:

- **Connect to the Midjourney server on Discord:**

- Access the official Midjourney server on Discord.

- If you do not have a Discord account, you will need to create one before joining the server. It is free.

- **Access the appropriate channel:**

- After joining the server, look for a channel dedicated to image generation with Midjourney. Typically, it is called "art-requests" or similar.

- **Send a description of the desired image on this channel:**

- In that channel, write a text description of the image you want to generate.

- Any natural language can be used to describe the scene, characters, or any other element of the image.

- **Wait for the image generation:**

- The Midjourney bot will take the description you entered and create an image based on it.

- The waiting time is usually under 60 seconds.

- **Explore customization options:**

- After the image is generated, you will receive options to customize aspects such as style, colors, or other details.

- Choose the options you like and finalize the image.

- **Download or share the image:**

- After customizing the image, it can be downloaded to your device or shared on the Midjourney server.

- If additional questions arise, you can ask them directly on the Midjourney server or consult their official page for more information!

**ACTIVITY 3.** Choose relevant content for the subject you teach, which can be approached from the perspective of multiple involved groups. Construct a lesson in which you address this content from the perspectives of 2 or 3 involved groups (e.g., the American War of Independence, seen through the eyes of the British, the colonists, and the Native Americans). In the creation and presentation of the content, use at least one of the previously presented digital interactive methods.



## Quiz 1.2: What is diversity and inclusion?

\*The responses in bold are correct.

1. Diversity refers to:

- a. **The quality of being composed of a variety of things or people, differing in terms of relevant characteristics.**
- b. The quality of being uniform in terms of relevant characteristics.
- c. A fundamental principle aimed at creating an equitable educational environment that supports all students

2. Diversity can be analyzed in terms of the following dimensions:

- a. **Religion.**
- b. **Culture.**
- c. **Sexual orientation**

3. Among the differences between race and culture are the following:

- a. Race most commonly refers to the physical characteristics of a group of people, while culture exclusively reflects the differences regarding the religious beliefs of a group of people.
- b. **Race most commonly refers to the physical characteristics of a group of people, while culture is a more general concept that refers to the customs, beliefs, values, social norms, language, and even the artistic creations shared by a group of people.**
- c. Culture refers to the knowledge and artistic creations of a group of people, while race is a cultural concept that includes elements such as cultural practices, language, religion, or history.

4. Which of the following statements is true in the given context?

- a. Race primarily refers to the cultural aspects of a person, such as language or religion.
- b. Culture encompasses only the customs and values of a group of people.
- c. **Stereotypes and social inequalities can be addressed by recognizing and becoming aware of them, understanding that race, ethnicity, and culture are social constructs.**

5. Which of the following statements is true in the given context?

- a. Race primarily refers to the cultural aspects of a person, such as language or religion.



- b. Culture encompasses only the customs and values of a group of people.
  - c. **Stereotypes and social inequalities can be addressed by recognizing and becoming aware of them, understanding that race, ethnicity, and culture are social constructs.**
6. Among the aspects that contribute to socio-economic diversity include:
- a. **Educational barriers.**
  - b. **Social stigma.**
  - c. **Positive stereotypes.**
7. The following types of common stereotypes about socio-economically disadvantaged students can negatively affect their educational progress:
- a. **The belief that the student does not want to learn.**
  - b. Increased attention towards the student.
  - c. **Lowered expectations for the student.**
8. Inclusion refers to:
- a. **The commitment to create an equitable educational environment that supports all students.**
  - b. The commitment to support the performance of socio-economically advantaged students.
  - c. The commitment to create a uniform educational and cultural environment by reducing elements of diversity.
9. At the educational system level, inclusion is manifested through:
- a. **Promoting, supporting, and celebrating diversity at the student body level.**
  - b. Providing equal opportunities to students who belong to the ethnic majority group.
  - c. **Organizing anti-bullying interventions.**
10. The following statement is true:
- a. The way our brain functions is not associated with the formation of stereotypes.
  - b. **Our brain naturally creates categories as an economical way to process the diversity of information we encounter.**
  - c. The complexity of a person can be captured based on a single category in which we can classify them.
11. The forms of discrimination that are most commonly found among students are:



- a. **Exclusion from the group of children from cultures or races other than the dominant one.**
- b. Creating learning activities incongruent with the values of a minority group.
- c. Offering a lower degree of attention in class to students from minority groups.

### Quiz 2.1: Course pre-check: What do you already know about European and national regulations regarding inclusion practices?

1. Which of the following options encompasses one of the fundamental human rights?
  - a. **Human dignity.**
  - b. The right to absolute freedom.
  - c. The right to torture.
2. The right to life is translated into the following practices:
  - a. **Prohibition of death penalty.**
  - b. **Prohibition of execution.**
  - c. Promotion of equal opportunities.
3. Among the implications of equality among individuals are:
  - a. **Offering equal opportunities regardless of a person's race, sex, or beliefs.**
  - b. The possibility of providing unjustified advantages in employment to individuals from certain groups.
  - c. Ensuring equal outcomes in assessments regardless of a person's race, sex, or beliefs.
4. The principle of solidarity, which underpins the European Union, refers to:
  - a. **Mutual support and protection of the rights of all citizens.**
  - b. Protecting the rights of non-immigrant citizens.
  - c. Supporting intranational (within the nation) initiatives.

## Module 2:

# European and national regulations regarding inclusion practices

In the context of a federal political and territorial organization like the European Union, diversity is a given, a reality that cannot be denied or overlooked. Therefore, for the political and social body to function efficiently, inclusive practices need to permeate the entire population's activity and be officially regulated.

**The Charter of Fundamental Rights of the European Union** is one of the first and most important documents underlying the recognition of diversity and supporting inclusive behavior at a universal level. Among the rights that underpin respect for diversity and the need for inclusion are:

1. **Human dignity:** Human dignity is inviolable and must be respected and protected.
2. **Right to life:** Every person has the right to life. No one can be sentenced to death or executed.
3. **Right to personal integrity:** Every person has the right to physical and mental integrity, and this right must be respected in all areas, including medicine and biology.
4. **Prohibition of torture and inhuman or degrading treatment:** No one can be subjected to torture or inhuman or degrading treatment.
5. **Equality between individuals:** Equality is supported and promoted, and discrimination based on personal characteristics such as race, sex, or sexual orientation is prohibited.
6. **Solidarity:** The European Union is based on the principle of solidarity, which involves mutual support and the protection of the rights of all citizens.

### European regulations regarding diversity and inclusion at the level of the education system.

In addition to the Charter of Fundamental Rights of the European Union, the European Union promotes respect for diversity and supports the practice of inclusion through other relevant documents, projects, and initiatives relevant to the education system. These form the basis of building a fair educational system that offers opportunities to all individuals, regardless of their socio-economic, cultural, or individual background.

These include:

1. **The European Pillar of Social Rights** (adopted in December 2017): This document emphasizes the need for policies promoted at the member states' and EU levels to consider and be tailored to the relevant social, educational, and cultural constraints and characteristics for a common European future. The pillar consists of several principles, the first being that

"everyone has the right to education, training, and lifelong learning conducive to inclusive and high-quality outcomes to acquire and maintain skills that enable full participation in society and successful management of transitions in the labor market."

2. **The ET 2020 Strategy** has established a series of education domains that need to become priorities to support cooperation at the European level. Among these is "education conducive to inclusion, equality, equity, non-discrimination, and the promotion of civic competences."

3. **The European Education Area** is an initiative highlighting the need for continuous quality education based on inclusive principles, starting from childhood and practiced throughout development as a member of the European culture. This education could underpin the emergence of European cohesion, support the social mobility of minority or disadvantaged groups, and the emergence of a fairer society.

4. **The Erasmus+ Program** - has been significantly funded more starting from 2018 to allow the development of study opportunities abroad for young Europeans with varied socio-economic backgrounds. Currently, there are thousands of such projects aiming to promote inclusion at the European level and develop skills to support and promote respect for diversity.

5. **An Action Plan for the Integration of Refugees and Migrants for the period 2021-2027** has been adopted to support societal inclusion.

## Bibliography

Dumitrescu, A. L., & Oehler Şincai, I. M. (2019). PILONUL EUROPEAN AL DREPTURILOR SOCIALE: PROGRESE ŞI PROVOCĂRI. *Journal of Global Economics/Revista de Economie Mondiala*, 11(1).

Uniunea Europeană (2010). Versiunea consolidată a Tratatelor. Carta drepturilor fundamentale. Retrieved from <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:083:0389:0403:ro:PDF>

<https://education.ec.europa.eu/focus-topics/improving-quality/inclusive-education/common-values?>

<https://education.ec.europa.eu/ro/focus-topics/improving-quality/inclusive-education>

<https://www.waterford.org/education/classroom-conflict-resolution-techniques/>

<https://op.europa.eu/webpub/empl/european-pillar-of-social-rights/en/>

<https://www.consilium.europa.eu/ro/policies/education-area/>

<https://education.ec.europa.eu/ro/focus-topics/improving-quality/inclusive-education/migrants-and-refugees>



### Practical activity for teachers - 3

**Create an interactive lesson for your students in which they discover the fundamental human rights that form the basis of respect for diversity and the practice of inclusion. In this lesson:**

- Include an interactive presentation using a program such as Microsoft PowerPoint.
- Include a graphic material generated using artificial intelligence.
- Include a multimedia material created by you - e.g., a video.

To create the materials, use the instructions provided for the digital tools you used in Module 1 activities.

#### Quiz 2.2: What are the European regulations regarding diversity and inclusion?

1. Among the fundamental human rights are:
  - a. **Human dignity.**
  - b. **Right to life.**
  - c. **Prohibition of torture and inhuman or degrading punishments.**
2. The right to human dignity refers to:
  - a. **The fact that human dignity cannot be violated, must be respected, and protected.**
  - b. The fact that human dignity can be violated under certain conditions.
  - c. The fact that the human dignity of some individuals must be protected even at the expense of violating the fundamental rights of others.
3. The right to personal integrity applies:
  - a. Only in the fields of medicine and biology.
  - b. **In all areas, including medicine and biology.**
  - c. In all areas, except for medicine and biology.
4. The prohibition of torture and inhuman punishment refers to:  
**Prohibition of these practices for all persons, regardless of characteristics or facts.**  
Prohibition of these practices only for persons who have not broken the law.  
Allowing these practices to obtain information relevant to the security of the union.
5. The principle of solidarity, which is the basis of the European Union, refers to:  
**Supporting each other and protecting the rights of all citizens.**  
Protecting the rights of nonimmigrant citizens.  
Intra-national support.
6. The following statement about the European Pillar of Social Rights is true:

**The first principle of this framework is that everyone has the right to education, training and lifelong learning.**

It allowed the development of opportunities to study abroad for young Europeans.

It was developed specifically to support the social inclusion of refugees.

7. ET 2020 strategy:

Establishes a session of non-priority areas for education.

**It prioritizes education that supports inclusion, equality and equity.**

It supports the exclusive development of skills relevant to the labor market.

8. European Education Area:

**It highlights the need for good quality continuing education based on inclusive principles throughout life.**

It highlights the need for good quality continuing education based on inclusive principles exclusively in childhood.

It highlights the need for good quality continuing education based on inclusive principles exclusively in adulthood.

## Module 3:

# How can we address diversity and inclusion in the school context

### Why is it important to discuss diversity and inclusion in the school context?

Globalization has led to the creation of societies where a variety of cultures intersect and coexist. Each of these cultures brings with it a set of rules, norms, beliefs, and operating procedures, which may overlap to a greater or lesser extent with those of others. These potential discrepancies can lead to challenges such as discrimination or segregation, which in turn can pose difficulties in the smooth functioning of society. Explicitly addressing diversity and practicing voluntary and conscious inclusion can help alleviate these challenges and promote the smooth functioning of society.

On the other hand, diversity can be a **source of innovation and creativity** and can **contribute to the economic and cultural vitality of a society**. Directly addressing diverse perspectives on an issue, as seen through the lens of different cultures, can help students identify more creative solutions, which may be difficult to discern when viewing only through the lens of one's own culture or the dominant culture in a society. Cultivating this type of mindset within schools supports the development of more adaptive behavior and flexibility in thinking.

### **Interdisciplinary approaches to diversity and inclusion in schools at the European level**

A recent report on inclusive practices and support for diversity in education in Europe provides several relevant intervention directions at the school level to support respect for diversity and the practice of inclusion. These include:

**Promoting diversity and inclusion through the curriculum.** This set of interventions involves revising the national curriculum to include content and themes relevant to a variety of diverse groups (e.g., racial, cultural, gender, etc.). It also involves developing educational programs for students with special educational needs or certain disabilities. Among the specific topics introduced to support diversity and promote inclusion are:

- Civic education
- Health education (including sexual education)
- Study of less internationally circulated foreign languages (e.g., Japanese)
- Personal development and counseling
- Technology
- Music
- Religion
- Multicultural education (with explicit emphasis on cultural diversity awareness)
- Transversal and communication skills

A series of themes have been identified that have been addressed in various subjects as part of interdisciplinary education about diversity and inclusion. These can serve as inspiration for building activities to develop respect for diversity and practice inclusion:

- Awareness and prevention of prejudices and discrimination
- Human rights
- Representation of diverse identities
- Combating stereotypes
- Awareness, prevention, and addressing bullying and violence
- Monitoring and awareness of how certain ethnic or minority groups are represented (correctly and, more often, incorrectly)
- Using inclusive language

One of the major directions addressed by national inclusion promotion programs focuses on adapting teaching and assessment to the needs of learning students. Often, minority groups face linguistic and cultural barriers in the educational environment, which hinder their understanding, learning, and proper completion of assessments. Therefore, it is important that when designing learning activities, they are adapted to relevant characteristics of students, such as:

- Learning style (e.g., verbal, visual, kinesthetic, practical, etc.)
- Culturally promoted learning mode (e.g., decontextualized and more abstract in industrialized cultures vs. participatory, through actual involvement in activities and demonstration, in cultures with indigenous heritage - see Rogoff, 2011)
- Disabilities (e.g., motor or perceptual difficulties)
- Learning disorders (e.g., dyslexia, dyscalculia, ADHD).

Some countries, such as Slovenia, also provide a series of guidelines on how to effectively build inclusive assessments, helpful for students with disabilities or learning difficulties. These guidelines target:

- How questions will be formulated (e.g., inclusively, clearly)
  - The mode of delivering answers by students (e.g., oral responses for students with motor disabilities)
  - Time (no time limit or providing extended time)
  - Assessment organization (e.g., dividing the assessment into several small sessions vs. one large and complex session)
  - Type of written materials provided as part of the assessment (e.g., rich graphical materials vs. exclusively text, to facilitate assessment for students with different learning styles)
  - Using technology as support for assessment (e.g., text-to-speech or speech-to-text applications, using the computer, which allows for image enlargement)
  - Organization and choice of space (e.g., allowing a larger space for a child with ADHD, allowing movement).

A significant portion of practices promoting respect for diversity and practicing inclusion also aim at developing skills rather than accumulating knowledge. Specifically, practicing inclusion involves implementing self-regulated, non-violent behaviors that entail good control over emotions and impulses. Therefore, programs targeting inclusion practice must include such a socio-emotional development component for students to acquire relevant social and emotional skills to be more inclusive. At the European level, activities are carried out such as:

- Trainings aiming to stimulate emotional well-being and mental health of teachers; these programs support early identification of difficulties and promote the creation of safer school environments for students from different categories.
- Trainings facilitating the development of teachers' skills in creating effective, supportive relationships with students, allowing for the early identification of students' difficulties and guiding them towards relevant interventions.
- Programs aimed at developing negotiation, cooperation, and mutual support skills among students.
- Programs dedicated to developing emotional regulation skills among students (e.g., recognizing, expressing, and regulating emotions, especially in at-risk populations).

## Bibliography

<https://school-education.ec.europa.eu/en/insights/publications/promoting-diversity-and-inclusion-schools-europe> - download in footer

Rogoff, B., Correa-Chávez, M., & Silva, K. G. (2011). Cultural variation in children's attention and learning. *Psychology and the real world: Essays illustrating fundamental contributions to society*, 154-163.



## Examples of interactive, multidisciplinary, non-formal activities to introduce the discussion about diversity and inclusion to students.

### Activities for raising awareness about diversity

The activities in this category have the following objectives:

- Raising awareness about diversity in the students' immediate community
- Celebrating diversity within the students' community
- Identifying personal biases or prejudices regarding certain diverse groups
- Combating stereotypical beliefs or prejudices about certain groups

#### 1. "The Colors of Diversity" - Community Interviews

##### Materials needed:

1. List of interview questions.
2. List of possible locations for conducting the interviews.
3. Video camera or mobile phone with video recording function.
4. Microphone (optional, depending on the quality of the built-in microphone in the recording device).
5. Recording support (tripod or other stable support to hold the camera during the interview).
6. Paper and pen for notes (optional).
7. Official document from the school describing the students' activity and the purpose for which they are doing it.

##### Instructions for the activity:

1. Divide the students into small teams, each led by a teacher or responsible adult. The teams should consist of at least one interviewer and one camera operator.
2. Choose a convenient location where students can interview people from the community (e.g., it could be a busy street, a cinema, or another quiet location where short interviews can be conducted).
3. Encourage students to prepare in advance with relevant and respectful questions addressing topics related to cultural, ethnic, socio-economic diversity, etc. Keep the interviews short, about 10-15 minutes, to facilitate the activity and engage community members.
4. Ensure that students understand the importance of respect and empathy during the interviews. Encourage them to listen attentively and be open to the perspective and experiences of those being interviewed.
5. Before starting the interviews, provide students with a brief training on personal data protection, informed consent, and relevant ethical aspects of interviewing people.
6. Explain to students how to use the filming equipment and make necessary settings for quality recording.
7. Encourage creativity in how students conduct their interviews. They can use open-ended questioning techniques, organize trust-building games to create a relaxed atmosphere, or include improvisation elements to put the interviewees at ease.





8. After completing the interviews, teams can return to school or to a dedicated space to watch and analyze the recordings under the guidance of teachers or responsible adults.

The following debriefing questions can be used to analyze students' experience in conducting the interviews:

**1. What were the main aspects of diversity that you noticed during your interviews?**

This question encourages students to reflect on various aspects of diversity they encountered (e.g., ethnicity, culture, age, sexual orientation, physical abilities, etc.) during their interviews. By analyzing these aspects, students can begin to understand the breadth of diversity and the importance of inclusion. It can also make them aware of aspects of diversity that may not be obvious or of which they may not be conscious when interacting with people from their own culture.

**2. How did you feel you were able to connect with the people you interviewed and create an inclusive environment during the interviews?**

This question encourages students to reflect on how they interacted with the interviewees and whether they were able to create an environment of acceptance and mutual respect. Students might discuss how they used open-ended questions and empathy to encourage participation and to understand the perspectives of those interviewed. They could be prompted to identify specific behaviors they engaged in that they consider inclusive, specific moments when they felt the other person opened up, or conversely, moments when they felt they did not succeed in creating this open and empathetic atmosphere.

**3. What methods can you identify to promote inclusion and respect for diversity in our school community and beyond?**

This question encourages students to become proactive in promoting inclusion and respect for diversity. They could discuss organizing cultural or awareness events, creating clubs or support groups for different minority groups, or simply practicing compassion and respect in their daily interactions. This question encourages them to become active agents for positive change in their community.

Through this activity, students will not only learn to interact with people from different backgrounds and cultures but also to appreciate diversity and understand the importance of empathy and respect in interpersonal relationships.

## **2. Classroom Debate "The Glasses Through Which We See the World"**

**Materials Needed:**

1. Adequate space for conducting the debate (classroom or another room with enough space for all students).
2. Flipcharts or a board to record key points and arguments.
3. Basic materials that should be read in advance by the debate teams.
4. Lists of relevant and challenging debate questions and discussion points to guide the activity.

**Instructions:**



### 1. Preparation of Materials:

**Bibliographic Materials:** Teachers should first prepare a set of bibliographic materials about two facets of diversity and prejudice, to be reviewed by the two debate teams.

**List of Relevant and Challenging Debate Questions:** These questions should be broad enough to generate interesting debates and cover various aspects of the subject. Examples could be:

1. Is diversity a positive aspect of society? Why or why not?
2. What are the most common prejudices encountered in our society and how should we combat them?
3. Is educating people about diversity and inclusion important? Why or why not?

**2. Dividing Participants:** Students should be divided into two teams: one supporting a viewpoint and the other opposing it. This can be done by drawing lots or through pre-selection.

**3. Developing Arguments:** Each team should develop their arguments for the position they represent based on the bibliography prepared by teachers beforehand, as well as on relevant resources identified by the team. These arguments should be supported by evidence and relevant examples.

**4. Conducting the Debate:** The debate should be structured and follow a predetermined format. Each team will have the opportunity to present their arguments, followed by a question and answer session, and then a time allocated for counterarguments. The following structure can be used, which can be adapted as needed:

- Introduction
- Presentation of Pro Arguments
- Presentation of Con Arguments
- Rebuttals
- Cross-Team Questions
- Conclusions

**5. Moderation and Recording:** A teacher will be assigned to maintain order and ensure that all participants are adequately involved. It is useful to record or take note of key points and arguments to facilitate a debriefing discussion afterward.

### Debriefing Questions:

**1. What was the most challenging aspect of the debate for you? How did this influence your perspective on diversity and prejudice?**

This question aims to encourage students to reflect on difficult or challenging moments during the debate and to evaluate their personal growth in understanding the subject.

**2. What insight did you gain during the debate about your own experience with diversity and prejudice?**

This question supports self-reflection and encourages students to become aware of any prejudices they may have identified in themselves or defining experiences in their lives regarding diversity.

**3. What steps do you think should be taken next to promote diversity and combat prejudice in our community?**

This question encourages students to identify concrete actions and measures they can take to support diversity and combat prejudice in their social environment and community, thus promoting a positive impact.

### 3. Self-portrait of Diversity

The objective of this activity is for students to identify the dimensions of diversity that characterize themselves. This will be done in several steps and will involve using the Copilot AI application from Microsoft.

**Presentation and clarification of diversity dimensions.** The teacher will display on the board or on a PowerPoint presentation the diversity dimensions discussed in module 1. Each dimension will be addressed sequentially, and students will need to come up with representative examples for each dimension, generally (for example, for the cultural dimension, students will need to identify examples of cultures present in their country of origin - e.g., Romanian, Hungarian, Roma, Nepalese, Pakistani, Vietnamese, etc. for Romania).

**Identifying one's own diversity dimensions.** Students will write on a piece of paper the category they belong to from the perspective of each diversity dimension (e.g., Race - Caucasian, Culture - Romanian and Hungarian, Ethnicity - Romanian, Gender - Female, Religion - Jewish).

**Generating the AI self-portrait.** Students will generate the portrait of a person with the diversity characteristics that they possess. They will do this as follows:

**Step 1:** Accessing Copilot: Students will open the Copilot interface (<https://copilot.microsoft.com/>)

**Step 2:** Logging in: If there is no already connected account, students will log in using the school's Microsoft account or personal account.

**Step 3:** Selecting the Designer option: the Designer option is searched for in the panel on the right side of the screen; click on it to activate the AI image generation function.

**Step 4:** Entering suggestions: In the search box at the bottom, a suggestion related to the portrait students will create is entered - this suggestion must include all the diversity dimensions identified by the student as being valid for themselves. It must be descriptive and specific to guide the AI.

**Step 5:** Generating the image: After entering the suggestion, the Enter key is pressed. Copilot will generate four images based on the entered suggestion.

**Step 6:** Choosing an image: The generated images are reviewed. The one that best fits the student's vision for the portrait is selected. Then, the chosen image is clicked to bring it into view for editing.

**Step 7:** Editing the chosen image: Any image editing tools available in Copilot are used to refine the portrait. Colors, composition, or other elements can be adjusted as desired by the student.

**Step 8:** Saving and exporting the image: Once the student is satisfied with the edited portrait, it can be saved or exported in the preferred format.

**Exhibition of portraits & debriefing.**

Students will print the portraits on the school's printer and display them in the classroom. The teacher can hold a debriefing discussion with the group of students about what conclusions they draw regarding the diversity in their community. The following questions can be used:

**What unique and diverse elements do you observe in these portraits?** This question encourages students to reflect on the differences and diversity presented in the portraits and in the community they belong to. It could be about physical features, facial expressions, clothing, or other details.

**How do you think these portraits reflect our diversity as human beings? What about our community's diversity?** This question encourages students to think deeper and explore the significance of diversity. They can discuss culture, ethnic origin, personal experiences, and how these are reflected in the portraits.

**How do you feel about these portraits? Do they make you think about diversity and inclusion?** This question encourages students to express their emotions and think about the impact of diversity on them. It could be an opportunity to discuss empathy, respect, and acceptance.

**What would you tell your future self about diversity and inclusion based on the aspects identified today?** This question encourages students to extract deeper values and meanings of diversity that will guide their behavior in the future.

#### 4. Portrait of Diversity in School

In this activity, students will create a portrait of diversity in school using the same AI tool. The objective of the activity is to raise awareness of the full diversity of the school they are in.

**Presentation and clarification of diversity dimensions.** The teacher will display on the board or on a PowerPoint presentation the diversity dimensions discussed in module 1. Each dimension will be addressed, and students will be required to provide representative examples for each dimension, generally (for example, for the cultural dimension, students will need to identify examples of cultures present in their country - e.g., Romanian, Hungarian, Roma, Nepalese, Pakistani, Vietnamese, etc., for Romania).

**Identifying the dimensions of diversity in the school.** The teacher will conduct a group brainstorming session in class where students will identify how each dimension of diversity manifests itself in their school. The teacher will consolidate the answers on the board or on a flip-chart.

**Generating the AI portrait.** Following the steps from the previous activity, the teacher will first input all relevant dimensions as suggestions in the Designer section of the Copilot application and generate a portrait that expresses the diversity of the school - this image will be the portrait of diversity in the school.

**Generating images of school diversity.** Each student will then choose one category from each dimension of school diversity and generate an image with Copilot that reflects that part of diversity.

**Debriefing.** The teacher will conduct a debriefing session with the students, from which important ideas and lessons learned by the students following the activity will be extracted.

**What aspects of diversity do you observe in the images you have generated? How do they differ from those of your classmates?** This question encourages students to reflect on the differences and diversity presented in the generated images, as well as on the different ways in which we relate to diversity (i.e., what diversity means to each of them).

**How do you think diversity in school can contribute to a richer educational experience?** This question encourages students to reflect on how diversity positively contributes to the learning process. Here, discussions can be had about different perspectives, approaches, and ways of thinking, as well as the creative and innovative potential diversity can bring.

**What initiatives or projects would you like to see in school to promote diversity and inclusion?** This question encourages students to take responsibility and actively contribute to creating a more inclusive school environment.

## Activities for practicing inclusion

### A. Activities for developing students' negotiation and conflict resolution skills.

Because diversity can be associated with contexts where incongruent values or judgments arise, the context for conflicts also arises. In turn, these conflicts can deepen division and reduce the practice of inclusion and can create grounds for the emergence of discriminatory behaviors. Therefore, the activities and strategies in this category aim to:

1. Develop emotional regulation strategies to bring students back to a neutral state before addressing a conflict or problem.
2. Develop structured strategies for resolving a problem, addressing a disagreement, or communicating a relevant message, creating an empathetic and accepting environment where students feel seen and understood by each other.
3. Cultivate personal accountability for conflicts and their resolution.

### 1. BREAK & BREATHE!

**Introduction that teachers can use to present the strategy:**

"This strategy is designed to help you regulate your emotions quickly and effectively in tense or conflictual moments. Here's what you need to do:

1. **Stop and step back:** When you feel like your emotions are about to take over, it's important to take a break. Stepping back for a few minutes gives you the opportunity to distance yourself and regain emotional balance.

**2. Focus on breathing:** Controlled breathing can be a powerful tool to calm your emotions. Make a conscious effort to breathe at a steady and deep pace. Follow the 4-1-4-1 breathing pattern: inhale slowly for 4 seconds, pause for 1 second, exhale slowly for 4 seconds, pause for 1 second; it's designed to help slow your heart rate and reduce your level of stress and physical arousal.

**3. Return to the initial interaction:** After you've had a few moments to calm your emotions and gather your thoughts, return to the initial situation with a calmer and more objective perspective. This way, you can approach the interaction with more understanding and patience.

These steps can help you effectively manage tense moments and maintain positive relationships despite challenges."

## 2. "Listen carefully."

The objective of this activity is to help students practice active listening.

**Introduction for Teachers** (Information that can be extracted and used when presenting the activity and its relevance to students):

Active listening is an essential communication skill that brings numerous benefits both in personal and professional relationships. On one hand, active listening supports the improvement of interpersonal relationships and the creation of quality connections. By actively listening, we demonstrate respect and interest in others. When people feel listened to and understood, stronger and deeper bonds are formed, reducing the likelihood of activating prejudices or stereotypes and increasing the likelihood of inclusion. In this sense, active listening is also associated with a higher level of trust and empathy in a relationship. Through active listening, a person conveys a willingness to provide support and be present for others. This contributes to the development of mutual trust and empathy, as it allows people to put themselves in each other's shoes and better understand their perspectives and feelings.

Additionally, active listening helps clarify information. It involves focusing attention on the speaker's message, which helps avoid misunderstandings and clarify any misconceptions by asking questions and repeating information.

Last but not least, active listening is useful for efficiently resolving conflicts. It facilitates open and honest communication, which can reduce tensions and help find constructive solutions to conflicts. By deeply understanding the perspectives and needs of those involved, solutions that satisfy both parties can be more easily identified.

**Description of the strategy - Version 1**, neutral - promotes empathy and building relationships among students:





**Share - identify** something important to you that you can share with a classmate. Share that thing in a way that feels comfortable for you. You can choose something like: an experience you enjoyed, something your classmate doesn't know, something you really like, or something you wish for.

**Listen** - now it's time to listen. Listen carefully to what your classmate shares with you.

**Check** - summarize or briefly repeat the important points your classmate communicated to you. Ask clarification questions if you're unsure about what they meant.

**Description of the strategy - Version 2**, affective - supports problem solving/conflict resolution:

**Share** - choose one of the scenarios provided by the teacher and communicate to your classmate the identified problem in a respectful but assertive manner. Use "I" statements (e.g., I feel sad when I'm not chosen to play in the team and end up feeling left out). Always refer to what you feel or like, not what the other person did or is.

**Listen** - now it's time to listen. Listen carefully to your classmate's perspective.

**Check** - summarize or briefly repeat the important points your classmate communicated to you. Ask clarification questions if you're unsure about what they meant.

Take responsibility. It's time for both you and your classmate to take responsibility for what happened. Here, you can discuss things you can do differently in a similar future situation.

### Instructions for Teachers:

Choose one of the activity versions you want to perform. If you haven't done this activity before, start with the neutral version, then continue with the affective one.

For the affective version, prepare a series of difficult or conflictual situations your students have encountered over time/conflicts you've had to mediate between them.

Divide students into pairs and ask them to identify/extract a relevant situation for the activity. Moderate and mediate the activity. Intervene empathetically when disagreements arise.

Facilitate the debriefing activity; you can use the following questions:

#### For Version 1:

How did you feel when your classmate shared their experience or important thing with you?

What was the most challenging aspect of listening for you during this activity?

How do you think this strategy can contribute to developing stronger and more empathetic relationships between classmates?

#### For Version 2:

How did you feel when you communicated your problem to your classmate?

What was the most important thing you learned from listening to your classmate's perspective?

What new strategies or approaches did you discover during this activity that could help you better manage conflicts or problems in the future?

## 3. Exploring Conflict Resolution Through Literature and Stories

Instructions for Teachers:



**1. Material Selection:** Begin by selecting relevant books, stories, or historical/social events that address conflict resolution and decision-making themes. Ensure that these materials are suitable for the students' age level and interests.

**2. Planning Reading and Discussion Sessions:**

Establish a schedule for reading and discussion sessions in class. Allocate enough time to allow for in-depth analysis and detailed discussion of the selected materials. Encourage students to read the materials in advance and to jot down their observations and questions during the reading.

**3. Organizing Open and Interactive Discussions:**

Initiate discussions by introducing the topic and providing context for the material being discussed.

Encourage students to share their own perspectives and experiences related to the conflict situations presented in the readings.

Use open-ended and thought-provoking questions to stimulate critical thinking and encourage active participation of students in discussions.

**4. Using Group or Partnership Activities:**

Organize students into groups or pairs.

Encourage students to work together to find solutions to the conflict scenarios presented in the readings or to create alternatives to the characters' decisions.

Then, return to the larger group and present and analyze the solutions/alternatives identified, as well as their advantages/disadvantages.

**Materials Needed:**

Books or stories that address the subject of conflict resolution and decision-making. These can be chosen based on the students' age and interests and may include both fiction and non-fiction.

Worksheets or guidance documents to help students jot down their thoughts and observations during reading and discussions.

Additional materials, such as sticky notes or paper sheets, for brainstorming activities or highlighting relevant ideas.

## 1. Inclusion in School

The objective of this activity is to help students identify, understand, and directly contribute to practicing inclusion in their school.

**Steps for conducting the activity:**



Introduction: The facilitating teacher discusses with students the concept of diversity and its importance within the school community. Additionally, ways in which inclusion can be practiced in school are addressed (see Module 1).

### **Brainstorming:**

- Students are divided into small groups.
- Each group receives sticky notes and is guided to jot down ways in which their school practices inclusion and respect for diversity (e.g., inclusion programs, cultural events, diversified curriculum, etc.).
- After the time has elapsed, each group presents the results of their brainstorming.

### **Analysis and Discussion:**

- Using a flip chart or the classroom board, the teacher notes down all the ways in which diversity and inclusion are practiced in the school.
- Students discuss the positive impact of these practices and identify any potential gaps or areas for improvement.

### **Ideation:**

- Students are divided into small groups again.
- Each group receives a sheet of paper and markers.
- Each group must develop an idea for an activity, event, or material that can be implemented at the school level to promote respect for diversity and inclusion.

### **Presentation of Activity Ideas and Discussion:**

- Each group presents their idea.
- The ways in which the activity contributes to practicing respect for diversity and inclusion are analyzed.

### **Individual Reflection:**

- Each student receives a few minutes to reflect on their own experiences regarding diversity and inclusion in the school.
- Students are encouraged to jot down their thoughts or reflections on sticky notes.

### **Debriefing:**

The teacher addresses prepared questions for the group discussion:

- What aspects of diversity in school surprised you the most? What did you learn new about practicing inclusion in school?

- How do you think diversity practices influence the atmosphere and relationships in school?

**Conclusion:**

The teacher concludes the activity by highlighting the importance of appreciating diversity and encourages students to continue to be open and receptive to diversity in school and in their daily lives.