

# Lesson Plan for teachers



Development of Emotional Skills of Students

## TOOL 1

**OPENNESS TO DIVERSITY**

**Activity for students in class**

### **Name of the Tool**

**The Sketch Game**



### **Objectives of the Tool**

The main objective of the tool is to work on diversity in the classroom with students to foster an environment where each student is accepted and respected for who they are, regardless of their ethnic, cultural, religious, gender, sexual orientation or abilities.

Addressing diversity in the classroom with this tool also promotes an environment where each student feels accepted and valued, which contributes to greater personal acceptance and the construction of a positive self-image.

This tool is intended to show how we can have different perspectives on various topics and/or objects, demonstrating cultural diversities.

The tool also aims to learn about the experiences and perspectives of others. This fosters empathy as students strive to understand and connect emotionally with the experiences of their peers.

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## Connection of the activity to the skill

This tool helps teachers to work with and address stereotypes and prejudices in the classroom. The activity helps to create an environment that is less prone to discrimination and stigma. This can reduce stress and anxiety related to worrying about being judged or excluded.



## Outcomes

The result of implementing this activity is that interaction between students from different backgrounds and perspectives is encouraged. These enriching interactions can lead to the development of positive relationships, promoting social and emotional support for students in the classroom.

Another result of the implementation of this tool is the work of personal and external acceptance, the acceptance of different perspectives and realities.

## Introduction of the Tool

Through the implementation of this activity, teachers will work on diversity and students will have the opportunity to understand and appreciate the experiences and points of view of their peers. The implementation of this activity contributes to the development of more empathetic and understanding students. It's an exercise that helps prepare students for global citizenship, with diverse perspectives and viewpoints where the ability to interact and collaborate with people from diverse cultures and backgrounds is essential. Diversity and inclusion in the classroom prepares students to become respectful global citizens.

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## Required time

The time required for the activity is usually between 30-60 minutes. It also depends on the number of topics you decide to work on. The teacher may decide to work on 3 words or on 4 or 5, depending on the number of topics the time required can be adjusted.

## Resources, material needed

A4 sheets or post-its  
pen for each participant,  
a mural or white board mounted.

## Tips for implementation of the tool by teacher

The teacher will choose and place the topics on which to work on diversity and inclusion (on a wall or virtual whiteboard) with enough space between them. It is advisable to choose topics according to the age of the students to ensure that they are aware of the topics they have to draw about.

The teacher, once the students have made their drawings and placed them on the wall, can contribute with other drawings on the topic and showing other perspectives. For example, if one of the topics is the Family and all the students have drawn the traditional family, then the teacher can contribute with drawings that show other perspectives. For example, you can present a drawing of a single-

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parent family, or a family in which the child lives with grandparents, or with two mothers or fathers...

## **Age group most suitable for the tool implementation**

It is an activity that is easily adaptable to the age of the students. It is not necessary a specific age to practice this activity, in any case, the teacher can adapt the theme to the age of the students.

## **Suitability of the tool** (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

This activity can be carried out in both face-to-face and virtual environments. Online Instructions: Use a virtual whiteboard. You could have the participants draw and post to your preferred platform where they can view each other's drawings - and where they can cluster the drawings. It is a simple activity that does not involve complications to put it into practice and the teacher can adapt to students who have some kind of special needs.

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## Development of Emotional Skills of Students

### OPENNESS TO DIVERSITY

## TOOL 2

### Activity for students in class

#### Name of the Tool

#### Walking in the Shoes of Others

#### Objectives of the Tool

The goal is to do practical activities that simulate some limitations that people or students with disabilities may have, such as using a wheelchair, blindfolding to experience temporary blindness, etc. can help develop empathy by experiencing firsthand the challenges faced by some classmates.

Other objectives would be:

- ❖ Develop students' ability to put themselves in the shoes of people with disabilities.
- ❖ Cultivate empathy by experiencing firsthand the challenges faced by people with disabilities.
- ❖ Increase awareness and understanding of the various disabilities that may exist.
- ❖ Demystify stereotypes and eliminate prejudice by understanding the realities of people with disabilities.



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The objective is that these activities should be followed by reflections and discussions that deepen the lessons learned and foster the construction of a more inclusive and understanding environment.

## **Connection of the activity to the skill**

The connection of this activity with openness to diversity is clear since the implementation of this activity will raise awareness and sensitize students to the challenges faced by people with some kind of dysfunctionality. It also works on empathy in the students and promotes Inclusion.

This activity also helps students to develop a sensitive and respectful attitude towards people with disabilities in everyday life. This activity helps foster students' emotional and mental health by making them feel safe and supported at school, which is crucial to students' mental well-being.

Inclusion provides all students, including those with disabilities, with a sense of belonging to the school community. Feeling part of a group contributes to mental health by reducing feelings of isolation and promoting social connectedness.

## **Outcomes**

The result of implementing this activity is a better understanding of disabilities through simulation. Another result of Simulating disability is that it is not only a technique to learn about special educational needs but also to modify the attitudes of the educational community.

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## Introduction of the Tool

Simulation can be a means of quite direct and deep knowledge about disability in the sense of being personally experienced. This simulation activity also serves to analyze the natural obstacles and difficulties that normally go unnoticed by the non-disabled.

## Required time

The time needed for the activity usually ranges from **60-90 minutes**. It also depends on the circuit that the teacher creates and the time dedicated to the reflection phase.

## Resources, material needed

The materials to use depend on the type of circuit or activity you intend to create. In the images you can see an example of a circuit where you work a simulation with visual impairment, where you will need some material to blindfold the students and if it is possible a cane of those used by blind people.



Another example is as shown in the picture an activity where you work with the simulation of a physical disability, where you will need brushes and paints as well as paper where students will have to draw using the mouth.

## Tips for implementation of the tool by teacher

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It is important to emphasize that disability simulations should be designed and conducted with sensitivity and respect, avoiding the trivialization of the real experiences of people with disabilities.



These activities should be followed by reflections and discussions that deepen the lessons learned and foster the construction of a more inclusive and understanding environment. Some of the questions that could be used:

- What did you think of these activities?
- How did you feel when you could not see?
- Did it help you to better understand the challenges faced by people with disabilities?

## Age group most suitable for the tool implementation

It is an activity that is easily adaptable to the age of the students. It is not necessary a specific age to practice this activity, in any case the teacher can adapt the circuit to the age of the students.

## Suitability of the tool (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

This activity is to be done in person so it is difficult to create a similar activity in a virtual environment since it is a simulation of different physical disabilities in which students can develop empathy and see firsthand the challenges faced by people with functional disabilities.

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