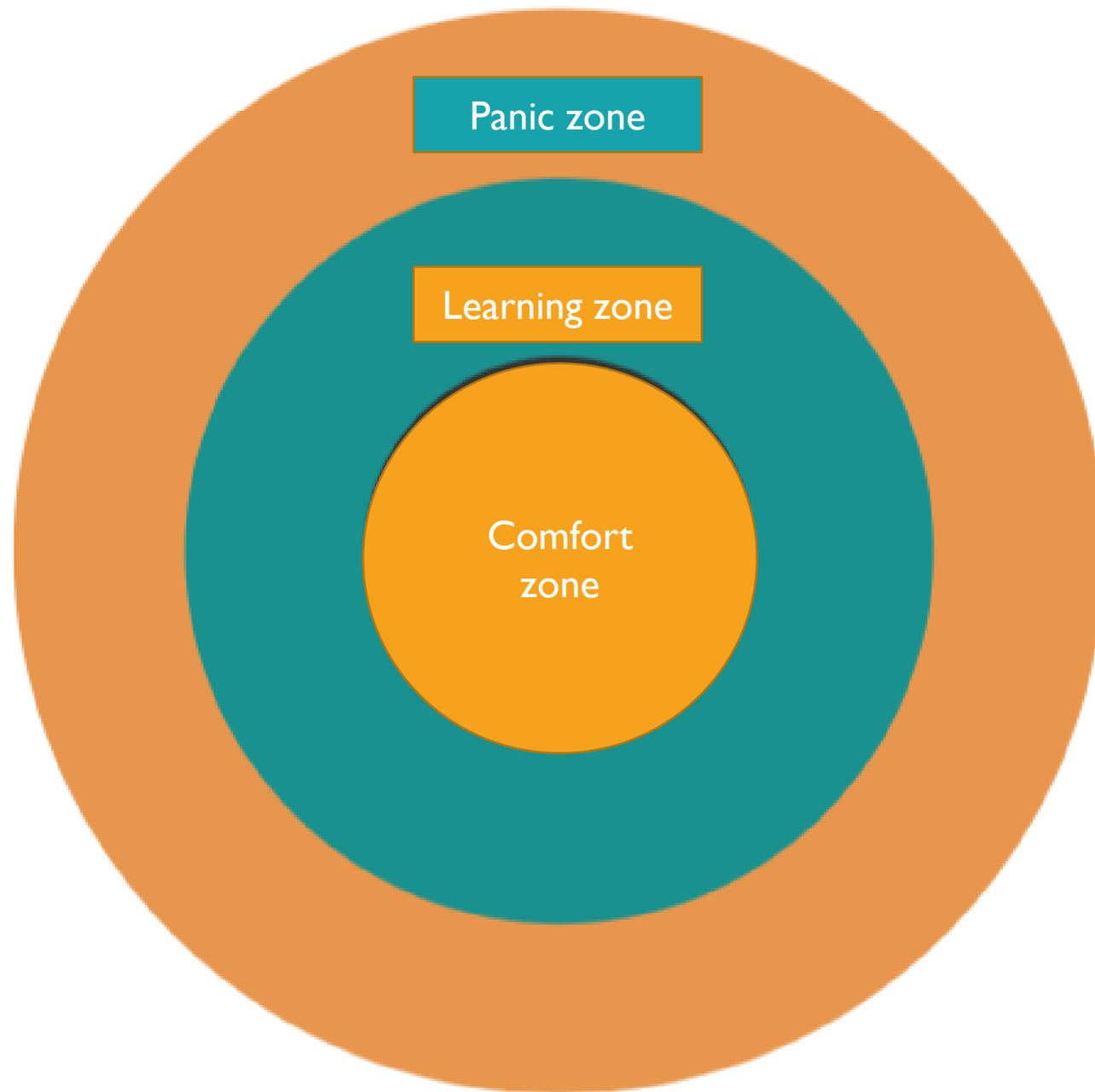
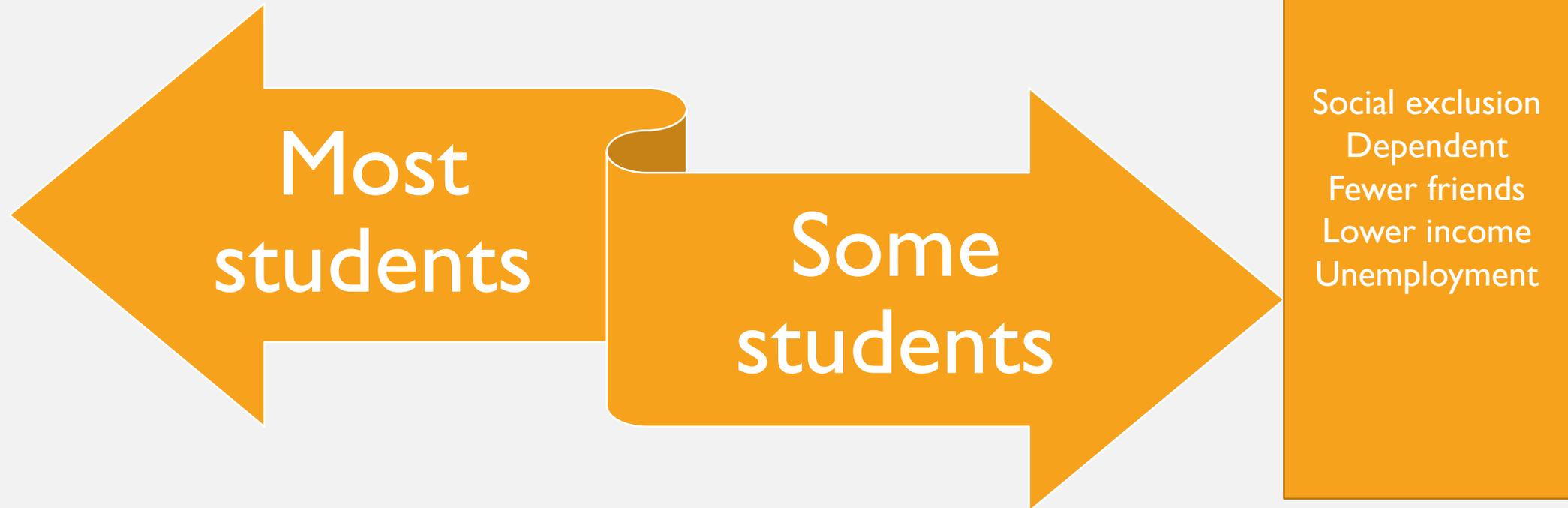


# INCLUSION

What's in it for me?







Most  
students

Some  
students

Social exclusion  
Dependent  
Fewer friends  
Lower income  
Unemployment

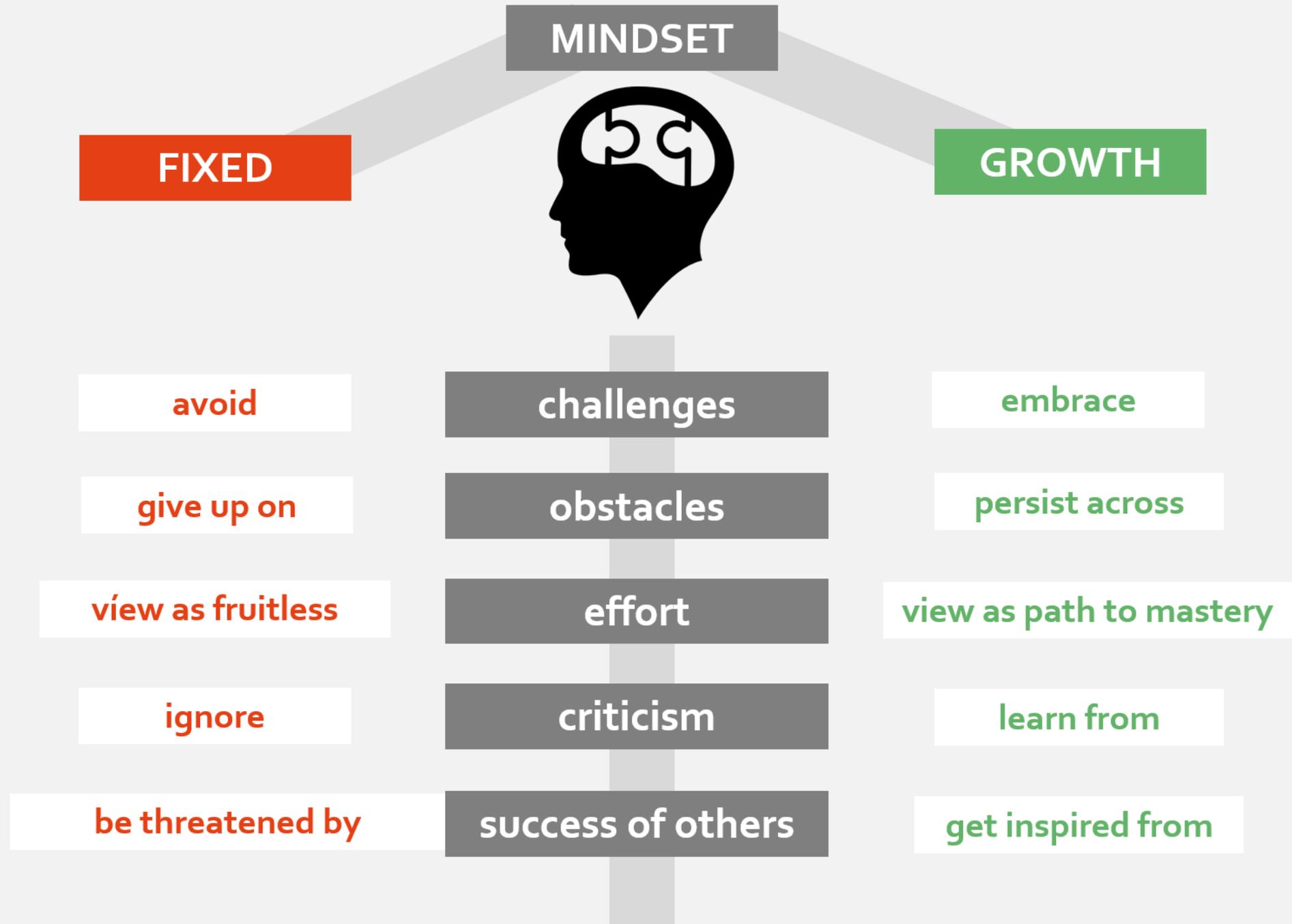
The European Agency:  
Preventing school failure

MINDSET

FIXED

GROWTH





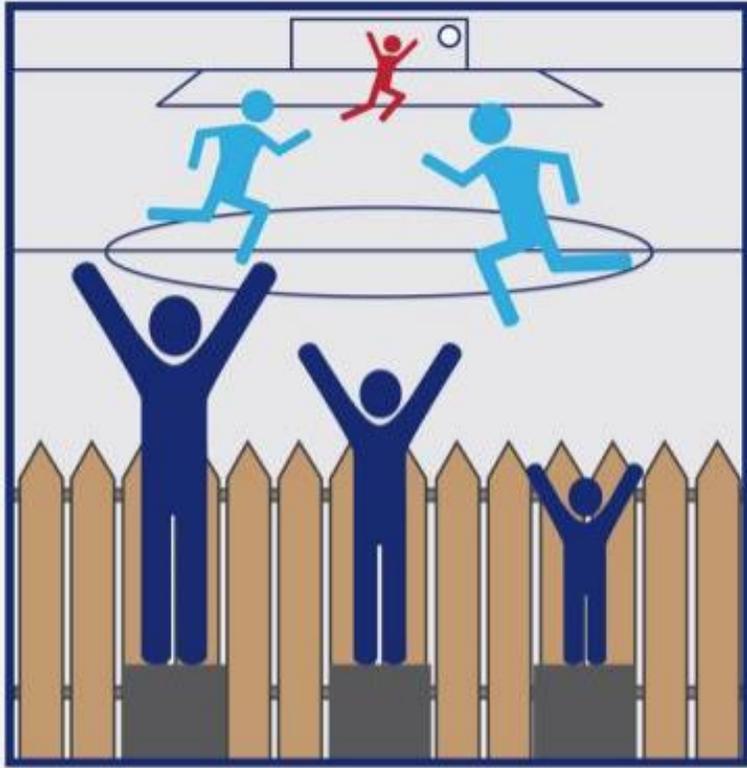
Go to [www.menti.com](https://www.menti.com) and use the code 8703 9581

# What's on your mind?

# INCLUSION

4 definitions

1. Helena is in the classroom.
2. Helena is in the classroom and likes it.
3. Helena is in the classroom, likes it and receives high quality instruction.
4. The school focuses on learning environments and secures learning for all.



In the first image, it is assumed that everyone will benefit from the same support. This illustrates equal opportunities.



In the second image, individuals receive different support to give them equitable access to the game. This illustrates equitable opportunity.



In the third image, all three can see the game. There is no need for any support or accommodation as the cause of the inequity has been addressed and the barrier to equitable opportunity has been removed. This follows the principle of universal design.

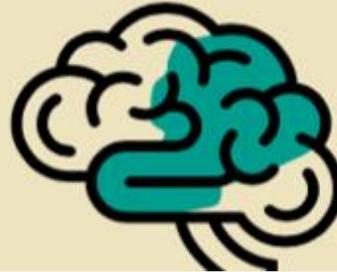
# CONTEXTUAL LEARNING



WHY

WHAT

HOW

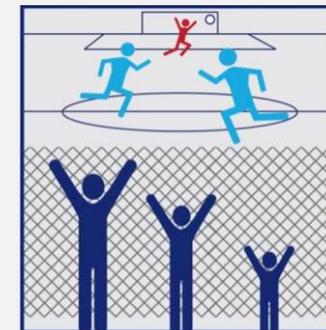


Create multiple ways of engagement, raising interest & motivation

Create multiple ways of understanding and learning

Create multiple ways of expressing knowledge

Universal design for learning



**EXPLICIT INSTRUCTION**

**PEER LEARNING**

**STRATEGIES**

# WRITE AN ESSAY ABOUT HOW YOU BUILT YOUR CAR

What ideas did you try?

How come you made those choices?

What words are important to know and use? Why?

How do the different parts of the car connect?

What other solutions are there to connect the parts?

How can your construction be used for helping the environment?

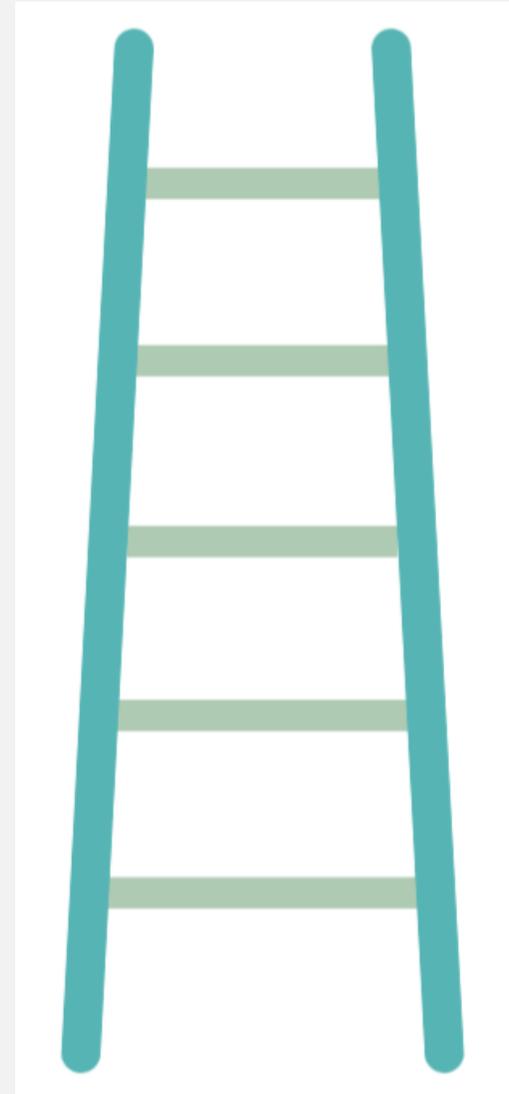
At first, I tried to... That made me see that... Therefore, I tried... instead. Then I chose to... so that...

The car has one part in the front that... and it needs ... to function.

My construction is good for the environment because... The environment needs... and therefore my construction can....

# BACKWARDS PLANNING

What was the last thing the person thought  
and did to get to this result?

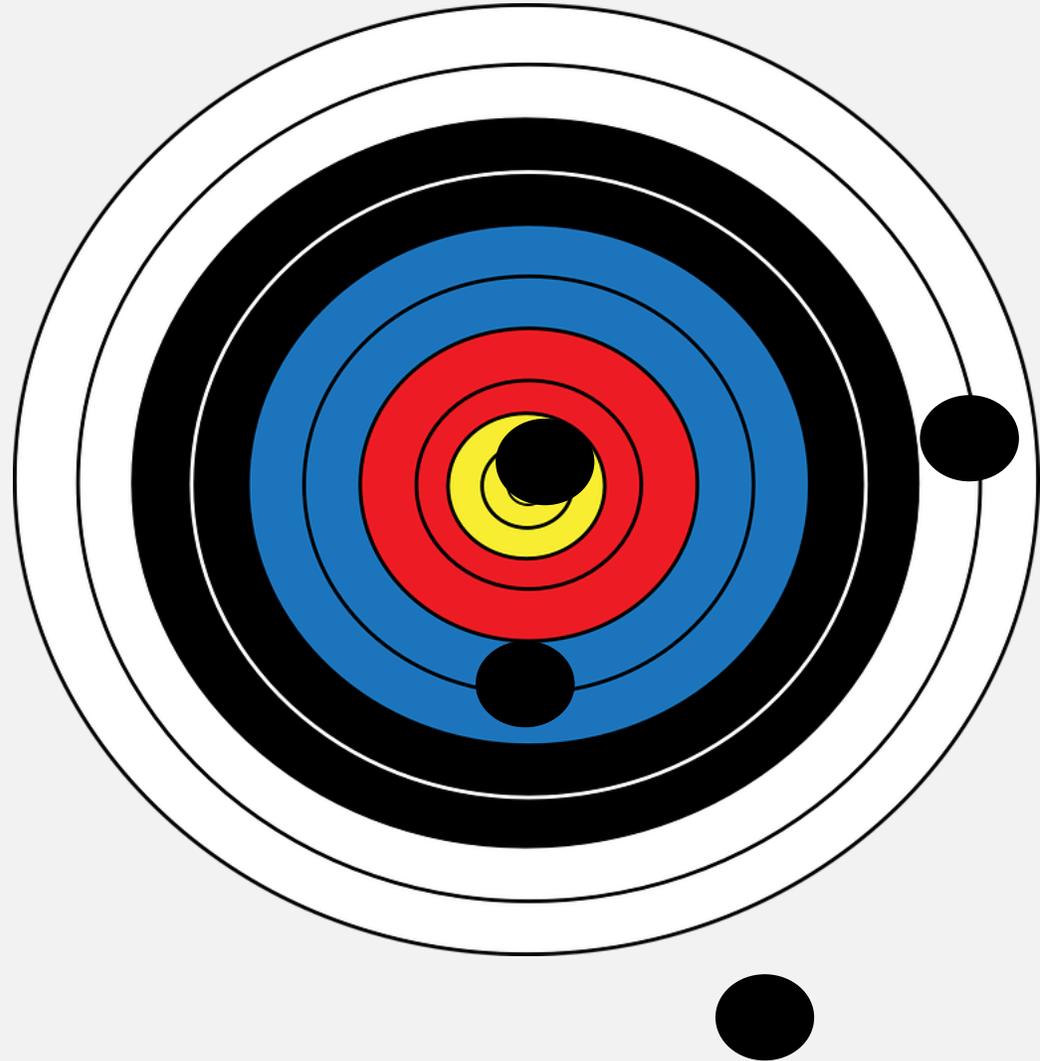
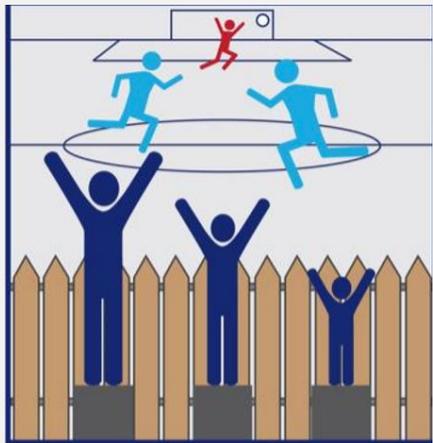




Loading presentation



Activities to support the process



# RAFT

role

Journalist  
God  
Historian  
Musician  
Your mother  
Greta  
Thunberg

audience

Your class  
Newspaper  
Staff  
POTUS  
Government  
Your parents

format

Dialogue  
Song  
Diary  
Editorial  
Cartoon  
Critical essay

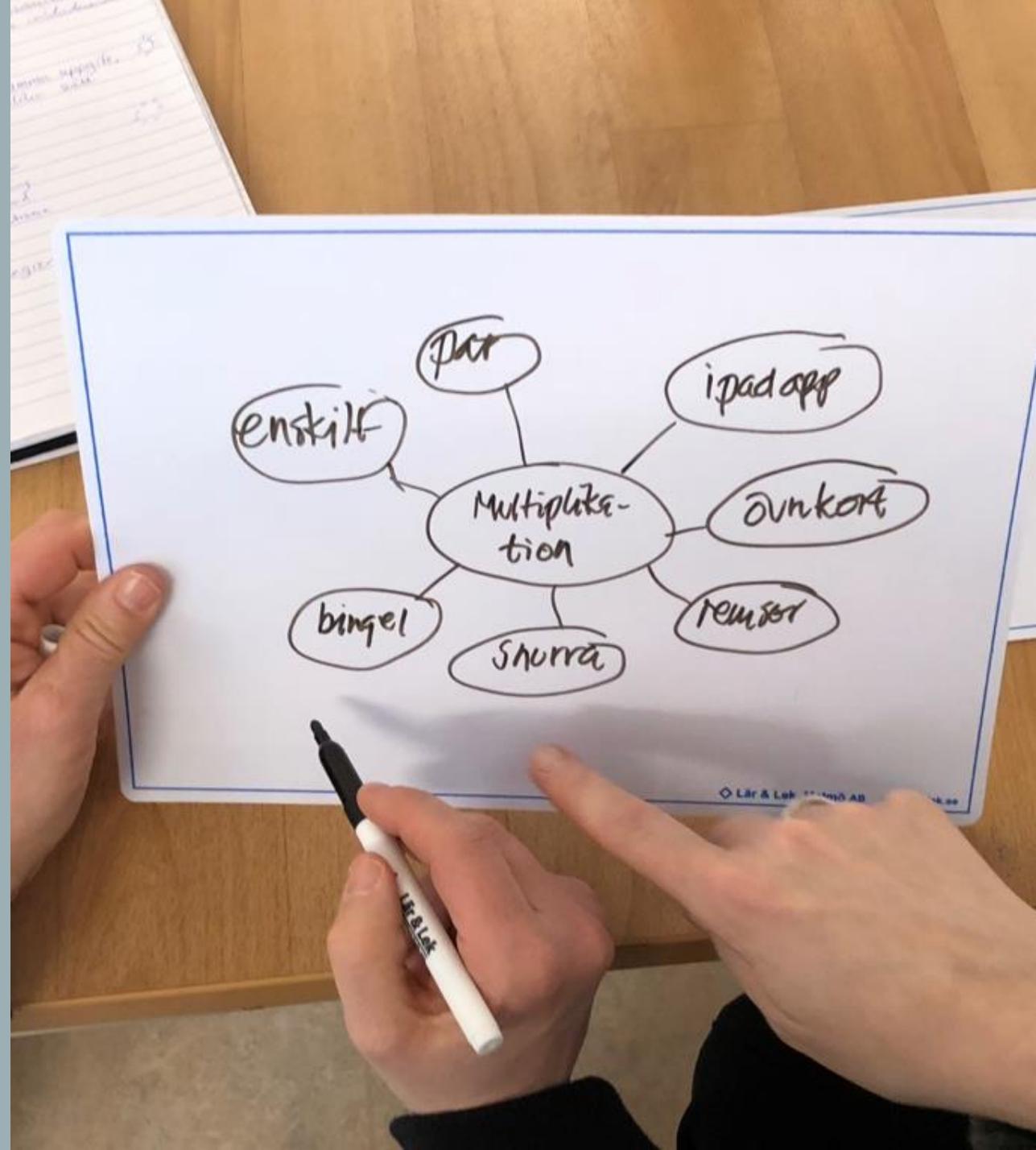
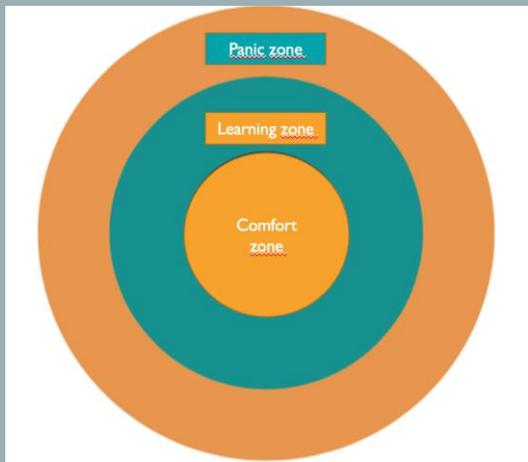
topic

Climate change  
Money  
Love  
Social media  
Inclusion  
Animals

## TIC TAC TOE (CHOOSE THREE)

Write a five paragraph essay about the topic.	Record a discussion on the topic in a podcast.	Make an infographic poster explaining the topic.
Draw a cartoon where the characters explain the topic.	Your own suggestion.	Make a list of all the words and concepts related to the topic.
Make a documentary about the topic.	Discuss possible changes to how the topic can be dealt with – record the discussion.	Prepare a power point presentation on the topic to show the group.

# WORKSTATIONS



”FOCUS ON TEACHING, NOT TEACHERS!”



Working alone  
Group work  
Taking instructions  
Long lectures

## CRITICAL SITUATIONS

- In what situations does the need to compensate arise?
- What barriers are there? What needs to be learned or developed? What needs to be changed in the learning environment?
- How can this situation be designed more universally?



## TO SUM UP

Mindset

Understanding  
the concept of  
inclusion

Universal design

Contextual  
learning

Learning targets  
and multiple ways  
of getting there

Critical situations

# INCLUSION

What's in it for me?



- More engaged students
- Growth mindset
- Results
- Less work load in the long run
- Professional learning
- Status
- Social stability
- Making a difference
- Fun

Go to [www.menti.com](https://www.menti.com) and use the code 8703 9581

# What's on your mind?