Erasmus+

SHADOW

Training for pre-primary and primary teachers collaborating with "shadows" for children with special educational needs

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INTRODUCTION

General information about the training

Name of the training: Training for pre-primary & primary teachers collaborating with "shadows" for children with special educational needs

Type of the training: teachers training

Target groups: pre-primary and primary teachers working with children with special educational needs integrated in mainstream education

1. The need for training the pre-primary and primary teachers collaborating with "shadows" for children with SEN

Data collected within our project from almost 800 specialists in education (mostly pre-primary teachers and primary teachers, but also school counsellors, psychologists, social workers, pedagogues etc.) in four countries (Romania, Spain, Italy and Turkey) emphasizes on a very positive attitude towards having shadows for children with SEN in the classroom.

There is a general positive attitude towards shadows usefulness in the classrooms, as shadows for children with SEN are perceived as being useful especially for those children (with 83% of the respondents agreeing with that), but also for class teachers (60%) and the rest of the pupils in the class (50%); less than 2% of the respondents considered that shadows in the classrooms integrating children with SEN are not useful at all.

This positive attitude is present in all analysed countries, the only difference being that in Spain, Italy and Turkey utility of shadows is more linked to the class teacher compared with the rest of the pupils, while in Romania the utility of shadows is more linked to the rest of the pupils compared with the rest of the class. Still, in all countries, at least two thirds of the respondents consider the shadow as being useful for the children with SEN, this being the main perceived use of having shadows in the classroom.

The usefulness of shadows for the pupils without SEN (the rest of the class) is more obvious for the pre-primary teachers compared with primary teachers, suggesting that in kindergartens is harder for the teachers to manage the rest of the class while giving attention to the children with SEN and teachers feel a stronger need for a shadow to assist them with this aspect.

While the usefulness of shadows for the children with SEN is equally visible for the less experienced specialists and the more experienced ones, the usefulness of shadows for the class teachers and rest of the pupils is more obvious for the experienced specialists, suggesting that experience in education makes the important role of shadow more visible for the specialists.

The positive attitude regarding the shadows is visible in the evaluations made regarding the necessary number of shadows in the classroom integrating more children with SEN, with more than 98% of our respondents considering that at least one shadow is necessary in those classrooms. There is a predilection on considering that one shadow is necessary for each child with SEN, but the percentage of respondents considering that only one shadow in a classroom would suffice is high enough to make us consider that further analysis is needed on this topic for a clear answer.

The necessary number of shadows in a classroom is clearly influenced by culture, as in Romania and Spain the tendency is towards considering necessary to have one shadow for each child with SEN, while in Italy and especially Turkey the tendency is to consider that one shadow for all children with SEN in a classroom will suffice.

Pre-primary teachers have a strong tendency to consider that they should be assisted by a shadow for each child with SEN, while primary teachers tend to agree that one shadow in a classroom would suffice; other specialists are undecided, with similar percentages of them choosing each option.

The less experienced specialists focus more on the usefulness of having a shadow for each child with SEN in a classroom (their limited expertise making them more receptive to asking for help and assistance), while the experienced specialists are more or less undecided, choosing both options.

In the educational activities, shadows are perceived as cooperating with both the class teacher and the children with SEN, so they need to have developed skills to cooperate with both mentioned educational actors; still, according to our respondents, the skills of cooperating with the class teachers are slightly more important.

Again, we observed a relevant impact of culture on evaluating this aspect: while the skills of collaborating with the class teachers are less important in Romania, the skills of collaborating with children with SEN are less important in Italy and Turkey compared with Romania and Spain.

Status and experience have no significant influence on this evaluation.

The main shadow's role in a classroom is to assist the class teacher in implementing the selected educational activities for the children with SEN; still, all 5 analysed roles are selected by at least

half of our respondents, supporting, once more, the important role that shadows should have in the classroom.

While the evaluation of the importance of the potential roles of shadows is significantly influenced by culture (except the shadows role in evaluation, that is similarly evaluated in all countries), the cross-country analysis shows a different focus in each country: in Romania the main role of the shadows is to facilitate the collaboration of children with SEN with the rest of the class, in Spain the focus is on establishing the educational objectives for children with SEN, in Italy and Turkey the main role of shadows is to implement the selected educational activities.

The shadows' role in selecting the educational activities and facilitating the collaboration between children with SEN and rest of the class are more important for the pre-primary teachers compared with the primary teachers, while experience has no significant impact on this evaluation.

The important role attributed by our respondents to the shadows is confirmed by considering that shadows need to be involved in the decision-making process, with almost 90% of our respondents considering that shadows should collaborate with teachers to make the decisions together or at least be responsible for adapting the decisions for the children with SEN (almost two thirds of our respondents valuing the collaboration for common decisions).

The most positive attitude towards involving shadows in decision-making process is in Romania and Italy, where four out of five specialists plead for the full collaboration in making decisions. A more reserved, but still positive attitude in in Spain, where most of the respondents agree to collaboration, but one third of respondents consider that the proper role for shadows is to adapt the decisions to the children with SEN, shadows being less involved in taking those decisions. Turkish attitude towards involving shadows in decision is neutral: while a third of respondents plead to collaboration in decisions, a quarter of them considers that the only ones that could make decisions are the teachers, while shadows only assist. Still, what is common in all countries is that more specialists plead for at least some involvement of shadows in making decisions than the ones considering that only teachers should decide.

Pre-primary teachers are more receptive to involving shadows in the decisions compared with the primary teachers (this option can be linked with pre-primary teachers asking for shadows for each child with SEN and considering shadows impact on children without SEN as being more important), but experience doesn't influence the perception of necessity of involving shadows in decisions.

The profile of a teacher that is able to fully cooperate with shadows for children with SEN is clearly centred on its personal skills, the most important ones being patience and self-control, teamwork abilities, empathy, respect for the differences. Still, there are some professional skills asked: ability to create a positive and comfortable learning environment for all children, including the ones with SEN, adaptability and interest for feed-back from children, but also from shadows and ability to design flexible learning activities according to this feed-back.

Culture has a very strong impact on identifying this profile, the importance of almost all skills (except multitasking, critical thinking and time management skills) being differently evaluated in each country. The Italian respondents have a general tendency of over-evaluating the importance of the skills needed for teachers to work with shadows, while the Turkish respondents have a general tendency of under-evaluation.

The perception of the necessary skills for a shadow to collaborate with the class teacher is independent of respondents' status or experience.

Therefore, the profile of a teacher that is able to fully cooperate with shadows for children with SEN is clearly centred on its personal skills, the most important ones being patience and self-control, teamwork abilities, empathy, respect for the differences. Still, there are some professional skills asked: ability to create a positive and comfortable learning environment for all children, including the ones with SEN, adaptability and interest for feed-back from children, but also from shadows and ability to design flexible learning activities according to this feed-back.

As a direct consequence of this results, the authors of this research emphasized that a **training that aims to develop teachers' skills** to fully cooperate with shadows should focus on 8 modules:

❑ **3 mandatory modules**: patience and self-control; collaboration and communication skills, teamwork abilities; empathy and respect for others needs and opinions;

❑ **5 optional modules**: ability to create a positive environment in inclusive classrooms, to make all children feel motivated and integrated; ability to create a comfortable learning environment for all children, including those with SEN; valuing diversity and respect the differences; adaptability and interest for feedback from children and "shadows"; ability to plan flexible learning activities adequate to the educational needs and developmental level of all children.

Given the strong impact on culture on the skills needed for teachers to fully cooperate with shadows, the authors encouraged the flexibility of such training, advising trainers and training institutions:

- on the one hand, to adapt the activities to the national educational and cultural context by selecting 2 of the 5 optional modules, taking into consideration the data regarding the skills evaluated as being more important in their country;

- on the other hand, if the optional modules don't give trainer enough adaptability to the local context, they could introduce new modules aiming to develop other skills considered relevant in their country (according to our data) or at local level.

2. Training design

2.1. Allocated number of hours

The training is designed according to the rules for teachers' training in Romania and consists in 20 hours in total:

❑ 12 hours for the mandatory modules (3 modules of 4 hours each, including training and evaluation activities);

❑ 6 hours for the optional modules (2 modules of 3 hours each, including the training and evaluation activities);

❑ 2 hours for final evaluation.

The structure of the training can be adapted according to the rules in the country it will be implemented, except for the time and structure of the practical activities that we consider optimal to be implemented as we designed them. The most important adaptation is related to the selection of the optional modules: we propose 5 modules, but recommended that training institutions select the most relevant 2 according to their criteria, in order to keep the training to a reasonable duration therefore facilitating the learning.

2.2. Main objectives

The main objective of the training is to develop attending teachers' abilities to collaborate with shadows for children with special educational needs, based on the assumption that most specialists agree with the fact that teachers and "shadows" should collaborate into deciding the best educational approach (activities, pedagogical tools etc.) and into adapting it for children with special educational needs, while still remaining effective for the rest of the class.

2.3. Operational objectives

❑ to develop teachers' personal skills needed to fully collaborate with shadows, with special focus on patience and self-control, collaboration and communication skills, teamwork abilities, empathy and respect for others needs and opinions;

❑ to develop some of the teachers' professional skills needed to fully collaborate with shadows, with special focus on ability to create a positive and comfortable learning environment in inclusive classrooms, interest for feed-back from children and shadows and flexibility in organizing learning activities according to that feed-back, respecting and valuing diversity;

❑ to encourage teachers to collaborate with shadows in the educational activities in inclusive classrooms, to enhance their receptiveness to ideas and solutions from shadows, to make teachers more flexible into involving shadows in all phases of the educational process: planification, implementation, evaluation.

2.4. Competencies to be developed

❑ personal competencies: patience and self-control; collaboration and communication skills, teamwork abilities; empathy and respect for others needs and opinions;

❑ professional competencies - depending on the selected modules, this might reflect in: ability to create a positive environment in inclusive classrooms, to make all children feel motivated and integrated; ability to create a comfortable learning environment for all children, including those with SEN; valuing diversity and respect the differences; adaptability and interest for feedback from children and "shadows"; ability to plan flexible learning activities adequate to the educational needs and developmental level of all children.

2.5. Detailed agenda of the training

Module 1. Patience and self-control

time interval	session	activities
09.00 – 11.00	session 1	Activity 1. Why is patience important?
11.00 – 11.20	coffee break	
11.20 – 12.50	session 2	Activity 2. Why is self-control important?
12.50 – 13.00	coffee break	
13.00 – 13.30	session 3	Review and evaluation. Collaboration with "shadows"

Module 2. Collaboration and communication skills, teamwork abilities

time interval	session	activities
09.00 – 11.00	session 1	Activity 1. Stronger together
11.00 – 11.20	coffee break	
11.20 – 12.50	session 2	Activity 2. Numbered heads
12.50 – 13.00	coffee break	
13.00 – 13.30	session 3	Review and evaluation. Thinking and speaking

Module 3. Empathy and respect for others needs and opinion

time interval	session	activities
09.00 – 11.00	session 1	Activity 1. Ivan and the sealskin
11.00 – 11.20	coffee break	
11.20 – 12.50	session 2	Activity 2. The moral dilemmas
12.50 – 13.00	coffee break	
13.00 – 13.30	session 3	Review and evaluation. Speaking for others

Module 4. Valuing diversity and respect the differences

time interval	session	activities
09.00 – 10.30	session 1	Activity 1. Meet friends
10.30 – 10.45	coffee break	
10.45 – 11.45	session 2	Activity 2. Let's listen to each other
11.45 – 12.00	coffee break	
12.00 – 12.30	session 3	Review and evaluation. Let's pull the threads

Module 5. Adaptability and interest for feedback from children and "shadows"

time interval	session	activities
09.00 – 10.30	session 1	Activity 1. Shadows' roles
10.30 – 10.45	coffee break	
10.45 – 11.45	session 2	Activity 2. Collecting feed-back from children with SEN
11.45 – 12.00	coffee break	
12.00 – 12.30	session 3	Review and evaluation

Module 6. Ability to plan flexible learning activities adequate to the educational needs and developmental level of all children

time interval	session	activities
09.00 – 10.30	session 1	Activity 1. Provide multiples means of engagement
10.30 – 10.45	coffee break	
10.45 – 11.45	session 2	Activity 2. Provide multiple means of representation
11.45 – 12.00	coffee break	
12.00 – 12.30	session 3	Review and evaluation. The tree

Module 7. Ability to create a comfortable learning environment for all children, including those with SEN

time interval	session	activities
09.00 – 10.30	session 1	Activity 1. The school in my dreams
10.30 – 10.45	coffee break	
10.45 – 11.45	session 2	Activity 2. Group choreography
11.45 – 12.00	coffee break	
12.00 – 12.30	session 3	Review and evaluation. Box of thoughts and feelings

Module 8. Ability to create a positive environment in inclusive classrooms, to make all children feel motivated and integrated

time interval	session	activities
09.^{00} – 10.^{30}	session 1	Activity 1. Differences and coexistence
10.^{30} – 10.^{45}	coffee break	
10.^{45} – 11.^{45}	session 2	Activity 2. We are forest
11.^{45} – 12.^{00}	coffee break	
12.^{00} – 12.^{30}	session 3	Review and evaluation. Gain board

2.6. Evaluation strategies and tools

According to the rules for teachers' training in Romania, the evaluation of the training consists in periodic evaluation, final feedback and final evaluation.

A. Periodic evaluation will be organized in each module, in the last session of 30 minutes, according to the methodology established for the implementation of each module.

B. Final feed-back will be asked from the participants in the 2-hour session for debriefing and feedback.

This activity will include group discussions to better understand the perceived effectiveness of the training, the evaluation of the training methodology and reaching the objectives etc.

This activity can also include a short questionnaire for the participants, asking the same data as in the discussions but in a more quantitative manner that will allow the training organization to make relevant decisions regarding the updates in the training to enhance the results.

The data collected with this questionnaire can be analysed with the trainees during the group discussion, but without making personal remarks and always keeping the answers anonymous; usually, only information related to the whole group are presented to the trainees (e.g. "most of you mentioned that … " or "your groups average answer for this question was …").

An example of such questionnaire could be (adapted from Brebulet, S.D. (2019). Remigrant children in European schools. Methodology for teachers training. Odobeşti: Alternative Educaţionale).

An example of feed-back questionnaire	Totally disagree ⇩		Neither agree or disagree ⇩		Totally agree ⇩
1	The training activities achieved their objectives.	1	2	3	4	5
2	I now better understand the concepts that were presented.	1	2	3	4	5
3	I have developed my training skills that were targeted by the training activities.	1	2	3	4	5
4	I am now better prepared to collaborate with shadows for children with SEN.	1	2	3	4	5
5	I now understand better my role in working with the shadows for children with SEN in mainstream education.	1	2	3	4	5
6	I can now better respond to the psychological and educational needs of the children with SEN by collaborating with their shadows.	1	2	3	4	5
7	I am motivated to participate to other training activities on this topic.	1	2	3	4	5
8	The training sessions answered my specific needs for professional development.	1	2	3	4	5

		Totally unsatisfactory ⇩			Totally satisfactory ⇩	
9	General evaluation of the training sessions	1	2	3	4	5

If you have any other comments, please let us know how to improve our future trainings

C. Final evaluation will be organized at least one week after the last module and will consist in presenting in front of the group a personal portfolio consisting in plans for 3 specific activities that will in volve shadows for children with SEN, presenting in details the planned procedure for involving the shadows in the educational activities.

Each activity will be discussed with the other teachers and potential ways of optimizing the activity will be identified; this way, the evaluation serves not only as a measure of the developed skills during the training, but also as an opportunity to further develop the teachers' skills.

Depending on the country the training will be implemented, other ways of evaluating the developed skills can be used, according to the legislation and methodology in that country.

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MODULE 1

Patience and self-control

Activity 1. Why is patience important?

Activity 2. Why is self-control important?

Review and evaluation. Collaboration with "shadows"

Activity 1
Why is patience important?

Overview
This activity is important because it makes teachers collaborating with "shadows" reflect on their own level of patience, but also on the impact of patience on the quality of their collaboration with "shadows". This activity enables teachers collaborating with "shadows" to evaluate the impact of teachers' patience on achievements in learning, behaviour and socialization of children with SEN.

Objectives
✓ to develop teachers' patient behaviour in collaborating with shadows and children with SEN in educational activities ✓ to develop teachers' awareness of the importance of patience on achievements in learning, behaviour and socialization of children with SEN

Materials & resources	
☑ individual writing tools (paper, pencils, pen etc.)	❏ digital individual devices (smartphone, tablet, laptop etc.)
☑ group writing tools (flipchart, markers, blackboard etc.)	❏ digital group devices (computer & projector, speakers etc.)
☑ worksheet in Appendix 1	
❏ specific resources:	

Time	Group size
120 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Work in pairs. The trainer pairs the participants (by making each participant pair with the one on its left; if the number of participants is not an even number, one participant will pair with the trainer) and gives them the simple task of reflecting on a specific situation when they manifested patience in collaborating with a shadow; if some of the participants never worked with a shadow, they are asked to think about a situation when they manifested patience in working with a child with SEN and to extrapolate the results. Each participant presents to his pair his experience. After both presentations, the pair identifies the common aspects regarding the definitory characteristics of patience in education. Each pair shares their ideas with the group and the trainer moderates the discussion towards a common definition of teachers' patience while writing the ideas on a flipchart sheet visible for all participants.

Activity 2. Individual activity. The trainer asks each participant to reflect on a situation when they didn't manifest patience in collaborating with shadows (or children with SEN); the participants are informed that they will not share those experiences with their colleagues (since it could be uncomfortable for them), but they will use their reflections in the following activity. The trainer gives the participants the worksheet in Appendix 1 with some questions that might help them reflect on their experience.

Activity 3. Group work and role play. The trainer randomly divides the participants in groups of 5-6, depending on the total number of participants. First, the trainer asks all groups to imagine that they are part of the board of a school that provides educational assistance for many children with SEN and they need to hire more shadows in order to be able to integrate all those children. Their task is to establish a short list of questions for interviewing the candidates in order to evaluate their patience, harnessing the insights from their previous two activities.

Then each group establishes roles of interviewers and candidates and in short role plays act at least 2 interviews in order to evaluate the efficiency and relevance of each question.

Activity 4. Group discussion. In plenary, each group presents the questions they decided are the most relevant and effective, and trainer notes them on a flipchart sheet to be visible for all participants. The trainer moderates the discussion towards a deeper understanding of patience and its role in education.

General instructions for trainers coordinating the activity

✓ be aware of the powerful emotions that some participants might feel while sharing personal experiences

✓ pay particular attention to encouraging all participants to get involved and speak

Debriefing and evaluation

The trainer asks the trainees to reflect to the role of patience in education and comment on that, starting a discussion about it. Some questions might help starting the discussion:

- Is patience the key of success in teacher-shadow collaboration?

- Who is responsible for developing patience in the educational activities that involve teachers, shadows, parents and children with SEN?

- Can an impatient teacher really contribute to developing the shadows' patience?

- How can we self-assess our general level of patience? What about the level of patience when working with shadows and children with SEN?

Suggestions for follow-up activities

The trainer recommends the participating teachers to reflect on a host paragraph and be ready to present their insight on the next meeting:

"Being patient allows shadow and teachers to work more calmly with students and respond to situations in a calm and comforting way. This is especially useful for younger students who may need more support and reassurance as they learn to manage their behaviours, so having patience can be a valuable skill"

(www.indeed.com/career-advice/finding-a-job/shadow-teaching)

Think about a situation when you didn't behave so patient in collaborating with shadows (or with children with SEN, if you never worked with a shadow). To reflect on that situation, answer at least some of the following questions.

What was specific to that situation? What made you inpatient?

What would you change now in that situation? How would you act nor to change the results?

What were the consequences of your impatient behaviour on collaboration with shadow, school counsellor, speech therapist or other colleagues?

What were the consequences of your impatient behaviour on implementing the activities in the individualized educational plan for children with SEN?

What were the consequences of your impatient behaviour on school adaptation and progress evaluation for the children with SEN?

What were the consequences of your impatient behaviour on managing the behaviour of children with SEN?

What were the consequences of your impatient behaviour on the interaction of children with SEN with their colleagues?

What were the consequences of your impatient behaviour on the achievements of children with SEN?

Activity 2
Why is self-control important?

Overview

This activity is important because it makes teachers collaborating with "shadows" reflect on their own level of self-control, but also on the impact of self-control on the quality of their collaboration with "shadows".

This activity enables teachers collaborating with "shadows" to evaluate the impact of teachers' self-control on achievements in learning, behaviour and socialization of children with SEN.

Objectives

✓ to develop teachers' self-control in collaborating with shadows and children with SEN in educational activities

✓ to develop teachers' awareness of the importance of self-control on achievements in learning, behaviour and socialization of children with SEN

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ worksheets

❑ specific resources:

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

Time	Group size
90 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Individual work. The trainer asks the participants to reflect on a situation when they manifested self-control in their current educational activity and a situation when their self-control could have been better. Some of the participants present their experiences and the trainer moderates a discussion focusing on the specific characteristics of self-control in educational activities.

Activity 2. Group work. The trainer divides the participants in four groups (for instance by counting 1 to 4) and fives each group a specific task.

Group 1 has to identify the similarities and differences regarding self-control in usual educational activities and self-control in collaborating with shadows.

Group 2 has to identify at least three action strategies for teachers to enhance their self-control in collaborating with shadows for a better school performance of children with SEN.

Group 3 has to has to identify at least three action strategies for teachers to enhance their self-control in collaborating with shadows for a more positive behaviour of children with SEN in the classroom.

Group 4 has to has to identify at least three action strategies for teachers to enhance their self-control in collaborating with shadows for a better interaction between children with SEN and their colleagues.

Each group notes their main ideas on a flipchart sheet and presents their insights to their colleagues. The trainer moderates the discussions, facilitating the positive feed-back for all participants and encouraging them to share their experiences, focusing the discussion on the conclusion that enhancing teachers' self-control in collaborating with shadows is beneficial for children with SEN in all aspects of their school adaptation.

General instructions for trainers coordinating the activity

✓ be aware of the powerful emotions that some participants might feel while sharing personal experiences and create a positive and comfortable work environment for all participants

✓ pay particular attention to encouraging all participants to get involved and speak, even the ones that are reluctant to share their experiences can provide relevant feed-back

✓ provide personal examples from your experience to encourage participants to share their experiences

Debriefing and evaluation
The trainer asks the trainees to reflect on some specific situation when insufficient self-control in working with shadows affected the quality of collaboration between teachers, shadows and children with SEN and to think about solutions to develop teachers' self-control. The trainer moderates the discussions and encourages all participants to provide their insights and feed-back.

Suggestions for follow-up activities
The trainer asks the participating teachers to reflect on the results of the previous activities and the specific ways they can use the results in their collaboration with "shadows", drafting a short action plan that includes objectives, strategies, deadlines and indicators of improvement; teachers can collaborate with colleagues to realize, implement and evaluate the activities in their plan.

Activity 3 – reviewing at the end of the day
Patience and self-control in future collaboration with "shadows"

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows".

Objectives

✓ to make the participants reflect on the training activities and the individual and group achievements

✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources

❑ individual writing tools (paper, pencils, pen etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ worksheets

❑ specific resources:

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

The trainer encourages the participants to share their personal experience in the topic of the activity and moderate the discussions in order to facilitate feed-back from all participants. Some specific questions might help them start the discussion:

- How can teachers act to develop our patience and self-control?

- How can teachers act to support the shadows in their efforts to develop their patience and self-control?

- What collaboration strategies involving both teachers and shadows can be used to facilitate the development of patience and self-control?

- The development of patience and self-control should be a personal decision or a part of the institutional development strategy?

- Who can assist teachers and shadows to enhance their patience and self-control?

- What are the factors that can contribute to the development of patience and self-control? What about the factors that inhibit the development of patience and self-control?

General instructions for trainers coordinating the activity

✓ pay particular attention to encouraging all participants to get involved and speak, even the ones that are reluctant to share their experiences can provide relevant feed-back

✓ provide personal examples from your experience to encourage participants to share their experiences

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were teachers collaborating with "shadows" to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to enhance your patience and self-control when working with shadows or with children with SEN?

MODULE 2

Collaboration and communication skills, teamwork abilities

Activity 1. Stronger together

Activity 2. Numbered heads

Review and evaluation. Thinking and speaking

Activity 1
Stronger together

Overview
This activity uses cooperative learning methodology to assist teachers collaborating with "shadows" into developing their teamwork abilities and communication skills.

Objectives
✓ to develop teachers' collaboration and communication skills
✓ to develop teachers' skills to use cooperative learning methodology in working with classes integrating children with SEN and in working with shadows

Materials & resources	
☑ individual writing tools (paper, pencils, pen etc.)	❏ digital individual devices (smartphone, tablet, laptop etc.)
☑ group writing tools (flipchart, markers, blackboard etc.)	❏ digital group devices (computer & projector, speakers etc.)
❏ worksheets	
❏ specific resources:	

Time	Group size
120 minutes	☑ small groups (5-10 members)
	☑ medium groups (10-20 members)
	☑ large groups (20-30 members)

Activity 1. Group work. The trainer divides the participants in groups of four (by counting from 1 to 4). Each group is provided with individual writing instruments, but also flipchart sheets and markers.

Each group is given a specific question to answer by consulting all the group members:

- What is the main characteristic we must keep in mind to be able to work in a team?

- What skills should we develop to achieve a successful collaboration?

- How should we communicate to reach our goal?

- Do you think that teamwork can solve the problems we address?

Each group has 10-15 minutes to answer the question on their sheet.

Activity 2. Group work. Each group leaves their flipchart sheet on their table and moves to another table. They have the opportunity to analyse what the other group mentioned and to add new ideas according to their expertise. Trainer encourages each participant to read the already mentioned answers and to come up with new ideas, rather than copying what is already written.

After 5-10 minutes, the rotation continues and each group goes to the next flipchart and contributes to answering that question; after other 5-10 minutes, the last rotation takes place, so that each group contributes to answering each of the four questions.

Activity 3. Group discussion. The participants have 5 to 10 minutes to analyse all the flipchart sheets and all the information provided by the four groups. Then the trainer starts a discussion about the new information that participants acquired through this activity, focusing on the conclusion that working in groups was more effective that working individually, argued by the number, quality and diversity of ideas mentioned on each paper.

General instructions for trainers coordinating the activity

✓ be aware of encourage participants to come up with new ideas

✓ pay particular attention to involving all the participants in the task

Debriefing and evaluation

The trainer asks the trainees to reflect to the used methodology and comment on that, starting a discussion about it. The trainer will focus the discussion on sharing expertise and identifying specific ways to integrate this methodology in working with children with SEN and collaborating with shadows. Specific questions might get the discussion started: "what are the main benefits of this methodology in an inclusive classroom?", "how can you use this methodology in working with children with SEN?", "how can shadows assist you in implementing this methodology in inclusive classroom?".

Suggestions for follow-up activities

The trainer recommends the participating teachers to read some specific resources about cooperative learning for a deeper understanding of its possible use in integrative classes and cooperating with shadows:

- www.youtube.com/watch?v=nmjELIihLOM

- www.youtube.com/watch?v=-tR18rhORl8

- www.youtube.com/watch?v=FqVhfwsnl4I

Activity 2
Numbered heads

Overview
This activity uses simple collaborative methods to assist teachers collaborating with "shadows" into developing their deeper understanding of collaboration and their abilities to collaborate.

Objectives
✓ to develop teachers' collaboration and communication skills
✓ to develop teachers' receptivity to collaboration and teamwork

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)	❑ digital individual devices (smartphone, tablet, laptop etc.)
☑ group writing tools (flipchart, markers, blackboard etc.)	❑ digital group devices (computer & projector, speakers etc.)
❑ worksheets	
❑ specific resources:	

Time	Group size
90 minutes	☑ small groups (5-10 members)
	☑ medium groups (10-20 members)
	☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Individual work. The trainer presents four questions to the participants and asks them to reflect on it and come up with an individual answer:

- What do you understand by teamwork?

- Define according to you, what characteristics a teacher should have to collaborate with shadow.

- What is the main objective of optimal communication and collaboration?

- List 3 examples of specific ways to achieve optimal communication and collaboration between teachers and shadows.

Activity 2. Group work. The trainer divides the participants in four groups (for instance by counting from 1 to 4), assigns a moderator in each group and establishes the question (out of the 4 previous ones) that the members of the group should analyse and come up with a common answer. The trainer and the moderators in each group have to ensure proper involvement of all the members of the group. Each group write their answer of a flipchart sheet and establishes a communicator that will present their response to the rest of the participants.

Activity 2. Group discussion. Each group presents their answers in details, and the trainer facilitates a discussion with the rest of the participants, focusing on sharing expertise and encouraging the teachers to provide good practice examples from their didactic activities.

General instructions for trainers coordinating the activity

✓ be aware of involving all participants in both the group work and the group discussion

✓ pay particular attention to teachers sharing their expertise and good practice examples

Debriefing and evaluation

The trainer asks the trainees to reflect to individually reflect on some specific questions, such as: "Do you have the ability to work in a team?", "What do you think about collaboration in the classroom?", "Do you think that communication between teachers and shadows is beneficial?" etc.

The trainer encourages the trainees to share their personal experience in collaboration with other teachers and / or shadows and moderate the discussions in order to facilitate feed-back from all participants.

The trainer recommends the participating teachers to read some specific resources and to reflect on that:

- www.youtube.com/watch?v=LfS8xai2u1Q&t=5s

- https://platzi.com/blog/que-es-gamificacion-aprender- jugando/?utm_source=google &utm_medium=paid&utm_campaign=14603491644&utm_adgroup=&utm_content=&g clid=EAIaIQobChMIrf3MrreG9gIVyuN3Ch1yXg6PEAAYASAAEgLHWfD_BwE&gclsrc=aw.ds

- www.educaciontrespuntocero.com/recursos/herramientas-gamificacion-educacion/

Activity 3 – reviewing at the end of the day
Thinking and speaking

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows".

Objectives

✓ to make the participants reflect on the training activities and the individual and group achievements

✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources

❏ individual writing tools (paper, pencils, pen etc.)

❏digital individual devices (smartphone, tablet, laptop etc.)

❏ group writing tools (flipchart, markers, blackboard etc.)

❏ digital group devices (computer & projector, speakers etc.)

❏ worksheets

❏ specific resources:

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

The trainer asks quick questions to the group of teachers and each participant has a minute or two to think about it.

- What did you think of the methodology used in the activities?

- Is it beneficial to give guidelines to the teachers to make the collaboration more effective?

- What could be improved?

- Do you agree that a good collaboration improves the classroom environment?

- There are several ways to reach the same goal, which one would you take?

They then turn and discuss their answer with their neighbour, then share their opinion with others participants and the trainer.

General instructions for trainers coordinating the activity

✓ be aware to be open-minded, patient, listen to the teachers and learn from their methods and experiences with pupils with SEN

✓ pay particular attention to allowing all participants to share their thoughts and encourage them to speak

Reflection for trainers
When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve? *We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?* *Keep in mind that your trainees today were teachers collaborating with "shadows" to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*   *And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to enhance your collaboration with shadows or with children with SEN?*

MODULE 3

Empathy and respect for others needs and opinion

Activity 1. Ivan and the sealskin

Activity 2. The moral dilemmas

Review and evaluation. Speaking for others

Activity 1
Ivan and the sealskin

Overview
This activity uses a specific method – map of predictions - to assist teachers collaborating with "shadows" into developing their empathy and respect for others' needs and opinions. This activity enables teachers collaborating with "shadows" to be more aware of other people having other opinions and to facilitate mutual understanding.

Objectives
✓ to develop teachers' empathy and respect for others' needs and opinions ✓ to develop teachers' receptivity to having a constructive response to others' needs

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

☐ digital individual devices (smartphone, tablet, laptop etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

☑ digital group devices (computer & projector, speakers etc.)

☑ worksheet in Appendix 1

☑ specific resources: the text "Ivan and the sealskin" (Scottish traditional story)

Time	Group size
120 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Group work. The trainer divides the participants in groups of four (by counting from 1 to 4) and gives them the worksheet in Appendix 1. The trainer asks the participants to write a simple text using the words: Ivan, fire, sealskin, cave, song. Their text should be written in the first row of the table, in the column "what will happen?". Then the group selects the most interesting idea from the 4 participants as being representative for their group.

Each group announces its idea and the trainer notes all ideas in a table similar with the worksheets, but on the flipchart or projector, so its visible for everyone. At this point, each participant has its ideas on their worksheet, while the trainer has all ideas for all groups visible for everyone.

The trainer reads the first fragment of the text "Ivan and the sealskin" (Scottish traditional story) in Appendix 2, and the participants decide what is the main idea of this fragment; each participant writes it in the first row of their worksheet, in the column "what happened", and the trainer write is on its visible worksheet.

The whole group analyses the predictions and compares them with the main idea of the text. The group decides which prediction is more similar with the actual text. The trainer appreciates both the originality and predictive qualities of the participants texts, encouraging each one of them to participate.

The trainer does the previous two steps again with the second and the third fragment. In the end, the trainer has on its flipchart / projector a comparative analysis of the participants prediction vs. the real story.

Activity 1. Group discussion. The trainer moderates a group discussion by asking the participants to reflect of the differences and similitudes between their predictions and the actual text, but also among the predictions realized by different groups of participants, slowly making the participants agree that many points of view can co-exist, many different people / groups can be wright in the same time, and its important to listen to others.

General instructions for trainers coordinating the activity

✓ be aware that this activity might be time consuming, so make a realistic time plan and respect it

✓ pay particular attention to the positive feed-back that you need to provide to all the participants

Debriefing and evaluation
The trainer asks the trainees to reflect to the accuracy of their predictions and comment on that, starting a discussion about it. The trainer conducts the discussion into making the participants harness their didactic potential and sharing good practice examples from their experience.

Suggestions for follow-up activities
The trainer asks the participating teachers to reflect on the results of the previous activity and the specific ways they can use the results in their collaboration with "shadows"

what will happen?	what happened?

Along the north coast of Scotland, the wind howls trough dark nights and grey days, and waves smash against black rocks. But during the summer, the sea is calm, the days are longer and darkness almost completely disappears. My story begins in the longest day of the year, Midsummer's Eve, almost at midnight.

Ivan, a boy almost six years old, scattered the rocks on the shore searching for shells or other things waves brought on the beach. Then Ivan heard a strange song and he thought he saw a tendril of smoke rising for a hole in rocks. But his weak feet couldn't take him over the boulders, so, when his mother called him, hi went back to their little house without investigating further the source of the song or the smoke.

Seven years passed until Ivan went back to that spot, close to midnight in the Midsummer's Eve. Again, it seemed to him that he hears a strange song and that he saw smoke coming out of the cage. I don't know why he didn't investigate this time. Probably he had something urgent to do back home.

✘

Other seven years passed. His father got old fishing in the cold salty sea water, so his parents moved to the city and left Ivan with their small house. Ivan was alone and only the birds screaming on the shore kept him company.

When Midsummer's Eve come, Ivan remembered the song and the smoke. At midnight he got close to the cave. The same strange song reached his ears, woven into unearthly and beautiful harmonies. When Ivan got closer, he could hear the crackle of a fire and saw the flames reflecting on the cave's walls. And there, at the cave entrance, he found a pile of beautiful seal skins.

✘

Ivan chose the most beautiful seal skin and slowly and carefully pick it up from the pile. Then he took it back home and lock it in a wooden trunk and placed the key on a leather throng tied around his neck, and he went to bed.

In the morning, he took the blanket from his bed and returned to the cave. There he found a beautiful and sad young woman, covering her nakedness with her arms and her long hair. Without a word, Ivan covered her with his blanket and took her to his house.

Ivan treated the women properly and with time they felt in love with each other. They had a son and the one more son. Ivan was happy, but he often saw his wife staring at the sea with big sad eyes. He never told her what was in the wooden trunk and he forbidden her to open it.

The years passed by. One Christmas Eve, Ivan prepared the children to go to church. His wife said she was not feeling well, so only Ivan and the children went to church.

✘

They returned from church after midnight and, before arriving home, they saw the wooden trunk door opened, with the key in the lock, the key the Iven forgot at home in the rush of preparing for church. His wife was nowhere to be found.

It is said that, sometimes, when the boys went to the shore, a beautiful seal with big sad eyes followed them closely in the cold water. And it is also said that, sometimes, when Ivan went fishing, the same beautiful and sad seal herd the fishes into his net. Maybe it was his wife. What is sure is that nobody ever saw her again.

Activity 2
The moral dilemmas

Overview

This activity uses dialogue to assist teachers collaborating with "shadows" into developing their empathy and respect for others' needs and opinions.

This activity enables teachers collaborating with "shadows" to be more aware of other people having other opinions and to facilitate mutual understanding.

Objectives

✓ to develop teachers' empathy and respect for others' needs and opinions

✓ to develop teachers' receptivity to having a constructive response to others' needs

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

☐ digital individual devices (smartphone, tablet, laptop etc.)

☐ group writing tools (flipchart, markers, blackboard etc.)

☐ digital group devices (computer & projector, speakers etc.)

☑ worksheets in Appendix 1

☐ specific resources:

Time	Group size
90 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Individual activity. The trainer asks the participants to individually respond to the question "was it a good thing that Ivan took the seal skin?" by putting at least 3 pro and at least 3 against arguments on the worksheet in Appendix 1 and drawing their personal conclusion.

Activity 2. Group work. The trainer places three posters in the training room: pro, against and undecided, at distance from one another so that three groups could form. Each participant is asked to go in the group corresponding their belief and each group has some minutes to discuss and select the most important argument for their opinion.

Each group designates a speaker that presents their argument; when he presents the groups opinion, the other groups can only listen. After a presentation from each group, a new discussion in teach group can take place so that the groups find other arguments and then again one person from each group presents that argument.

Very important is that groups are opened to new members and all participants are allowed to change groups if other arguments convince them.

At the end of this activity, the trainer discusses with the participants to try to draw a conclusion, but without imposing it to the participants.

General instructions for trainers coordinating the activity

✓ be aware of the strong arguments that some participants might have and the passion they will defend their point of view; don't let the discussion transform into conflicts

✓ pay particular attention to encouraging all participants to get actively involved

Debriefing and evaluation

The trainer asks the trainees to reflect to their arguments and comment on that, starting a discussion about many situations in life when truth might not be as visible as it should. Therefore, the trainer asks the participants to reflect on the importance of listening other people point of view.

Suggestions for follow-up activities

The trainer encourages the trainees to reflect on their personal experience with moral dilemmas in their classrooms and moderates the discussions in order to facilitate feedback from all participants.

Question: was it a good thing that Ivan took the seal skin?

Arguments	
YES	NO
1.	1.
2.	2.
3.	3.
4.	4.

Personal conclusion:

Activity 3 – reviewing at the end of the day

Speaking for others

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows".

Objectives

✓ to make the participants reflect on the training activities and the individual and group achievements

✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources

❑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ worksheets in Appendix 1,2,3 etc.

❑ specific resources:

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Activity 1. Group work. The trainer divides the participants into groups of five of six members. In each group, each participant has one minute to talk about himself and communicate whatever he wants and feels appropriate. In this minute, the other 3 members of the group listen without intervening.

After all participants shared some information about themselves, one volunteer from each group, called the protagonist, stands in front of the group and is asked different questions. Just that he wont respond those questions, but some other members of his group, that stand behind him and provides with answers; if they don't know the answer, they are asked to create one. The protagonist listens without intervening. After all questions, the protagonist is allowed very short correction or clarification regarding the provided answers.

Activity 2. Group discussion. The trainer moderates a discussion based on simple questions such as: "was it simpler to be the protagonist or to answer questions about him?", "how was it to answer for someone else?", "how was it as protagonist to lister to incorrect answers and not be allowed to intervene?" etc. The trainer emphasizes the relevance of empathy in the classroom and asks the participants to provide personal examples for this.

✓ be aware of the strong arguments that some participants might have and the passion they will defend their point of view; don't let the discussion transform into conflicts

✓ pay particular attention to encouraging all participants to get actively involved

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were teachers collaborating with "shadows" to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to make you more empathic in your professional activities and more respectful for your beneficiaries' needs and opinions?

MODULE 4

Valuing diversity and respect the differences

Activity 1. Meet friends

Activity 2. Let's listen to each other

Review and evaluation. Let's pull the threads

Activity 1
Meet friends

Overview

This activity is meant to assist teachers collaborating with "shadows" into developing their ability to value diversity and respect the differences.

Through this activity we try to assist teachers along their path towards an acted awareness of the differences and into a self-confident feeling when dealing and acting within those differences. The process to inclusiveness can' t be achieved from the school institution alone but it's necessary to create a web where all the people and the institutions around the child's life are personally committed, from the family to the territorial services.

Objectives

✓ to develop teachers' ability to value diversity and respect the differences

✓ to develop teachers' skills receptivity for observation of one's own and other behaviour and the aptitude for listening

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

☐ digital individual devices (smartphone, tablet, laptop etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

☐ digital group devices (computer & projector, speakers etc.)

☐ worksheets

☑ specific resources: a ball of wool, cards with roles

Time	Group size
90 minutes	☑ small groups (5-10 members)
	☑ medium groups (10-20 members)
	☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Group work and role play. The trainer informs the participants that they will be part of a role play activity and asks each participant to draw a card that will include information about their role; the trainer emphasizes on the importance of keeping roles secret until the end of the activity. The roles on the cards are:

- class teacher

- shadow / assistant teacher

- pupil with ADHD

- pupil with autism

- pupil with intellectual deficiency

- 12-14 pupils without special educational needs (the card will only mention "pupil")

- rest of the cards until the total number of participants are "observers", their task is to observe the interactions and roles and provide relevant insights regarding the social interactions within the group.

The trainer gives all participants some minutes to reflect on their role, asking them to imagine their first school day, a particular day where many and contrasting feelings arise in a very spontaneous way.

Then, the trainer invites all participants, in their roles of teachers or pupils, to sit down forming a circle and gives them a wool yarn ball. Each player in turn presents himself and throws the yarn ball to another mate keeping tight the thread. The result will be a net (the individual becoming part of the whole). The trainer emphasizes that it's important that the role-players act in the most spontaneous way according to their inspiration of the moment, but don't reveal their roles.

Activity 2. Group discussion. The trainer asks some of the participants (in each category, including the observers) to share with the group their role and their reflections regarding the roleplay.

The trainer moderates the discussion towards the conclusions, emphasizing that:

- sometimes, SEN are not obvious, so adults need to be very careful in working with children and understanding their specific needs;

- everyone needs to build up new links and relationships with peer and adults to be part of a community;

- everyone, not only children with SEN, needs help to experience changes in life with a feeling of self-esteem

The trainer asks the trainees to form their own opinion about the interesting findings this activity produced.

General instructions for trainers coordinating the activity

✓ be aware of your important role as a trainer, creating a relaxed and comfortable setting for everybody by encouraging, suggesting, facilitating the acting till the involved adults act by themselves autonomously

✓ pay particular attention that each participant respects their role and keeps is a secret

Debriefing and evaluation

Every participant can face different emotions coming from other people's behaviour that are not easily meaningful at first. The participants are asked to write down anonymously on a paper sheet their own sensations and emotions towards both the TEACHER and the PUPIL, max 3 each. The notes will be collected from the trainer for the following activity.

Suggestions for follow-up activities

The trainer recommends the trainees to think about the experienced situation in order to share their considerations with the others at a later time during the activity 2. Through the analysis and the attentive listening of the other participants , everybody has immediate access to the impulses that led to particular behaviours and actions.

Activity 2
Let's listen to each other

Overview
This activity allows the trainers to promote communication among the participants, to promote the development of self-awareness and knowledge of one's feelings, to improve social skills, i.e. developing communicative skills, negotiations, toleration and cooperation. These are all fundamental in an educational and emotional environment. In consideration of the more and more heterogeneous classes and of the more and more special needs of the pupils, it's very important to promote attentive listening among children, among children and teachers and among all the at eventual times involved people, notably in situations where inclusiveness is the main aim. It is very important to promote the participation of the shy children and of all the introverted people.

Objectives
✓ to develop teachers' ability to value diversity and respect the differences
✓ to develop teachers' skills awareness for the importance of dialogue, of listening without interrupting, to respect others' opinions

Materials & resources

❑ individual writing tools (paper, pencils, pen etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ worksheets

☑ specific resources: participants notes from debriefing in the previous activity

Time	Group size
60 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Group discussion. The trainer asks the participants to sit on chairs in a circle so as to face each other. The chairs arrangement is very important to facilitate a circular communication, to avoid exclusive communication with the trainer or other participant.

The trainer reads one by one the anonymous notes written by the participants at the end of previous activity and lets the trainees express their thoughts, for instance about: emotions, frustrations, suggestions for the management of an eventual problematic situation in the role-playing, arisen doubts etc. It's a democratic group discussion that promotes social-favouring perceptions, helping relationship perceptions, problem sharing and that increases self-esteem, assertiveness by facilitating free debate and expression of one's opinions. The trainer acts here as a communication facilitator granting the respect of communicative rules.

Activity 2. Group discussion. The trainer asks the trainees to refer to what they learned during the circle time and he starts a discussion, emphasizing that:

- every different emotion can be a starting point that a teacher can use to build a growth path;

- similar emotions can act as an elective affinity, thus encouraging the relationship among people;

- anyways, a real dialogue and expression of each personal opinion / feeling favours the building up of a net.

General instructions for trainers coordinating the activity

✓ be aware to observe the involvement in the discussion of each participant, looking at the verbal and non-verbal communication

✓ pay particular attention to not imposing yourself and allowing each participant to share

Debriefing and evaluation

The trainer communicates the result of his observations during the circle time and encourages the participants to share their emotions and thoughts.

Suggestions for follow-up activities

The trainer asks the participants to reflect about a strategy to promote participation and inclusiveness, also in a wider perspective of collaborating with people not involved in the educational institutions.

Activity 3 – reviewing at the end of the day
Let's pull the threads

Overview
This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows".

Objectives
✓ to make the participants reflect on the training activities and the individual and group achievements ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources	
❑ individual writing tools (paper, pencils, pen etc.)	❑ digital individual devices (smartphone, tablet, laptop etc.)
☑ group writing tools (flipchart, markers, blackboard etc.)	❑ digital group devices (computer & projector, speakers etc.)
❑ worksheets	
❑ specific resources:	

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

The trainer asks the trainees to reflect upon the efficiency and applicability of the two methodologies in the class as tools to observe, understand and thus give value to differences. Therefore, two flipchart sheets / 2 blackboards are presented to the participants, one with "role-play" and one with "circle time".

The trainer writes down on the flipchart sheets / blackboards the proposals of the participants about eventual use of the experienced methodologies. There's no limit to the proposals, unless everybody will be given the chance to express his own suggestions.

In the next phase, the trainer reads aloud all the proposals and some of them will be selected according to the criteria of applicability, convenience and suitability for the target objective.

General instructions for trainers coordinating the activity

✓ be aware of encouraging all participants to share their expertise and good practice examples from their professional activity

✓ pay particular attention to lead the participants towards a free and spontaneous expression of ideas

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were teachers collaborating with "shadows" to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to make you more aware of diversity and more respectful to differences?

MODULE 5

Adaptability and interest for feedback from children and "shadows"

Activity 1. Shadows' roles

Activity 2. Collecting feed-back from children with SEN

Review and evaluation

Activity 1
Shadows' roles

Overview
This activity enables teachers collaborating with "shadows" for a better understanding of the role and objectives of shadows in educational activities including children with SEN, so that teachers can initiate and develop a collaboration with shadows based on detailed knowledge of its activity and responsibilities.

Objectives
✓ to develop teachers' adaptability and interest for feed-back ✓ to develop teachers' awareness of the importance of adapting the activities to the feed-back from shadows and children with SEN

Materials & resources	
☑ individual writing tools (paper, pencils, pen etc.)	❑ digital individual devices (smartphone, tablet, laptop etc.)
☑ group writing tools (flipchart, markers, blackboard etc.)	❑ digital group devices (computer & projector, speakers etc.)
☑ worksheets in Appendix 1	
❑ specific resources:	

Time	Group size
90 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Individual work. The trainer asks the participants to individually read the sentences in the worksheet in Appendix 1 and to decide for each sentence if it is true or false. After each participant filled the worksheet, the trainer analyses each sentence with the group and starts a short debate regarding each sentence, encouraging the participants to argue with examples from their personal didactic experience.

Activity 2. Group work. The trainer randomly divides the participants into groups of 5-6. For each group, the task will be to establish the most important 5 roles of shadows in the educational activities, starting from the potential roles described in the sentences from the previous activity. Each group writes their top 5 roles on a flipchart sheet and selects a member that will present their insights to their colleagues from other groups.

Activity 3. Group discussion. The trainer moderates a discussion with the objective of establishing the most important roles of shadows, asking personal examples form the participants and encouraging the participants to provide good practice examples from their didactic expertise.

General instructions for trainers coordinating the activity

✓ be aware of the necessity of providing positive feed-back for all participants to encourage them to get involved in this activity

✓ pay particular attention to correcting all input that is incorrectly describing the shadows' role, as teachers might have the tendency of under or over evaluating the shadows' attributions

Debriefing and evaluation

The trainer asks the trainees to reflect to the shadows' role and comment on that, starting a discussion about it based on simple questions such as:

- was it difficult to establish the most important 5 roles of shadows in the classroom?

- what were your criteria of selecting the most important 5 roles?

- in there some other role that you might find now, after this activity?

- is there any change that you think about regarding your collaboration with shadows?

Suggestions for follow-up activities

The trainer asks the participating teachers to reflect on the results of the previous activity and to reflect on their priorities in future collaboration with shadows.

The shadow for children with SEN…

Works directly with the children with special educational needs	true	false
Is a facilitator supporting children with SEN in their learning process	true	false
Knows very well the need of the child he works with	true	false
Has clear information regarding the learning difficulties of the child he works with	true	false
Has clear information regarding the management of the learning situation involving the child he works with	true	false
Supports the child with SEN in all plans: cognitive, social, emotional etc.	true	false
Supports the child with SEN to manage its learning gaps	true	false
Assists the child with SEN to develop its self-confidence	true	false
Promotes interaction in the classroom, encourages the child with SEN to communicate with his colleagues	true	false
Monitors the social and educational interactions	true	false
Makes sure that the child with SEN stays focused on his task	true	false
Helps the child with SEN to be prepared and organized for the lessons	true	false
Creates a learning environment that is appropriate for learning	true	false
Collaborates with the class teacher	true	false
Has a proper knowledge of childhood development	true	false
Applies specific techniques to manage the problematic behaviours	true	false
Assist the child with SEN with his homework	true	false
Works with only one child with SEN, through his all classes, to give him the support needed for educational success	true	false
Communicates and collaborates regularly with the SEN child's family	true	false
Collaborates with the school psychologist, the school counsellor, the speech therapist and other teachers	true	false
Manages the individualized educational plan for the child with SEN	true	false
Assists the child with SEN to understand his educational tasks	true	false
Evaluates the learning progress for the child with SEN	true	false
Teaches the child with SEN to become independent	true	false
Develops a relation based on thrust with the child with SEN	true	false
Develops a relation based on thrust with the child's family and teachers	true	false
Helps the child with SEN to understand the appropriate and inappropriate behaviours during hours or in breaks.	true	false
Rewards the child with SEN during the educational activities	true	false
Gives the proper feed-back for the child with SEN	true	false

Activity 2
Collecting feed-back from children with SEN

Overview

This activity uses individual and group activities to assist teachers collaborating with "shadows" into developing their methodology of collective feed-back from children, especially from the children with SEN in order to adapt their didactic activities to this new information.

Objectives

✓ to develop teachers' adaptability and interest for feed-back

✓ to develop teachers' awareness of the importance of adapting the activities to the feed-back from shadows and children with SEN

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

☐ digital individual devices (smartphone, tablet, laptop etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

☐ digital group devices (computer & projector, speakers etc.)

☐ worksheets

☐ specific resources:

Time	Group size
60 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Individual work. The trainer asks the participants to reflect for some moments on the methods they use to ask for feed-back from their pupils. If the participants feel necessary, they can make short notes.

Activity 2. Group discussion. The trainer asks the participants to present their insight regarding the methods used for getting feed-back from pupils in the class. All ideas are written by the trainer on a flipchart sheet, without evaluating them; participants can provide personal examples. At the end of this activity, a list with many methods of collecting feed-back from children is visible for all participants.

Activity 3. Group work. The trainer divides the participants in groups of 4-5, depending on the total number of participants. For each group, the main task is to reflect on the methods of collecting feed-back mentioned in the previous activity and to establish their relevance when teachers want to collect feed-back from children with SEN. Each group should provide a list with the most appropriate 5 ways to collect feed-back from children with SEN, taking into consideration the specific communication with those children.

Activity 4. Group discussion. In plenary, each group presents their lists of best methods to collect feed-back from children with SEN, and the trainer encourages all participants to provide good practice examples and share their expertise. A common list of the most appropriate ways to ask children with SEN to provide feed-back is developed and the participants are asked to reflect on it. If time permits, the participants create a top of the most effective ways of encouraging children with SEN to provide feed-back for teachers.

General instructions for trainers coordinating the activity

✓ be aware of the general tendency of teachers towards evaluation and make sure that in the second activity participants restrain themselves from evaluating the ideas presented by their colleagues

✓ pay particular attention to the positive feed-back you provide to the participants to encourage them to share their personal examples

✓ provide your personal examples not only to share your expertise with the participants, but also to encourage them to share their experiences.

Debriefing and evaluation
The trainer asks the trainees to reflect to what makes collecting feed-back from children with SEN different and if it is more or less difficult than collecting feed-back from the rest of the class. The trainer encourages the participants to share their personal experiences and moderates the discussions in order to facilitate feed-back from all participants

Suggestions for follow-up activities
The trainer asks the participants to reflect on the similarities and differences between providing and receiving feed-back and the importance of each of those skills for teachers.

Activity 3
reviewing at the end of the day

Overview
This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows".

Objectives
✓ to make the participants reflect on the training activities and the individual and group achievements
✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources

❑ individual writing tools (paper, pencils, pen etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ worksheets

❑ specific resources:

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

The trainer asks the participants to reflect on the importance of feed-back from children in adapting the educational activities to better respond to their needs. Simple questions might help the trainer to start the discussion:

- are children with SEN capable of providing feed-back regarding the effectiveness of learning activities?

- is the feed-back from children with SEN reliable or teachers should only consider the feed-back from children without SEN?

- should the teacher ask for feed-back from children at all? Is there any use of it or teachers should only rely on feed-back from other teachers and maybe from shadows?

- is there a need for teachers to develop their skills of collecting feed-back? Should we consider that a teacher that knows how to give feed-back to the pupils also knows how to collect feed-back from them?

- should the teacher adapt his activities to the feed-back from children? Is that possible?

General instructions for trainers coordinating the activity

✓ be aware of the powerful emotions that some participants might feel while sharing personal experiences

✓ pay particular attention to encouraging all participants to get involved and speak

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were teachers collaborating with "shadows" to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to make you more able to collect relevant feed-back from children with SEN, from shadows or from other groups of disadvantaged learners?

MODULE 6

Ability to plan flexible learning activities adequate to the educational needs and developmental level of all children

Activity 1. Provide multiples means of engagement

Activity 2. Provide multiple means of representation

Review and evaluation. The tree

Activity 1
Provide multiples means of engagement

Overview

This activity allows teachers that collaborate with "shadows" to define useful tools for designing learning activities that are suited to any individual difference and to make their teaching style more inclusive. The objective of this activity is to provide tools for adapting materials, set-ups and teaching styles to the educational needs of all children in a class group. The methodological framework is the Universal Design for Learning (UDL) (https://www.cast.org/impact/universal-design-for-learning-udl), an approach to teaching aimed at providing each student with equal opportunities for learning, through a qualitative differentiation and tailored audio-video information (https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl).

In this activity, we will focus on how to customize the engagement of students with different cognitive styles and behaviour models.

Objectives

✓ to develop teachers' ability to plan flexible learning activities adequate to the educational needs and developmental level of all children

✓ to develop teachers' skills in providing "multiple means of Engagements"

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ worksheets

❑ specific resources:

☑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

Time	Group size
90 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Activity 1. Introduction. The trainer presents its self and the objectives of this activity. Then, the trainer makes an introduction to UDL methodology with a short introductory video (https://www.cast.org/impact/universal-design-for-learning-udl).

Activity 2. Individual work. The video shows 2 questions: "What are my goals?" and "What are the barriers?". These questions will be written on a white billboard, divided in half. Some post-it are then given to teachers, who have to answer to both questions and stick them on the billboard. They can write any number of post-its.

What are my goals?	What are the barriers?
Space for post-its	Space for post-its

Activity 3. Group work. The trainer groups goals and barriers up, taking inspiration from the UDL framework (see bibliography).

He classifies the goals into three categories: engaging students, inspire students and help students to learn.

He then classifies the barriers into three categories: barriers to learning, barriers to schools' organisation, barriers that highlights learning needs. In order to do so, the billboard must be divided accordingly to these categories.

What's my goals?	What are the barriers?
Engagement	School organisation
Inspiration	Personal skills
Support to learning	Learning needs

The trainer will then discuss with the teachers where to put each of their post-its.

Activity 4. Theoretical input. The trainer introduces the UDL guidelines (www.cast.org/impact/universal-design-for-learning-udl), explains how they were built and the assumption on which they are defined. He will then inform the teachers that the lesson will focus on engagement.

Activity 5. Group work. The class is divided into groups and proceed to analyse information on engagement (https://udlguidelines.cast.org/engagement), either presented on projector for all participants or analysed individually on personal devices.

During this task, they also should share reflections to each other on points 7-8-9 of the guidelines.

In plenary session, each group will share in detail its work with the whole class, focussing in particular on the aspects taken into consideration in points 7-8-9. The trainer emphasizes that for each point in the guideline, the UDL website provides bibliography and additional information.

General instructions for trainers coordinating the activity

✓ be aware that teachers do not know a model as complex as UDL, despite it aims to provide them with the ability to visualise their teaching style and with practical tools to increase teaching effectiveness. Therefore, the model must be adapted to your national education system. It is also possible to easily find literature and references on this model.

✓ pay particular attention to the importance of the final activity. You should leave enough time for sharing reflections and discussion.

Debriefing and evaluation

After the restitution of the groups' work and discussion of specific elements regarding the UDL framework "Provide multiple means of engagement", the trainer asks teachers to write anonymously on a sheet of paper what is the main pain point in using the UDL guidelines in their own school. These notes will be read at the beginning of the next activity.

Suggestions for follow-up activities

The trainer greets the participants and invites them to read this article (https://www.understood.org/articles/en/5-examples-of-universal-design-for-learning-in-the-classroom), in order to help them envision how to use the guidelines in their own class.

Activity 2

Provide multiple means of representation

Overview

This activity uses the theoretical framework of UDL (Universal Design for Learning) in order to help teachers that work with "shadows" to provide multiple means of representation. Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness), learning disabilities (e.g., dyslexia), language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because they allow students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Objectives

✓ to develop teachers' ability to plan flexible learning activities adequate to the educational needs and developmental level of all children

✓ to develop teachers' skills in providing "multiple means of representation"

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ worksheets

❑ specific resources:

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ digital group devices (computer & projector, speakers etc.)

Time	Group size
60 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Group discussion. The trainer and the teachers go over the notes in which the latter had previously listed the difficulties (anonymously) in applying the UDL guidelines in their school and go through these remarks in an open discussion aimed at reinforcing the elements of UDL framework.

Activity 2. Theoretical input. The trainer introduces the guidelines on "providing multiple means of representation", without showing them, and explain how the mind learns and how can individual differences be considered in the learning activities design.

Activity 3. Group work. The teachers are then divided into three small groups and each one is provided with 3 cards which contains: Perception, Language, Symbols and Understanding. While the trainer prepares small cards that contain the checkpoints of each point of the guidelines, he asks the teachers to insert them into the areas. In this way, the teachers can get a general grasp of theoretical information before going through the explanation.

In the next phase, each group will share its work with the rest of the class, while the trainer will share the correct positioning of the checkpoints and their meaning.

General instructions for trainers coordinating the activity

✓ be aware that these activities must not be just aimed to transfer information to teachers but also to let them go over their teaching style

✓ pay particular attention to emphasize that mistakes are inevitable in assigning the checkpoints to the three elements of the guidelines should be a source of information and ideas for introducing new concepts

Debriefing and evaluation

The trainer asks the teachers to choose one element among the ones proposed and to write on a sheet of paper the one that they consider more applicable to their context. The sheets will then be collected and used at the beginning of the last activity.

Suggestions for follow-up activities

The trainer recommends the teachers to read this document (https://udlguidelines.cast.org/more/frequently-asked-questions), which contains frequently asked questions on the UDL model.

Activity 3 – reviewing at the end of the day
The tree

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows".

Objectives

✓ to make the participants reflect on the training activities and the individual and group achievements

✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

☑ digital group devices (computer & projector, speakers etc.)

❑ worksheets

❑ specific resources:

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

The trainer shows on a projector a picture of the billboard from their first activity in order to make them think over objectives and barriers that they identified. He then reads any post-it that could be useful for implementing this model (without commenting them).

Then, the teachers will have to write on cards and put them on a paperboard shaped like a tree:

- what they think is essential to do (this represents the air around the tree - aspirations);

- what they think the proposed methodologies could bring (this represent the leaves of the tree);

- what could limit their actual use (the soil on which the tree is resting);

Therefore, the trainer and teachers look at the tree and comment it.

General instructions for trainers coordinating the activity

✓ be aware that teachers should be encouraged to be optimistic about the results of the implementation of this model

✓ pay particular attention to conducting a discussion that focusses both on openness and difficulties

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were teachers collaborating with "shadows" to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to plan more flexible learning activities, more adequate to the educational needs and developmental level of all children, especially those with special educational needs?

MODULE 7

Ability to create a comfortable learning environment for all children, including those with SEN

Activity 1. The school in my dreams

Activity 2. Group choreography

Review and evaluation. Box of thoughts and feelings

Activity 1
The school in my dreams

Overview

This activity will enable the teachers to work together in a physically and emotionally comfortable school. Thus, teachers will be able to prepare efficient, comfortable and effective learning environments. Knowing the school that teachers create in their dream world is very important for an effective and productive teaching environment.

Objectives

✓ to develop teachers' skills of creating a comfortable learning environment for all children, including those with SEN

✓ to improve the teachers' awareness for the feelings and thoughts of the other persons in the classroom (pupils, children with SEN, shadows etc.)

Materials & resources

❑ individual writing tools (paper, pencils, pen etc.)

☑ group writing tools (flipchart, markers, blackboard etc.)

❑ worksheets

❑ specific resources:

❑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

Time	Group size
90 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Video presentation and discussion. The trainer shows the teachers a video of different school examples

(https://docs.google.com/presentation/d/1ZZXDRoaRSlkPqfzjFpB6maWUFV9yKoWe/edit?usp=sharing&ouid=117645593441930761532&rtpof=true&sd=true).

Then the trainer asks the participants to think about the schools they currently work; he can use some specific questions, such as:

- What opportunities they have?

- How do they feel while working?

A short discussion of the participants answers is done, but without evaluating each school or categorizing it.

Activity 2. Group work. The trainer divides the teachers into groups of 5, by giving each teacher a number and grouping the participants with the same number.

Groups are first asked to brainstorm among themselves, starting with the questions:

- What should there be in a school in terms of physical facilities, equipment, garden?

- How should the classroom arrangement be?

- What should there be in the classroom?

- What kind of methods and techniques should be used?

Once given enough time, the groups begin to design their dream school. Groups are given crayons, papers, laptop, etc. After the work is completed, the groups are asked to present the schools they have designed as a group. Group members can present their part as they wish. Each group will have 5 minutes for the presentation. After they finish their presentations, the trainer asks them to discuss about each other's schools and asks following questions:

- What do you think about the schools that you created?

- Do you think what is missing in those schools?

- What do you need to create your dream schools?

The trainer gets the answers and encourages the teachers to discuss and share their opinions.

General instructions for trainers coordinating the activity
✓ be aware of the main purpose of this activity, that is to create effective and comfortable learning and teaching environments where teachers can express themselves comfortably, efficiently, and move freely ✓ pay particular attention to asking the teachers to take into consideration the SEN pupils when designing their dream school

Debriefing and evaluation
After the groups have made their presentations, the trainer asks the teachers to return to their groups and discuss what the activity has changed for them. After that he asks the teachers the following questions: - What did you think about this activity? - How did you feel while doing this activity? - What should be changed or stay the same? - Have your ideas changed about schools and is this activity created awareness for you? - What kind of activities would you design to create a comfortable, peaceful, effective and productive learning and teaching environment? After listening to the teachers who answered these questions verbally, the ideas are generally discussed.

Suggestions for follow-up activities
For more information the trainer recommends the teachers to read and watch the following resources: www.youtube.com/watch?v=c2hfnXnrWTw www.youtube.com/watch?v=8N2pnYne0ZA

Activity 2
Group choreography

Overview

In this activity, the teachers will create a group choreography by working with the trainer's directions. During the choreography to be created, the teachers will get to know each other better, and they will have more information about each other's characteristics and abilities. Thus, the teachers will communicate better with each other and act more comfortably in the environment they are in. In addition, group work is very important in terms of increasing the efficiency of the learning and teaching environment.

Objectives

✓ to develop teachers' skills of creating a comfortable learning environment for all children, including those with SEN

✓ to develop teachers' receptivity to collaborating with others to create a comfortable learning environment

Materials & resources

❑ individual writing tools (paper, pencils, pen etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ worksheets

❑ specific resources:

❑ digital individual devices (smartphone, tablet, laptop etc.)

☑ digital group devices (computer & projector, speakers etc.)

Time	Group size
60 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Group work. The trainer gives numbers from 1 to 5 to the teachers, then the teachers who have the same numbers gather up. They listen to such songs that everyone could dance to (see reference 1) and the trainer shows them an example of a group choreography (see reference 2).

Every teacher is asked to teach a couple of dance moves to their team. If teachers have a struggle while finding a move, they can give examples of basic gestures they use in daily life. Such as the gestures they make while brushing their teeth or the moves they make during having an exercise. Afterwards, all teachers are asked to teach those moves to other teachers in their group.

Every group is asked to perform every move they have learned in a single dance. They are notified about the moves that must be synchronized with the music. Every teacher is informed about they should follow the choreography they all contributed with their moves. They are given enough time and then every group is asked to perform their dance to the class.

Activity 2. Group discussion. After all the groups present their dances to the other groups the trainer then asks the following questions to the teachers.

- Were there any disagreements in your group while learning each other's movements? How did you overcome these disagreements?

- How did you feel when any of your friends in your group did not cooperate with other group members?

- What did you think and how did you feel while learning and performing the movements?

- How did it feel to work with your friends for a common purpose?

General instructions for trainers coordinating the activity

✓ be aware that the music choice must be simple, fun, and be suitable for everyone

✓ pay particular attention to involving all participants in an effective manner

✓ pay particular attention to advise the participants that they should take into consideration SEN students If they use this activity in their classrooms, necessary directions and warnings should be made for disadvantaged students. For example, the activities for physically disabled students must be overly simplified

Debriefing and evaluation

After the groups have presented their performances, the trainer asks the teachers the following questions:

- What did you think about this activity?

- How did you feel while doing this activity?

- What should be changed or stay the same?

- Do you think this activity contributes to develop teachers' group work skills and to improve their communication skills.

After listening to the teachers who answered these questions verbally, the ideas are generally discussed.

Suggestions for follow-up activities

The trainer recommends the teachers to read and watch the following resources on the theory of group work and creating choreography. Also, below is an example of a song that can be choreographed and a showcase that can be created with that song.

References:

1.www.youtube.com/watch?v=7wtfhZwyrcc

2. www.youtube.com/watch?v=ol3qBhx-t34

3.www.researchgate.net/publication/307593723_Groupwork_theory_and_practice

Activity 3 – reviewing at the end of the day
Box of thoughts and feelings

Overview
This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows".

Objectives
✓ to make the participants reflect on the training activities and the individual and group achievements ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources	
☑ individual writing tools (paper, pencils, pen etc.)	❑ digital individual devices (smartphone, tablet, laptop etc.)
❑ group writing tools (flipchart, markers, blackboard etc.)	❑ digital group devices (computer & projector, speakers etc.)
❑ worksheets in Appendix 1,2,3 etc.	
☑ specific resources: box	

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

The trainer brings a box which he has prepared before and shows it to the teachers. The trainer asks the teachers to review and think the activities they have done during the training and gives them some time to think. While the teachers are thinking, the trainer guides them about what they should consider by asking following questions.

- Which activities have you done? What do you think is the purpose of these activities?

- Do you think the activities are beneficial? If so in which way?

- If you apply these activities in the classroom, how do they effect the students including the special needs students?

- What have you thought about and how do you feel during the activities? How was the communication between you and other teachers?

The trainer wants the teachers to write their answers on a paper and put it into the trainer's box.

The trainer makes a short review of the notes in his box and discuss the most important / relevant / more frequent ideas with the participants, starting a short debate.

General instructions for trainers coordinating the activity

✓ be aware of the sensitive ideas that participants can note and be prepared to potential negative feed-backs

✓ pay particular attention to preparing this activity. Some resources might be helpful:

https://en.wikipedia.org/wiki/Peer_assessment

www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Measurement%20and%20Evaluation%20in%20Education%20_%20MA-Edu%20_%20ED-804%20E%20_%20English_21072017.pdf

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were teachers collaborating with "shadows" to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to create a more comfortable learning environment for all children, including those with special educational needs?

MODULE 8

Ability to create a positive environment in inclusive classrooms, to make all children feel motivated and integrated

Activity 1. Differences and coexistence

Activity 2. We are forest

Review and evaluation. Gain board

Activity 1
Differences and coexistence

Overview
This activity is designed as an example for teachers to contribute to the social cohesion of all children in their classrooms and to develop the skills of supporting learning, motivating and living together in an inclusive classroom environment.

Objectives
✓ to develop teachers' ability to create a positive environment in inclusive classrooms, making all teachers feel motivated and integrated ✓ to develop teachers' ability to carry out educational activities that contribute to the acceptance of differences in the working environment.

Materials & resources

☑ individual writing tools (paper, pencils, pen etc.)

❑ digital individual devices (smartphone, tablet, laptop etc.)

❑ group writing tools (flipchart, markers, blackboard etc.)

❑ digital group devices (computer & projector, speakers etc.)

❑ worksheets

☑ specific resources: watercolour, dry paint, coloured markers etc.

Time	Group size
90 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Group discussion. The trainer comes to the classroom and tells the teachers that they will all make our own creative design. He shows the A4 paper he has brought to the teachers. The trainer numbers the teachers from 1 to 5. He then brings together teachers with the same number. Thus, groups of 5 people are formed.

The trainer asks the teachers some questions before starting the activity.

-What similarities and differences do you have with your colleagues?

-What do you like and dislike?

-What do you like to do together with your colleagues?

-Have you ever put yourself in the shoes of your colleagues?

-What do you do to solve the problems you face with in your working place?

These questions can be diverse. The important part is to create a discussion focusing on the positive aspects of living together despite our differences, and trainer supports this idea with good examples.

Activity 2. Group work. The trainer distributes the A4 papers, mentioning that those papers represent collegiality. He says that the groups will draw pictures on these papers that will reflect values such as friendship, respect, love, tolerance, helpfulness, sharing and kindness. He says that the members of the group will first discuss and brainstorm among themselves. After reaching a consensus finally, they will draw this picture on the paper and move on to the colouring part.

He says that after the colouring process is completed, one person representing each group will present the picture. All groups exhibit their work in front of the other teachers. They share what they want to tell in their work with other colleagues.

Activity 3. Group discussion. After every group present their pictures, the trainer starts a discussion by asking following questions:

- What changes have occurred in your thoughts about your colleagues after the study?

- Do you think you know your colleagues better after the activity?

- Do you feel different in the working environment?

- Did this activity raise and awareness in you about the values?

- Do you think differences are advantageous or disadvantageous to work together?

✓ be aware that the main purpose here is to tell teachers about the beautiful aspects of living and working together

✓ pay particular attention to providing all the necessary materials for this activity and to ensuring that all groups participate equally

✓ pay particular attention to informing yourself before the activity about the above-mentioned values (friendship, respect, love, tolerance, helpfulness, sharing and kindness), as you should have prior knowledge about values education (see references 1 and 2)

✓ be aware that you could / should use the show-and-make technique to help groups who have difficulties during this exercise (see reference 3)

✓ be aware that you should talk about the importance of understanding and valuing each other in order to live and work happily together

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Debriefing and evaluation

The trainer asks the trainees to reflect to the activity and comment on that, starting a discussion with some specific questions, such as:

- What did you think and feel while doing this activity?

- In your opinion what is the purpose of this activity?

- Do you think this activity was productive or not?

- Do you think this activity helps to create a positive environment in inclusive classrooms, making all teachers feel motivated and integrated?

- What other activities can be done to create a positive and inclusive working environment to make all teachers feel motivated and integrated?

Responses to these questions are received from all the participating teachers. Trainer brainstorms (see reference 4) and writes ideas on the board. Thus, different activity ideas suitable for this purpose are produced.

Suggestions for follow-up activities

The trainer advises to the teachers that this event can also be done as a "Friendly Wall" or "designing t-shirt". If the necessary opportunities are created, a work can be done and painted on a wall on a determined at the school or on a t-shirt, where students can work together in solidarity and cooperation.

The trainer recommends the teachers to read the following resources on the theory of values education, demonstration and brain storming.

References:

1. https://files.eric.ed.gov/fulltext/EJ1219123.pdf

2.https://www.carolread.com/wp-content/uploads/2019/01/Values-Education-YLTSIG-newsletter-March-2018.pdf

3.https://www.lsuagcenter.com/MCMS/RelatedFiles/%7BD4E91CD0-EA91-4041-9326-C2BBF3694450%7D/How-to-Give-a-Method-Demonstration.pdf

4.https://www.mindtools.com/brainstm.html

Activity 2
We are forest

Overview
This activity is prepared as an example to help the teachers become aware of their individual differences and spend time together in order to create a positive working environment. One of the best examples of living together is the forest. Every element that makes up the forest is interconnected and together they form an ecosystem. In today's conditions, different people in many areas of life have to come together and often work for common purposes. This shows that more activities should be done in the field of education about how we can live and work together harmoniously and happily.

Objectives
✓ to develop teachers' ability to create a positive environment in inclusive classrooms, making all teachers feel motivated and integrated
✓ to provide the teachers with the idea that individual differences come together to create richness and diversity

Materials & resources	
☑ individual writing tools (paper, pencils, pen etc.)	❑ digital individual devices (smartphone, tablet, laptop etc.)
☑ group writing tools (flipchart, markers, blackboard etc.)	❑ digital group devices (computer & projector, speakers etc.)
❑ worksheets	
❑ specific resources:	

Time	Group size
60 minutes	☑ small groups (5-10 members)
	☑ medium groups (10-20 members)
	☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Group work. The trainer gives each attending teacher a random number from 1 to 5 and brings together teachers with the same number. For this activity, groups of 5 people are formed. The trainer says:

- "How would you feel if you lived in a forest? I want you to close your eyes, take a deep breath and imagine for a moment that you are in such a forest."

After a short moment for individual reflection, the trainer encourages the participants to answer this question, therefore sharing with the trainer and other participants the importance of living together with individual differences.

Then, the trainer asks the teachers to paint their own tree, one for each group, but only after a common decision about what kind of tree represents them best as a group. Trainer distributes A4 paper to each group.

The trainer divides one wall of the meeting room into sections and tells the groups where to hang their drawings after the trees are completed. Trainer gives the groups enough time to draw their own tree.

Activity 2. Group work and discussion. After the tree pictures are completed, the trainer asks the groups to come in front of the other groups with the pictures they made. While the teachers standing side by side they hold the pictures in front of them, the trainer asks the group about the similarities and differences of the trees drawn. Trainer does the same thing to all groups.

The trainer then instructs the teachers to cut out the pictures of the trees they have drawn and make their patterns. He sticks the trees together with the teachers on the big cardboard on the wall he prepared beforehand. Thus, a large forest is created.

Activity 3. Group discussion. After the "forest" is completed, the trainer starts a discussion by asking following questions:

- Can you compare the environment you live with a forest?

- When it is thought that the objects in the forest complete each other, do you think that the individuals around you also complement each other?

- What would happen if every individual around you had the characteristics you have?

- What do individuals with different characteristics mean to you?

- How do you feel about yourself?

The trainer conducts the discussion focusing on diversity and the need of each person in a smaller or larger group to feel positive about the group activities.

General instructions for trainers coordinating the activity

✓ be aware of having all the resources prepared in advance

✓ pay particular attention to acting in cooperation with the teachers in line with the main purpose of the activity, namely to create an inclusive classroom environment, so that teachers can live and work happily and harmoniously together despite the differences.

✓ be aware of the possibility of making suggestions to the teachers on topics such as cooperative learning, group work, demonstration and dexterity (see reference 1, 2, 3).

Debriefing and evaluation

The trainer asks the participants to reflect to the result of the previous activities and comment on that, starting a discussion based on simple questions, such as:

- What did you think and feel while doing this activity?

- In your opinion what is the purpose of this activity?

- Do you think this activity was productive or not?

- Do you think this activity helps to create a positive environment in inclusive

classrooms, making all teachers feel motivated and integrated?

- What other activities can be done to create a positive and inclusive working environment to make all teachers feel motivated and integrated?

The trainer allows everybody answer the questions.

Suggestions for follow-up activities

The trainer recommends the teachers to analyse some specific **references**:

1.https://www.aeseducation.com/blog/what-is-cooperative-learning-and-how-does-it-work#:~:text=Cooperative%20learning%20is%20the%20process,blended%20learning%20or%20differentiated%20instruction.

2.https://www.researchgate.net/publication/307593723_Groupwork_theory_and_practice

3.https://www.lsuagcenter.com/MCMS/RelatedFiles/%7BD4E91CD0-EA91-4041-9326-C2BBF3694450%7D/How-to-Give-a-Method-Demonstration.pdf

Activity 3 – reviewing at the end of the day
Gain board

Overview
This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future work of collaborating with "shadows". The purpose of this activity is to review what has been learned and to enable the teachers to rethink and internalize the achievements.

Objectives
✓ to make the participants reflect on the training activities and the individual and group achievements ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with "shadows"

Materials & resources	
☑ individual writing tools (paper, pencils, pen etc.)	❏ digital individual devices (smartphone, tablet, laptop etc.)
☑ group writing tools (flipchart, markers, blackboard etc.)	❏ digital group devices (computer & projector, speakers etc.)
❏ worksheets	
❏ specific resources:	

Time	Group size
30 minutes	☑ small groups (5-10 members) ☑ medium groups (10-20 members) ☑ large groups (20-30 members)

Description of the training activity - methodology

Activity 1. Review of previous results. The trainer asks all the teachers to hang the work they created in the activities they have done on the activity board. Thus, all learning products obtained in both activities are exhibited together. And asks all teachers to review the work done again.

Activity 2. Group discussion. The trainer asks the following questions:

- What do you think about the activities?

- Do you think these activities help to develop the ability to create a positive environment in inclusive classrooms, to make all teachers feel motivated and integrated?

The trainer asks the teachers to write their answers on a piece of paper and describe their general thoughts and feelings about the activities and hang it on the activity board. After the work is completed, everyone checks each other's papers.

Next, the trainer asks the teachers to verbally describe their evaluations in meeting room. The subject titles and resolution processes are written on the board and the agreed topics are noted.

The trainer can suggest to the teachers to read an additional resource:

www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Measurement%20and%20Evaluation%20in%20Education%20_%20MA-Edu%20_%20ED-804%20E%20_%20English_21072017.pdf

General instructions for trainers coordinating the activity

✓ be aware of diversity in the working environment. Therefore, during the evaluation phase, each individual should be allowed to express themselves freely without judgemental comments. It would not be very appropriate to make an evaluation in an uncomfortable environment

✓ pay particular attention to the feed-back you provide for each participant

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were teachers who wants to provide better educational services for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, equally important, please reflect on what you learned today from the teachers attending your course; is there anything from their expertise that you can use or adapt to create a more positive learning environment in your teaching or training activities?

TOOLS FOR TRAINERS

Examples of self-evaluation rubrics for the attending teachers

Example of self-evaluation rubric for the trainer

Examples of self-evaluation rubrics for the attending teachers

These rubrics can be handed to the participants on the beginning of the training in order for them to self-assess their achievements during the training and to ask for more information / activities on specific topics when needed.

During the training activities, be aware of the new information that the trainer presents and evaluate your achievements for each topic; for the yellow and red ticks, please ask your trainer for additional support:

	I was already familiar with this concept ⇩	I fully understood this concept after the activities ⇩	I would need more information about this concept ⇩	I learned nothing about this concept ⇩
patience	❑	❑	❑	❑
self-control	❑	❑	❑	❑
collaboration	❑	❑	❑	❑
teamwork	❑	❑	❑	❑
empathy	❑	❑	❑	❑
respect	❑	❑	❑	❑
diversity	❑	❑	❑	❑
adaptability	❑	❑	❑	❑
feed-back	❑	❑	❑	❑
flexibility	❑	❑	❑	❑
educational needs	❑	❑	❑	❑
learning environment	❑	❑	❑	❑
special educational needs	❑	❑	❑	❑
motivation	❑	❑	❑	❑
integration	❑	❑	❑	❑

During the training activities, be aware of the new skills that you should develop and evaluate your achievements for each category of skills; for the yellow and red ticks, please ask your trainer for additional support:

	I already had this skill ⇩	I fully developed this ability ⇩	I would need more activities to develop this skill ⇩	I didn't develop this ability at all ⇩
ability to behave patiently	❑	❑	❑	❑
self-control skills	❑	❑	❑	❑
collaboration & communication skills	❑	❑	❑	❑
teamwork abilities	❑	❑	❑	❑
empathic behaviour	❑	❑	❑	❑
ability to respect others' needs and opinions	❑	❑	❑	❑
ability to value diversity	❑	❑	❑	❑
ability to respect the differences	❑	❑	❑	❑
adaptability	❑	❑	❑	❑
interest for feed-back	❑	❑	❑	❑
ability to plan flexible learning activities	❑	❑	❑	❑
ability to adapt to the children's needs	❑	❑	❑	❑
ability to design comfortable learning environment	❑	❑	❑	❑
ability to create a positive climate in the classroom	❑	❑	❑	❑
general ability of working with children with SEN	❑	❑	❑	❑

Example of self-evaluation rubric for the trainer

During the activities, be aware of your trainees feed-back and evaluate your activity as a trainer; be aware of the yellow and red ticks in order to provide additional support for your trainees and to further adapt your future trainings:

	Level of participants' interest ⇩	Level of participation ⇩	Level of achieving the objectives (developing the proposed skills) ⇩
Module 1. Activity 1. Why is patience important?	❑ full interest ❑ partial interest ❑ no interest at all	❑ active participation ❑ partial participation ❑ no participation at all	❑ fully achieved ❑ partially achieved ❑ no achievements at all
Module 1. Activity 2. Why is self-control important?	❑ full interest ❑ partial interest ❑ no interest at all	❑ active participation ❑ partial participation ❑ no participation at all	❑ fully achieved ❑ partially achieved ❑ no achievements at all
Module 1. Activity 3. Review and evaluation	❑ full interest ❑ partial interest ❑ no interest at all	❑ active participation ❑ partial participation ❑ no participation at all	❑ fully achieved ❑ partially achieved ❑ no achievements at all
Module 2. Activity 1. Stronger together	❑ full interest ❑ partial interest ❑ no interest at all	❑ active participation ❑ partial participation ❑ no participation at all	❑ fully achieved ❑ partially achieved ❑ no achievements at all
Module 2. Activity 2. Numbered heads	❑ full interest ❑ partial interest ❑ no interest at all	❑ active participation ❑ partial participation ❑ no participation at all	❑ fully achieved ❑ partially achieved ❑ no achievements at all
Module 2. Activity 3. Review and evaluation	❑ full interest ❑ partial interest ❑ no interest at all	❑ active participation ❑ partial participation ❑ no participation at all	❑ fully achieved ❑ partially achieved ❑ no achievements at all

	Level of participants' interest ⇩	Level of participation ⇩	Level of achieving the objectives (developing the proposed skills) ⇩
Module 3. Activity 1. Ivan and the sealskin	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 3. Activity 2. The moral dilemmas	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 3. Activity 3. Review and evaluation	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 4. Activity 1. Meet friends	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 4. Activity 2. Let's listen to each other	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 4. Activity 3. Review and evaluation	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 5. Activity 1. Shadows' roles	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 5. Activity 2. Collecting feed-back from children with SEN	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 5. Activity 3. Review and evaluation	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all

	Level of participants' interest ⇩	Level of participation ⇩	Level of achieving the objectives (developing the proposed skills) ⇩
Module 6. Activity 1. Provide multiples means of engagement	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 6. Activity 2. Provide multiple means of representation	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 6. Activity 3. Review and evaluation	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 7. Activity 1. The school in my dreams	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 7. Activity 2. Group choreography	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 7. Activity 3. Review and evaluation	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 8. Activity 1. Differences and coexistence	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 8. Activity 2. We are forest	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all
Module 8. Activity 3. Review and evaluation	❏ full interest ❏ partial interest ❏ no interest at all	❏ active participation ❏ partial participation ❏ no participation at all	❏ fully achieved ❏ partially achieved ❏ no achievements at all