

Activities to introduce the Inclusive Education Vision and Principles



Education
4Everyone



Nursery Activity: p2
"Everyone's different and it's okay to be me"

Primary School Activity: p3
"The learning tree"

Secondary School Activity: p6
"The switch"

Nursery activity: “Everyone’s different and it’s okay to be me”

📍 Purpose: At nursery age the standards are mainly about them understanding that everyone is different — and that’s okay — everyone adds something, and everyone should be included.

👤 Materials: Paper, paints

🕒 Lesson Plan:

Introduction (5 minutes): Explain That there’s a new Inclusive Education Vision and Principles and the importance of making sure everyone can be included.

Activity (30 minutes): Children do a paint handprint in whatever colour paint they choose.

Discussion (10 minutes): Talk about the different colours — the different sizes — and how good they look together. Ask what they liked about taking part and what helped them — and what helped other people. Discuss other ways we can make sure everyone is able to take part and feel involved.

Reflection (5 minutes): Reflect on how differences make us special.

🔧 Adaptations:

- Crayons or clay can also be used as alternatives.
- Use a camera to take photos of their faces and display all their faces on screen.

♿ Inclusion:

- For children with visual impairments, provide tactile materials for sculpting or raised-line drawing kits.
- For children with mobility or sensory issues, consider photographing their hand for them to colour in.


★ Why we like this:

- Encourages creative expression and emotional literacy.
- Provides a visual and imaginative way to consider differences and promote understanding.



Primary activity: “The learning tree”

 **Purpose:** To raise awareness of the new Inclusive Education Vision and Principles, and discuss the principles.

 **Materials:** A large tree with no leaves. This can be an LED tree or drawn on cardboard. Cut outs from printing the attached sheet.

Lesson Plan:

Introduction (5 minutes): Explain That there’s a new Inclusive Education Vision and Principles and the importance of making sure everyone can be included. Play the introduction animation.

Activity (30 minutes): Using the principles on screen or in the leaflet as reference, children write on leaves what makes school a place that they feel included to learn and grow. They attach their leaves to the tree.

Children write on the apple shapes what would make it even better. They attach their ideas on the apples to the tree.

Discussion (10 minutes): Read out and discuss some of the ideas on the tree. How they might work in the school and how they would improve inclusion.

Reflection (5 minutes): Reflect on how they can be part of making everyone feel included and able to take part.

Adaptations:

- This can be adapted for an interactive whiteboard.
- Use different coloured leaves to write down barriers to inclusion and things that get in the way of everyone being able to get involved in learning and playing.

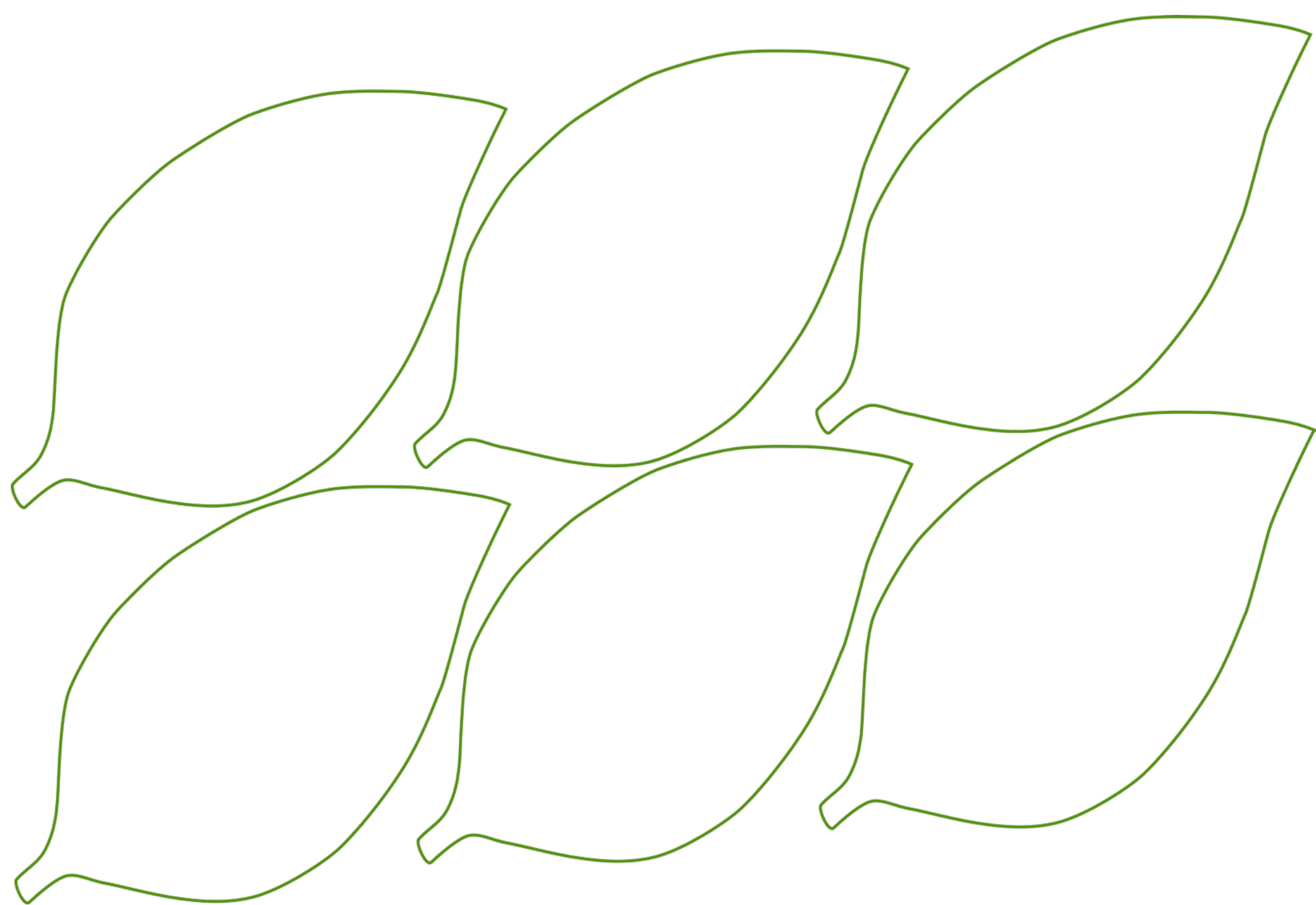
Inclusion:

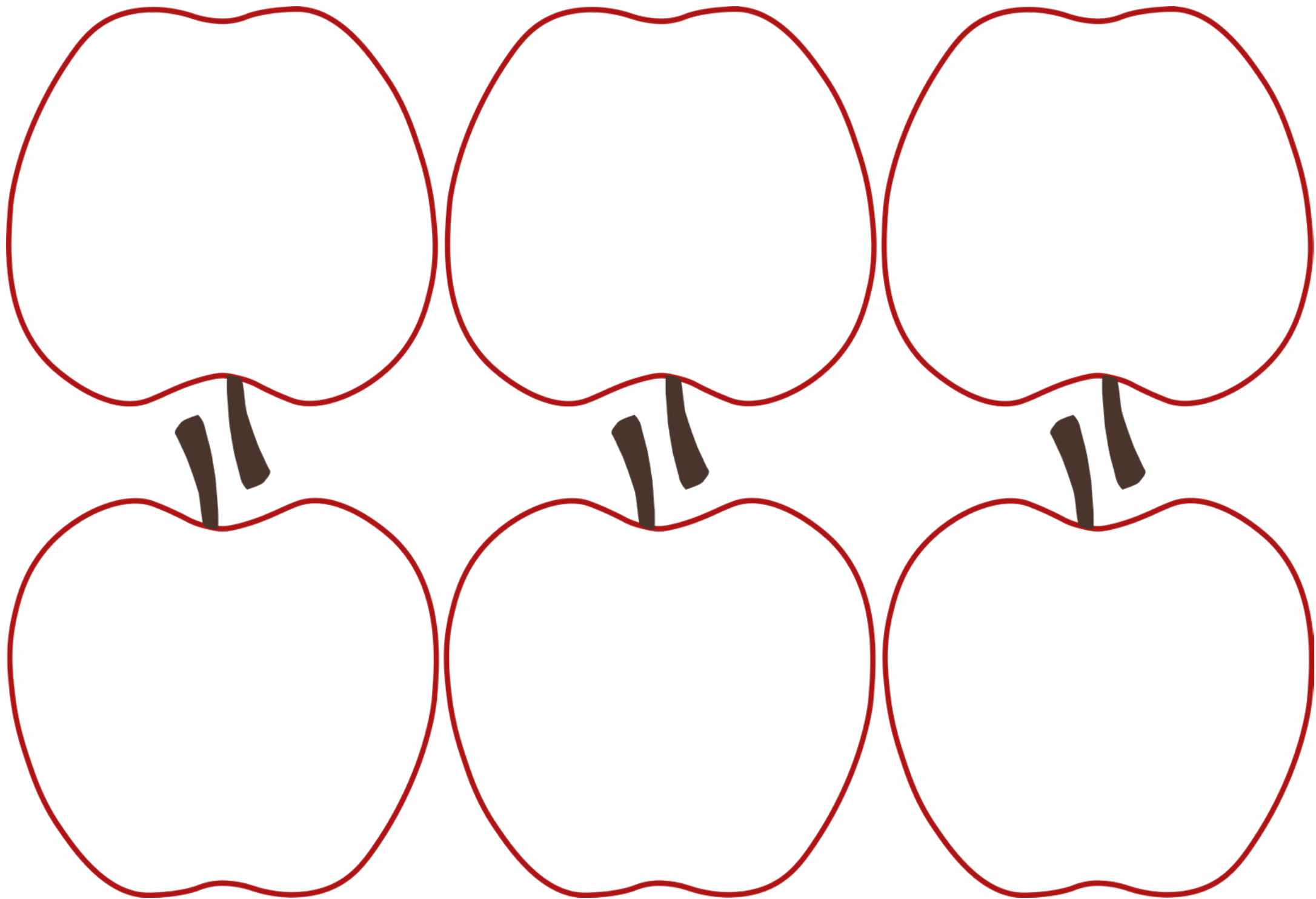
- Children with visual impairments, can print their answers onto a leaf or apple.
- For children with mobility issues, consider having lower accessible branches to tie their leaves and apples to.

Why we like this:

- Encourages creative ideas and a deeper understanding of inclusion.
- Provides a visual and imaginative way to present ideas to the school leadership.







Secondary activity: “The switch”

 **Purpose:** To raise awareness of the new Inclusive Education Vision and Principles, and discuss the principles.

 **Materials:** Usual writing materials

Lesson Plan:

Introduction (5 minutes): Explain That there’s a new Inclusive Education Vision and Principles and the importance of making sure everyone can be included. Play the introduction animation.

Activity (30 minutes): In groups, using the principles as inspiration, learners write a true or believably fictitious situation where one of the principles’ statements isn’t true. Then they write down their ideas for what would switch that situation to be more inclusive. What action, policy or change is needed.

Discussion (10 minutes): Share some of the stories. What ideas are there that we as a school could do to be more inclusive?

Reflection (5 minutes): What ‘switch’ in actions or attitudes could they make personally to support a more inclusive school experience for everyone?

Adaptations:

- This can be done individually. It could also be done for each of the principles.
- Ask learners what each of the principles means to them. Then what needs to happen to ‘switch’ the principles on?

Inclusion:

- Be aware of emotions some learners might feel from feeling excluded in some areas. For children with writing issues, make recording devises available.

Why we like this:

- Encourages creative expression and emotional literacy.
- This not only help students understand the principles of the Inclusion Education Charter but also encourage them to apply these values in their daily lives.

