2023-1-EE01-KA210-SCH-000151315

INCLUSION THROUGH CREATIVITY

Co-funded by
the European Union

TABLE OF CONTENTS

1 Introduction

2 Partners

3 Best practices: Art

4 Best practices: Music

5 Best practices: Sport

6 Best practices: Acting

7 Best practices: Metaphors

INTRODUCTION

This project aims to enhance the educational and social inclusion of war refugee pupils across various regions, addressing a critical need in today's global landscape. War refugee pupils often face significant challenges, including language barriers, cultural differences, and trauma, which can hinder their academic performance and social integration. The primary goal is to promote the social inclusion of these pupils through the use of creative mediums, which have been proven to be effective in fostering communication, expression, and connection. By leveraging creativity, educators can create an engaging and supportive environment that transcends traditional educational barriers.

Ultimately, this project underscores the importance of inclusive education as a cornerstone for building cohesive and resilient communities. By addressing the educational and social needs of war refugee pupils through creative mediums, the project aims to ensure that every child has the opportunity to thrive both academically and socially, fostering a more inclusive and empathetic

PARTNERS



ASOCIACIJA IVAIGO

Asociacija IVAIGO is renowned for its commitment to sustainable development and active engagement in youth policy. With a focus on international collaboration and social research, the organization excels in promoting creativity, critical thinking, and inclusive participation in programs like Erasmsu plus. IVAIGO's dedicated efforts to empower youth, especially those with fewer opportunities, and its advocacy for minorities and marginalized groups, align seamlessly with the project's goals. Partnering with NGOs and municipalities, IVAIGO leverages its expertise in education and creative initiatives to champion social inclusion, making it an invaluable asset to the project's mission of using creative mediums to foster the inclusion of war refugees' pupils.

Website: www.ivaigo.lt
Instagram: www.instagram.com/ngoivaigo
Facebook: www.facebook.com/ivaigongo

PARTNERS

LASNAMÄE GÜMNAASIUM

Lasnamäe Gümnaasium is a public school situated in the biggest dwelling area of Tallinn. Our school provides education for almost 1500 students and is divided into primary, secondary and upper-secondary levels.
Our school is student-oriented and supports students with various learning abilities. We do support our students in various fields and try to offer them numerous opportunities for their intellectual, physical and cultural development.
Due to the fact that our school building is modern and up-to-date, we are eager to organise inspiring lessons and activities both inside and outside of the school building.

We actively cooperate with various institutions and organisations (including Universities and vocational schools) and offer our upper-secondary students optional courses in various fields and subjects.
We also promote lifelong learning for our students and teachers and try to focus on the problems of the environment. Promoting a sustainable and active lifestyle is also one of our focal points in the future.

Website: https://www.tallinn.ee/et/lasgy
Instagram: @lasgy12
Facebook: https://www.facebook.com/lasgy/?locale=et_EE

PARTNERS

VENTSPILS 3.PAMATSKOLA

Ventspils 3.pamatskola represents a state-funded, day school, which is situated near the Baltic sea providing a lot of several ecological systems.
The aim of our school is to provide our students with qualitative education, inspiring them to achieve the best results in their studies and become multilingual, tolerant and highly educated citizens, successful in any profession.
The curriculum of our school is developed according to the humanistic approach to teaching and traditions of classical education, especially concentrating on the study of languages and science. Our school is well equipped with computing facilities and modern technologies. All our students have the opportunity to participate in extracurricular activities at the basic school level.

Website: www.3psk.ventspils.lv
Instagram: -
Facebook: https://www.facebook.com/3.vidusskola



SECTION 1

ART

COLLABORATIVE CIRCLE PAINTING SESSION

ASOCIACIJA IVAIGO

PLACE OF IMPLEMENTATION

Asociacija IVAIGO, Vilnius, Lithuania



COLLABORATIVE CIRCLE PAINTING SESSION



DESCRIPTION

The collaborative painting session is designed to provide participants with an opportunity to express themselves creatively and engage in collaborative art-making. The collaborative circle painting session is an engaging and dynamic activity designed to encourage creativity and teamwork among participants.

COLLABORATIVE CIRCLE PAINTING SESSION

DESCRIPTION

- Participants, typically consisting of 10-15 kids, form a circle with each child having a piece of paper in front of them.
- They begin by drawing something on their own paper, contributing their initial artistic creation to the collaborative project.
- At the direction of the educator, participants then rotate clockwise, moving to the next paper in front of them.
- Here, they add something new to the artwork on the paper in front of them, building upon the contributions of their peers.
- This process continues as participants rotate from paper to paper, adding new elements and ideas to the collaborative painting with each rotation.

COLLABORATIVE CIRCLE PAINTING SESSION

TARGET GROUP/BENEFICIARIES

War refugee kids

THE MAIN OBJECTIVES

1. To promote teamwork
2. To foster creativity and communication
3. To promote social inclusion through a collaborative painting project

EXPERTS/STAFF

Art teachers, artists, youth workers

METHODOLOGY/DIDACTIVE TOOLS

Group work, teamwork

ADDITIONAL MATERIALS/EQUIPTMENT NEEDED

Painting-related equipment including easels, canvases, paintbrushes, and etc

COLLABORATIVE CIRCLE PAINTING SESSION

CONCLUSIONS

The activity was performed by 10 kids. In a harmonious circle, they embarked on a journey of creation, starting with individual drawings that seamlessly merged into a collective masterpiece. Guided by the educator's direction, the children rotated clockwise, infusing each paper with fresh ideas and colors within the given 15-minute timeframe. With each rotation, the painting evolved, reflecting the collective creativity and collaborative spirit of the group. As the session concluded, vibrant strokes and imaginative motifs adorned the once-blank canvases, showcasing the power of teamwork and the joy of artistic expression.

RECOMMENDATIONS AND GUIDELINES

Emphasizing the importance of fostering creativity, communication, and collaboration among participants. Setting up a comfortable and inviting space for the painting session, with ample lighting, seating, and art supplies.

ADVERTISING PRINTING WORKSHOP

VENTSPILS 3.PAMATSKOLA

PLACE OF IMPLEMENTATION

First step at Ventspils 3.pamatskola
Second and third steps at Ventspils design workshop "RADE", Ventspils, Latvia

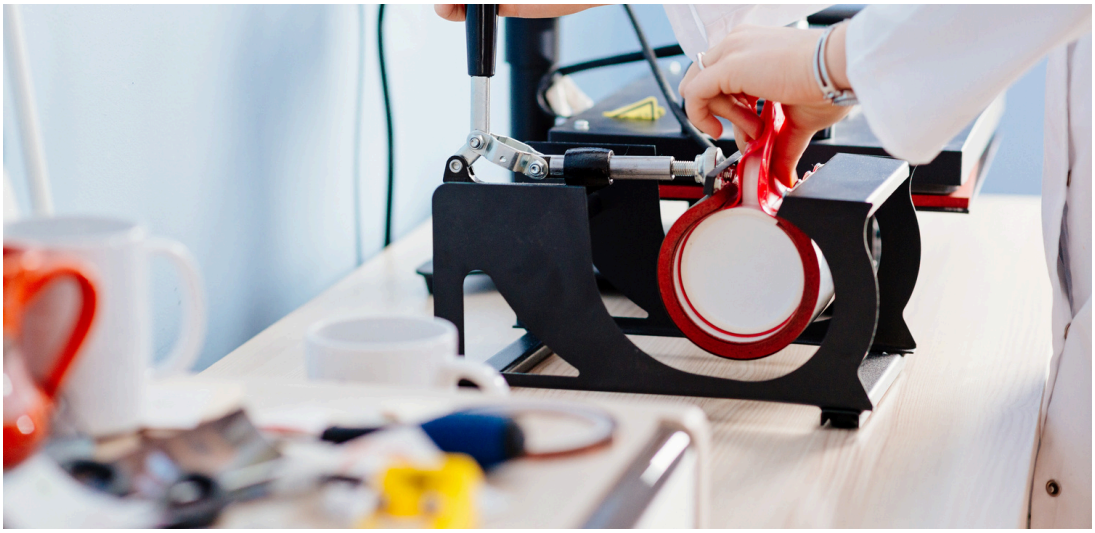


ADVERTISING PRINTING WORKSHOP

DESCRIPTION

Ventspils design workshop "RADE" is a production unit room where both individual users and entrepreneurs can create a variety of products. The workshop has various production units meant to transfer any design to either clothing, plastic, metal or wood, acrylic, various composite materials and other accessory types, print photos, make stickers and create packaging for any product created here.

- Get to know the design workshop. Printing Methods and Equipment Used.
- Creating Your Own Design using CANVA.
- Printing on Products Using Sublimation (fabric bag and mug)



ADVERTISING PRINTING WORKSHOP

TARGET GROUP/BENEFICIARIES

War refugee kids

THE MAIN OBJECTIVES

1. To promote teamwork
2. To foster creativity and communication
3. To promote social inclusion through a collaborative design project

EXPERTS/STAFF

Art teachers, class teachers, youth workers, Ventspils design workshop "RADE" workers

METHODOLOGY/DIDACTIC TOOLS

Individual work, teamwork

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Laptop for each participant. First step (your own design creating) pupils do at school using Canva.com
All necessary materials in “Rade” are provided by the organizer, but you can bring your own fabric bag and mug.

ADVERTISING PRINTING WORKSHOP

CONCLUSION

During this activity each participant creates their own design and prints it on a bag and mug. Workshop participants will go through all three stages - from the idea to its implementation

RECOMMENDATION AND GUIDELINES

Workshop lasts 3 hours.
Emphasizing the importance of fostering creativity, communication, and collaboration among participants.



INCLUSION THROUGH CREATIVITY

LASNAMÄE GÜMNAASIUM

PLACE OF IMPLEMENTATION

Lasnamäe Gümnaasium



INCLUSION THROUGH CREATIVITY

DESCRIPTION

Art is always a good way to integrate various subjects.

1. Students collected stones on the shore of the Baltic Sea. They had a lesson there about the sea and its importance for Estonians.
2. During the English lessons students drew their emotions on the stones, created presentations with associations and mnemonics and exchanged them with their classmates in order to memorize the new words.
3. Later, the stones and the presentations were also used for communicative practice: making up dialogues, creating a script for an episode (see our BP video), an interview, etc.
4. During social studies students also drew the pictures and spoke about their emotions, they also prepared presentations about their home country or their new place of residence (in our case – Estonia). During the process of sharing the students' feelings – the discussion arose. This helped to satisfy the emotional needs of pupils to express themselves through creativity.

INCLUSION THROUGH CREATIVITY

TARGET GROUP/BENEFICIARIES

War refugee children / students of Ukrainian classes

THE MAIN OBJECTIVES

1. To reveal the fears and overcome them;
2. To express emotions and demonstrate feelings;
3. To support each other;
4. To create a sense of belonging;
5. To integrate into society by showing your skills talents and emotions;
6. To develop artistic skills and creativity;
7. To master speaking skills in mother and foreign languages;
8. To educate students about the place they live.

EXPERTS/STAFF

Social studies teacher, history teacher, art teacher, language teachers

INCLUSION THROUGH CREATIVITY

METHODOLOGY/DIDACTIC TOOLS

Visual learning, reflection and evaluation, collaboration, hands-on activities, interdisciplinary approach, individual work, group work, presentation

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Computers, stones from the seashore, colours, projector, drawing tools



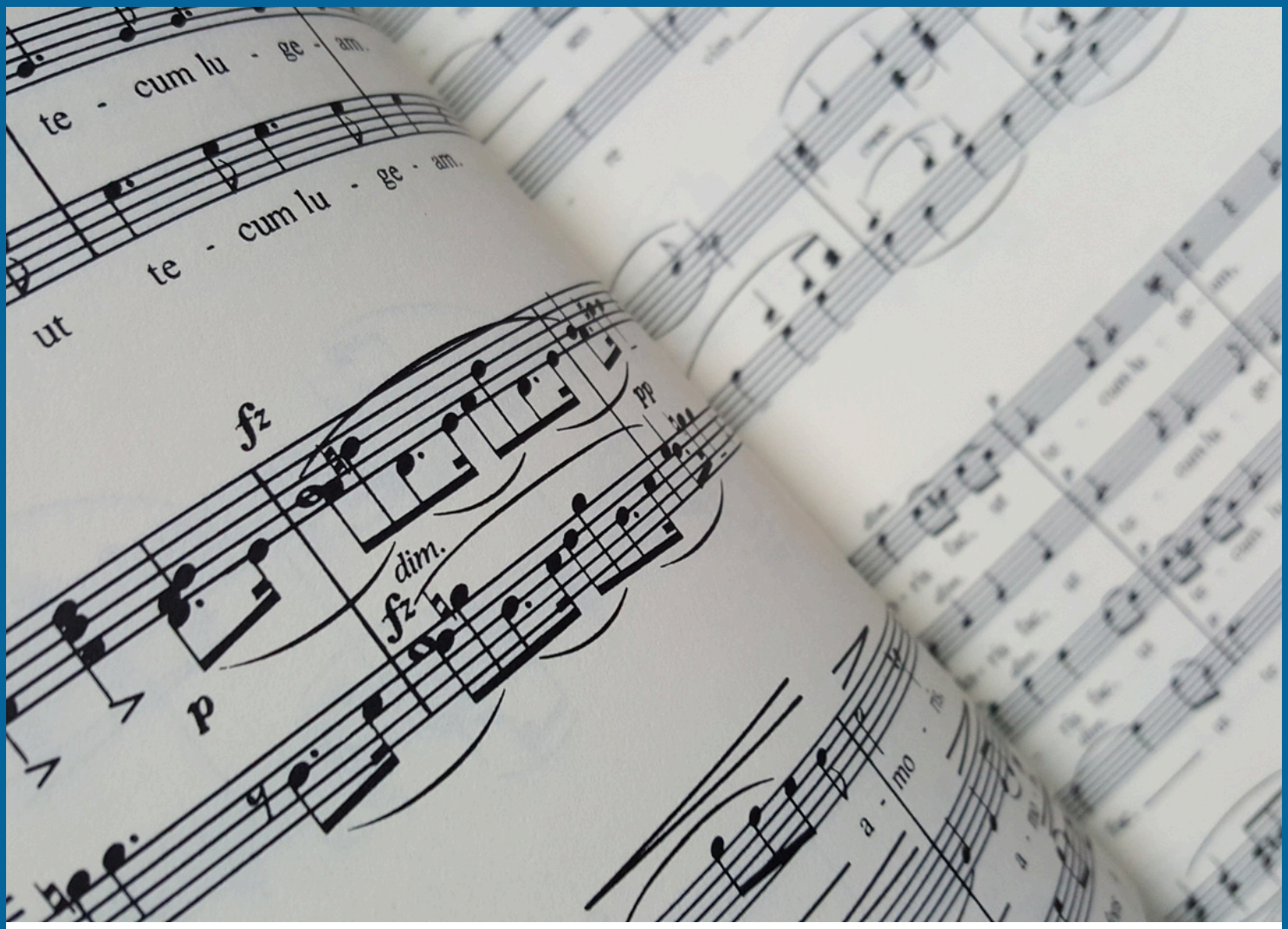
INCLUSION THROUGH CREATIVITY

CONCLUSION

The methodology of implementing art into various lessons involves integrating artistic practices and principles into educational activities across different subjects. This approach enhances learning by fostering creativity, critical thinking, and deeper engagement among students.

RECOMMENDATION AND GUIDELINES

- Lesson by the sea can be conducted in any language (native or foreign) and can be a Geography lesson, a Nature study or social Study lesson;
- Presentations can be done in any language (depends on the students ability and desire to speak in either native or foreign language);
- The activities were conducted among the students of the 6th grade, however, depending on the foreign language level can be conducted with younger learners as well.



SECTION 2

MUSIC

INCLUSIVE RHYTHM AND MOVEMENT SESSION

ASOCIACIJA IVAIGO

PLACE OF IMPLEMENTATION

Asociacija IVAIGO, Vilnius, Lithuania



INCLUSIVE RHYTHM AND MOVEMENT SESSION

DESCRIPTION

Inclusive Rhythm and Movement Session: The rhythm and movement session is designed to provide an inclusive space where participants can explore various beats and rhythms using percussion instruments. By engaging in this activity, individuals from diverse backgrounds can come together, express themselves creatively, and connect through the universal language of music.

- Participants gather in a designated space that is conducive to movement and exploration, with ample room for dancing, drumming, and other rhythmic activities.
- The session begins with a warm-up activity to loosen up the body and prepare participants for the rhythmic exploration ahead.
- Next, participants engage in a variety of rhythmic activities, such as drumming, clapping, stomping, or using percussion instruments to create rhythms and beats.
- Throughout the session, facilitators encourage participants to explore their own unique movements and expressions, fostering a sense of creativity and self-confidence.

INCLUSIVE RHYTHM AND MOVEMENT SESSION

TARGET GROUP / BENEFICIARIES

War refugee kids

THE MAIN OBJECTIVES

1. To develop participants' rhythmic skills
2. To Encourage social interaction and collaboration among participants
3. To promote social inclusion

EXPERTS/STAFF

Music teachers, youth workers

METHODOLOGY/DIDACTIC TOOLS

Group work, rhythmic exercises

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Percussion instruments

INCLUSIVE RHYTHM AND MOVEMENT SESSION

CONCLUSION

The Inclusive Rhythm and Movement Session, conducted with 10 enthusiastic participants, offered a vibrant exploration of music and movement. Through rhythmic activities and collaborative improvisation, the children fostered teamwork, creativity, and social interaction. With smiles and a sense of accomplishment, they embraced the joy of rhythm and connection, leaving with lasting memories of friendship and shared experiences.

RECOMMENDATION AND GUIDELINES

Incorporating elements of cultural diversity into the session by exploring rhythms and beats from various musical traditions. Facilitating collaborative activities that encourage participants to work together

BECOMING A PIANO MASTER YOURSELF!

VENTSPILS 3.PAMATSKOLA

PLACE OF IMPLEMENTATION

Ventspils 3.pamatskola or Ventspils Musical library, Ventspils, Latvia



BECOMING A PIANO MASTER YOURSELF!

DESCRIPTION

Becoming a piano master yourself! With the new inventor's Makey Makey Classic kit, any object (such as a banana, plum, kiwi, ruler, foil, water in a cup, etc.) can be turned into a touch-sensitive keyboard, creating a piano with 6 sounds. In the younger classes, children learn about sound and noise, creating digital pianos from various objects themselves. In the middle age group, children arrange the sounds sequentially from do - la, while older classes play a simple melody. According to the age group's perception, natural science and physics material are included in the lesson.



BECOMING A PIANO MASTER YOURSELF!

TARGET GROUP / BENEFICIARIES

War refugee kids integrated into whole class

THE MAIN OBJECTIVES

1. To develop participants knowledges about sounds and noise doing experiments in teams
2. To Encourage social interaction and collaboration among participants
3. To promote social inclusion

EXPERTS/STAFF

Music teachers, class teachers, youth workers, Ventspils musical library specialist

METHODOLOGY/DIDACTIC TOOLS

Group work, experiments

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Participants are asked to provide 5 laptops and fruits and/or vegetables totaling 25 pieces, for example: 5 bananas, 5 tomatoes, 5 pears or apples, 5 oranges or tangerines, 5 kiwis (these can be replaced with any of the other juicy fruits mentioned).

BECOMING A PIANO MASTER YOURSELF!

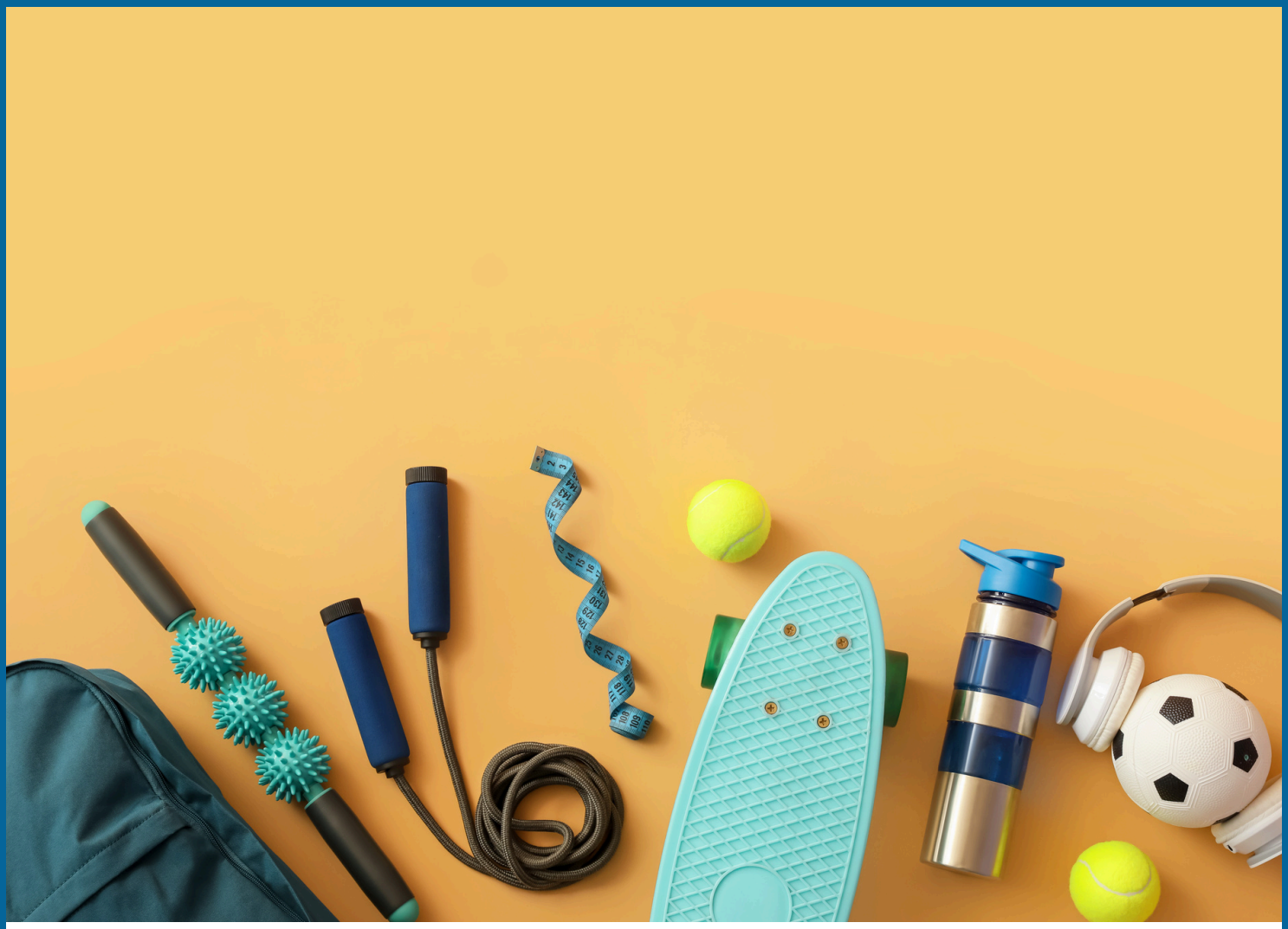
CONCLUSION

Through experimentation, children learn which materials conduct electricity and which do not, why you shouldn't swim during a thunderstorm, stand under trees, and why if one bulb burns out in a string of Christmas lights, the rest won't light up either.

RECOMMENDATION AND GUIDELINES

There are 5 Makey Makey kits available. The maximum number of children per kit is 3-4.
Facilitating collaborative activities that encourage participants to work together.





SECTION 3

SPORT

RELAY RACE FOR SOCIAL INCLUSION

ASOCIACIJA IVAIGO

PLACE OF IMPLEMENTATION

Asociacija IVAIGO, Vilnius, Lithuania



RELAY RACE FOR SOCIAL INCLUSION

DESCRIPTION

The relay race is designed not only to encourage physical activity and teamwork but also to foster an inclusive environment where individuals from diverse backgrounds feel welcome and valued. By organizing this event, we aim to break down barriers and promote social interaction among participants, regardless of their abilities, gender, age, or background.

- Divide participants into teams of equal size, ensuring a mix of individuals with different abilities, backgrounds, and experiences on each team.
- The relay race consists of multiple legs, with each team member completing one leg of the race before passing the baton or relay item to the next teammate. The race continues until all team members have completed their respective legs and crossed the finish line.
- Participants must pass the baton or relay item to their teammates within designated exchange zones. Proper baton exchange techniques should be emphasized to ensure smooth transitions and minimize the risk of dropping the baton or causing collisions.

RELAY RACE FOR SOCIAL INCLUSION

TARGET GROUP / BENEFICIARIES

War refugee kids

THE MAIN OBJECTIVES

1. To promote teamwork
2. To promote physical well-being
3. To promote social inclusion through a relay race event

EXPERTS/STAFF

P.E. teachers, sport trainers, coaches, youth workers, sportsmen

METHODOLOGY/DIDACTIC TOOLS

Group work, team work

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Cones, flags, or pylons to mark the race course and relay exchange zones
Bib numbers or race bibs for participants to wear during the race

RELAY RACE FOR SOCIAL INCLUSION

CONCLUSION

The Relay Race for Social Inclusion was conducted with a group of 10 enthusiastic participants. We assigned them to a team. The participants eagerly took their positions at the starting line, ready to embark on the relay challenge. As the race commenced, each team member completed their designated leg of the race, passing the baton or relay item to their teammates within the exchange zones with precision and enthusiasm. Throughout the race, the children demonstrated exemplary teamwork, cheering on their teammates, offering encouragement, and supporting each other to ensure the smooth progression of the relay.

RECOMMENDATION AND GUIDELINES

Knowing the participants' profiles in advance. The expert offers beginning speech to focused on teamwork, communication, and inclusive practices to prepare participants for the relay race

OUTDOOR ACTIVITIES - HIKE TO THE SEASHORE

VENTSPILS 3.PAMATSKOLA

PLACE OF IMPLEMENTATION

Ventspils 3.pamatskola, Ventspils, Latvia



OUTDOOR ACTIVITIES - HIKE TO THE SEASHORE

DESCRIPTION

At the gathering point, each class received instructions for the walk and, together with their class teacher and accompanying teachers, set off on their route. While walking, they had to find tasks to complete based on the given instructions.
The tasks varied:
• For 1st-grade students, they had to collect natural treasures and answer questions.
• For 2nd to 4th-grade students, they searched for 10 given plants.
• 5th and 6th graders did photo orienteering.
• 7th graders searched for and measured specific trees to learn their age.
• 8th and 9th graders did mathematics calculations and studied the chemical composition of water.
Upon reaching the destination, each class presented their accomplishments, organized a picnic, decorated their class spot, and participated in sports relays.

OUTDOOR ACTIVITIES - HIKE TO THE SEASHORE

TARGET GROUP / BENEFICIARIES

War refugee kids integrated into the whole class

THE MAIN OBJECTIVES

1. To promote teamwork
2. To promote physical well-being
3. To promote social inclusion through an outdoor activities

EXPERTS/STAFF

P.E. teachers, youth workers, sportists - local team football players , class teachers

METHODOLOGY/DIDACTIC TOOLS

Group work, team work

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Cones, flags, printed exercises, sport equipment for relay

OUTDOOR ACTIVITIES - HIKE TO THE SEASHORE

CONCLUSION

The aim of the walk is to gain knowledge about their immediate surroundings and historical events in Latvia, foster students' sense of belonging to the state of Latvia, and promote patriotism.

RECOMMENDATION AND GUIDELINES

The class teachers together with P.E. teacher beginning speech to focused on teamwork, communication, and inclusive practices to prepare participants for the hiking.





SECTION 4

ACTING

ACT LIKE A STAR!

LASNAMÄE GÜMNAASIUM

PLACE OF IMPLEMENTATION

Lasnamäe Gümnaasium



ACT LIKE A STAR!

DESCRIPTION

First, students choose series or film they like most and that can be “continued” by themselves (Educational video series is also a good option). Shooting a video in the classroom can be an exciting experience for both students and teachers. After watching a video during the lesson students proceed with their own project:
First, they collaborate on a script, brainstorming ideas that reflect their creativity.
Then, the equipment is set up, ensuring good lighting and sound quality. The teacher supervises, offering guidance and support. As filming begins, students take turns behind and in front of the camera. Students practice their lines, sometimes improvising to make the video more engaging. Each scene is carefully reviewed, allowing for retakes if necessary.
After filming, students edit the footage, adding music and effects. Finally, they share the finished product, proud of their teamwork and effort.

ACT LIKE A STAR!

TARGET GROUP / BENEFICIARIES

War refugees / students of the Ukrainian classes

THE MAIN OBJECTIVES

1. To promote social inclusion;
2. To develop students cooperative skills;
3. To support students in their talents and master their skills of acting and language learning;
4. To implement well-being activities.

EXPERTS/STAFF

Language teachers, foreign language teachers, art teachers, youth workers, class teachers.

METHODOLOGY/DIDACTIC TOOLS

Group work, acting, creative writing, using video in FL classroom.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Video editing tools, computers (computer classroom), video shooting equipment (cameras, light, etc), other necessary objects to set the scene depending on the idea of the video.

ACT LIKE A STAR!

CONCLUSION

During the process students overcome the sense of fear and insecurity and become more self-confident and easy-going. They also have a chance to demonstrate their talents and abilities in an informal and friendly way, supporting each other while doing something together in a totally new environment.

RECOMMENDATION AND GUIDELINES

First step is to start with the implementation of the series or some video film in the FL classroom, after that teacher proposes to shoot a “sequel” of the film or the next episode. Work on scenario also may be used as a group work task during the lesson. The best scenarios can be assessed (Only with positive marks!). Students can implement their talents (ballet dancing, art, sport, and other pastime activities they are good at).



SECTION 5

METAPHORS

METAPHORICAL CARDS

LASNAMÄE GÜMNAASIUM

PLACE OF IMPLEMENTATION

Lasnamäe Gümnaasium



METAPHORICAL CARDS

DESCRIPTION

Metaphorical or associative cards are sets of images the size of playing cards or postcards, featuring realistic images (such as a photograph of a house, road, or river, etc) or abstract designs. These cards are a professional psychological tool used to work with visual metaphors.

When viewing an image, each person experiences their own set of associations, memories, and fantasies, which the psychologist then interprets. Metaphorical cards help uncover the true reasons for the concerns of the person seeking help. Cards are rather a method of observation than a way of diagnostics. The goal of working with metaphorical cards is not just for a specialist to understand the student's situation, but to help the student view their family or life (or any other) situation from a new perspective (in psychology, it is called dissociation) and draw their own conclusions. As a person selects cards and discusses their life, they begin to calm down.

METAPHORICAL CARDS

TARGET GROUP / BENEFICIARIES

War refugee children / students of the Ukrainian classes in school

THE MAIN OBJECTIVES

1. To help students adapt socially in a new environment;
2. To support students mental and physical well-being;
3. To help students overcome their fears, insecurities and difficulties;
4. To help students become a part of the society and make a new start;
5. To improve interpersonal relationships and communication;
6. Assisting individuals in crisis situations.

EXPERTS/STAFF

School psychologist, teachers, class teacher, social pedagogue

METHODOLOGY/DIDACTIC TOOLS

Metaphorical cards, individual work, group work, sessions, group reflection, narrative techniques.

ADDITIONAL MATERIALS /EQUIPMENT NEEDED

Metaphorical cards, calm and cosy room, sheets of paper, (colour) pencils.

METAPHORICAL CARDS

CONCLUSION

In general, any metaphorical cards are suitable for addressing various tasks. However, it is logical that when it comes to a certain topic – cards with suitable images are used. There is nothing special about these cards, they work as a mechanism of projection that is triggered when a person encounters any object related to their personal life's situation.

RECOMMENDATION AND GUIDELINES

The specialist and the student can interpret and comment on one and the same picture in various ways. This activity should be done or supervised by a specialist (school psychologist).

It is not recommended to use this practice with students who have mental disorders, mentally unstable, or suffer from epilepsy.

2023-1-EE01-KA210-SCH-000151315

INCLUSION THROUGH CREATIVITY

Co-funded by the European Union

FUNDED BY THE EUROPEAN UNION. VIEWS AND OPINIONS EXPRESSED ARE, HOWEVER, THOSE OF THE AUTHOR(S) ONLY AND DO NOT NECESSARILY REFLECT THOSE OF THE EUROPEAN UNION OR THE NATIONAL AGENCY. NEITHER THE EUROPEAN UNION NOR NATIONAL AGENCY CAN BE HELD RESPONSIBLE FOR THEM.

PARTNERS