

**“Art for inclusion’s sake”
Erasmus+**

Plan of online activities from October to February

Activity	Description	Partner	When
P28	Dissemination of the project Erasmus Days	Italy	15/10/2020 Time: Duration: 2 hours Link for the online activity and interaction:
P33	1. Expand Your Definition of Diversity Description: To think about what other things make people unique. (Diversity is much more than race, ethnicity, or gender.) Implementation of activities: Pupils will join brainstorming in international groups. Students will write a report at the end of the brainstorm. This report will be published on the twinspace.	Netherlands	Week 16-22 November Day Time Duration: 2 hours Link for online activity and interaction:
P34	2. Activity Title: Multicultural Perspectives in Entertainment Description: They will read a book or see a movie containing multicultural perspectives like What's Cooking? , a film that addresses Jewish, Latin, Asian, and Black families in the same neighborhood dealing with similar issues around the common American holiday of Thanksgiving. Implementation of activities: We will explore the commonalities in issues faced and the different effects that culture has on the addressing of issues. Students will read a book or see a movie containing multicultural perspectives like What's Cooking? We will start an etwinning project called "Round table discussion about diversity" with the aim to feel the cultural diversity, identify the needs caused of the cultural diversity and ability to choose the adequate response to them.	Turkey	Week 7-13 December Day Time Duration: 2 hours Link for online activity and interaction:
P35	3. Multicultural Film Festival	Better during ltt	

	<p>Description: We will be a corporate sponsor or individual attendee of a local ethnic film festival.</p> <p>Implementation of activities: -We will invite community groups or local movie theatres to co-sponsor the showing of a film series. - We will create a project for students involving watching movies from two or more cultures that deal with a similar theme. Students will have individuals of varying cultures see a popular mainstream movie or movies of different cultures as a group and have them write their own personal reviews. These reviews will be published on TwinSpace.</p>		
P36	<p>4. A folklife festival</p> <p>Description: A folklife festival strives to provide the opportunity for people of varying backgrounds to come together and explore the many aspects of particular traditions.</p> <p>-The folklife festival will be an opportunity for cultural exchange place where audiences can feel free to engage with particular traditions and their respective tradition-bearers within a“museum without walls” context. The folklife festival is an invitation for audiences to participate</p> <p>Implementation of activities: Musicians, dancers, instrument makers, and other cultural practitioners will engage visitors through daily workshops, master classes, panel discussions, and performances. Musicians, dancers, instrument makers, and other cultural practitioners will engage visitors through daily workshops, master classes, panel discussions, and performances. This workshops will</p>	Better during ltt	

	be recorded the video and uploaded to TwinSpace.		
P 37	<p>5. Diversity Lifeline Implementation of activities: We will create a personal timeline on a piece of paper by drawing a long straight line and labeling the left end of the line "birthday" and the right end "today." We will ask them to think about events in their lives that taught them about diversity and to mark those events on the timeline they have drawn. Use questions to generate ideas like: -When was the first time you met someone of a different race? -Learned another language? -Traveled far from home? -Worked with someone of a different culture? - Noticed a person who avoided you? -Observed an incident you believe could have been related to bias or prejudice? Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals. We will create a personal timeline and we will ask SS to think about events in their lives that taught them about diversity. These comments will be published on the TwinSpace.</p>	Spain	<p>Week 18-22 January Day Time Duration: 2 hours Link for online activity and interaction:</p>
P 38	<p>6. Web of Inclusion Description: We will create a web of inclusion on a cork board, a whiteboard, or online. Implementation of activities: -We will start by asking one individual to note something that makes them unique. -As others see the previously posted</p>	Better during LTT	

	<p>item, they will look for connections to their own lives and make an addition.</p> <p>-We will encourage participants to ask more questions of the person who has drawn a connection to their item, as well as others in the web.</p> <p>Students will write on a board what makes them unique and others find connections. We'll take photos and upload them to the twinSpace</p>		
P47	<p>1-A set of paired "Proverb Cards." Implementation of activities:</p> <p>We will print the pairs of proverbs on the next page on index cards so that each proverb appears on a separate card.</p> <p>We will count the number of participants in the group and select enough cards to equal the number of participants.</p> <p>The cards will selected in matching pairs (one card with a proverb from the EU and one card with a similar proverb from another country).</p> <p>We will find the person who has a card with a similar proverb.</p> <p>We will ask those with raised hands to search among themselves for partners. When everyone has found their partner, we will ask each pair to read their proverbs out loud to the group. Ask the person with the proverb from the other country to read first, followed by the person with the proverb from the EU.</p> <p>We will ask the students to match the proverbs. We will make a booklet of proverbs with the same meaning. This booklet will be available to everyone in the Twin Space.</p>	Better during LTT	
P 48	2. Activity Title: Multicultural Perspectives in Entertainment		

	<p>Description: They will read a book or see a movie containing multicultural perspectives like What's Cooking? , a film that addresses Jewish, Latin, Asian, and Black families in the same neighborhood dealing with similar issues around the common American holiday of Thanksgiving.</p> <p>Implementation of activities: We will explore the commonalities in issues faced and the different effects that culture has on the addressing of issues. Students will read a book or see a movie containing multicultural perspectives like What's Cooking? We will start an etwinning project called "Round table discussion about diversity" with the aim to feel the cultural diversity, identify the needs caused of the cultural diversity and ability to choose the adequate response to them.</p>		
P 49	<p>3. Accessibility Signs Description: The main purpose of the activity –people with disabilities to reduce social exclusion and to achieve integration of the disabled into society.</p> <p>Implementation of activities: -We will create a worksheet containing the accessibility symbols that people with disabilities rely on and that work to make schools and other areas more hospitable. -We will ask individuals to look at the symbols and then offer guesses as to what each means, then share with them the real meaning of each sign. -We will ask why participants think these symbols are helpful to people with disabilities. Students will create a worksheet containing the accessibility symbols that people with disabilities rely on and that work to make schools and other areas more hospitable. This work will be published step by step in the</p>	Germany	Week 15-19 February Day Time Duration: 2 hours Link for online activity and interaction:

	Twinspace.		
P 50	<p>4. Setting out old photos and memorabilia</p> <p>Description: We will create a cork board display related to elder people's important life events, such as weddings, births, Bar/Bat Mitzvahs, family reunions, etc.</p> <p>Implementation of activities: We will use the opportunity to make a family photo album (everyone brings pictures and create a page), a book of family stories, a video of reunion footage, or a family recipe book. We will use the opportunity to make a family photo album. Everyone brings pictures and we will create a booklet of family stories. We will make a video of reunion footage, or a family recipe book. It will be uploaded to TwinSpace</p>	Better during LTT	
P 51	<p>5. Cultural Values</p> <p>Description: They will have a discussion with someone from another culture about their cultural values related to various cultural variables like time, gestures, appearance, and how they view the elderly.</p> <p>Implementation of activities: Connection Activity: They will think about a time when they have been frustrated, misread, or misunderstood something because of your own personal expectations around time, appearance, or gestures. We will start our conversation with a non judgmental question like, "Does your culture tend to...? or "How are elders in your culture viewed?"</p> <p>We will use a resource book like Gestures: The Do's and Taboos of Body Language Around the World or Bridging Cultural Conflicts : A New Approach for a Changing World to inspire ideas.</p> <p>Students will explore Europe's rich</p>	Italy ?	March???

	and diverse cultural heritage. We will make a resource bookled about Taboos of Body Language Around the World like Gesture. The bookled will be visible on the twinspace.		
P 52	<p>6.Cultural Event Planning Description: Planning a cultural festival Final Product: A movie about festivals Implementation of activities: Cultural Event Planning Involved participants will connect with others in our community to plan festivals, speakers, storytelling, music, theatre and other events during this period. We will Planning a cultural festival. All partners will offer their cultures. Students will offer music, theatre and other events during this activity. Workshops will be recorded and uploaded to TwinSpace.</p>	Better during LTT	
P 53	<p>7.A Visit to Local History Center Description: Organizing a trip for students to a local history center Methodology: Experiential Learning Final Product: A creative booklet consisting of drawings, a short essay or a poem Implementation of activities: Historical Center Pupils will be able to develop desired social behavior based on values such as active tolerance, freedom, equality, brotherhood and dialogue. We will Organizing a trip for students to a local history center.Photos during the trip will be uploaded to the TwinSpace</p>		
P 54	<p>8.Cultural Posters Description: To create posters of popular places in your country that celebrate cultural</p>	Netherlands?	April?

	<p>heritage or cultural diversity. Final Product: Poster Exhibition Implementation of activities: Cultural Posters Pupils will create posters about the cultural heritage or cultural diversity to share their own suggestions of diverse groups or individuals that could be featured. Pupils will create posters about the cultural heritage or cultural diversity to share their own suggestions of diverse groups or individuals that could be featured. We will organize a poster exhibition in the exhibition area of the school. Pictures of the exhibition will be visible in the Twinspace.</p>		
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