



INTER-ACT Student Inclusion Guide for Teachers



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Disclaimer

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CHAPTER 1

The concept of Inclusive Education

1. Introduction

Inclusive education stands as a cornerstone principle in modern educational systems, reflecting a commitment to embracing diversity and equity, and ensuring that every learner, regardless of background or ability, can thrive within the educational environment. It goes beyond integrating students with disabilities into mainstream classrooms; it celebrates differences, promotes understanding, and cultivates an environment where all students feel valued, respected, and supported.

Within the framework of INTER-ACT, a methodology designed to empower primary school teachers to embrace inclusive education, understanding its principles and significance is fundamental. This chapter explores the core concepts of inclusive education and elucidates its importance within the educational landscape.



2. Defining Inclusive Education

At its essence, inclusive education embodies the belief that everyone has the right to quality education within a supportive and nurturing environment. It transcends the confines of traditional educational paradigms, advocating for integrating diverse learners, including those with disabilities, linguistic differences, cultural backgrounds, and socio-economic disparities. Inclusive education acknowledges and accommodates the unique Learning needs of all students, embracing an inclusive community where diversity is not merely tolerated but celebrated.

2. a. The Importance of Inclusive Education

Promoting Equity and Social Justice: Inclusive education serves as a catalyst for social change by dismantling barriers to Learning and creating opportunities for all students to participate and succeed. By addressing systemic inequalities and encouraging a culture of acceptance and respect, inclusive education promotes equity and social justice within educational institutions.

Research supports the positive impact of inclusive education on equity and social justice. According to the UNESCO publication "Policy Guidelines on Inclusion in Education," inclusive education is essential for promoting social cohesion and reducing disparities in educational access and achievement.

Enhancing learning Outcomes: Research consistently demonstrates that inclusive education environments yield positive outcomes for all students, regardless of their backgrounds or abilities. By embracing diverse perspectives and learning styles, inclusive classrooms promote creativity, critical thinking, and collaboration, leading to improved academic performance and holistic development.

Studies such as the meta-analysis conducted by Forlin et al. confirm the academic benefits of inclusive education for students with and without disabilities. They found that inclusive education leads to improved academic outcomes and social development for all students.

Encouraging Empathy and Understanding: Inclusive education cultivates empathy and understanding among students, cultivates a sense of belonging and community. Through meaningful interactions with peers from diverse backgrounds, "students develop empathy, tolerance, and respect for others, preparing them to thrive in an increasingly interconnected and multicultural world".

The European Agency for Special Needs and Inclusive Education emphasises the role of inclusive education in promoting social cohesion and intercultural understanding. Inclusive classrooms provide opportunities for students to learn from one another and develop empathy and understanding.

Building Inclusive Societies: By instilling inclusive values and principles from an early age, inclusive education lays the foundation for building more inclusive and equitable societies. By nurturing a generation of compassionate and socially responsible citizens, inclusive education contributes to the creation of a more just, tolerant, and harmonious world.

The United Nations Sustainable Development Goals (SDGs) highlight the importance of inclusive education in promoting sustainable and inclusive societies. Goal 4 aims to ensure inclusive and equitable quality education for all, emphasising the role of education in bringing up social inclusion and promoting peaceful and inclusive societies.

2.b. Facilitating Peer learning and Support Networks

Facilitating peer learning and support networks is a cornerstone of inclusive education, offering myriad benefits for students from diverse backgrounds, including immigrant children or those with limited resources. Research by Harry and Klingner emphasises the importance of inclusive practices for culturally and linguistically diverse students, highlighting the need for collaborative Learning environments that support the needs of all Learners.

Inclusive classrooms provide opportunities for students to collaborate, share knowledge, and offer support on their educational journey. This collaborative approach not only enhances academic outcomes but also fosters social and emotional development among students, particularly those facing challenges related to immigration or resource constraints. Through collaboration, students are exposed to varied perspectives and Learning styles, fostering deeper understanding, and improving critical thinking skills.

Moreover, peer and support networks contribute significantly to cultivating a positive classroom climate. Students feel valued and respected when given the chance to contribute to each other's learning, fostering increased motivation and engagement. Positive relationships formed through peer interactions also help combat social isolation, creating a sense of belonging among students who may feel marginalised due to their immigrant status or lack of resources.

For students facing challenges such as language barriers or cultural adjustment issues, peer learning becomes especially valuable. It provides them with opportunities to receive support and encouragement from their peers, enhancing their confidence and self-esteem. Additionally, students without such challenges benefit from interacting with their peers, as it fosters empathy, understanding, and acceptance of diverse backgrounds and experiences.

Educators play a crucial role in nurturing peer learning and support networks within inclusive classrooms. They create structured opportunities for collaboration, such as group projects or peer tutoring sessions, and offer guidance on effective communication and teamwork skills. By embracing a culture of collaboration and mutual support, educators contribute significantly to the academic success and overall well-being of their students, particularly those facing diverse challenges.

In summary, peer learning and support networks are integral components of inclusive education that promote academic achievement, social integration, and positive classroom dynamics, particularly among students from diverse backgrounds, including immigrant children or those with limited resources. By welcoming collaboration and valuing the contributions of all students, inclusive classrooms create environments where every learner can thrive.

3. The Role of the EU

The European Union plays a vital role in advancing inclusive education across its Member States. Monitoring Member States' progress towards achieving inclusive education occurs through the European Semester process and the Education and Training Monitor. This monitor not only tracks progress but also provides valuable evidence on the pivotal role of education in combatting inequalities and fostering social inclusion. In addition to monitoring, the Commission actively implements various actions to further inclusive education. For instance:

- Establishing an ET 2020 Working Group on Promoting Common Values and Inclusive Education. This group has curated a concise online compendium of best practices in the field, accessible via Yammer.
- Initiating programs involving positive role models to promote social inclusion and prevent exclusion and violent radicalisation among young people.
- Developing a toolkit tailored for youth workers engaging with young individuals at risk of marginalisation.
- Instituting the European Award for Social Inclusion through Sport.

Moreover, the Erasmus+ programme contributes significantly by supporting initiatives and activities aimed at developing innovative policies and practices at grassroots levels, with a primary focus on prioritising social inclusion. Through these concerted efforts, the EU endeavours to foster an educational landscape that is inclusive, equitable, and supportive of all learners.

4. The needs of migrant students

Inclusive education holds particular significance in addressing the needs of migrant students, who often face unique challenges related to language barriers, cultural adaptation, and social integration. Migrant students may experience difficulties in navigating unfamiliar educational systems and environments, which can get in the way of their academic progress and overall well-being.

By embracing inclusive practices, schools can create welcoming and supportive environments that cater to the diverse needs of migrant students. This includes providing language support services, cultural sensitivity training for educators, and adopting peer support networks that promote cross-cultural understanding and acceptance. Additionally, collaborative learning approaches, such as peer tutoring and cooperative group activities, can facilitate the integration of migrant students into the classroom community, fostering a sense of belonging and enhancing their academic outcomes.

Educators play a vital role in supporting the academic and social development of migrant students within inclusive classrooms. By recognising and valuing the cultural assets that migrant students bring to the learning environment, educators can create inclusive learning experiences that validate students' identities and experiences. Furthermore, ongoing professional development opportunities for teachers can enhance their cultural competence and equip them with the necessary skills to effectively support migrant students in their academic journey.

In conclusion, inclusive education plays a crucial role in meeting the needs of migrant students and their academic success and social integration. By embracing inclusive practices and providing tailored support, schools can create inclusive learning environments where migrant students feel valued, supported, and empowered to achieve their full potential.

5. Developing Culturally Responsive Curricula

Creating culturally responsive curricula is fundamental to addressing the diverse needs of migrant students in schools. A culturally responsive curriculum not only acknowledges the varied backgrounds of students but also integrates their cultural experiences into the learning process. This approach helps foster an inclusive environment where all students feel represented and validated, thereby enhancing their engagement and sense of belonging.

To develop a culturally responsive curriculum, educators must first recognise the importance of incorporating multicultural perspectives across all subject areas. By integrating literature, history, and examples that reflect various cultures, schools validate the identities of migrant students while expanding the worldview of their classmates. For instance, literature units can include works by authors from diverse backgrounds, allowing students to engage with narratives that resonate with their experiences. This representation fosters a deeper understanding of cultural experiences, challenges students to view the world through different lenses, and enriches classroom discussions.

Moreover, incorporating Universal Design for learning (UDL) principles is vital in developing a culturally responsive curriculum. UDL emphasises providing multiple means of engagement, representation, and action/expression within the learning environment. By offering diverse instructional materials and flexible teaching strategies, educators can support varied learning preferences among students. For instance, visual aids, audio resources, and hands-on activities can engage students with different learning styles, ensuring comprehension and participation for all.

Professional development for educators on cultural competency is essential in fostering an inclusive curriculum. Teachers trained in cultural responsiveness gain the skills and knowledge needed to understand the cultural contexts of their students. This training enables educators to create culturally relevant lesson plans, differentiate instruction, and implement effective classroom management strategies. Additionally, teachers can learn to recognise and challenge their biases, ensuring that all students feel equally valued and respected in the classroom.

Celebrating cultural heritage within the school community is also a critical component of developing a culturally responsive curriculum. Schools can host cultural heritage days that invite students and families to share their traditions and customs through presentations, cuisine, music, and art.

These events promote an appreciation for diversity while fostering connections among students and families. By highlighting cultural contributions and achievements, schools create an environment where differences are celebrated, and students can take pride in their identities.

Furthermore, integrating project-based learning (PBL) into the curriculum can empower migrant students to apply their cultural knowledge and experiences to real-world contexts. PBL allows students to explore meaningful projects while collaborating with peers, developing critical thinking and problem-solving skills. For example, students might engage in a project that examines the impact of migration on local communities, encouraging them to research, interview community members, and create presentations that showcase their findings.

Engaging families in the curriculum development process further enriches the culturally responsive framework. Schools can involve migrant families by inviting them to share their knowledge and experiences during curriculum planning discussions. This collaboration can lead to the integration of relevant cultural content that resonates with students' experiences, fostering greater relevance and connection to their learning. By valuing the insights of families, educators can strengthen ties between home and school, creating a comprehensive support system for migrant students.

Assessment practices must also be aligned with a culturally responsive curriculum. Traditional evaluation methods may not always capture the diverse strengths of migrant students.

As such, schools should consider implementing varied assessment strategies—such as performance-based assessments, portfolio reviews, and peer assessments—that allow for a broader understanding of student learning and achievement. These assessments should focus not only on academic skills but also on personal growth, cultural understanding, and social-emotional competencies.

In conclusion, developing a culturally responsive curriculum is essential for creating inclusive educational environments that meet the diverse needs of migrant students. By incorporating multicultural perspectives, applying Universal Design for learning principles, providing cultural competency training for educators, organising cultural heritage celebrations, and engaging families in the process, schools can cultivate a rich learning atmosphere. Such an approach not only validates the identities of migrant students but also enhances the overall educational experience for all learners, preparing them to thrive in a multicultural society.

6. Promoting Social and Emotional learning (SEL) for Migrant Students

Social and Emotional learning (SEL) plays an integral role in the educational development of migrant students, addressing their emotional and social integration in new environments. As these students often encounter unique challenges—such as adjusting to new languages, cultures, and social dynamics—implementing SEL programs within schools can provide them with essential coping strategies, resilience, and interpersonal skills necessary for thriving both academically and socially.

One key aspect of promoting SEL is teaching mindfulness and self-regulation techniques. Mindfulness practices, such as guided meditation, breathing exercises, and reflective journaling, allow students to develop self-awareness and emotional regulation. By teaching students to recognise and manage their emotions, schools can help them navigate the anxieties and uncertainties that often accompany migration. Research shows that mindfulness can reduce stress, enhance focus, and improve overall well-being, making it a powerful tool in supporting migrant students' emotional health.

Moreover, SEL programs that emphasise empathy and conflict resolution equip students with essential tools for engaging with their diverse peers positively. These programs can involve role-playing scenarios and group discussions that encourage students to consider multiple perspectives, leading to greater emotional intelligence and understanding. Teaching skills such as active listening, negotiation, and cooperative problem-solving not only strengthens social bonds among students but also helps create a supportive classroom climate that embraces diversity.

Storytelling workshops can be particularly effective in promoting social and emotional learning among migrant students. These workshops create a safe space for students to share their narratives, which can enhance their sense of belonging while building resilience and self-esteem. Through storytelling, students can express their struggles and triumphs related to their experiences as migrants, fostering connection and understanding among classmates. Furthermore, sharing personal stories encourages empathy among peers, as students learn about the challenges and strengths of one another's backgrounds.

Establishing buddy systems within schools pairs migrant students with empathetic peers who can provide emotional and social support. These buddy systems encourage friendships, alleviate feelings of isolation, and promote a sense of belonging for migrant students. By fostering relationships with peers through guided activities, mentorship, and social outings, students develop a support network that is essential for their social integration.

Professional development for educators on social-emotional learning is crucial for the success of these initiatives. Educators trained in SEL strategies can better understand the unique emotional and social needs of migrant students. By creating a classroom climate that prioritises emotional safety, respect, and inclusivity, teachers can cultivate spaces where all students feel valued. Educators can implement SEL lessons that directly address the challenges migrant students face while providing them with coping strategies tailored to their experiences.

Incorporating social and emotional learning into the school curriculum also requires a collaborative effort among teachers, school counsellors, and community organisations.

Schools can collaborate with local mental health organisations to provide workshops and resources for both students and families. Access to counselling services can offer support for migrant students who may be struggling with anxiety, depression, or trauma associated with migration. Additionally, schools can encourage parental engagement by organising workshops that equip families with tools to support their children's social-emotional development at home.

In conclusion, promoting social and emotional learning among migrant students is essential for their overall well-being and academic success. By implementing mindfulness practices, empathy-building programs, storytelling workshops, buddy systems, and professional development for educators, schools can create supportive and inclusive environments that allow migrant students to thrive. As these students develop the necessary skills to navigate their emotional landscapes and build positive relationships, they become empowered to overcome challenges and fully engage in their educational journeys.

7. Building Community Partnerships

Creating an inclusive educational environment extends beyond the confines of the classroom; it necessitates collaboration with local communities and organisations. Building partnerships is essential in addressing the multifaceted needs of migrant students and their families. These collaborations can provide additional support, resources, and real-world opportunities, enriching the educational experience and fostering a sense of belonging among migrant students.

Engaging cultural organisations can significantly enhance the curriculum in schools by introducing diverse perspectives and resources. Schools can collaborate with local cultural institutions, such as museums, art galleries, or cultural centres, to create programs that highlight the histories and contributions of various communities. For example, a partnership with a local cultural organisation can lead to workshops where students engage in traditional art forms, culinary practices, or storytelling, creating a vibrant learning environment that celebrates diversity. These experiences not only validate the cultural identities of migrant students but also educate their peers about different backgrounds, fostering empathy and understanding.

Non-profit organisations also play a vital role in fostering inclusive education. Many non-profits focus specifically on issues surrounding immigration and offer various support services, including counselling, mentoring, and after-school programs. By collaborating with these organisations, schools can access resources that address the unique challenges faced by migrant families, such as navigating new educational systems, understanding cultural differences, and overcoming language barriers. For instance, mentoring programs that connect migrant students with local role models can encourage academic and personal growth while providing students with a sense of belonging in their new environment.

Furthermore, engaging parents and families is crucial in building a supportive educational community. Engaging parents and families is crucial in building a supportive educational community. Schools can invite parents and guardians of migrant students to participate in school events, workshops, and open house days, creating opportunities for dialogue and engagement. Such initiatives help parents feel valued and included in their child's education, which can significantly affect students' academic motivation and emotional well-being. Additionally, workshops that focus on navigating the school system, understanding educational expectations, and fostering literacy at home can bridge the gap between home and school.

By establishing strong communication channels, schools can better understand the specific needs, concerns, and cultural practices of migrant families. Regular surveys, community meetings, and feedback sessions can facilitate open dialogue and ensure that parents feel their voices are heard and addressed. These discussions are crucial in developing programs and policies that reflect the needs of the community, ultimately creating a more inclusive educational environment.

Incorporating participation from local businesses also enhances community partnerships in promoting social inclusion. Collaboration with businesses can lead to initiatives like internships, job shadowing, and mentorship programs for students, providing them with real-world experiences that can enhance their educational journey. For example, partnerships with local businesses can create programs where students learn essential job skills, engage in practical training, and build professional networks, easing their transition to the workforce in the future. These experiences can increase understanding of diverse career paths, instill a sense of purpose, and motivate academic achievement.

Furthermore, businesses can participate in school events, offering resources like guest speakers, career fairs, and hands-on workshops that can provide insights into their industries, bridging the gap between education and employment. By fostering these interactions, schools can help students envision their futures more clearly, instilling confidence in their capabilities and aspirations.

As schools build these community partnerships, it is essential to create an environment of mutual respect and understanding. Educators should approach collaborations with cultural humility, recognising their biases and valuing the knowledge and experiences that community members bring to the table. Respecting cultural nuances and practices helps foster trust, collaboration, and genuine connection between schools and migrant families.

In conclusion, building community partnerships enhances the educational landscape for migrant students by creating a supportive and inclusive environment. By working with cultural organisations, non-profits, parents, local businesses, and community members, schools can provide valuable resources, real-world experiences, and a sense of belonging for migrant students. These partnerships pave the way for enriching educational experiences that recognise and celebrate diversity while promoting social inclusion and academic success.

CHAPTER 2

Inclusive Primary Education Best Practices

1. Introduction

Europe is facing an unprecedented migratory flux of refugees fleeing from areas affected by devastating humanitarian crises. This situation caused a dramatic increase in the number of migrant and refugees children attending European schools and in need of the best possible inclusion to succeed in their studies and successfully integrate into their new environment. Despite the many challenges the teachers are facing, we can identify throughout Europe several examples of good practice in the integration of migrant children in primary schools.

To achieve inclusion of migrant children in schools there are several factors that must be considered and actions that can be taken: the involvement of parents and families; sufficient linguistic support; specific teachers professional training; availability of suitable educational materials; etc. Integration good practices can take place either in school or also outside, through non-formal and informal education.



2. Good Practices involving parental engagement

2. a. European Toolkit for Schools

The European Toolkit for Schools is a collection of resources addressed to school's professional and practitioner aimed at providing support to all the professional figures and stakeholders involved in school education (teachers, trainers, directors and parents). The collection of resources is constantly updated and includes a selection of good practices and a video playlist. The focus of the resources varies among all the topics strictly related to school education but present a specific focus on promotion of inter-ethnic dialogue and fostering inclusion within the classrooms through the involvement of the whole students' families.

The use of this resource benefits from the engagement of parents in intercultural dialogue, for example by organising regular meetings with refugee families, introducing them to the school environment and helping them understand how the school system works in the new country. This creates a space for parents to express concerns and offer insights about their cultural backgrounds. Families might also feel involved if schools and educators hold events that invite parents and children from different cultural backgrounds to share their traditions and food, fostering mutual understanding and inter-ethnic dialogue. Such events can help create a community atmosphere where all families feel valued.

3. Non-School Based Good Practices

3. a. The Mentoring Handbook, developed by ENESP

ENESP (European Network for Educational Support Projects) is a network of practitioners within the SIRIUS project that focuses on the education of children and young people with a migrant background and serves as a platform for exchange and cooperation between mentoring programs from six European countries.

In 2012 ENESP created a Handbook titled "Mentoring for Migrant Youth in Education". This handbook focuses on mentoring programs for migrant youth in education, emphasising the importance of making mentoring sensitive to a diverse student population. It addresses the need to acknowledge the cultural backgrounds of mentees and mentors, highlighting the significance of intercultural competence in mentoring relationships. The handbook aims to share experiences and best practices from mentoring programs within the ENESP network, promoting cultural sensitivity and understanding in educational support projects.

The document analyses the commonalities of the six programmes and discusses their impact on children with migrant backgrounds. It highlights how mentoring is a versatile tool for intervention and support in education providing role models who show that success is achievable despite challenges. Some of the key components of the analysed programs include: providing one-to-one mentoring, engaging mentors who come from immigrant families and share a similar cultural background, offering training and support for mentors, involving the family of the mentee, and focusing on the talents and strengths of the mentees.

3. b. BIMM – Federal Centre for Interculturalism, Migration and Multilingualism (Austria)

In specific contexts, involving students and families with difficult socio-economic background, school work is not sufficient to foster inclusion among children. Sometimes networks of schools and external structures are necessary in order to support foreign and migrant children inclusion. It is the case of BIMM – Federal Centre for Interculturalism, Migration and Multilingualism.

BIMM is a centre addressing educational institutions in Austria and providing professional training for teachers in the field of interculturalism, migration and multilingualism. It is composed by a network of universities of education in which all kind of formal, informal, and non-formal educational institutions (universities, post-secondary educational institutions, ministries, school inspectorates, schools, kindergartens, NGOs, professional associations, language competence centres, religious communities, international cooperation partners, states, municipalities, etc.) can be involved.

BIMM focuses on the topics of diversity, equal opportunities, languages, cultures and religions and the associated strategic questions for the education system at different levels. They bundle know-how, skills, and resources in line with the goals of fostering inclusion, suitable for all levels of the education system: managers, decision-makers, multipliers, trainers, teachers, etc.

4. Good Practices Based on Content and Educational Material

Inclusion can be achieved also through the creation and use of specific material, created to foster inclusion of children with migrant backgrounds. For multilingual children, academic success cannot be achieved through separate classes focused solely on learning the dominant language, especially when teaching ignores the multilingual nature of the classroom. Ensuring continuity and consistency in policy is essential for long-term language development in multilingual environments. Continuity in language learning, including teacher education, curriculum design, the creation of language-aware schools, and the quality assurance of existing programs, are all critical factors for ensuring consistency and scaling up effective practices.

4. a. Interfaith Wallchart-calendar

It is a multi-faith reference tool consisting of a visual resource that shows on its front page the religious holidays, observances and celebrations from a wide range of world religions, and on the reverse provides descriptions of the significance of each observance, the rituals involved, and how the holiday is celebrated. It is typically arranged in a calendar format, with each month highlighting important dates from different faith traditions. The calendar makes use of visual symbols or colour codes to represent different religions or faith traditions, making it easier for users to quickly identify which holiday belongs to which religion. This is an initiative conducted by the Inter Faith Network (IFN) based in the UK, and it is intended to raise awareness, promote understanding, and encourage respect for the diverse religious practices and beliefs that exist in a given community.

When seeing religious holidays and practices from various traditions recognised and explained, students are more likely to respect those who observe them. This acknowledgment of diversity is a powerful way to build mutual respect among students from different cultural and religious backgrounds. Awareness can help students gain a broader understanding of the world, reducing ignorance and fostering empathy for others' beliefs.

4. b. TRIO Trilingual semi-annual literacy journal

TRIO is an educational and interactive journal developed in three languages (German, Bosnian-Croatian-Serbian and Turkish) for Austrian schools, addressing the specific language groups in the country. TRIO was created with the purpose of teaching children from grade 2 to grade 6 to read in the three languages of the journal, so that they can gain awareness of the languages of the biggest migrant groups living in Austria. Tasks in the journal are conceived in a way that all the three languages are necessary to understand the story and solve the riddles.

Trio aims to encourage teachers to use the linguistic resources in their class/group productively for teaching, even if they do not speak these languages themselves.

In language teaching, Trio enables language reflection: differences and similarities can be explored and reflected upon with the children. Team teaching allows subject teachers and homeroom teachers to work together with the children on a topic. Trio supports this with a variety of topics for subject teaching. Trio promotes a positive social climate through joint reading. Reading with Trio can also take place outside of class in the family. For teachers not working in team teaching, the purely German version of almost all Trio booklets is available online, making the content of the foreign language texts accessible as well.

4. c. Kaipataj – the Regional Language Portfolio for Primary School

The successful implementation of linguistically and culturally sensitive teaching methods, along with comprehensive support in the language of schooling and strategies to develop learners' diverse language skills, requires proper preparation of educators and school teachers, regardless of their subject. The roles of language and subject teachers in multilingual contexts are constantly evolving and represent key aspects of multilingualism.

Still in Austria, in the region of Carinthia, German, Slovenian and Italian languages are all included in the curriculum in several schools. The Regional Language Portfolio for Primary Schools consists of a collection of educational material for primary schools focused on multilingual language learning. Kaipataj is the name of the cartoon dragon that Leonads children throughout the curriculum, explains who to work with the portfolio, and helps pupils understand the importance of multi language learning, in order to motivate and encourage them to take responsibility for their language learning.

The portfolio includes self-assessment activities and is available also for some German, Croatian and Hungarian schools.

The development of a first and second language, as well as a foreign or neighbourhood language is supported by the regional language portfolio, which serves as a comprehensive tool for promoting multilingualism. This portfolio not only tracks the progress of language acquisition but also provides structured opportunities for learners to enhance their skills in multiple languages. It fosters a holistic approach to language learning by integrating the development of both native and additional languages, encouraging learners to engage with various linguistic and cultural contexts. By aligning language learning goals with regional needs and resources, the portfolio ensures that learners can effectively navigate their local and global environments, gaining proficiency in languages that are vital for communication and cultural understanding. Furthermore, the portfolio facilitates the recognition of language skills, boosting learners' confidence and motivating them to continue developing their linguistic repertoire throughout their educational journey.

5. Teacher Training Good Practices

Numerous studies have explored the critical role teachers play in promoting diversity within the classroom. However, despite the growing recognition of this importance and the high demand from educators, many European countries still lack standardised and comprehensive programs for integrating multicultural and multilingual teaching methods into formal teacher training. As a result, much of the training on managing diversity remains inconsistent, often provided on an ad-hoc basis through institutions or by non-governmental organisations offering in-service training. This fragmented approach highlights the need for more structured and unified efforts to equip teachers with the skills and strategies required to effectively address the diverse needs of their students in increasingly multicultural classrooms.

5. a. Course for Intercultural Coordinator in Schools

The Course for Intercultural Coordinators in Schools is an 80-hours professional training course aimed at training the professional figure of Intercultural Coordinator. An Intercultural Coordinator is responsible for promoting intercultural understanding and integration within a school setting. The Intercultural Coordinator is a professional responsible for facilitating processes of intercultural opening, supporting existing activities, and increasing visibility and attention to intercultural matters within the school. The course focuses on three main aspects:

1. awareness-raising and self-reflection concerning bias and stereotypes (Anti-Bias approach and stereotype-sensible pedagogics);
2. intercultural whole-school development (instruction, personal, organisation)
3. change management: coaching/supervision along the process with one's own school and school leaders of participating schools.

5. b. CLIL – Content Language Integrated learning

CLIL is an educational approach where students learn a subject such as history, science, or mathematics through a foreign or second language. It is not specifically addressed to inclusion and integration of multicultural classrooms. Its primary goal is to develop both content knowledge and language proficiency simultaneously. Instead of learning a language in isolation, students use it as a medium to access and understand academic content. This method not only helps in deepening students' understanding of the subject matter but also enhances their language skills in a real-world context. CLIL is one of the most popular and well-known multilingual teaching methodology and there are several resources available online and can be applied to all levels of school education.

6. Good Practices Developed within Erasmus Projects

All the following projects have been recognised as good practices.

6. a. Day 1 in Europe

The migratory crisis in Europe is bringing new pupils into schools, particularly allophone children, who do not speak the language of their teachers. Teachers are often unprepared to face this situation, due to a lack of training, translation skills and knowledge of migratory movements. Thanks to research into multilingualism, we know how important it is not to create a linguistic break in a migratory journey, to facilitate inclusion and successful learning.

DAY 1 in Europe has the following general objectives:

- ✓ Promote the inclusion of allophone children by exploring mother tongues + cultures of origin;
- ✓ To develop tools for using languages as a resource and not as a marker of difference;
- ✓ Create a space for European training.

6. b. Hestia – Helping Students in Acceptance

The HESTIA project stemmed from the need to build an inclusive atmosphere in schools for all children by training teachers on how to deal with pupils having a migrant background, and teach pupils the values of empathy, tolerance and acceptance towards the others.

The objectives of this project were:

- to provide a preparation to the partner schools in order to respond to migrant pupils inclusion;
- to raise awareness of the challenges faced by immigrants and refugees;
- to contribute to the development of policy and good practice exchange regarding inclusion of the migrant population.

The partner schools implemented 56 educational activities in class, 5 of which involved collaborative work among them. A survey was carried out in the beginning of the project and was repeated near its end, to record the attitudes and perceptions of teachers, pupils and their parents towards migration, and measure if there was any change that could be attributed to the project work. Also, the partners created a set of proposals for inclusive education (project manifesto), which was delivered to the educational authorities at local level in each partner country, and to a representative of the European Commissioner of Migration, Home Affairs and Citizenship, during the meeting in Brussels. Further details on the activities carried out are available on the Twinspace platform.

6. c. Cross the Bridge

CROSS THE BRIDGE addresses the problems of three target groups in a comprehensive way:

- For students with foreign background – by creating a structure and capabilities for meeting their needs in a new environment;
- For local students – by involving them in activities aimed at helping students with foreign background and through that bridging the communication gaps between them, as well as improving tolerance levels in schools;
- For teachers – by identifying strategies that are effective in dealing with students, providing technological solutions, training and other activities that would boost teachers' ability to successfully integrate younger children.

The main aim of Cross the Bridge was to combine all the above activities under one brand-initiative, which is the Welcoming Centre. Its mission is to make a significant contribution by implementing new ideas and solutions at the same time offering added value to our schools and communities through creating resources and promoting bottom-up initiative-taking among young students in difficult situations.

6. d. YOLO – You Only Live Once

An important common need of the school partners of the YOYO Consortium and the schools across Europe is to tackle the educational needs of the refugee children arriving in the European schools, especially following the current humanitarian crisis that is cause to an unprecedented and unexpected massive influx of refugees.

The project aims at bringing an alternative way to approach underprivileged students through the practices of educational yoga and the introduction of mindfulness in the learning process.

The “YOLO: Educational Yoga for the YOLO (You Only Live Once) Generation” aims at:

- supporting educators and the schools to integrate educational yoga and mindfulness in the classrooms.
- promoting mental health and tolerance of the educational staff as well as students and ideally their families.
- complementing the Curricula with learning objectives about self-knowledge, understanding of the others and differentiation, understanding the ever-changing world, sometimes violently, the development of a set of important skills for life which will allow people to grow happily, healthy and mindfulness.

CHAPTER 3

INTER-ACT Book Topics: Education on the European Union and Inclusion Mindset

1. Introduction

This chapter aims to provide a comprehensive overview of the essential knowledge that pupils should acquire about the European Union (EU) and different principles that help them develop a European and Inclusive Mindset. This encompasses various aspects of the EU, including its history, purpose, aims, structure, roles, and impact on member states' governance and policymaking. The EU is a political and economic union of 27 European countries, striving to promote economic cooperation, peace, stability, social progress, and human rights across member states.



Topic 1: The European Union

Pupils should have a fundamental understanding of the EU as part of their civic education. This includes knowledge about the EU's history, purpose and aims, structure, roles and its impact on the member states' governance and policy making.

The EU is a political and economic union of 27 European countries. It aims to promote economic cooperation, ensure peace and stability, and enhance social progress and human rights across member states. Pupils should have a basic understanding of the aims of the EU, including the 'four freedoms' of the single market, social policy, and political and economic union and the extent to which these have been achieved.

The process of closer European integration has been driven by several key factors over the years. The founding motive of the EU was to ensure lasting peace in Europe following the devastation of World War II. This aim remains central to the EU's mission, emphasising cooperation and conflict prevention among member states. Moreover, economic growth and trade facilitation have been primary goals. The EU has sought to eliminate internal trade barriers, leading to the creation of a customs union and the Single European Act of 1985. This act aimed to establish a single European market based on the four freedoms: free movement of goods, services, people, and capital. Also, the establishment of the Eurozone with a single currency, the Euro, aimed to promote cross-border trade and stability by eliminating exchange rate fluctuations while the EU expansion after the Cold War, aims to promote unity and economic growth.

Furthermore, to balance economic freedoms, the EU developed a social dimension to protect workers' rights and ensure fair competition across member states. Finally, the EU's unique political system balances intergovernmental cooperation with supranational decision-making. Qualified majority voting in the Council of the EU and common foreign and security policies reflect efforts toward closer political union.

These factors underscore the EU's evolution from a regional economic bloc to a comprehensive union aiming for peace, economic prosperity, and political cohesion among its member states.

The aims of the EU

The EU's evolution from a regional economic bloc to a comprehensive union reflects its mission of fostering peace, economic prosperity, and political cohesion among member states. Key historical milestones such as the Treaty of Rome, the Treaty of Maastricht, and the Lisbon Treaty have transformed the EU's institutional framework and expanded its policy scope. Additionally, this paper investigates the EU's primary institutions, roles, policies, and impact on member states to define the essential components of comprehensive knowledge about this significant supranational organisation for pupils. Understanding the EU is essential for fostering informed citizenship and promoting critical engagement with global governance. Furthermore, this paper emphasises the importance of skills such as cultural competence, empathy, effective communication, teamwork, critical thinking, and social justice awareness in fostering an inclusion-oriented mindset among students. These skills are crucial for creating inclusive classroom environments, promoting social acceptance, reducing prejudice, and empowering pupils to advocate for inclusivity and equity in their communities.

History and Evolution of the EU

Basic knowledge of the EU's historical development is essential. This includes understanding how the EU evolved from the European Coal and Steel Community (ECSC) to the European Economic Community (EEC), and eventually to the EU as we know it today (McCormick, 2017). The European Coal and Steel Community (ECSC) was established in 1951 by France, West Germany, Italy, Belgium, Netherlands, and Luxembourg to pool control over key war-making materials like coal and steel, thereby promoting economic cooperation and reducing the potential for conflict (Dinan, 2016).

Subsequently, the Treaty of Rome was signed in 1957 by the same six ECSC states, leading to the creation of the European Economic Community (EEC), which later became known as the European Community (EC). The EEC aimed to establish a common market and promote economic integration among member states (Dinan, 2016).

In 1991, the Treaty of Maastricht was signed, which marked a significant transformation of the EC into the more closely integrated EU. The Maastricht Treaty expanded EU cooperation beyond economic matters to include broader areas such as foreign policy, citizenship, and justice (McCormick, 2017).

Moreover, pupils should be aware of the Lisbon Treaty, which was agreed upon in 2007 and enforced in 2009. This treaty introduced significant institutional changes to the EU (McCormick, 2017).

Key changes included:

1. Establishment of a permanent President of the European Council, serving a term of two-and-a-half years that could be renewed once.
2. Appointment of a High Representative of the Union for Foreign Affairs and Security Policy to coordinate EU foreign policy.
3. Introduction of a system of double majority voting, allowing legislative proposals to pass with the support of 55% of member states representing at least 65% of the EU population.
4. Incorporation of the Charter of Fundamental Rights into EU law, although the UK did not accept it as legally binding (Nugent, 2017).

These changes aimed to enhance the efficiency and coherence of EU decision-making, strengthen its presence in international affairs, and solidify fundamental rights within the EU legal framework.

Main Institutions of the EU

To deepen their understanding of the EU's functioning, pupils must familiarise themselves with the key institutions that drive the organisation's decision-making and policy implementation. These include:

1. The European Commission: The executive body responsible for proposing legislation and implementing EU policies and laws.
2. The European Parliament: The elected body representing EU citizens and co-legislator with the Council of the European Union, ensuring that laws reflect the will of the people.
3. The Council of the European Union: Comprising representatives from member state governments, the Council shares legislative power with the European Parliament and sets policies on various issues, from foreign relations to economic governance.
4. The European Council: Consisting of the heads of state or government of member states, the European Council defines the EU's overall direction and political priorities.
5. The Court of Justice of the European Union (CJEU): The judicial branch responsible for interpreting EU law and ensuring its uniform application across member states.

Together, these institutions work to create and enforce laws, regulations, and policies that affect every aspect of EU governance, from trade and economics to environmental protection and human rights.

Roles and Policies of the EU

Knowledge about key EU roles and policies is important. This includes trade agreements, treaties, environmental policies, and efforts towards social cohesion and equality (Hix & Høyland, 2011).

Firstly, pupils should know that the EU negotiates trade agreements on behalf of its member states to enhance access to international markets and promote economic cooperation. These agreements aim to boost exports, attract investments, and create jobs within the EU (Hix & Høyland, 2011). Secondly, it is important to know that the EU implements various environmental policies and regulations to tackle climate change, protect natural resources, and ensure sustainable development across member states. This includes initiatives to reduce greenhouse gas emissions, promote renewable energy, and preserve biodiversity (Hix & Høyland, 2011). Thirdly, the EU is committed to promoting social cohesion and equality among its diverse population. This involves initiatives to reduce disparities in income, improve access to education and healthcare, and combat discrimination based on gender, race, or ethnicity (Hix & Høyland, 2011).

Furthermore, European treaties, which define the powers of EU institutions and decision-making rules, are negotiated primarily by the European Council, comprising heads of government from member states who commit their countries to agreed deals (McCormick, 2017). After negotiation, the treaty is subject to approval by the European Parliament and then ratified by each member state through its national procedure. Most states use parliamentary votes, but Ireland holds referendums due to constitutional requirements (McCormick, 2017).

Finally, pupils should be aware of the fact that the EU legislates. EU laws come in two main forms: directives and regulations. Directives set common goals for member states to achieve through their own laws (e.g., the Working Time Directive). Regulations, like the 2015 regulation on common safeguards for goods from outside the EU, are immediately binding on all member states (McCormick, 2017).

Impact on Member States

EU membership affects member states in terms of trade, migration, regulations, and standards. This includes understanding the benefits and challenges associated with EU membership (Nugent, 2017). The government system of any member state has adjusted to EU membership without undergoing fundamental changes. The executive adapts its workings to coordinate national policy and negotiate effectively with other member states and EU institutions.

EU membership elevates the profile of the head of state, who regularly attends European Council meetings to discuss EU policies and initiatives. Moreover, the Parliament's role now includes examining EU legislation. In summary, EU membership requires nuanced adjustments in governance and policy coordination to align with EU procedures and regulations, impacting various levels of government and parliamentary oversight.

Topic 2: Inclusion-oriented mindset among students

There are various skills that teachers can help pupils develop to foster an inclusion-oriented mindset. We can draw insights from educational research and literature on inclusive education and social-emotional learning to help us make a comprehensive list of said criteria. Firstly, research emphasises the importance of promoting cultural competence and understanding diversity among pupils. Teachers can use culturally responsive teaching strategies to foster inclusive classrooms.

Secondly, teaching empathy and perspective-taking skills can reduce prejudice and enhance social relationships among pupils. Teachers can use activities like perspective-taking exercises to promote empathy. Thirdly, effective communication skills are essential for inclusive interactions. Teachers can integrate social skills training into the curriculum to enhance peer relationships and reduce bullying. Similarly, teachers can cultivate teamwork as collaborative learning promotes inclusivity by fostering positive intergroup relations and improving social acceptance.

Even more importantly, research highlights the need to pursue inclusivity. Establishing an inclusive classroom climate is crucial for promoting belongingness and academic success among diverse pupil populations. Teachers can use strategies such as universal design for learning (UDL) to accommodate diverse learning needs. Moreover, teachers should teach about social justice and human rights in order to empower pupils to become advocates for inclusivity and equity. Teachers can integrate social justice themes into the curriculum.

Finally, teachers should cultivate critical thinking skills. Engaging pupils in critical reflection promotes self-awareness and enhances their ability to challenge biases and stereotypes. Teachers can use reflective practices to facilitate transformative learning experiences.

Topic 3: Individuality

Individuality refers to the unique combination of traits, characteristics, talents, and experiences that distinguish one person from another. It encompasses a person's personality, interests, abilities, beliefs, and values, shaping their identity and influencing how they interact with the world around them. Recognising and embracing individuality is essential for fostering a sense of self-awareness, self-expression, and personal fulfillment.

Beyond innate traits, individuality is also shaped by external influences such as upbringing, education, culture, and life experiences. A person's beliefs and values, often influenced by familial, societal, and cultural factors, play a fundamental role in guiding decision-making and ethical perspectives. Additionally, individuality is dynamic, evolving over time as individuals grow, learn, and encounter new experiences that refine their sense of self. Recognizing and embracing individuality is essential for fostering a sense of self-awareness, self-expression, and personal fulfillment.

A fundamental principle guiding developmentally appropriate practices in early childhood programs is the acknowledgment of each child's unique individuality. This entails adults and caregivers being receptive and responsive to differences in children's abilities, learning styles, and interests. Children primarily learn through active exploration of their environment, with the values and skills they acquire heavily influenced by the cultures in which they are raised.

Recognising and embracing individuality

In contemporary educational settings, it is imperative to acknowledge and accommodate the diversity and uniqueness of students. Each learner possesses distinct abilities, cognitive styles, cultural backgrounds, and personal experiences that significantly influence their academic development. Given this inherent heterogeneity, it is essential to establish an inclusive and adaptive educational framework that effectively addresses the diverse needs of the student population.

Traditional pedagogical models, which have historically dominated educational institutions, often adhere to a standardized, one-size-fits-all approach. However, such methodologies are insufficient in addressing the complexities of modern classrooms, wherein students exhibit a broad spectrum of intellectual capabilities, social behaviors, and emotional needs. The rigid structures of conventional teaching frequently prioritize uniform curricula and standardized assessments, disregarding the fact that each student assimilates knowledge at a unique pace and through distinct learning modalities.

Consequently, many students may encounter challenges in engaging with the instructional material, resulting in disparities in academic achievement and overall educational outcomes.

To ensure a more effective and equitable learning experience, pedagogical practices must be designed to accommodate the specific needs of individual learners. This necessitates an approach that not only considers cognitive and intellectual development but also accounts for psychological and sociocultural factors that influence students' academic performance. These factors may include emotional well-being, socio-economic background, linguistic diversity, and personal learning preferences. By incorporating these considerations, educators can employ differentiated instructional strategies that foster a more inclusive and supportive learning environment, ensuring equitable access to educational opportunities for all students.

Educators, as the primary facilitators of knowledge acquisition, play an instrumental role in fostering a learning environment that respects and supports the individuality of each student. They must assume the roles of mentors, guides, and advocates, ensuring that their pedagogical methods are reflective of a deep understanding of student diversity. Through the implementation of inclusive teaching practices, personalized learning experiences, and culturally responsive pedagogy, educators can cultivate an academic atmosphere in which students feel recognized, valued, and empowered to reach their full potential.

As will be examined in greater detail, intercultural education serves as a fundamental framework for promoting the recognition and appreciation of individual student characteristics. By adhering to principles of equality, inclusivity, and cultural competence, intercultural education facilitates the development of a scholastic environment in which diversity is not only acknowledged but actively embraced. This approach fosters a sense of belonging among students, encouraging them to appreciate their own distinctiveness while demonstrating respect for the identities of their peers. Through the establishment of such an environment, educational institutions can cultivate a more harmonious and intellectually enriching academic experience that enables every student to thrive.

Topic 4: Multiculturalism

There are different understandings of the term of multiculturalism. The term "interculturality" is often confused with the term "multiculturalism", but the two concepts are not identical or synonymous. What the two terms have in common is that they reflect interpretations that are closely linked to migration. Multiculturalism is the given and interculturalism is the goal. Interculturality presupposes but does not automatically flow from multiculturalism.

Various multicultural concepts, shaped by geographical, sociological, and economic factors throughout history, have emerged. These concepts, encompassing aspects such as race, ethnicity, language, sexual orientation, age, disability, social class, and religion, have gained clearer definition within the education system. Multicultural education, seen as a holistic school reform process, aims to provide equitable education for all students, rejecting racism and segregation. It strives to support the diverse backgrounds of society members and ensure equal opportunities for success in education.

Multicultural education

Multicultural education, as described by scholars like Banks and Wilson, seeks to provide equal opportunities for success in schooling across genders, races, and cultures. It aims to promote empathy, cultural recognition, and academic achievement among students. The efforts of scholars and educators reflect multicultural education as a reform movement, aiming to foster inclusivity and equal opportunities for all students, regardless of cultural or ethnic background.

Multicultural educational programs are designed to bring multicultural values and goals to life through various learning activities and assessments. These programs aim to reflect the perspectives of students from diverse racial, ethnic, linguistic, and social backgrounds. By providing varied experiences and fostering relationships, multicultural education supports different learning approaches, promoting deeper understanding and appreciation of diverse cultures.

Teachers play a crucial role in multicultural education, but their effectiveness depends on their cultural sensitivity and understanding of diversity. Strategies to promote cultural sensitivity and ensure equality of opportunity are essential for teachers to support the academic success and personal development of all students. Multicultural education principles, including using culturally sensitive materials, encouraging diverse voices, and understanding students' learning styles, are crucial for fostering inclusive learning environments.

Embracing Multiculturalism

In educational settings, embracing multiculturalism is particularly important for creating inclusive and enriching learning environments. To help diverse student groups learn from each other, educators can employ several strategies:

1. Promote cultural awareness and sensitivity: Educators should provide opportunities for students to learn about different cultures, histories, and traditions. This can include incorporating diverse perspectives into the curriculum, organising cultural events and celebrations, and inviting guest speakers from various backgrounds.

2. Encourage dialogue and exchange: Educators should facilitate open and respectful discussions where students can share their experiences, perspectives, and cultural insights. Encourage active listening and empathy to foster understanding and appreciation of diverse viewpoints.

3. Foster collaboration and teamwork: Educators should assign group projects or collaborative activities that require students from different cultural backgrounds to work together towards a common goal. This promotes teamwork, communication skills, and cross-cultural understanding.

4. Create a supportive learning environment: Educators should cultivate a classroom culture that values diversity and respects each student's cultural identity. Address any instances of bias, discrimination, or cultural insensitivity promptly and constructively.

5. Provide resources and support: Educators should ensure that students have access to resources and support services that cater to their diverse needs. This may include language support, cultural competency training for educators, and counselling services that are sensitive to cultural differences.

By embracing multiculturalism in education and providing opportunities for diverse student groups to learn from each other, educators can help cultivate inclusive, respectful, and enriching learning environments that prepare students to thrive in a multicultural world.

CHAPTER 4

INTER-ACT Activity and Student Assessment Methodology



Context

The INTER-ACT Book takes students in a classroom through a story with unique characters. Its pages include puzzles and creative activities that challenge students to work together in order to solve them, achieve goals and proceed through the story. Through this activity, students develop their interpersonal skills, they learn about each other and how to work together, exchange cultural experiences, and at the same time, learn about Europe and European Values.

The INTER-ACT Story revolves around the adventures of a diverse group of animals, who are challenged to build a brand new Toy Store in a new town. Each animal has a different background, traits, strengths and weaknesses that render them unique characters, and assets to the party. In terms of story and narration, the learning activities of the book are an integral part of the story. The characters of the story face various cooperative challenges, and require the students to work together in order to help them build a Toy Store in a new town.

The INTER-ACT Activity Assessment Methodology integrates tools for qualitative data collection, and emphasises on student engagement, self-reflection, and collaborative outcomes. It consists of two main components: student group assessment via reflective quizzes and assessment via group portfolios. This methodology aligns with fostering inclusion, teamwork, and knowledge acquisition outlined in the INTER-ACT Activity Implementation and Assessment Methodology.

Assessment Goals

The INTER-ACT Activity and Assessment methodology is designed to allow teachers to assess not only academic skills but also interpersonal growth and the classroom's inclusivity culture. More specifically, it aims:

- **To encourage active participation through meaningful activities and reflection**, while implementing the activities found in the INTER-ACT Book in a classroom.
- **To evaluate the achievement learning Outcomes** among students in terms of:
 - Individual development (strengths and knowledge)
 - Group dynamics (collaboration and engagement).
 - Implicit knowledge of European Union (EU) values and inclusion principles.
- **To help teachers build a collective classroom understanding of diversity and equity.**

Assessment Components

A. Qualitative Data Collection from Student Groups, via Reflective Quizzes

The qualitative component focuses on 'self-assessment' of student groups, designed to capture personal growth, values comprehension, and group dynamics. Student groups need to work together, discuss, reflect and agree on common answers to the questions in the quiz. The INTER-ACT Quiz and index with correct answers can be found in [Annex 1](#).

Quiz Design

- **Format:** Multiple-choice questions, to help streamline reflection and discussions.
- **Timing:** Administered after the completion of the INTER-ACT Activity (completion of the book story and all activities) to capture reflections while fresh.
- **Submission:** Student Groups must submit the completed quizzes to the teacher, as part of their Group Portfolios.

Sample Questions/Statements:

1. **What lesson does Rina the Rhino teach about hidden strengths?** *(Focus: Individual strength development.)*
2. **How did the group help Daisy when she felt overwhelmed?** *(Focus: Sense of solidarity.)*
3. **Why is it important to include everyone's unique talents in a project?** *(Focus: EU values like cooperation.)*
4. **What does the team's reaction to the spilled toys in Chapter 6 show about problem solving?** *(Focus: Teamwork.)*

Teacher Insights Gained

The INTER-ACT Quiz, aims to gather data from student groups in order to gain insights into the following indicators:

- Students' perceptions of their own abilities.
- Students' understanding of inclusion and EU principles.
- The emotional and social dynamics within the classroom.

B. Qualitative Data Collection via Group Portfolios and Classroom Observations

The collection of materials in the form of ‘Group Portfolios’, aims to help the teacher evaluate tangible outputs from group work during INTER-ACT Activities. In preparation for each INTER-ACT Activity session, the teacher should prepare a folder for each student group, in order to help students collect and organise the outputs of each activity.

Upon completion of the INTER-ACT Story and all Activities, each student group will submit a portfolio documenting their process and outputs.

Finally, during the implementation of INTER-ACT Activities, teachers should make observations and take notes on the following:

- Student Group Cooperation
- Student Group Communication
- Student Group Engagement
- Student Group Successful Completion of all Activities

For their observations, teachers can use the dedicated tool found in [Annex 2](#).

Student Group Portfolio Evaluation

Submitted to the teacher for evaluation, Student Group Portfolios should include:

SUBMITTED	EVIDENCE DESCRIPTION	ACHIEVEMENT CRITERIA	EVALUATION WEIGHT
TEACHER OBSERVATIONS SHEET	<ul style="list-style-type: none"> Sheet included in each portfolio by the teacher 1 x sheet per student group For observation sheet template, see Annex 2 	Min. score achieved 4/5 (80%)	20%
INTER-ACT QUIZ	<ul style="list-style-type: none"> Completed Quiz included in each portfolio by each student group 1 x quiz per student group For quiz template, see Annex 1 	Min. score achieved 4/5 (80%)	20%
CHAPTER 1 ACTIVITY MATERIALS	<ul style="list-style-type: none"> 1 x C1. A1. Activity sheet submitted by each student group For sheet template, see Template C1.A1 	Submission of materials	5%
	<ul style="list-style-type: none"> 1 x C1. A2.1 Activity sheet submitted by each student group For sheet template, see Template C1.A2.1 	Submission of materials	5%
CHAPTER 2 ACTIVITY MATERIALS	<ul style="list-style-type: none"> 1 x C2. A1. Activity sheet submitted by each student group For sheet template, see Template C2. A1 	Submission of materials	5%
	<ul style="list-style-type: none"> 1 x C2. A2 Activity sheet submitted by each student group For sheet template, see Template C2. A2 	Submission of materials	5%

SUBMITTED	EVIDENCE DESCRIPTION	ACHIEVEMENT CRITERIA	EVALUATION WEIGHT
CHAPTER 3 ACTIVITY MATERIALS	<ul style="list-style-type: none"> 1 x C3. A1. Activity sheet submitted by each student group For sheet template, see Template C3. A1 	Submission of materials	5%
	<ul style="list-style-type: none"> 1 x C3. A2 Activity sheet submitted by each student group For sheet template, see Template C3. A2 	Submission of materials	5%
CHAPTER 4 ACTIVITY MATERIALS	<ul style="list-style-type: none"> 1 x C4. A1. Activity sheet submitted by each student group For sheet template, see Template C4. A1 	Submission of materials	5%
	<ul style="list-style-type: none"> 1 x C4. A2 Activity sheet submitted by each student group For sheet template, see Template C4. A2 	Submission of materials	5%
CHAPTER 5 ACTIVITY MATERIALS	<ul style="list-style-type: none"> 1 x C5. A1. Activity sheet submitted by each student group For sheet template, see Template C5. A1 	Submission of materials	5%
	<ul style="list-style-type: none"> 1 x C2. A2 Activity sheet submitted by each student group For sheet template, see Template C5. A2 	Submission of materials	5%
CHAPTER 6 ACTIVITY MATERIALS	<ul style="list-style-type: none"> 1 x C6. A1 Activity sheet submitted by each student group For sheet template, see Template C6. A1 	Submission of materials	5%
	<ul style="list-style-type: none"> 1 x C6. A2 Activity sheet submitted by each student group For sheet template, see Template C6. A2 	Submission of materials	5%

Assessment Implementation Phases

Phase 1: Pre-Activity Setup

- Introduce the goals of the assessment to students.
- Discuss the importance of collaboration and self-reflection in learning.
- Provide guidelines for creating group portfolios.

Phase 2: During Activities

- Remind students to document their progress and make sure that all materials created for the completion INTER-ACT tasks must be handled with care
- Use of the Classroom Observations Sheet (Annex 2) and take notes on team discussions and problem-solving processes.
- Use of the Classroom Observations Sheet (Annex 2) and observe group dynamics
- Provision of feedback to students

Phase 3: Post-Activity Assessment

- Administer the reflective quiz to the groups, one quiz per group
- Collect group portfolios and review them against defined criteria: Student Group Cooperation, Student Group Communication, Student Group Engagement, Student Group Successful Completion of all Activities

Phase 4: Feedback and Reflection

- Provide individual feedback based on quiz responses.
- Share group-level feedback; Highlight strengths and areas for improvement in teamwork.
- Facilitate a class discussion on lessons Learned from the activities.

INTER-ACT Chapter and Activity Index

Index: Chapter 1

Chapter Summary:

Leona the Lioness takes charge of opening a toy shop by assigning roles to her friends, but her decisions unintentionally leave some feeling undervalued, especially Snecko the Snake. By the end of the day, poor communication and unclear responsibilities result in chaos, disagreements, and unfinished tasks. Determined to improve, Leona resolves to focus on decoration the next day to restore teamwork and morale.

Lessons and Values Learned:



Teamwork: Effective collaboration requires clear communication and understanding of everyone's strengths.



Inclusion: Ensuring all team members feel valued and appreciated is key to avoiding frustration and disengagement.



Leadership: Good leaders listen to their team and adjust plans when things don't go as expected.



CHAPTER 1 - ACTIVITY 1

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C1. A1	As a group, help the heroes of our story create a logo for the store! Your teacher will provide the Logo Creation Activity Sheet.	<ul style="list-style-type: none"> • Template C1. A1 (printed) • Pencils, markers, crayons 	30 minutes

Instructions for the teacher

The teacher can explain to the students that colours and symbols have different meanings in each culture. Everyone in the group thinks of feelings or ideas you would like to convey through your logo and select the corresponding colours or symbol. They can instruct students to speak with their classmates and find out if everyone associates the same feeling to each colour or symbol.

Activity Implementation Tips

- The students in groups, together, they can vote for the colours and symbols that they would like to appear in the logo.
- Students can take a colour from each flag, and use these colours to draw a logo for the store.
- They should make sure a colour from each flag is on the logo. Then discuss with your group what symbols they would like to appear on their logo.
- Students can also design a completely new one.
- The teacher should make sure that the logo reflects and respects the cultural diversity of the group.

This is a research activity that is supposed to raise your students' awareness about how cultural diversity can bring to very different points of view.

The teacher should help students understand that colours, gestures or symbols can have a completely different meaning in different cultures (e.g. white represents purity in most of western cultures, and mourning in many Asian countries. Brides wear white dresses in Western countries, while people wear white at funerals in China and India). Support the students in both the research activity and the logo design.

Research

The teacher should help students in the internet research. They can look up for the flags of the countries of origin of all the group members. The teacher can ask them if they know the meaning of all the elements of the flag (the colours, the shape and any other element). If the students are uncertain, they can look it up on the internet.

Logo design

The teacher should help the students decide what elements include in the logo: shape, colors and any other elements they would like to add (symbols, pictures, etc.). They should help the students create a logo that conveys a positive meaning for all the members of the group.



Template C1. A1

Logo Creation Activity

As a group, help the heroes of our story create a logo for the store! Everyone in your group names the colours of the flag of the country where they were born or any object or symbol represented in the flag (if any). If you don't know it, ask your teacher to look it up.

(C1. A1)

CHAPTER 1 - ACTIVITY 2

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C1. A2	In groups, imagine being in the same situation as the characters of our story: you have to open a new toy store in town. Can you tell what Leona did wrong when assigning the roles to her group? In groups, share your answer with the teacher using the challenge card.	<ul style="list-style-type: none"> • Template C1. A2.1 (printed) • For the optional Role Play Activity, see Template C1. A2.2 (printed) 	10 minutes

Instructions for the teacher

The students' answer to the question of the activity should encompass the fact that 'Leona did not ask which roles the others think they are good at.' It is important for Leonaders to remember that each member of their team has their own value as a unique personality with unique knowledge, skills, experiences, beliefs and characteristics. Students must include their answers in their group portfolios.

Optional Exercise to Support learning

Optionally, the teacher can implement an additional exercise for older students (12+). This requires them to prepare 6 role-cards, each one indicating a specific role that needs to be played in order to open a store. The cards are:

- **Store manager:** you are very tidy and well organised. You are the team Leonader and will supervise every aspect of the project and coordinate the team, making sure everything is fine. You will have to assign the rest of the roles.
- **Toy manager**
- **Designer**
- **Marketing expert**
- **Financial Manager**
- **Welcome expert**

First, assign the "Store manager" card to the group Leonader. It can be assigned randomly or you can vote for your Leonader.

The Store manager will be in charge of assigning the rest of the role following a discussion with the rest of the group. Once the roles are assigned, discuss with the group if the choices have been made correctly.

- ✓ The “Store manager” card can be assigned randomly, letting the students vote for their Leonader, or letting the “natural Leonader” emerge from the group following a discussion.
- ✓ For random assignment, distribute the 6 cards to the 6 members of the group. The one that draws the “store manager” card will be the team Leonader. The “store manager” will take the rest of the cards and assign them to the rest of the group.
- ✓ During the second part of the activity the teacher should guide the groups to make sure that the Leonader listens to the team and understands what role to assign to each member according to their skills and attitudes. The teacher could help in this task by organising the groups putting together students with different skills and attitudes.



Template C1. A2.1

Activity

In groups, imagine being in the same situation as the characters of our story: you have to open a new toy store in town. Can you tell what Leona did wrong when assigning the roles to her group?

In your groups, discuss and write your answers below:

(C1. A2.1)

Template C1. A2.2

Store Manager



You are very tidy and well organised.
You are the team Leonader and our job is to supervise every aspect of the project.

You will have to assign the rest of the roles to your team.

Toy Manager



You are very passionate and knowledgeable about toys.

Thanks to your knowledge you are be able to select the right toys to sell in your store.

Designer



You are the artist of the group.

With your creativity, your job is to design the perfect layout of the store so that it looks fun and appealing for customers.

Marketing Expert



You are good at talking to people and like having fun!

You are in charge of advertising the store and planning an opening event to attract customers.

Financial Manager



You are very good at math and reliable. Your job is to track how much the team can spend on decorations, toys, and advertising, helping to stay on budget.

Welcome Expert



You are very friendly and communicative. Your job is to welcome the people stepping into the store, make them feel at home and advise them in their shopping.

Index: Chapter 2

Chapter Summary:

As the team began decorating the toy shop, Rina felt frustrated at being assigned heavy lifting while others had more enjoyable tasks. When Rina pointed out mismatched colours in Leona's painting, her hidden talent for design was revealed, surprising everyone. This helped the group realise the importance of recognising and valuing each member's unique skills beyond initial assumptions.



Lessons and Values Learned:



Fairness: Task assignments should reflect both interests and strengths to ensure fairness and motivation.



Recognising Hidden Talents: Everyone has unique abilities that may not be immediately apparent.



Appreciation: Valuing each member's contributions fosters stronger teamwork and mutual respect.



CHAPTER 2 - ACTIVITY 1

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C2. A1	Write your name and 3-4 hidden talents on a flashcard. Shuffle and redistribute the cards, and then try to guess whose talents you have. Finally, share how your talents can help the team.	<ul style="list-style-type: none"> • Template. C2.A1 (printed) • Pencils, pens 	30 minutes

Instructions for the teacher

This activity aims to help students develop appreciation of individuality, teamwork, and inclusion by identifying the hidden talents that each other has. To facilitate this exercise, the teacher can remind students how recognising and using diverse talents can strengthen teamwork and make activities more inclusive and enjoyable. Finally, the teacher should encourage students to think about how hidden talents, like Rina's design skills, can emerge unexpectedly and be valuable to a group.

Students will gain a better understanding of their peers' abilities, learn to value diverse contributions, and recognise the importance of including everyone's unique strengths in collaborative tasks.

Activity Implementation Steps

- Preparation:** Print and cut-out the flashcard template found in Template C2. A1. . Prepare flashcards for each student and include a space for a nickname, three to four talents, and a short description of how these talents can help in a group project (e.g., "I'm good at drawing—I can design our poster").
- Writing Talents:** Distribute the cards and ask students to write their name, list their hidden talents, and provide a brief example of how these talents have helped them in the past or how they could help a team.
- Shuffling and Redistributing:** Collect and shuffle the cards thoroughly. Redistribute them to each student in each group so that each student receives a card that is not their own.
- Guessing the Talent:** In groups, students take turns reading the talents listed on the card they received and guessing who the card belongs to.
- After the guessing activity, return the cards to their rightful owners. Ask each student to share one way they think their talents could help the class in future projects or activities.
- Finally, student groups must submit their talent cards to the teacher as part of their portfolios.

Template C2.A1

Talents Card

Nickname:

My Talents are:

- 1.
- 2.
- 3.
- 4.

Talents Card

Nickname:

My Talents are:

- 1.
- 2.
- 3.
- 4.

Talents Card

Nickname:

My Talents are:

- 1.
- 2.
- 3.
- 4.

Talents Card

Nickname:

My Talents are:

- 1.
- 2.
- 3.
- 4.

CHAPTER 2 - ACTIVITY 2

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C2. A2	Leona did not know about the hidden strength that Rhino has. Do you think that it is good to know what each student can do when working together on school assignments? Decide on an answer with the entire group.	<ul style="list-style-type: none"> • Template C2. A2 (print) • Pencils, pens 	10 minutes

Instructions for the teacher

It is important to know what each student can do when working together on school assignments because understanding each person's strengths allows the group to assign tasks more effectively and fairly. When students are aware of each other's talents, they can distribute roles based on individual skills, ensuring that everyone can contribute in the most meaningful way.

This approach fosters inclusion and teamwork, as each student feels valued for their unique abilities, just like Rina the Rhino, whose hidden talent for design was crucial for the group's success. Knowing each other's strengths also helps prevent frustration or misunderstandings, such as when a student might feel that they are always assigned the "boring" tasks. By recognising and utilising everyone's strengths, the group can work more efficiently and cohesively, creating a positive and supportive learning environment.

Student groups must submit their group answers to the teacher as part of their portfolios.



Template C2. A2

Activity

Leona did not know about the hidden strength that Rhino has. Do you think that it is good to know what each student can do when working together on school assignments?

Decide on an answer with the entire group.

Write your Group Answer below:

(C2. A2)

Index: Chapter 3

Chapter Summary:

As the grand opening of the toy store approaches, the group receives toys from across Europe, which arrive quickly thanks to free trade. Snekk the Snake, initially feeling left out because he can't carry heavy boxes, is given the role of Trade Manager, where he takes pride in his contribution. By the end of the day, the store is ready, and Snekk feels valued for his unique role in the team.



Lessons and Values Learned:



Inclusion: Every team member has something valuable to contribute, regardless of their physical abilities.



Appreciation: Recognising and assigning roles based on individual strengths helps everyone feel valued.



Cooperation: Teamwork and collaboration, like Daisy's idea of forming a chain, make tasks more efficient and enjoyable.



CHAPTER 3 - ACTIVITY 1

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C3. A1	Read the riddle on the riddle card and discuss it with your group. Once you vote on the correct answer, write it on the card let your teacher know!	<ul style="list-style-type: none"> • Template C3. A1 (print) • Pencils, pens 	10 minutes

Instructions for the teacher

The correct answer to the riddle is 'The Euro'. The riddle is fairly easy, but should the students need hints in order to solve it, there are some listed below:

- **First Line ("I'm not the dollar, I'm not the pound, but many countries use me all around"):** The teacher can explain that this is referring to a currency used by many countries, but it is not the dollar (USD) or the British pound (GBP). Encourage students to think of currencies used in Europe.
- **Second Line ("I was born from unity, to make trade smooth, and I'm the reason many borders move"):** The teacher can let students know that this currency was introduced to create unity among countries in Europe, making trade easier. It replaced many different currencies in several countries, promoting easier movement and trade across borders.
- **Third Line ("I help buy goods, both big and small, in a big part of the world, I stand tall"):** The teacher can encourage students to think of a currency used across many countries in Europe. The "stand tall" part can hint at how important this currency is within the European Union.



Template C3. A1

Riddle Card

*“I’m not the dollar, I’m not the pound,
but many countries use me all around.*

*I was born from unity, to make trade smooth,
and I’m the reason many borders move.*

*I help buy goods, both big and small,
in a big part of the world, I stand tall.*

What am I?”

Write your Group Answer below:

(C3. A1)

CHAPTER 3 - ACTIVITY 2

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C3. A2	Each member of your groups must name one thing they like, that comes from other European country. Can your group also name the countries those things come from?	<ul style="list-style-type: none"> • Template C3. A2 (print) • Pencils, pens 	15 minutes

Instructions for the teacher

This activity aims to introduce students to the concept 'Free Trade' within the European Union and how it allows for easy exchange of goods across borders without extra fees. The goal is for students to name items they like that come from other European countries, helping them understand the impact of free trade. Each member of your groups must name one thing they like, that comes from other European country. Can your group also name the countries those things come from?

To introduce the concept, the teacher can explain that, just like in the story, the EU allows for easy exchange of products across borders, such as toys made in France being sold in Italy without additional costs. Encourage students to think of three things they enjoy that come from other European countries, like:

- Chocolate from Belgium
- Cars from Germany
- Olive oil from Spain
- Clothes from Italy
- Cheese from France

After giving examples, the teacher can ask students to share their ideas and discuss how free trade makes these products more affordable and accessible. They can guide the conversation by exploring how the absence of extra fees or taxes helps keep prices lower and makes it easier for consumers to access goods from different parts of Europe.

Template C3. A2

Challenge

Just like in our story, the 27 countries of the European Union implement 'Free Trade'. Free trade means countries can easily buy and sell things from each other without extra fees. For example, if a toy is made in France, kids in Italy can buy it without paying extra money.

Each member of your groups must name one thing they like, that comes from other European country.

Can your group also name the countries those things come from?

Write your Group Answer below:

(C3. A2)

Index: Chapter 4

Chapter Summary:

After a long day of setting up the toy store, the group gets hungry, and Daisy rushes off to bring food without consulting everyone about their preferences. When the food arrives, there is some hesitation about how to share it, but Flippy and Zippy quickly organise and serve everyone. The group learns the importance of teamwork and sharing, and Daisy feels appreciated for her effort.



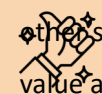
Lessons and Values Learned:



Teamwork: Effective collaboration means considering everyone's needs and preferences.



Sharing: Everyone benefits when resources are shared fairly and efficiently.



Appreciation: Acknowledging each other's contributions fosters a sense of value and encouragement.



CHAPTER 4 - ACTIVITY 1

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C4. A1	Take a large piece of paper and draw a big circle. Inside the circle, draw pictures of your favourite foods. Everyone takes turns guessing what each person has drawn. If you're not sure what food someone made, just ask.	<ul style="list-style-type: none"> • Big piece of paper • Pencils, markers & pastels 	15 minutes

Instructions for the teacher

In this activity, students will draw their favourite foods inside a large circle, and their classmates will take turns guessing what each food is. This is a fun and interactive way to engage students and get them to practice descriptive skills and communication while sharing elements of their culture, through their national cuisines.

The teacher should encourage students to focus on distinctive features like shapes, colours, or textures to help their classmates guess what they've drawn. Remind them to think about their favourite snacks, fruits, meals, or desserts, and to include enough detail so that others can identify the food. If a student is unsure how to represent a food, they can use symbols or add simple details like a leaf for an apple or a slice for a pizza. Once everyone has finished drawing, students will take turns sharing their drawings, while the others try to guess what the food is.

As students guess, encourage them to ask questions if they aren't sure about the food, such as "Is it sweet or salty?" or "Is it a fruit or dessert?" This helps build communication and critical thinking skills. The teacher must ensure every student has a chance to share their drawing and encourage creative questioning. After the activity, engage the class in a brief discussion about their favourite foods, highlighting the diversity in their choices and the ways food is enjoyed in different cultures.

This activity promotes creativity, communication, and teamwork in a fun, interactive environment.

CHAPTER 4 - ACTIVITY 2

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C4. A2	Food can be tasty, but it can also bring back memories. Each member of your team should list think of a food that makes them think of something else. Share your thoughts and make a list of foods and memories.	<ul style="list-style-type: none"> • Template C4.2 (print) • Pencils, pens 	20 minutes

Instructions for the teacher

In this activity, students will reflect on how food can evoke memories and emotions. The teacher should ask them to think about a specific food that reminds them of a particular place, event, or person. For example, a certain sandwich might remind them of a fun day at the beach, or a special dessert might bring back memories of a holiday. The teacher should also encourage students to share their stories with the group, explaining the connection between the food and their memory, and how it makes them feel. This will help them practice storytelling, express emotions, and connect through personal experiences.

As the students share, the teacher can encourage them to ask each other questions about the memories tied to the foods. This can help them engage more deeply in the conversation and appreciate how food holds different meanings for everyone. Students should be reminded that these connections are unique to each person, and it's a great opportunity to learn about each other's experiences. This exercise fosters emotional expression and strengthens communication skills while allowing students to bond over shared memories.



Template C4.A2

Activity

Food can be tasty, but it can also bring back memories.

Each member of your team should list think of a food that makes them think of something else. Share your thoughts and make a list of foods and memories.

Maybe a specific kind of sandwich reminds you of the beach, or a dessert that reminds you of a holiday you had.

In your groups, write your favourite foods and memories below:

(C4. A2)

Index: Chapter 5

Chapter Summary:

The heroes are preparing for the grand opening of the toy store but encounter a setback when balloons and flowers are delayed. Felix becomes upset after forgetting to arrange the delivery, and the group realises that despite her intelligence, she struggles with focus when feeling anxious. The group quickly comes together to support Felix, resolve the issue, and strengthen their teamwork and friendship in time for the opening.



Lessons and Values Learned:



Mutual Support: Helping each other in times of stress or difficulty strengthens friendships.



Understanding: Recognising that everyone has challenges, even the most capable, fosters empathy and cooperation.



Teamwork: Working together to solve problems ensures success and helps overcome obstacles.



CHAPTER 5 - ACTIVITY 1

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C5. A1	Every person is unique and has their own individual strengths. Work together to build a unique puzzle, with each piece representing a personal strength of members of your team!	<ul style="list-style-type: none"> • Template C5.A1 (print) • Markers, crayons, pencils 	30 minutes

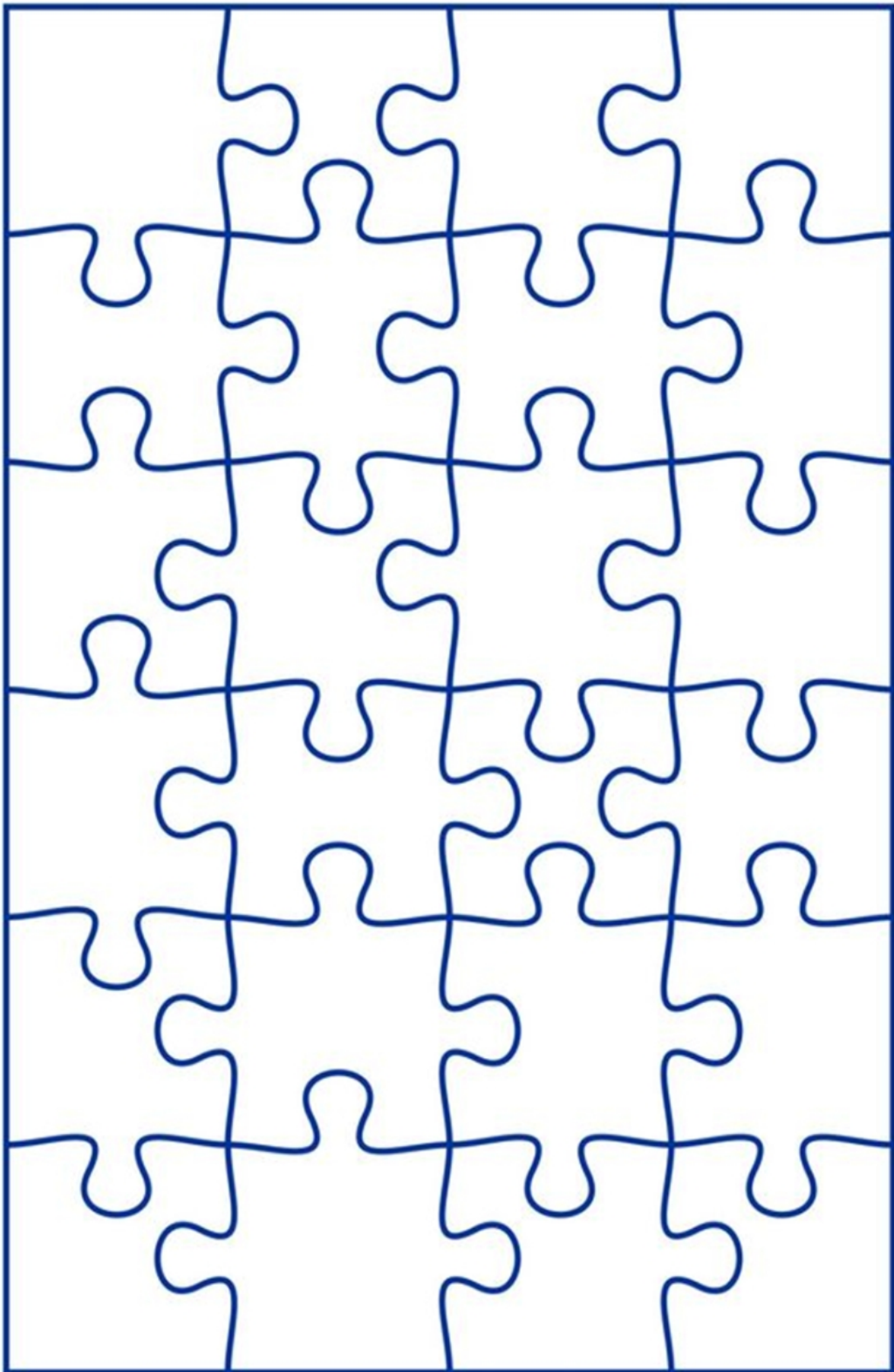
Instructions for the teacher

The teacher should give each student one blank puzzle piece and ask them to think about a strength or positive quality they bring to a group (or something they appreciate about themselves). Examples could include kindness, creativity, patience, bravery, helpfulness, curiosity, or humour. Then, the teacher should invite each child to write or draw their strength on the puzzle piece and decorate it however they like. Students should be encouraged to think of symbols, colours, or patterns that represent their strength.

Step-by-Step Guide

1. Once everyone has decorated their piece, gather as a group to assemble the puzzle.
2. As each child places their piece, they share a little about their strength and why they chose it. They might say, "I bring kindness because I like helping others when they're feeling sad" or "I'm curious, and I love learning new things to share with my friends."
3. The goal is to complete the puzzle together, filling in every piece. Once the puzzle is complete, celebrate how each individual piece contributed to making a full picture, symbolising that everyone's strengths are valuable.

Template C5.A1



CHAPTER 5 - ACTIVITY 2

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C5. A2	The group accidentally made fun of something the Felix the Bunny feels bad about. Have you ever made a joke to someone that they did not like? How could the heroes of our story have prevented making jokes about something the Bunny did not like?	<ul style="list-style-type: none"> • Template C5.A2 (print) • Pencils, pens 	10 minutes

Instructions for the teacher

In this exercise, students will reflect on the impact of jokes and comments, especially when they unintentionally hurt someone's feelings. The teacher should ask students to start by discussing the situation in the story where the group made fun of something that Felix the Bunny feels bad about. They should ask students if they have ever made a joke to someone that they did not like, and give them time to reflect on personal experiences where a comment or joke may have been misunderstood or caused harm. Students in groups, should discuss and try to understand why certain jokes might upset others, even if the intention wasn't to hurt anyone.

Next, students should brainstorm ways the heroes in the story could have prevented making Felix feel bad. If they need some help, they can be asked to answer questions like:

- "What could the group have done to be more considerate of Felix's feelings?"
- "How can we make sure our words are kind and respectful?"
- "How would you feel if someone made a joke about something you were sensitive about?"

This discussion will help students understand the importance of thoughtful communication and how they can work together to support one another. Student groups should write their conclusions on the challenge sheet and submit it to the teacher in their portfolio.



Template C4.A2

Activity

The group accidentally made fun of something the Felix the Bunny feels bad about. Have you ever made a joke to someone that they did not like? How could the heroes of our story have prevented making jokes about something the Bunny did not like?

In your groups, discuss and write your answers below:

(C4. A2)

Index: Chapter 6

Chapter Summary:

As the toy store neared completion, a shelf of building blocks accidentally fell, creating a moment of chaos. Felix calmly encouraged the group to work together, and Leona quickly organised tasks based on everyone's strengths. Through teamwork and determination, the animals transformed the mess into a beautifully finished store, ready to open to the town.



Lessons and Values Learned:



Problem-Solving: Staying calm in challenging situations helps find solutions effectively.



Teamwork: Assigning tasks based on strengths allows groups to work more efficiently.



Collaboration: Working together and supporting one another can turn a problem into a success.



CHAPTER 6 - ACTIVITY 1

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C6. A1	In groups, rearrange the letters on the challenge sheet to create new words. After solving the anagrams, write down what the new word means!	<ul style="list-style-type: none"> • Template C6. A1 (print) • Pencils/pens • Erasers 	15 minutes

Instructions for the teacher

This activity engages students in solving anagrams (jumbled words) from the story to reinforce their vocabulary and comprehension. After rearranging the letters to form the correct words, students will write down the meaning of each word, helping them connect the vocabulary to the story's themes and values. The correct answers are:

AENOL	►	LEONA
XEFLI	►	FELIX
RTNEEVADU	►	ADVENTURE
EHTGOTER	►	TOGETHER
PRAEHSNITP	►	PARTNERSHIP
MATE	►	TEAM
GIMAC	►	MAGIC
APORUE	►	EUROPA

Student groups should write their answers the challenge sheet and submit them to the teacher in their portfolio.



Template C6. A1

Challenge

In groups, rearrange the letters of these words from the story to create new words. After solving the anagram, write down what the new word means!

Here are the words:

1. AENOL →

2. XEFLI →

3. APORUE →

4. GIMAC →

5. PRAEHSNITP →

6. EHTGOTER →

7. MATE →

8. RTNEEVADU →

(C6. A1)

CHAPTER 6 – ACTIVITY 2

	DESCRIPTION	PREPARATION/ MATERIALS NEEDED:	DURATION
C6. A2	Create the most suitable motto of the store! Be creative and think of a motto representing the spirit of the toy store in our story, built by our heroes.	<ul style="list-style-type: none"> • Template C6. A2 (printed) • Crayons, pastels & pencils 	25 minutes

Instructions for the teacher

In this activity, students will create a motto for the toy store that reflects the spirit of teamwork, creativity and joy demonstrated by the story's heroes. The motto should capture the values of the store and the collaborative effort that went into building it.

A motto is a short, catchy phrase that reflects the store's mission and values, such as "Building Joy, One Toy at a Time" or "Toys for Every Heart, Together from the Start." Think about the heroes in the story—how they worked together, celebrated diversity, and used their unique skills to create something special. Brainstorm words or phrases that reflect teamwork, magic, inclusion, and fun, and try using techniques like rhyming or alliteration to make your motto memorable.

If the students feel stuck, the teacher can ask them a few questions to kick-start the creative process:

- "What does the store want its visitors to feel?"
- "How does the store represent teamwork and creativity?"

Once the student groups have created their motto, they can share it with their classmates and explain why it represents the store and the heroes' efforts. The teacher should remind the students that there is no wrong answer—they should just have fun and let their creativity shine!

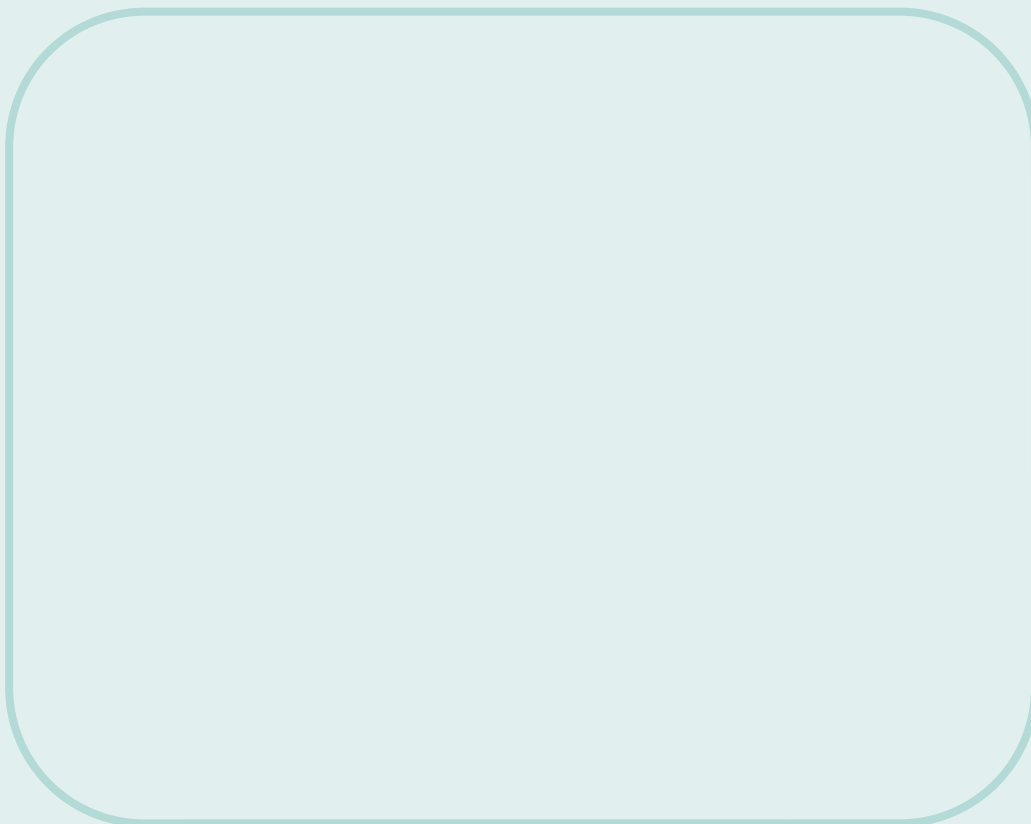
Students groups must submit their challenge sheets with their motos to the teacher, as part of their portfolios.



Template C6. A2

Activity

As a group, create the most suitable motto of the store! Be creative and think of a motto representing the spirit of the toy store in our story, built by our heroes. You can also add your own drawings to make a picture!



(C6. A2)

ANNEXES



Annex 1: INTER-ACT Student Evaluation Quiz

Quiz

Student Names:

.....

.....

As a team, discuss the questions and circle the best answer:

1. What does teamwork mean in the context of the story?

- a) Everyone works alone.
- b) Everyone works together, sharing tasks and responsibilities.
- c) One person does all the hard work.

2. Why is it important to include everyone's unique talents in a project?

- a) To ensure tasks are evenly shared, and everyone feels valued.
- b) To finish the work as quickly as possible.
- c) To focus on the strongest people in the group.

3. What lesson does Rina the Rhino teach about hidden strengths?

- a) Strength is the most important skill.
- b) Everyone has hidden talents that can help the team.
- c) Only obvious talents matter in a group.

4. What is the importance of solidarity, as shown by Snekkio the Snake?

- a) It makes sure everyone has a meaningful role in the team.
- b) It allows people to skip responsibilities.
- c) It divides the group into Leaders and followers.

5. What does sharing food in Chapter 4 symbolise?

- a) Working quickly to finish tasks.
- b) Fairness, understanding, and gratitude.
- c) Saving food for later.

6. How did the group help Daisy when she felt overwhelmed?

- a) They supported her and helped with the task.
- b) They criticised her for forgetting something.
- c) They ignored her so she could learn a lesson.

7. Why is it important to acknowledge contributions in teamwork?

- a) To make everyone feel motivated and strengthen the team.
- b) To identify who made mistakes.
- c) To reward the hardest workers only.

8. What does the story teach about inclusion and diversity?

- a) Everyone has something valuable to contribute.
- b) It's better to focus on people with similar abilities.
- c) Diversity makes teamwork too hard.

9. What does the team's reaction to the spilled toys in Chapter 6 show about problem-solving?

- a) Panic is the natural response to problems.
- b) Assigning tasks based on strengths helps solve issues.
- c) Mistakes mean someone isn't good at teamwork.

10. What is the main message of the story's ending?

- a) Success comes from working alone.
- b) Cooperation and respect for each other's strengths lead to success.
- c) Only the strongest members of a team can succeed.

**Team
Score**
..../10

INTER-ACT Student Evaluation Quiz Answers

1. What does teamwork mean in the context of the story?

- a) Everyone works alone.
- b) Everyone works together, sharing tasks and responsibilities.**
- c) One person does all the hard work.

2. Why is it important to include everyone's unique talents in a project?

- a) To ensure tasks are evenly shared, and everyone feels valued.**
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Annex 2: INTER-ACT Teacher Observations Sheet

Classroom Observations Sheet

Teacher Name:	
Class:	
Student Group:	Student Names 1. 2. 3. 4. <i>[add/remove entries as required]</i>

Teacher Observations

(Rate the following statements according to your observations for each student group, during the implementation of INTER-ACT Activities)

All students in the group....	Totally Disagree (1 point)	Somewhat Disagree (2 points)	Somewhat Agree (3 points)	Totally Agree (4 points)
(1) ... cooperated effectively in order to complete all activities.				
(2)... understood the objectives of all activities.				

[If applicable] Did you observe conflicts between the students in the group at any point? If yes, describe the instance and how the conflict was resolved:

(3)... communicated effectively in order to complete all activities.				
(4)... had the opportunity to share their opinion during all activities.				
(5)... contributed to all creative activities.				
(6)... respected roles and responsibilities assigned to them during all activities.				

Total Score: .../24

Additional Notes and Observations:




Score Index

**6 – 12
points**

The group showed some efforts to work together and participate in the activities, but there is room to grow in cooperation, communication, and inclusivity. It is recommended to create more opportunities for the students, so they can deepen communication in collaborative environments.


**13 – 18
points**

The group demonstrated satisfactory engagement and some strong collaboration in the activities. Encourage the students to keep building on their teamwork skills to strengthen group dynamics and achieve even greater results.

 **19 – 24
points**

The group excelled in cooperation, communication, and inclusivity. The students showed strong teamwork and respect for each member's contributions. It is recommended to assign these students to other groups in future INTER-ACT sessions, to encourage others to improve even more.

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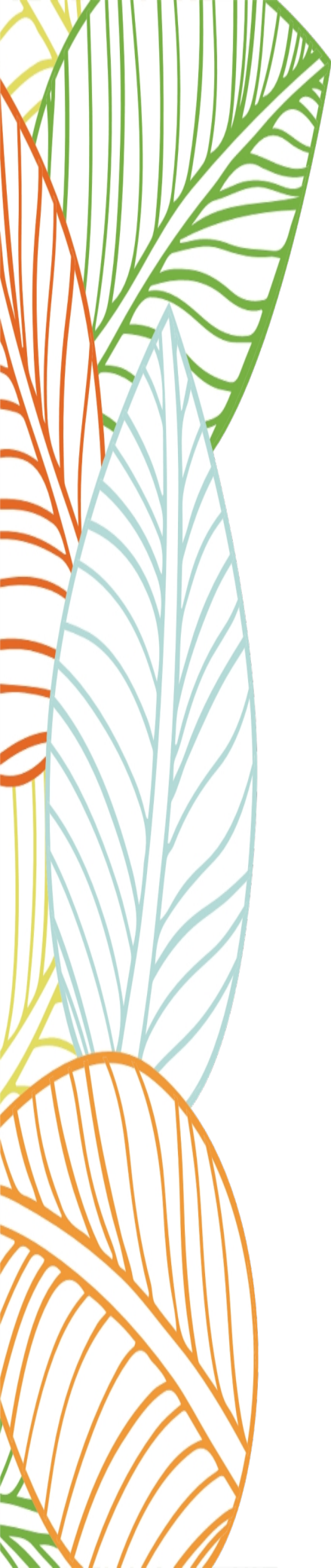
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