



**REFINC**

# **Increased participation of refugees in European schools**

# **TRAINING TOOLKIT**



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# INTRODUCTION

As part of the Erasmus+ KA220 project REFINC (Refugee Inclusion in Education), this Train-the-Teachers Training Programme is designed to equip educators with the necessary skills, knowledge, and strategies to effectively support refugee students in the classroom. This Training Implementation Set builds upon previous project outcomes, including the Book of Good Practices and the Framework for Teachers, ensuring a comprehensive and structured approach to fostering inclusive education.

Refugee students often face unique challenges, including language barriers, cultural adjustments, and socio-emotional difficulties. Teachers play a crucial role in facilitating their integration and academic success. This training programme aims to provide teachers with pedagogical tools, methodological guidelines, and practical resources to create supportive and inclusive learning environments.

Classrooms today are increasingly diverse, with students coming from various cultural, linguistic, and socio-economic backgrounds. Among these students, refugee children often face additional challenges, including trauma, interrupted education, and limited proficiency in the host country's language. Teachers, regardless of their subject area, must be equipped.



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Among these students, refugee children often face additional challenges, including trauma, interrupted education, and limited proficiency in the host country's language.

Teachers, regardless of subject area, must possess the skills to foster an inclusive learning environment that meets the needs of all students while promoting cohesion and integration in the classroom.



To address these challenges, the REFINC Train-the-Teachers Training Programme provides educators with:

- A structured methodology to implement inclusive teaching practices that accommodate students from diverse backgrounds, including those who may be traumatised or have insufficient language skills.
- A sequence of activities and lesson plans that ensure refugee students actively participate in the learning process while fostering an inclusive classroom culture.
- Opportunities for teachers to monitor and evaluate student progress in both academic and social integration, allowing them to adapt their teaching methods as needed.
- A reflective approach that enables teachers to assess and refine their own instructional practices based on the REFINC methodology, ensuring continuous professional development and improvement.

**Through the training programme, teachers will learn to:**

- Observe and record student behaviors and interactions to better understand their needs.
- Analyze the individual and collective needs of both local and refugee students before implementing learning activities.
- Plan and execute activities based on an established framework and checklist to ensure inclusivity and effectiveness.
- Reflect on their own teaching strategies by documenting student responses and critically evaluating their performance to enhance their teaching practices.

The training is structured into seven modules, each covering a key area of teacher development.

**MODULE 1:  
INCLUSIVE TEACHING PRACTICES**

**MODULE 2:  
CULTURAL SENSITIVITY**

**MODULE 3:  
CONFLICT RESOLUTION AND MEDIATION**

**MODULE 4:  
PSYCHOSOCIAL SUPPORT AND WELLBEING**

**MODULE 5:  
ADAPTABILITY AND FLEXIBILITY**

**MODULE 6:  
COMMUNITY BUILDING AND INTEGRATION**

**MODULE 7:  
INNOVATIVE AND ENGAGING TEACHING**

# INTRODUCTION



Every module consists of an introduction to the topic with theoretical content for teachers to learn and understand, an assessment test, and three lesson plans with activities designed for three different areas of knowledge:

1. **Linguistic and Social Studies.** This area focuses on language acquisition, communication skills, and social interactions. Activities will enhance students' ability to express themselves, understand new languages, and engage in meaningful conversations with their peers and teachers. The lesson plans will integrate literacy development, social studies topics, and role-playing exercises that encourage cross-cultural dialogue and understanding.
2. **Science, Technology, and Mathematics.** The activities in this section aim to develop logical thinking, problem-solving, and analytical skills. By integrating STEM subjects into inclusive education, teachers can provide refugee students with opportunities to engage with scientific concepts, technological tools, and mathematical reasoning. Hands-on experiments, collaborative problem-solving tasks, and interactive digital resources will ensure an engaging learning experience that transcends language barriers, and
3. **Plastic Arts and Music.** This area leverages the power of creative expression to promote inclusivity and emotional well-being. Art and music serve as universal languages that allow students to communicate their thoughts, emotions, and cultural identities without relying solely on verbal communication. Lesson plans will include activities such as storytelling through art, collaborative music projects, and exploration of cultural artistic expressions, fostering a sense of belonging and self-confidence among refugee students.



# INTRODUCTION



This structure ensures that the content is relevant for teachers working in a wide range of subjects, offering practical applications for diverse classroom settings.

By including lesson plans in these three areas, the training programme is adaptable for educators across different disciplines. Whether a teacher specializes in humanities, sciences, or the arts, they will find valuable insights and classroom strategies tailored to their subject area.

The interdisciplinary approach fosters collaboration among teachers and encourages the integration of inclusive practices throughout the curriculum, ensuring that refugee students receive comprehensive and holistic support in all learning domains.



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# PEDAGOGICAL AND TRAINING OBJECTIVES



- **Enhance teachers' understanding of refugee students' socio-emotional and educational needs.**
  - Provide insight into the emotional impact of displacement, trauma, and language barriers on refugee students.
  - Help teachers recognise signs of distress, anxiety, and disengagement in students.
  - Offer strategies to create a safe and nurturing classroom environment that promotes well-being and academic success.
- **Equip teachers with strategies for creating inclusive classrooms.**
  - Introduce differentiated instruction techniques to cater to diverse learning needs.
  - Encourage the use of culturally responsive teaching methods that validate students' identities and backgrounds.
  - Present strategies to foster peer collaboration and group cohesion, ensuring that all students feel valued and included.
- **Provide tools to assess and track refugee students' progress.**
  - Develop assessment methods that consider linguistic and cultural barriers.
  - Offer guidelines for formative and summative assessments tailored to refugee students' unique learning journeys.
  - Implement tracking tools to monitor academic growth, social integration, and emotional well-being over time.
- **Develop skills for intercultural communication and conflict resolution.**
  - Train teachers in effective communication techniques that bridge cultural and linguistic gaps.
  - Provide conflict resolution strategies to address misunderstandings and tensions arising from cultural differences.
  - Foster empathy and open-mindedness in classrooms, encouraging students to appreciate and respect diversity.



- **Pre-training survey for students**

This survey is designed to help teachers better understand students' experiences and feelings about the cultural diversity in their classrooms. It will help them learn if students face any challenges when socializing or working with classmates from different geographic and cultural backgrounds. They will also learn how ready and interested students are in discovering more about the diverse cultures of their classmates. The aim is to make their classroom a more inclusive and welcoming place for everyone.

**Link: [REFINC Pre-training survey for students](#)**

- **Checklist for teachers**

This checklist ensures teachers are prepared to deliver inclusive and culturally sensitive activities, promoting engagement and support for all students, especially refugees.

**Link: [REFINC checklist for teachers - getting ready for activities.pdf](#)**

- **Students' needs assessment**

This assessment form is included in REFINC training toolkit to help teachers assess the current experiences and needs of students in terms of inclusivity, academic support, and cultural respect within the school environment. By understanding these aspects, teachers can tailor interventions more effectively to create a supportive and engaging learning atmosphere for all students.

**Link: [REFINC Students' needs assessment.pdf](#)**

- **Observation and Self-reflection Tool for the Teachers**

This form serves as an instrument for self-evaluation and development. It prompts teachers to reflect on the dynamics of each activity, their own teaching performance, and students' or colleagues' responses. By consistently recording observations and thoughts, teachers can pinpoint their strengths and areas for improvement, fostering a continuously dynamic and efficient learning process.

**Link:** [REFINC Observation and self-reflection form.pdf](#)

- **Observation Forms on Gained Skills and Change in Attitudes**

These forms serve as a means for teachers to observe and document changes in student behaviours and skills related to inclusivity and participation throughout the REFINC program. They facilitate tracking students' individual and collective growth related to inclusivity and participation. By observing changes in students before and after various program segments, teachers aim to understand how effectively their initiatives promote a more cohesive and inclusive environment among students of diverse backgrounds.

**Link:** [REFINC Change of behavior assessment.pdf](#)

- **Survey for Evaluation of the Program**

The form is designed to collect feedback on our training program, assess its effectiveness, and gather suggestions for improvement.

**Link:** [Evaluation](#)



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# **MODULES**



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# MODULE 1: INCLUSIVE TEACHING PRACTICES



## PRESENTATION

### Introduction

Inclusive teaching is a commitment to equity, empathy, and adaptability in the learning environment. It ensures all students—especially those from refugee, marginalized, or differently-abled backgrounds—have meaningful access to education. This module emphasizes three interconnected pillars: Culturally Responsive Teaching (CRT), Inclusive Classroom Environments, and Accessibility through Assistive Technologies. Together, these elements provide educators with a multifaceted approach to foster inclusive, trauma-sensitive, and culturally affirming learning spaces. Inclusive teaching is not merely about incorporating diversity as an abstract principle—it is about translating equity into tangible actions that recognize and address historical, cultural, and systemic inequalities in education.

### 1. Culturally Responsive Teaching (CRT)

#### Definition & Relevance

CRT is a pedagogical model that integrates students' cultural identities, languages, and experiences into all aspects of teaching. It centers the learner's background as an asset rather than a barrier, creating bridges between school-based knowledge and students' lived realities. This is especially important for refugee students who face trauma, language barriers, and dislocation. CRT validates their identities, boosts confidence, and promotes deeper engagement.

CRT also equips all students with intercultural competence and prepares them for life in a diverse, global society by fostering mutual respect and awareness.

#### Core Concepts

- **Cultural Competence:** Teachers must continually reflect on their biases and improve their understanding of students' diverse backgrounds through active listening, training, and classroom dialogue.
- **Cultural Identity:** Validating students' cultural identities promotes psychological safety and stronger learning outcomes.
- **Funds of Knowledge:** Students' home and community knowledge is a valuable educational resource, informing lesson design and classroom conversations.



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# MODULE 1: INCLUSIVE TEACHING PRACTICES



## Key Strategies

Integrate culturally relevant texts, examples, and case studies into lessons.  
Build trust through relationship-building activities and restorative practices.  
Encourage bilingualism through dual-language resources and peer language partnerships.

Incorporate community voices, elders, or parents as classroom contributors.  
Use student-driven projects to explore cultural narratives and histories.

## Theoretical Foundations

Multicultural Education and Critical Pedagogy emphasise inclusive content and challenge power dynamics.  
Social-Emotional Learning (SEL) fosters classroom relationships and well-being.  
Constructivist Theory affirms learning as a process grounded in lived experience.

## Impact on Refugee Students

CRT enables refugee students to see themselves reflected in the curriculum and classroom culture. It helps students rebuild identity, feel empowered, and stay academically engaged in environments that often feel unfamiliar or unwelcoming.

## 2. Inclusive Classroom Environment

### Definition & Purpose

An inclusive classroom celebrates diversity, supports individual learning paths, and fosters empathy and belonging. It's more than physical accessibility—it is a holistic ecosystem that addresses emotional, cultural, and academic dimensions. Refugee students, in particular, benefit from inclusive classrooms as spaces for social integration, healing, and rebuilding confidence.

### Roles & Responsibilities

Teachers: Facilitate empathy and inclusivity through differentiated instruction, trauma-awareness, and culturally relevant pedagogy.  
Students: Practice peer empathy, engage in cultural exchanges, and co-create classroom norms that respect diversity.

School Community: Enact policies that support anti-discrimination, engage with refugee families, and create inclusive school-wide programs.



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# MODULE 1: INCLUSIVE TEACHING PRACTICES



## Foundational Theories

- Trauma-Informed Teaching: Understands how displacement and conflict affect emotional regulation and cognition.
- Vygotsky's Sociocultural Theory: Learning emerges through social and cultural interactions.
- Maslow's Hierarchy of Needs: Emotional safety is foundational to cognitive development.
- Bronfenbrenner's Ecological Systems Theory: Recognizes the many layers influencing a child's development—family, peers, society.

## Best Practices & Activities

- Culture Sharing Days: Students present foods, languages, traditions from their cultures.
- Peer Buddy Systems: Pair new refugee students with empathetic classmates.
- Language Support Workshops: Address multiple proficiency levels with engaging content.
- Trauma-Informed Mindfulness Exercises: Include journaling, breathing, and calm corners.
- Multicultural Collaborative Projects: Celebrate global perspectives through group art, writing, or presentations.
- Anti-Bullying Campaigns: Establish a zero-tolerance approach rooted in restorative practices.

## Critical Reflection for Teachers

- How do I incorporate students' diverse voices?
- Are my materials inclusive and anti-bias?
- How do I handle exclusionary behavior?
- Do I continuously seek professional development in inclusive education?
- Am I creating spaces where students feel seen and safe?



# MODULE 1: INCLUSIVE TEACHING PRACTICES



## 3. Accessibility and Assistive Technologies

### Definition & Scope

Accessibility ensures equitable participation for all learners—those with disabilities, EAL learners, and students impacted by trauma. Tools and principles like Universal Design for Learning (UDL) are essential in making content comprehensible and engaging across diverse ability levels.

### Key Theoretical Foundations

- UDL: Promotes flexible goals, methods, and assessments for diverse learners.
- Pedagogy of Care: Positions emotional safety and relational support as central.
- Intercultural Approach: Recognizes and respects multiple cultural logics and communication styles.

### Assistive Technologies in Practice

- Live Transcribe: Converts speech to text—great for both EAL learners and students with hearing impairments.
- Xbox Adaptive Controller: Promotes play and learning for physically disabled students.
- Braille Displays & eBooks: Facilitate independent reading and access to materials.
- Apple's VoiceOver/Magnifier: Supports students with cognitive or visual needs.
- Wayfindr: Audio-guided navigation for visually impaired students in large spaces.
- Milo (Social Robot): Assists neurodiverse students in understanding emotions and social cues.
- Tobii Dynavox (Eye-Tracking): Enables non-verbal students to communicate and write.
- Closed Captioning: Supports comprehension in digital and asynchronous learning environments.



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# MODULE 1: INCLUSIVE TEACHING PRACTICES



## Inclusive Activity Design

### Group projects should be structured around:

- Collaboration among students of different abilities.
- Use of multiple modalities (visual, audio, tactile).
- Emotional safety and predictable routines.
- Culturally relevant prompts and assessment options.

### Challenges and Considerations

- Funding Gaps: Many schools lack sufficient technology or infrastructure.
- Teacher Training: Ongoing PD is essential for using AT effectively.
- Digital Equity: Refugee students may lack access to devices/internet at home.
- Sustainability: Rapid changes in tech require schools to constantly update systems.
- Avoiding Cultural Tokenism: Inclusion means authentic cultural dialogue, not stereotypes.

## Final Thoughts: Inclusion as a Continuous Process

**Inclusive teaching is not a one-time decision but a dynamic, lifelong practice. Teachers must:**

- Stay open to feedback from students and colleagues.
- Engage in self-reflection and community dialogue.
- Seek out evolving tools and inclusive pedagogies.
- Embrace diversity as a strength—not a challenge.

When CRT, inclusive classrooms, and assistive technologies are woven together, they create transformative learning environments. These spaces not only help marginalized students adapt—they empower all students to become empathetic, critical thinkers prepared for an interconnected world.



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# **LESSON PLANS**



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Name of the Activity: Sharing Cultural Histories

**Type of activity:** Group work and presentations

**Learning objectives:**

Promote understanding and respect for diverse cultural backgrounds.

Encourage students to share their personal histories to foster inclusivity.

Build empathy by connecting students' cultural experiences to classroom content.

Develop communication and presentation skills.

**Equipment/Resources needed/Working space requirements:**

- **Equipment:** Computers, projector, whiteboard, markers.
- **Resources:** Presentation templates or graphic organisers, internet access for research.
- **Working Space:** Classroom with group seating arrangements for collaboration.



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Explanation and assignment of activities:

### Step 1: Introduction to the Activity (5 minutes)

- Introduce the concept of cultural heritage and explain its importance in building inclusive communities.
  - Explain that students will work in small groups to research and present key elements of their cultural backgrounds or a culture they choose.
- Cultural Heritage

### Step 2: Group Work (20 minutes)

- Divide students into small groups. Ask each group to discuss and research their cultural backgrounds, focusing on historical events, traditions, or significant figures that are meaningful to them.
- Provide materials for research and help guide the discussions if needed.

### Step 3: Presentation Preparation (15 minutes)

- Each group will create a simple presentation or poster that represents the cultural elements they discussed.
- Encourage creativity and support students by providing presentation templates or graphic organisers.

### Step 4: Group Presentations (10 minutes per group)

- Have each group present their findings, highlighting cultural practices or histories that are significant to them.
- Encourage classmates to ask questions to further deepen the conversation.

### Recommended questions for debriefing of Activity:

- How did learning about different cultures impact your understanding of your peers?
- What common themes or differences did you notice between the cultures shared?
- How can understanding cultural backgrounds help create a more inclusive learning environment?





# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Name of the Activity: Math and Cultural Knowledge

**Type of activity:** Individual work followed by group discussion

### **Learning objectives:**

- Apply students' real-life cultural experiences to mathematics.
- Enhance problem-solving and critical thinking skills by connecting math concepts to cultural contexts.
- Encourage collaboration and knowledge sharing in problem-solving.

### **Equipment/Resources needed/Working space requirements:**

- **Equipment:** Pencils, calculators, paper.
- **Resources:** Pre-prepared math worksheets incorporating culturally relevant examples (e.g., budgeting at a marketplace).
- **Working Space:** Desks arranged for group discussion.



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Explanation and assignment of activities:

### Step 1: Introduction to the Activity (5 minutes)

- Explain that the math problems will incorporate cultural elements from different backgrounds, such as trading and budgeting in marketplaces.
- Provide an example of a cultural practice that involves math, such as calculating prices for goods sold in a local market.

### Step 2: Individual Work (15 minutes)

- Distribute the worksheets with math problems based on these cultural contexts.
  - Ask students to complete the worksheets individually, thinking about how they or their families use math in their cultural practices.
- Maths problems

### Step 3: Group Discussion (10 minutes)

- Form groups and ask students to discuss their answers. Encourage them to share any real-life experiences that connect with the problems on the worksheet.
- Guide the discussion, making sure students understand how math skills apply to everyday life across cultures.

### Recommended questions for debriefing of Activity:

- How does math relate to your own cultural background?
- Can you think of other cultural practices that involve math?
- Why is it important to connect classroom learning with real-life experiences?



# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Name of the Activity: CULTURAL EXCHANGE FAIR

**Type of Activity:** Presentation

### Learning Objectives:

- Enhance students' understanding of different cultures through music.
- Develop respect and empathy for diverse cultural backgrounds
- Promote public speaking, creative expression, and presentation skills.
- Foster pride in one's heritage and openness to others.

### Equipment/Resources Needed / Working Space Requirements:

- Poster boards, markers, paper, colored pencils
- Multimedia projector (optional for videos or music clips)
- Tables/wall space for displays
- Access to internet/library (for research if needed)
- Speakers (optional, for playing traditional/modern music)



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Explanation and Assignment of Activities:

### Activity Description:

Students will prepare a mini-presentation (individually or in small groups) about music from their own culture or from a refugee/immigrant classmate's culture. They can focus on traditional instruments, folk songs, dances, famous musicians, modern trends, or the role of music in important cultural events.

They can use posters, drawings, music clips, or artefacts to support their presentation.

### Roles:

**Students:** Research, create posters/infographics, prepare 2–3 minute oral presentations.

**Teacher:** Introduce the activity, offer examples, assist with research, facilitate the sharing session.

### Step 1: Introduction (5mins)

#### Cultural fair

The teacher explains the activity, gives examples (e.g., traditional Irish dance, Syrian oud music, Colombian cumbia), and assigns/refines topics.

### Step 2: Preparation time (15 mins)

Students work on posters/infographics and write key points for their presentations.

### Step 3: Presentation time (30 mins)

Students present their cultural music projects to the class (2–3 minutes each).

### Recommended Questions for Debriefing:

What did you learn about the cultures presented today?

How did it feel to share something from your own background (or research someone else's)

What musical traditions or stories surprised you?

How can learning about music help us understand each other better?



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# **ASSESSMENT**



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**Printable version:**

**1. What is the main goal of inclusive teaching?**

- a) Focus only on academic success
- b) Ensure meaningful access to education for all students
- c) Teach refugee students separately

**2. Culturally Responsive Teaching (CRT) views students' cultural identities as:**

- a) Barriers to overcome
- b) Neutral factors
- c) Assets for learning

**3. One of the key strategies of CRT is:**

- a) Avoid bilingual materials
- b) Build trust through relationship-building activities
- c) Emphasize only mainstream culture

**4. Which concept values students' home knowledge in the classroom?**

- a) Funds of Knowledge
- b) Standardized Testing
- c) Rote Learning

**5. Critical Pedagogy encourages teachers to:**

- a) Focus only on textbook content
- b) Challenge power dynamics and include diverse content
- c) Ignore cultural differences

**6. An inclusive classroom should mainly focus on:**

- a) Physical accessibility only
- b) Diversity, empathy, and belonging
- c) Strict standardization of behavior

**7. Trauma-Informed Teaching emphasizes understanding:**

- a) Students' clothing
- b) How displacement affects learning and emotions
- c) Only academic gaps

**8. According to Vygotsky's Sociocultural Theory, learning happens best through:**

- a) Social and cultural interactions
- b) Memorization drills
- c) Isolation and competition

**9. What is a best practice for creating an inclusive classroom?**

- a) Anti-bullying campaigns rooted in restorative practices
- b) Giving refugee students extra homework
- c) Using a single language for all activities

**10. A Peer Buddy System is intended to:**

- a) Help new refugee students integrate socially
- b) Increase competition
- c) Reduce interaction among students

**11. Universal Design for Learning (UDL) promotes:**

- a) Fixed methods for all students
- b) Flexible goals, methods, and assessments
- c) Teaching only with lectures

**12. Assistive technology like Live Transcribe helps:**

- a) Only visually impaired students
- b) Only students with mobility impairments
- c) Students with hearing impairments and language learners

**13. The main goal of using assistive technologies in education is:**

- a) To make activities easier
- b) To ensure equitable participation
- c) To speed up learning

**14. In the Sharing Cultural Histories activity, students work mainly by:**

- a) Competing to present the best culture
- b) Collaborating in small groups to present cultural elements
- c) Memorizing dates of historical events

**15. What is the purpose of the debriefing questions after cultural activities?**

- a) To grade students' language skills
- b) To reflect on inclusivity and empathy
- c) To memorize facts about other countries

**16. In the Math and Cultural Knowledge activity, math problems are:**

- a) Randomly chosen
- b) Based on students' cultural experiences
- c) Only about Western markets

**17. Which of the following is a recommended practice for connecting math to culture?**

- a) Solving generic textbook problems
- b) Discussing budgeting at marketplaces
- c) Avoiding real-life examples

**18. In the Cultural Exchange Fair, students are asked to:**

- a) Learn about only one musical tradition
- b) Prepare presentations about music from different cultures
- c) Write essays on history

**19. A poster or infographic in the Cultural Exchange Fair must include:**

- a) Personal attacks
- b) Pictures and key points about music and culture
- c) Only text, no visuals

**20. Why is it important to connect classroom learning with real-life experiences?**

- a) To help students memorize faster
- b) To make learning more meaningful and relevant
- c) To reduce lesson planning time

**Correct answers: 1b, 2c, 3b, 4a, 5b, 6b, 7b, 8a, 9a, 10a, 11b, 12c, 13b, 14b, 15b, 16b, 17b, 18b, 19b, 20b.**

**Gform**

# MODULE 2: CULTURAL SENSITIVITY



## **PRESENTATION**

### **Introduction**

In today's increasingly globalized and interconnected world, classrooms are becoming microcosms of diversity. Students come from a wide range of cultural, linguistic, and socio-economic backgrounds, bringing with them rich experiences that can significantly enrich the educational environment. However, this diversity also presents unique challenges, especially for refugee students who often navigate the complexities of adapting to a new country, language, and culture, while dealing with the emotional aftermath of displacement. The Cultural Sensitivity module has been specifically designed to equip educators with the tools, strategies, and mindsets necessary to foster an inclusive, empathetic, and culturally responsive classroom environment.

**This module is structured around three interconnected units:**

- Understanding Cultural Backgrounds and Experiences of Refugee Students
- Fostering a Multicultural Classroom Environment
- Promoting Respect and Appreciation for Diversity

Each unit builds upon the previous one, guiding educators from awareness to action, and ultimately to the creation of a genuinely inclusive and culturally sensitive educational space.

### **Understanding Cultural Backgrounds and Experiences of Refugee Students**

The first step toward cultural sensitivity is understanding the diverse cultural backgrounds and experiences that refugee students bring to the classroom. Refugee students are individuals who have fled their home countries due to war, persecution, or natural disasters. They often experience language barriers, cultural dissonance, trauma, and social isolation, all of which can significantly affect their academic performance and social integration.



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# MODULE 2: CULTURAL SENSITIVITY



Recognising the unique journeys of refugee students is crucial. These students have often undergone extreme transitions that impact their sense of identity and belonging. Therefore, developing cultural awareness is essential. Cultural awareness means recognising that students' backgrounds influence their behaviours, learning styles, and social interactions. It requires moving beyond stereotypes and simplistic narratives about refugees and embracing a nuanced understanding of their experiences.

Educators are encouraged to implement inclusive practices such as active listening, the incorporation of students' cultural traditions into the curriculum, flexible teaching strategies tailored to diverse needs, and the establishment of peer mentoring programs to facilitate social integration. Through storytelling sessions, interactive mapping of students' origins, and daily classroom practices that reflect cultural diversity, educators can create environments where refugee students feel seen, valued, and respected.

## **Fostering a Multicultural Classroom Environment**

While understanding cultural differences is important, it must be followed by intentional action. A multicultural classroom goes beyond mere acknowledgment of diversity; it actively integrates diverse cultural perspectives into all aspects of teaching and learning. This unit emphasizes the deliberate construction of an environment where students' identities are not only acknowledged but celebrated.

**Multicultural education focuses on three key principles:** representation, equity, and respect. Educators are tasked with ensuring that their curriculum materials, classroom discussions, and activities are inclusive of multiple cultural perspectives. Representation involves using diverse textbooks, case studies, stories, and examples that reflect the backgrounds of all students. Equity requires providing all students with equal access to resources and opportunities, regardless of their background. Respect means fostering an environment where different cultures are valued equally, and collaboration across differences is encouraged.



# MODULE 2: CULTURAL SENSITIVITY



**To foster a multicultural classroom, educators can implement strategies such as:**

- Designing a culturally diverse curriculum across all subjects.
- Decorating classrooms with multicultural images, maps, and student-created artwork.
- Organising cultural collaboration projects and thematic days where students present aspects of their cultural heritage.

Moreover, challenges such as stereotyping, tokenism, and language barriers must be proactively addressed. Professional development focused on cultural competence, continuous reflection, and feedback mechanisms is a critical tool to support sustainable multicultural practices. Teachers must also be cautious not to present culture as a static or monolithic entity but to recognise its dynamic and evolving nature.

## **Promoting Respect and Appreciation for Diversity**

The final step in building a culturally sensitive classroom is fostering a culture of respect and appreciation for diversity. While tolerance may allow differences to exist, respect elevates these differences to a place of honour and learning. True inclusion occurs when students recognise diversity as a strength that enriches their own understanding of the world.

This unit stresses the importance of moving beyond passive acceptance toward active engagement with cultural diversity. Educators must model inclusive behaviour through their everyday interactions, language, and classroom management styles. Open dialogue about culture, identity, and bias should be facilitated regularly, allowing students to share their experiences and perspectives in a safe environment.

## **Practical methods for promoting respect include:**

- Cultural exchange projects where students research and present on cultures different from their own.
- Classroom agreements that emphasize principles of respect, empathy, and collaboration.
- Critical thinking exercises that challenge stereotypes and encourage students to question simplistic narratives.



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# MODULE 2: CULTURAL SENSITIVITY



Building respect also involves teaching students how to recognise and celebrate the symbols, stories, and traditions of various cultures. Artistic activities that involve creating cultural symbols, storytelling sessions where students share traditional tales, and discussion circles that explore cultural values help students internalise the importance of diversity.

Importantly, fostering respect for diversity prepares students for life in an interconnected world where intercultural collaboration is essential. It helps dismantle prejudices and builds bridges of understanding and empathy among individuals from different backgrounds.

## **Overall Integration of Units**

The three units of the Cultural Sensitivity module are closely interrelated and designed to build a comprehensive understanding of cultural inclusivity. They move from awareness (understanding cultural backgrounds) to action (building a multicultural environment) to attitude formation (promoting respect and appreciation for diversity). Together, they form a holistic framework for transforming classrooms into spaces of empathy, inclusion, and global citizenship.

## **By completing this module, educators will be better prepared to:**

- Recognise the complexities of refugee experiences.
- Create environments where all students, regardless of background, feel safe and valued.
- Equip students with the skills to engage respectfully and effectively in a diverse society.

Promoting cultural sensitivity in education is not just an ethical imperative; it is an educational necessity. A culturally responsive classroom benefits every student by broadening their perspectives, deepening their empathy, and enhancing their capacity for critical thinking and collaboration. It prepares students not only for academic success but also for meaningful participation in a global community characterized by diversity, complexity, and interdependence.

**Ultimately, cultural sensitivity in education lays the groundwork for more just, empathetic, and inclusive societies.**



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Name of the Activity: Cultural Storytelling and Identity Building

### Grade Level:

9–14 years old (adaptable for different age groups)

### Time Needed:

45–60 minutes

### Learning Objectives:

By the end of this lesson, students will:

- Develop an understanding of the unique cultural backgrounds and experiences of refugee and immigrant students.
- Enhance their empathy and active listening skills through storytelling and discussion.
- Reflect on the importance of culture in shaping personal and community identities.
- Improve oral and written communication skills by creating and presenting cultural narratives.

### Materials Needed:

- Paper and pens or markers
- Printed handouts with guiding storytelling questions
- Example short cultural stories (optional)
- A world map (printed or projected)
- Audio recorder or smartphones (optional for digital storytelling)

### Preparation:

- Print or prepare guiding questions (e.g., “What is a tradition in your family?”, “What language do you speak at home?”)
- Set up the classroom with chairs in a circle to encourage sharing.
- Prepare a sample cultural story if students need inspiration.



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## **Step 1: Introduction to Cultural Storytelling (10 minutes)**

Introduce the idea that every culture has stories, traditions, and experiences that shape identity.

Explain that sharing personal or researched stories can help build empathy and understanding.

Highlight the importance of respectful listening and open-mindedness.

## **Step 2: Reflection and Story Preparation (10 minutes)**

Ask students to reflect individually on their own cultural background, traditions, or a cultural experience they know of.

Students jot down brief notes or a short outline to prepare their story.

## **Step 3: Group Story Sharing (15–20 minutes)**

Divide students into small groups of 4–5.

Each student takes a turn sharing their story while others listen attentively.

Encourage group members to ask one respectful follow-up question after each story to deepen the understanding.

## **Step 4: Class Discussion and Mapping (10–15 minutes)**

After group sharing, reconvene the whole class.

On the world map, invite students to place a marker indicating the country or region associated with their story.

Discuss similarities and differences among the stories shared, highlighting the richness of cultural diversity.



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Step 5: Conclusion and Reflection (5–10 minutes)

Ask students to reflect on what they learned:

What surprised them?

How did hearing others' stories change their view of classmates?

Optionally, students write a short paragraph summarising how storytelling can foster inclusion and respect.

### Assessment:

Formative assessment based on participation in group sharing and discussion.

A short reflective writing piece was collected at the end of the lesson.

(Optional) Audio or video recording of students presenting their stories for portfolio purposes.

### Extension (Optional):

Create a “Class Cultural Storybook” where students write or draw their stories to be compiled into a book and displayed in the classroom or school library.

### Relevant Keywords:

Cultural storytelling, cultural identity, refugee experiences, oral communication, empathy, cultural awareness, active listening, diversity, personal narratives, linguistic skills



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Name of the Activity: Mapping Cultural Diversity Through Data

### Grade Level:

9–14 years old (adaptable for different age groups)

### Time Needed:

60 minutes

### Learning Objectives:

By the end of this lesson, students will:

- Collect and organise real-world data related to cultural backgrounds.
- Apply basic mathematical skills to analyse diversity statistics.
- Interpret and present cultural data visually through maps and graphs.
- Understand the significance of cultural diversity in their local and global communities.

### Materials Needed:

- Blank world maps (one per student or per group)
- Colored pencils or markers
- Survey handouts (simple questionnaire about cultural backgrounds, prepared by the teacher)
- Graph paper
- Rulers
- Access to a classroom globe or world map (projector/printed)

### Preparation:

- Prepare a simple anonymous questionnaire for students (e.g., "What is your family's country of origin?", "What languages are spoken at home?")
- Print blank world maps for students or prepare an online digital map if using computers/tablets.
- Prepare basic graph templates for students (bar charts or pie charts).



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Explanation and assignment of activities:

### Step 1: Introduction to Data Collection (10 minutes)

Explain how scientists and researchers collect, analyse, and visualise data to understand complex topics.

Could you introduce the idea that cultural diversity in a classroom can be studied scientifically through data collection?

### Step 2: Data Gathering (10–15 minutes)

Distribute the survey and have students complete it.

Collect all responses (either anonymously or by volunteers) and compile the class data together on the board.

### Step 3: Visual Representation (20 minutes)

#### Students use the collected data to:

Mark countries of origin on their blank world maps.

Use colored pencils to indicate different regions or continents.

Students also create simple bar graphs or pie charts showing the cultural distribution in the classroom.

### Step 4: Analysis and Discussion (10–15 minutes)

#### Analyse the data as a class:

Which countries or regions are most represented?

What does this say about the community's diversity?

Discuss how diverse backgrounds contribute to the classroom environment.

Link the exercise to real-world applications, like how demographers, sociologists, and scientists use similar methods to study human populations.



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Explanation and assignment of activities:

### Step 5: Reflection (5 minutes)

#### Students reflect individually or in pairs:

Why is it important to recognise and appreciate the cultural diversity around us?  
How can data help us better understand people and cultures?

#### Assessment:

Students' maps and graphs are evaluated for accuracy and creativity.

Participating in class discussion.

Short reflective paragraph or 2–3 sentences summarising what they learned from the activity.

#### Extension (Optional):

Students research migration patterns related to historical or current events and present their findings.

Introduce basic statistical concepts (e.g., mean, mode, range) using the cultural data collected.

#### Relevant Keywords:

Data analysis, cultural diversity, mapping, mathematical representation, statistics, global citizenship, STEM education, real-world data, cultural backgrounds, visual learning



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Name of the Activity: Cultural Symbols and Music: Expressions of Identity

### Grade Level:

9–14 years old (adaptable for different age groups)

### Time Needed:

60 minutes

### Learning Objectives:

- By the end of this lesson, students will:
- Explore the importance of cultural symbols and traditional music in expressing identity.
- Develop an appreciation for diverse artistic and musical traditions from around the world.
- Express their own cultural background or appreciation of another culture through visual art.
- Strengthen communication skills by presenting and explaining their creative work.

### Materials Needed:

- Art supplies: paper, pencils, markers, paints, scissors, glue
- Access to audio samples of traditional music from various cultures
- Speakers or audio equipment
- Visual examples of cultural symbols (projected or printed)
- Optional: Templates for masks, flags, or symbolic motifs

### Preparation:

- Collect examples of cultural symbols (e.g., African masks, Bosnian embroidery, Native American totems, Islamic geometric patterns).
- Prepare a playlist with traditional music from various world regions (short 30-second samples).
- Arrange tables for group work and art-making.



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Explanation and Assignment of Activities:

### **Step 1: Introduction to Cultural Symbols and Music (10 minutes)**

Play a short playlist featuring traditional music from different cultures.

Show visual examples of cultural symbols and explain their meanings.

Discuss how art and music serve as important expressions of cultural identity.

### **Step 2: Creative Activity – Choose a Symbol (25–30 minutes)**

#### **Students choose either:**

A cultural symbol from their own heritage.

A symbol from another culture they find interesting (encouraged to research it briefly if needed).

Students create an artwork (drawing, painting, or collage) representing that symbol. Encourage students to incorporate elements that convey the symbol's meaning and story.

### **Step 3: Short Presentation (10–15 minutes)**

Students present their artwork in small groups or to the class.

#### **They explain:**

Why did they choose that symbol?

What they learned about the culture through this activity.



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Explanation and Assignment of Activities:

### Step 4: Reflection and Class Discussion (5–10 minutes)

What similarities and differences did you notice among different cultural symbols?  
How do music and art help us understand and respect other cultures?  
How does your own cultural identity influence your artistic choices?

#### Assessment:

Creativity and effort are shown in the artwork.  
Participation in presentation and reflection.  
Ability to articulate the cultural significance of the chosen symbol.

#### Extension (Optional):

Create a "Cultural Art Gallery" in the school hallway with students' artworks and a brief description for each.  
Invite a guest artist or musician from a local cultural organisation to speak about their traditions.

#### Relevant Keywords:

Cultural symbols, traditional music, artistic expression, diversity appreciation, visual arts, global citizenship, music traditions, creativity, cultural awareness, and intercultural learning.

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# MODULE 3: CONFLICT RESOLUTION AND MEDIATION



## PRESENTATION

### Introduction

This module focuses on helping teachers develop essential skills for resolving conflicts and mediating disagreements in a multicultural classroom, particularly those involving students from refugee backgrounds. Refugee children often carry with them unique experiences, including trauma, language difficulties, and cultural dislocation. In a diverse classroom, misunderstandings and conflicts can easily arise—not just from differing viewpoints, but from deeper struggles with identity, belonging, and trust.

Conflict, however, is not inherently negative. When managed effectively, it can lead to growth, deeper understanding, and stronger relationships. This module will guide teachers to:

- Use empathy as a tool for understanding the root of conflicts.
- Build trust and rapport with students to prevent and manage tensions.
- Develop active listening skills to support open and honest communication.

Teachers will explore how to turn classroom conflicts into opportunities for learning and connection, empowering all students, including those from refugee backgrounds, to feel safe, heard, and included.

### Theoretical Framework Summary

This module is organised into three key Units, each focusing on essential aspects of conflict resolution that every teacher should understand and practise. Together, these Units provide a comprehensive guide to help teachers prevent and mediate conflicts in the classroom, especially when working with refugee students.

- **Unit 1: Empathy in Conflict Situations** – Helps teachers understand the role of empathy in managing classroom dynamics and resolving conflicts.
- **Unit 2: Building Trust and Rapport** – Focuses on creating strong, supportive relationships with students as a foundation for peaceful and inclusive classrooms.
- **Unit 3: Active Listening Skills** – Equips teachers with the communication tools necessary to understand students' needs and prevent misunderstandings before they escalate.



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# MODULE 3: CONFLICT RESOLUTION AND MEDIATION



## These Units aim to help teachers:

- Recognise and respond to the emotional and cultural needs of refugee students.
- Develop practical strategies to handle real-life conflict situations.
- Build inclusive learning environments that promote respect, understanding, and cooperation.

## 1. Empathy in Conflict Situations

Conflict resolution in a classroom isn't just about enforcing rules or calming things down—it's about understanding what's really going on beneath the surface. At the heart of effective conflict resolution is empathy.

Empathy means stepping into a student's shoes, feeling what they feel, and seeing the world from their perspective. This is crucial when working with refugee students who may face added challenges like adjusting to a new language, coping with past trauma, or feeling out of place in a different culture.

### Why Empathy Matters

- Builds trust: Students are more likely to open up when they feel understood.
- Defuses tension: Understanding emotions behind actions can prevent escalation.
- Creates safety: A classroom where empathy is practised feels safer for all students, particularly those who feel vulnerable.

### Core Elements of Empathy

- Active Listening: Not just hearing, but truly paying attention. Looking at body language, tone, and emotions.
- Reflecting Feelings: Acknowledging what students express, e.g., "I can see you're frustrated."
- Non-Judgmental Approach: Accepting students as they are, without labelling or stereotyping them.

Teachers can foster empathy by encouraging open communication, focusing on students' needs rather than just behaviour, and practising patience when cultural differences arise.



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# MODULE 3: CONFLICT RESOLUTION AND MEDIATION



## 2. Building Trust and Rapport

Trust is the foundation of a positive learning environment, especially for students who have experienced uncertainty or trauma, as many refugee students have.

### What is Trust in the Classroom?

Trust is a sense of safety. It means students feel confident that their teacher cares for them, respects them, and will treat them fairly. Rapport is the day-to-day connection—a positive, supportive relationship that makes students feel seen and valued.

For refugee students, who may have had unstable or traumatic pasts, trust takes time to build but is key to their success.

### How Teachers Build Trust and Rapport

- Consistency: Follow through on promises. Apply rules fairly.
- Integrity: Be honest. Admit mistakes. Be respectful.
- Personal Engagement: Show genuine interest in students' lives. Ask questions, share a bit about yourself.

**These elements help students feel that their teacher is not just an authority figure, but someone who genuinely cares.**

### Why Trust and Rapport Matter More for Refugee Students

- Refugee students may be dealing with emotional distress.
- They may mistrust authority due to past experiences.
- They require a safe and predictable environment to thrive.

By building trust and rapport, teachers create a supportive classroom where refugee students feel empowered to learn, participate, and connect.



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# MODULE 3: CONFLICT RESOLUTION AND MEDIATION



## 3. Active Listening Skills

- Active listening goes hand in hand with empathy and trust. It's about being fully present when a student speaks—not just hearing the words, but understanding the meaning behind them.
- In classrooms with refugee students, language barriers can make communication tricky. Active listening helps bridge that gap, ensuring students feel heard and understood, even when their language is limited.

### Key Elements of Active Listening

- Pay Full Attention: Eye contact, body language, no distractions.
- Show You're Listening: Nod, smile, give verbal cues like "I understand."
- Reflect and Clarify: Repeat or rephrase to check understanding: "So you're saying..."
- Ask Questions: Help students express themselves better: "Can you tell me more?"

### Benefits in the Classroom

- Better Understanding: Helps teachers grasp what's going on.
- Reduces misunderstandings, especially when language or cultural differences are present.
- Strengthens Relationships: Students feel respected and valued.

### The HURIER Model (Hearing, Understanding, Remembering, Interpreting, Evaluating, Responding)

This model breaks down listening into clear steps, helping teachers focus on each aspect and improve their listening skills.



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# MODULE 3: CONFLICT RESOLUTION AND MEDIATION



## **Putting It All Together:** Conflict Resolution with Refugee Students

### **When a conflict arises:**

1. Pause and Listen: Focus on understanding, not just reacting.
2. Acknowledge Feelings: Let students know their emotions are valid.
3. Look Beneath the Surface: Ask yourself, “What’s really going on here?” Could it be fear, frustration, or misunderstanding?
4. Facilitate Dialogue: Help students express their needs, and encourage them to listen to each other.
5. Model Respectful Communication: Use “I” statements and guide students to do the same.

**Conflict resolution isn’t about winners or losers. It’s about helping students learn to navigate differences, express themselves effectively, and work together in collaboration. For refugee students, these moments can be crucial in helping them feel accepted and valued in their new environment.**

### **Conclusion**

Empathy, trust, and active listening are not just techniques—they are attitudes. When teachers adopt these attitudes, they create a space where refugee students, and all students, can feel safe, respected, and ready to learn. Conflict will happen, but with the right tools, it can become a powerful force for connection and growth.



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## **Purpose:**

To help students build a shared vocabulary of respectful, empathetic phrases they can use in everyday classroom interactions, especially during disagreements or when someone is upset. This supports language development, social-emotional learning, and inclusive communication, which is particularly helpful for refugee students still learning the language.

**Timing:** 15–20 minutes (can also be built on gradually over several lessons).

## **Materials Needed:**

- Large poster paper or bulletin board space.
- Colourful markers, sticky notes, or index cards.
- Pre-written starter phrases (optional, see below).



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Steps:

### 1. Introduction (5 minutes):

Ask students: “What can we say to show we care about someone’s feelings?” Discuss why it’s sometimes hard to find the right words, especially when we’re upset or don’t understand someone well.

Explain: “We are going to make a wall of Empathy and Kindness, with helpful phrases that anyone can use when there’s a problem or someone needs support.”

### 2. Brainstorming Phrases (5–10 minutes):

Encourage students to suggest phrases they know or have heard that:

Show empathy.

Help solve problems peacefully.

Encourage listening and understanding.

#### Examples (you can provide these to help them get started):

“I feel \_\_\_ when \_\_\_.”

“Can you help me understand?”

“I’m sorry, I didn’t mean to hurt your feelings.”

“Let’s find a way to solve this together.”

“I see that you’re upset, how can I help?”

“I don’t understand yet, can you explain again?”

“It’s okay to feel angry, let’s talk about it.”

“We don’t have to agree, but we can listen to each other.”

**Include simple translations if refugee students speak other languages (optional, depending on class needs).**

### 3. Building the Word Wall (5 minutes):

Write or have students write the phrases on colourful paper or sticky notes.

Arrange them on a wall or poster where everyone can see them.

Group them into categories if helpful:

Listening Phrases

Feelings Phrases

Problem-Solving Phrases



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Ongoing Use:

Please take a look at the Empathy Word Wall during future lessons, especially when conflicts or misunderstandings arise.

Add new phrases as students come up with them.

You can use the wall as a reminder or a toolbox during role-plays or real-life classroom conflicts.

## Optional Follow-up:

Have students choose a favourite phrase from the wall and draw a picture or write a short story showing when they might use it.

Use some phrases for daily or weekly focus: "This week, let's all try to use 'Can you help me understand?' when we have a question or problem."



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Name of the Activity: “Build It to Hold It” – A STEM Team Challenge

### Purpose:

To foster collaboration, empathy, and problem-solving in a diverse classroom setting by challenging students to work together on a simple engineering task. The activity highlights how respectful communication, listening, and fair task distribution are essential for successful teamwork, especially in multicultural classrooms that include refugee students.

**Time:** 45–60 minutes

### Instructions:

#### 1. Setup (5 minutes):

- Divide students into small groups of 4.
- Explain that this is a team-building STEM challenge, and every voice matters in this task.
- Assign or let them choose fair and rotating roles:
  - Builder
  - Recorder/materials manager
  - Timekeeper
  - Presenter

#### 2. Challenge Brief (2 minutes):

- Objective: Build the tallest freestanding structure using:
  - 10–12 plastic straws
  - 1 metre of masking tape
  - 1 pair of scissors
- The structure must hold a small object (e.g., a book or a small ball) at the top for at least 10 seconds.

**They have 15 minutes to build the structure + 10 seconds for testing.**



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# LESSON PLAN 2:

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### 3. Group Task (15–20 minutes):

- Encourage students to:
  - Plan the design together before building.
  - Use phrases from the Empathy Word Wall (if available).
  - Check in with each other regularly: “Do we all agree?”, “What do you think?”

### 4. Mid-Activity Check-In (5 minutes):

- Pause halfway through and ask:
  - “Is everyone involved?”
  - “What could make our teamwork better?”
- Let students adjust their communication or roles if needed.

### 5. Structure Testing & Sharing (10 minutes):

- Each team tests their structure with the object.
- **The group briefly presents:**
  - Their design idea
  - How they worked as a team
  - Any challenge they overcame together

### 6. Debrief Questions (10–15 minutes):

#### Use these to guide class discussion:

- What made the teamwork successful or difficult?
- Did you experience disagreement or conflict? How did you solve it?
- How did you make sure everyone’s voice was heard?
- What will you do differently next time you work in a group?

#### Extension (Optional):

- Repeat the activity with roles switched to promote adaptability and perspective-taking.
- Link it to real-life examples of engineers or scientists who solve problems in diverse teams.





# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Name of the Activity: “Feelings Through Art: Understanding Conflict Without Words”

### **Purpose:**

To give students, especially those with language barriers, a way to express emotions and experiences related to conflict through visual art and music. This activity encourages empathy, reflection, and inclusion by using creative expression to explore how conflicts feel and how they can be resolved peacefully.

**Time: 45–60 minutes**

### **Instructions:**

#### **1. Introduction (5–10 minutes):**

- Could you talk about how art and music can show feelings without needing many words?
- **Ask students:**
  - “How do you feel when there’s a conflict or disagreement?”
  - “Can colours, shapes, or sounds show those feelings?”

#### **2. Art Creation (20–25 minutes):**

- **Task: Create a drawing, painting, or collage that shows:**
  - A time when you felt misunderstood or upset.
  - OR how it feels when people solve a problem together.
- **Materials:**
  - Paper, coloured pencils, markers, paints, and magazines for collage.

**Music:** Play calming or expressive background music while they work (optional, but helps set a thoughtful mood).



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## 3. Sharing and Reflection (10–15 minutes):

- **In small groups or pairs, students can:**
  - Share their artwork.
  - Explain (in words or just with gestures) what feeling or idea they tried to show.
  - List the colours or shapes they used and why.

## 4. Group Discussion (10 minutes):

- **Ask:**
  - “What did you notice about your classmates’ artwork?”
  - “Did anyone use colours or shapes in a way that surprised you?”
  - “How does sharing art help us understand each other?”

## Debrief Questns:

- How can art help us when we can’t find the right words?
- What did you learn about how others feel during conflicts?
- How could you use art or music next time you feel upset or misunderstood?

## Extension (Optional):

- Create a “Feelings Wall” in the classroom with students’ artworks.
- Let students choose or create a song or sound that matches their artwork and explain why.

## Assessment Survey



# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## **PRESENTATION**

### **Introduction**

This module is designed to help teachers understand and support the psychosocial needs of refugee students within the school environment. Refugee children and youth often arrive in classrooms having experienced significant upheaval: war, forced migration, loss of home and community, and even trauma from witnessing or surviving violence. These experiences don't stay outside the classroom door—they shape how students think, feel, and learn.

Psychosocial well-being is not separate from academic success. In fact, it is foundational to learning. Students who feel emotionally safe, supported, and connected are better able to focus, process information, and engage with peers. Conversely, children who have experienced trauma or chronic stress may display withdrawal, aggression, fearfulness, or disengagement—behaviours that are often misunderstood without a trauma-informed lens.

This module aims to equip teachers with the knowledge, tools, and mindset to recognise these dynamics and respond with compassion, structure, and inclusive practices. It does not require teachers to be psychologists. Instead, it offers a framework for creating emotionally supportive classrooms, building trust, and caring for students' (and teachers') well-being through consistent, relational practices.

### **Teachers will explore how to:**

- Identify signs of trauma and emotional distress in students, especially refugee learners.
- Use Social and Emotional Learning (SEL) to promote emotional literacy and self-regulation in diverse classrooms.
- Build daily classroom routines and activities that foster safety, connection, and resilience.
- Care for their own emotional well-being, avoid burnout, and maintain professional boundaries.

In refugee education, the classroom becomes more than just a place of learning—it becomes a space for healing, belonging, and growth. This module gives teachers the insight and practical strategies to fulfil that role confidently and sustainably.



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



The module is structured around three key units:

- **Unit 1:** Understanding Trauma and Its Impact on Learning – Helps teachers recognize the emotional and cognitive effects of trauma and introduces trauma-sensitive teaching practices.
- **Unit 2: Social and Emotional Learning (SEL)** – Offers strategies for teaching emotional regulation, empathy, and interpersonal skills through daily routines and content integration.
- **Unit 3:** Teacher Wellbeing and Professional Boundaries – Focuses on helping teachers maintain their own mental health, avoid compassion fatigue, and engage in sustainable self-care.

Each unit connects theory to classroom practice through examples, reflective questions, and simple, actionable strategies. The module also includes three interdisciplinary lesson plans, designed for:

- **Linguistic and Social Studies** – Supporting expression and emotional vocabulary.
- **Science, Technology, and Mathematics** – Building logical thinking while reinforcing emotional regulation and problem-solving.
- **Plastic Arts and Music** – Providing creative outlets for students to process and express their feelings nonverbally.

Psychosocial support is not about solving all problems—it's about recognising what students carry with them, and meeting them with empathy, structure, and hope. When teachers understand how to respond to emotional needs in culturally sensitive and trauma-informed ways, they lay the foundation for inclusive learning environments where all students, especially refugees, can thrive.



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## Unit 1: Understanding Trauma and Its Impact on Learning

Psychosocial support in classrooms begins with understanding how trauma can affect a child's emotions, behaviour, and ability to learn. Refugee students often experience various forms of trauma—before, during, and after displacement. These may include exposure to violence, separation from loved ones, loss of home or community, and the ongoing stress of adjusting to a new culture and language.

But trauma isn't always visible. It doesn't always look like tears or panic. It can look like silence, withdrawal, aggression, hyperactivity, or trouble concentrating. Students may seem unmotivated or defiant when, in fact, they are doing their best to cope with overwhelming emotions or memories.

In this unit, teachers will explore how trauma affects learning and what they can do to support students who are impacted. The aim is to build awareness, not fear—to help teachers respond with calm, structure, and compassion.

### Key Concepts

#### 1. What is Trauma?

Trauma is a response to a deeply distressing or disturbing experience. It overwhelms a person's ability to cope and can affect emotional regulation, memory, attention, and behavior.

#### Refugee students may have experienced:

- Direct violence (war, abuse, displacement)
- Loss (of family, friends, home, stability)
- Ongoing stress (uncertain legal status, poverty, discrimination)

#### 2. The Brain and Trauma

**Trauma affects how the brain processes information. Students may:**

- Be stuck in "survival mode" (fight/flight/freeze)
- Struggle with memory or concentration
- Misinterpret social cues as threats
- Overreact to perceived danger or correction



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## 3. Classroom Impact

**In the classroom, trauma can manifest as:**

- Aggression or disruptive behavior
- Avoidance, silence, or withdrawal
- Low motivation or confidence
- Difficulty with relationships or trust

## 4. Trauma-Informed Teaching

**A trauma-informed teacher:**

- Creates predictable routines and clear expectations
- Avoids power struggles and public discipline
- Uses a calm, non-judgmental tone
- Builds trusting relationships
- Encourages student voice and choice

## Why This Matters for Refugee Students

Refugee children are not “damaged”—they are survivors, often showing remarkable strength.

**But they need safe, consistent environments to heal and thrive. When teachers understand how trauma shows up in behaviour, they can:**

- Avoid misinterpreting distress as defiance
- Create spaces that support emotional regulation.
- Help students feel safe, seen, and capable.



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## Practical Tips for Teachers

- **Start small:** A greeting at the door, a soft tone, a predictable schedule.
- **Watch body language:** Fear, tension, or shutdown may say more than words.
- **Use grounding techniques:** Deep breathing, movement breaks, or simple check-ins help calm the nervous system.
- **Normalise emotions:** “It’s okay to feel overwhelmed. Let’s take a moment.”
- **Offer choices:** Empowering students to decide where to sit or how to complete a task builds agency and control.

## Reflection for Teachers

### Ask yourself:

- When students "act out," could they be reacting to past experiences?
- How do I respond when I feel disrespected—am I escalating or de-escalating?
- What classroom routines promote safety and predictability for all students?

## Putting It All Together: Building Trauma-Sensitive Classrooms

### Supporting refugee students doesn’t require therapy degrees—it requires:

1. Awareness of how trauma affects behaviour and learning.
2. Empathy – that sees beyond surface behaviours.
3. Structure – to help students feel safe and supported.
4. Connection – because healing happens in relationships.



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## Unit 2: Social and Emotional Learning (SEL)

### Introduction

Social and Emotional Learning (SEL) is a core component of psychosocial support. It refers to the process through which students—and adults—develop the skills to understand and manage emotions, build healthy relationships, make responsible decisions, and handle challenges effectively.

For refugee students, who may face language barriers, emotional strain, or difficulty trusting others, SEL can be a lifeline. It helps them name what they feel, connect with peers, and regain a sense of agency and self-worth. For the teacher, it is not an “extra” subject—it is embedded in how we teach, connect, and build our classroom environment.

**This unit offers teachers clear tools and classroom strategies to integrate SEL into daily routines—benefiting not just refugee students, but the entire class.**

### Key Concepts

#### 1. What is SEL?

**According to the CASEL framework, SEL includes five core competencies:**

- Self-awareness: Recognizing one's emotions and values.
- Self-management: Managing emotions and behaviors to achieve goals.
- Social awareness: Showing empathy and understanding others.
- Relationship skills: Communicating clearly and resolving conflict.
- Responsible decision-making: Making ethical, constructive choices.

#### 2. Why SEL Matters in Refugee Education

**Refugee students may:**

- Feel isolated or anxious
- Struggle with emotional regulation
- Lack safe spaces for expression.



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## Practical SEL Activities

- Emotion Wheels: Students point to or describe emotions at the start and end of the day.
- Class Agreements: Co-create classroom norms that prioritise respect and kindness.
- Calm Corners: A quiet space for students to go when overwhelmed.
- Gratitude Journals: Daily reflection to build optimism and resilience.

## Tips for Supporting Refugee Students Through SEL

- Model emotional expression: "I'm feeling frustrated, so I'm going to take a deep breath."
- Use simple language and visuals to explain emotions and choices.
- Respect cultural expression: Emotional norms may differ—ask, don't assume.
- Celebrate effort: Refugee students may doubt their abilities; encouragement builds trust.

## Reflection for Teachers

- What emotional habits do I model for my students?
- How do I create moments for empathy and shared understanding?
- How can I adapt my daily routines to include SEL without adding more to my workload?

## Why This Matters

SEL supports both emotional recovery and academic engagement. When students feel emotionally balanced and socially connected, they:

- Participate more
- Learn more effectively
- Show greater resilience in the face of challenges

**Teaching SEL is not just about behaviour—it's about building human beings who can connect, adapt, and thrive.**



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## Unit 3: Teacher Wellbeing and Professional Boundaries

Teachers working with refugee students often pour immense emotional energy into creating safe, inclusive, and responsive classrooms. While this dedication is admirable—and essential—it also carries a risk: burnout, compassion fatigue, and emotional exhaustion.

This unit focuses on the teacher's well-being. It offers practical strategies to protect mental health, sustain energy, and set healthy boundaries while still remaining warm, engaged, and compassionate. When teachers care for themselves, they are better able to support others.

Teacher wellbeing is not a luxury—it is a professional necessity. The more grounded and emotionally regulated the teacher, the more stable and supportive the classroom becomes.

### Key Concepts

#### 1. Understanding Compassion Fatigue

**Compassion fatigue is the emotional strain of exposure to others' suffering—common in professions where care and empathy are essential. It can lead to:**

- Emotional exhaustion
- Irritability or detachment
- Reduced sense of accomplishment
- Difficulty concentrating or connecting

#### 2. Burnout vs. Stress

- Stress is a temporary feeling of overload that can be managed with rest or support.
- Burnout is a chronic state of physical and emotional depletion. It requires proactive strategies and, sometimes, professional help.

#### 3. The Importance of Boundaries

**Caring does not mean overextending. Boundaries help teachers:**

- Avoid emotional entanglement
- Maintain professional roles
- Preserve energy for long-term impact



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# MODULE 4: PSYCHOSOCIAL SUPPORT AND WELLBEING



## Practical Strategies for Teacher Self-Care

### Daily Routines

- Take short mindful breaks (2–5 minutes of breathing or stretching).
- Set small, achievable goals for each day.
- Decompress after school—listen to music, walk, or write in a journal.

### Weekly Practices

- Use a Reflection & Release Log: jot down one emotional moment from the week and how you handled it.
- Plan for joyful activities—outside of teaching.
- Set one clear boundary: e.g., “No emails after 6 PM.”

## Setting Healthy Boundaries in Practice

- When a student shares something heavy, listen compassionately, then refer to the school counsellors or support staff.
- Avoid taking home emotional guilt: “I am doing my best with the tools I have.”
- Use scripts when needed:
  - “I’m here to support you, and I’m going to ask someone else to help too.”
  - “Let’s take a deep breath and determine our next step.”

### Reflection for Teachers

- How do I recharge emotionally after challenging days?
- Do I feel pressure to “fix” everything for my students?
- What boundary could I set this week to support my own wellbeing?
- When was the last time I asked for help?

### Why This Matters

Supporting refugee students requires empathy—but also endurance. Teachers are human beings, not emotional shields. When we acknowledge our limits and care for ourselves, we model healthy emotional habits for our students. And we stay in this work—not just surviving, but thriving.



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**REFINC**

# **LESSON PLANS**



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**2023-1-ES01-KA220-SCH-000166694**

# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Name of the Activity: "The Feelings Map: Naming and Navigating Our Emotions"

### Learning Objectives

#### By the end of this activity, students will:

- Identify and name at least five emotions in the language of instruction
- Link emotional vocabulary to personal or imagined experiences
- Practice using emotional language in peer conversations
- Develop empathy by listening to and validating others' emotions

### Target Group

- Age: 9–14 years
- Suitable for mixed-language and refugee-inclusive classrooms
- Language Level: Basic to intermediate (can be adjusted)

### Required Materials

- Printed or projected emotion word cards (with visuals)
- Large world map or blank classroom floor plan
- Markers, sticky notes, drawing paper
- Soft music (optional)

### Lesson Duration

45–60 minutes



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## 1. Introduction & Icebreaker (5–10 min)

Begin with a short warm-up: “How are you feeling today?”

Use a simple feelings chart (happy, tired, nervous, curious, etc.). Let students point or act it out.

Explain: “Today, we will explore feelings just like we explore places on a map.”

## 2. Vocabulary Exploration (10 min)

**Display emotion word cards. Introduce 6–8 emotion words, depending on the group’s language level.**

**Ask:**

“What does this word mean?”

“When do you feel this way?”

Let students mime, draw, or use their own language to explain.

## 3. The Feelings Map Activity (20–25 min)

Tape a large paper “map” or outline of the classroom/school/community on the wall or floor.

**Give each student a sticky note or a sheet of paper with their name.**

Ask students: “Where in the classroom or school do you feel happy? Where do you feel nervous? Safe? Excited?”

**Let them write their answers (using the new emotion words) and place them on the map.**

**For younger or non-verbal students, let them draw or use colour codes.**

Variation: Students create a personal “Emotional Landscape” map, using colours and symbols to mark feelings during different times of the day.

## 4. Pair Sharing & Empathy Circle (10–15 min)

In pairs, students share 1–2 emotions they placed on the map:

“I feel safe near the window because I can see the sky.”

“I feel nervous in the hallway—it’s noisy.”

In a closing circle, ask:

“What surprised you?”

“Did you hear someone feels the same way as you?”



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Model responses that build empathy:

"Thank you for sharing."  
"I feel that way too sometimes."

## Adaptation Tips

Use bilingual word cards or visuals to support language learners  
Allow students to use their first language in initial stages  
Offer opt-out options for students who feel overwhelmed (e.g., drawing instead of speaking)

## Debrief Questions

How does naming our feelings help us feel better?  
Did you learn something new about a classmate today?  
How can we make our classroom a place where everyone feels good?

## Expected Outcomes

Improved emotional vocabulary and self-expression  
Increased classroom empathy and student connection  
A stronger foundation for classroom routines involving emotional check-ins and conflict resolution



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Name of the Activity: "Build a Calm Box: Engineering Emotional Tools"

### Learning Objectives

#### By the end of this activity, students will:

- Understand the concept of self-regulation and how it supports learning and wellbeing
- Apply basic engineering and design-thinking skills to create a personalised “calm box”
- Collaborate in teams to share calming strategies and tools
- Reflect on how physical tools and routines can support emotional balance

### Target Group

- Age: 10–15 years
- Suitable for mixed-ability and refugee-inclusive classrooms
- Language Level: Adaptable to low or emerging language proficiency

### Required Materials

- Small boxes or containers (shoe boxes, recycled cartons)
- Paper, scissors, glue, string, tape, markers, decorative materials
- Sample calming tools (stress balls, feathers, soft fabric, drawing prompts, breathing cards, etc.)
- Worksheets or design templates

### Lesson Duration

60 minutes



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# LESSON PLAN 2:

## SCIENCE, TECHNOLOGY, AND MATHEMATICS.



### 1. Introduction & Brainstorm (10 min)

#### Ask students:

- “What do you do when you feel overwhelmed?”
- “What helps you calm down when you feel strong emotions?”

#### Briefly introduce the science of emotional regulation:

Explain how the brain's “alarm system” (amygdala) reacts to stress—and how calming tools (like deep breaths or holding a soft object) help bring the brain back into balance.

### 2. Calm Tool Gallery Walk (10 min)

Set up stations with calming items or photos/examples.

Students rotate, explore, and try them (touch, smell, observe), then vote: “Which one would you like to put in your own box?”

### 3. Design & Build (25 min)

#### In pairs or small groups, students:

- Design their own Calm Box with 3–4 items inside
- Write or draw calming techniques to include (e.g., “Breathe in for 4, out for 4” card)
- Decorate and personalize their box (adding their name, comforting symbols, etc.)

**Extension:** Use a simple checklist or math-based form to track which items were most popular and create a classroom data chart.

### 4. Sharing & Reflection (10–15 min)

#### Students show their boxes and share:

- One item inside
- When they might use it
- One new calming idea they learned from a classmate

**Optional:** Set up a Calm Corner in the classroom where students can use their boxes when needed.



# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Adaptation Tips

- Pair students with limited language skills with supportive peers
- Use visuals (icons, drawings) instead of written descriptions
- Allow students to make collective classroom “calm kits” if materials are limited.

## Debrief Questions

- What does it feel like to have something that helps you calm down?
- Did someone else’s idea inspire you?
- How can this help us stay focused and support each other?

## Expected Outcomes

- Increased emotional awareness and self-regulation
- Strengthened peer trust through sharing calming strategies
- Practical takeaway: a tangible, self-made tool for emotional wellbeing
- Application of basic STEM skills: classification, design, and data tracking



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Name of the Activity: "Sounds and Colours of My Feelings"

### Learning Objectives

**By the end of this activity, students will:**

- Express emotions through colours, shapes, and sounds
- Explore the connection between music, movement, and mood
- Develop non-verbal strategies for processing and sharing feelings
- Reflect on how creative expression can help us feel seen and understood

### Target Group

- Age: 8–14 years
- Ideal for mixed-ability, multilingual, and refugee-inclusive classrooms
- Language Level: Activity minimises verbal demand, supports emotional safety

### Required Materials

- A set of music tracks (instrumental, varying tempo and mood)
- Art materials: crayons, paints, colored pencils, paper, brushes
- Optional: large paper rolls or canvases for group mural
- Speakers or headphones

### Lesson Duration

45–60 minutes



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## 1. Introduction: “What do feelings look and sound like?” (5–10 min)

### Ask:

- “What colour is happiness?”
- “If sadness were a sound, what would it be?”
- Use examples: play a joyful tune, show a dark painting, or a bright colorful abstract.

**Explain:** “Today we’ll use music and art to explore how emotions feel inside us—and how we can express them without using words.”

## 2. Music & Movement Exploration (10–15 min)

**Play 3–4 short instrumental tracks, one at a time (e.g., calm piano, fast-paced drumming, soft strings, upbeat guitar).**

### Ask students to:

- Close their eyes and listen
- Move their hands, shoulders, or body to match the feeling of the music
- After each piece, ask: “What emotion did you feel? What color would match it?”

## 3. Art Creation: “Paint Your Emotion Soundscape” (20–25 min)

**Distribute paper and art supplies.**

### Tell students:

- “Choose one piece of music you liked. While it plays, use color, shape, and line to show what you felt.”
- Encourage free expression—no right or wrong. Let students work individually or in small, calm groups.

**Option:** For group murals, assign one emotional theme per group (e.g., courage, worry, peace) and have them co-create an art piece while listening.



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## 4. Sharing & Gentle Reflection (10–15 min)

**Invite students (voluntarily) to show their artwork:**

- “What music did you choose?”
- “What colors or shapes show your feelings?”

**Use positive prompts:**

- “Thank you for showing us.”
- “Your colors made me feel calm/happy too.”

**For those who prefer not to speak, let them write one word or phrase on a sticky note to attach to their art.**

### **Adaptation Tips**

- Offer a quiet space or ear defenders for students who are sound-sensitive
- Provide pre-drawn outlines for students who are overwhelmed by blank pages
- Let students work in pairs or with peer support if they feel unsure

### **Debrief Questions**

- How did the music affect your emotions?
- Was it easier to draw your feelings than talk about them?
- Can art and music help us calm down or feel stronger?

### **Expected Outcomes**

- Increased emotional awareness and non-verbal expression
- Greater confidence and ownership in sharing one’s feelings
- Strengthened peer empathy through shared experiences
- A calming, safe classroom experience that supports trauma recovery



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# **ASSESSMENT**



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# ASSESSMENT



**Format:** Multiple Choice

**Instructions:** Choose the correct answer. Only one answer is correct for each question.

## Unit 1: Understanding Trauma and Its Impact on Learning

What is a common behavioural sign of trauma in children?

- A. High academic performance
- B. Withdrawal and irritability
- C. Asking too many questions
- ☒ Correct: B

What part of the brain is commonly overactivated by trauma?

- A. Frontal cortex
- B. Brainstem
- C. Amygdala
- ☒ Correct: C

Trauma-informed classrooms should be:

- A. Strict and highly competitive
- B. Unstructured and free of routines
- C. Predictable and emotionally safe
- ☒ Correct: C

A trauma-informed teacher focuses on:

- A. Punishing difficult behavior
- B. Understanding behaviour as communication
- C. Ignoring emotional needs
- ☒ Correct: B

Which of the following is NOT a trauma-sensitive approach?

- A. Offering clear instructions
- B. Yelling to regain control
- C. Providing calm choices
- ☒ Correct: B



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# ASSESSMENT



## Unit 2: Social and Emotional Learning (SEL)

SEL stands for:

- A. Social and Educational Learning
- B. Self-Evaluation for Learners
- C. Social and Emotional Learning
- ☒ Correct: C

Which of the following is a core SEL competency?

- A. Financial planning
- B. Self-awareness
- C. Time management
- ☒ Correct: B

Why is SEL important for refugee students?

- A. It helps them memorize vocabulary faster
- B. It supports emotional expression and peer connection
- C. It replaces language learning
- ☒ Correct: B

A daily SEL practice might include:

- A. A surprise quiz
- B. A “feelings check-in”
- C. Assigning extra homework
- ☒ Correct: B

SEL should be taught:

- A. Only by school psychologists
- B. Through lectures about feelings
- C. Through routines, stories, and group work
- ☒ Correct: C

## Unit 3: Teacher Wellbeing and Professional Boundaries

Compassion fatigue can result from:

- A. Working with high-performing students+
- B. Constant exposure to others' emotional pain
- C. Not being given enough homework to grade
- ☒ Correct: B

A sign of teacher burnout may include:

- A. Increased energy levels
- B. Feeling constantly tired or emotionally drained
- C. Wanting to teach more classes
- ☒ Correct: B



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# ASSESSMENT



Which of these is a healthy boundary?

- A. Taking work calls during family dinner
- B. Avoiding difficult conversations
- C. Not responding to non-urgent emails after 6 PM
- ☒ Correct: C

Teachers should practice self-care because:

- A. It is optional but nice to have
- B. It helps them stay emotionally and mentally well
- C. It looks good on evaluations
- ☒ Correct: B

Peer check-ins help by:

- A. Creating a competitive environment
- B. Preventing students from bothering the teacher
- C. Reducing isolation and sharing emotional load
- ☒ Correct: C

General Review

What is the purpose of a “calm box” in the classroom?

- A. A reward system
- B. A place to store unused materials
- C. A tool for emotional self-regulation
- ☒ Correct: C

What type of learning does SEL promote?

- A. Passive memorization
- B. Emotional, social, and interpersonal growth
- C. Mechanical skills only
- ☒ Correct: B

Which activity best supports trauma-sensitive teaching?

- A. Public discipline
- B. Daily emotional check-ins
- C. Timed pop quizzes
- ☒ Correct: B

Why are art and music useful in psychosocial learning?

- A. They help with memorizing facts
- B. They offer non-verbal emotional expression
- C. They distract students from their problems
- ☒ Correct: B

A trauma-informed classroom:

- A. Avoids emotional topics entirely
- B. Focuses only on behavior
- C. Promotes safety, trust, and connection
- ☒ Correct: C



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# MODULE 5: ADAPTABILITY AND FLEXIBILITY



## **PRESENTATION**

Teaching in today's classrooms—especially those shaped by migration, displacement, and cultural diversity—requires more than knowledge and planning. It requires adapting, excelling, and staying present in the face of change. Refugee students bring many experiences, languages, educational backgrounds, and emotional realities. What works one day may not work the next. What helps one student may not help another.

This module focuses on adaptability and flexibility as professional competencies that allow teachers to respond effectively to the unpredictable, ever-changing dynamics. Adaptability is not just about handling logistics. It's a mindset. A flexible teacher stays open, reflective, and solution-oriented—even in complex or emotionally demanding situations.

We also recognise that refugee students must constantly adapt—new schools, languages, social norms, and academic expectations. This module also offers ideas for helping students build their adaptive skills in a safe and supportive learning environment.

### **In this module, teachers will explore:**

- What it means to be professionally adaptable in multicultural, refugee-inclusive classrooms
- How to develop flexible thinking, lesson planning, and behaviour management strategies
- How to support students in building resilience and coping with change
- How to manage unpredictability without losing structure or well-being

This is not about improvising everything—it's about building responsive systems that offer structure and space. It's about letting go of control when needed, and leaning into possibility over perfection.

### **The module includes three key units:**

- Unit 1: The Flexible Teacher – Professional Adaptability in Diverse Classrooms
- Unit 2: Helping Students Navigate Change and Build Resilience
- Unit 3: Creating Responsive Classrooms – Balancing Structure with Flexibility



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# MODULE 5: ADAPTABILITY AND FLEXIBILITY



## Unit 1: The Flexible Teacher – Professional Adaptability in Diverse Classrooms

In refugee-inclusive classrooms, no two days—and no two students—are ever exactly the same. Teachers may face shifting student numbers, language barriers, trauma-related behaviors, or conflicting cultural expectations. These are not signs of failure—they are the new normal in many classrooms around the world.

Being a flexible teacher doesn't mean lowering standards or giving up structure. It means being able to adjust our teaching when needed, while staying grounded in our values and goals. This unit explores what it means to be professionally adaptable in practice, and how flexibility can enhance—not weaken—teaching effectiveness.

### Key Concepts

#### 1. Adaptability as a Professional Skill

**Adaptability is the ability to:**

- Respond constructively to change or disruption
- Modify teaching strategies to meet diverse needs
- Stay calm and resourceful under pressure
- Learn and grow from new situations
- It's a combination of mindset, planning, and practice.

#### 2. The Growth Mindset Connection

**Flexible teachers view challenges as opportunities to learn. They ask:**

- “What can I try next?”
- “What’s working—and for whom?”
- “How do I adjust without losing focus?”

**Carol Dweck’s concept of growth mindset underlines that skills can develop over time—and that includes adaptability.**



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# MODULE 5 : ADAPTABILITY AND FLEXIBILITY



## Common Scenarios Requiring Adaptability

### Situation | Flexible Response

1. A new student arrives mid-term with no prior school experience | Pair them with a buddy, adjust expectations, and focus on social integration first
2. A lesson flops | Reflect, regroup, and reframe—ask students what they needed instead
3. A student gets upset during group work | Offer a quiet alternative, check in later, adjust roles if needed
4. A cultural misunderstanding arises | Use it as a teaching moment, invite dialogue, model respect and curiosity

### Strategies for Building Flexibility

- Plan for Plan B: Have backup tasks for students who finish early or struggle.
- Use open-ended activities that can be scaled up or down.
- Stay student-centred: Let student reactions guide pacing and tone.
- Regularly reflect: What worked today? What didn't? What will I try next time?

### Reflection for Teachers

- How do I usually react to sudden changes or disruptions in my teaching day?
- Can I identify one teaching practice where I could be more flexible?
- Do I model flexibility for my students?

### Why This Matters

Adaptability builds trust. Students feel safer when their teacher responds calmly and creatively, rather than in panic or frustration. It also models resilience and problem-solving skills that refugee students in particular are constantly developing.

When teachers can bend without breaking, they create classrooms that are not only effective but also human.



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# MODULE 5: ADAPTABILITY AND FLEXIBILITY



## Unit 2: Helping Students Navigate Change and Build Resilience

### Introduction

Refugee students often face constant, complex changes before, during, and after they arrive in a new country. New environments, languages, social norms, and expectations can lead to stress, confusion, or even withdrawal. But with the right support, students can develop resilience—the ability to adapt, bounce back, and grow stronger from challenging experiences.

This unit helps teachers support students in coping with change and in actively developing the skills to navigate new situations with confidence, creativity, and emotional safety.

### Key Concepts

#### 1. What is Resilience?

**Resilience is not about “toughing it out.” It is the capacity to:**

- Stay grounded during transitions
- Recover from setbacks
- Ask for help when needed
- Adapt to unfamiliar situations with curiosity and self-belief.

**Resilience can be nurtured—especially in safe, supportive classrooms.**

#### 2. Why Refugee Students Need Adaptive Skills

**Students may:**

- Enter classrooms mid-year with limited language skills
- Struggle with unclear expectations or unfamiliar routines
- Carry emotional stress from past instability

**Teaching adaptability helps them:**

- Regain a sense of control
- Develop positive coping strategies
- Feel capable and included



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# MODULE 5: ADAPTABILITY AND FLEXIBILITY



## Adaptability-Building Activities

- Emotion Journals: Have students write or draw about one challenge they faced and how they responded.
- Resilience Role-Play: Students act out scenarios (e.g., missing the bus, not understanding homework) and brainstorm healthy reactions.
- Change Chart: A visual tool tracking recent changes (new classmate, classroom move, schedule shift) and how the class handled them together.

## Classroom Language to Encourage Resilience

- “This is new, and we’ll figure it out together.”
- “How can we solve this in a different way?”
- “It’s okay to feel unsure—that’s part of learning.”

## Reflection for Teachers

- How do I talk about change in my classroom?
- What messages do I give when something doesn’t go as planned?
- Do my students have space to practice making choices and solving problems?

## Why This Matters

Every student is different, and every student’s path is unique. But all students—especially those who have experienced displacement—deserve support in developing the inner tools they need to manage change, face setbacks, and believe in their ability to grow.

When we help students name their strengths, reflect on their challenges, and adapt in small ways daily, we’re not just teaching content. We’re teaching courage, capability, and connection.



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# MODULE 5: ADAPTABILITY AND FLEXIBILITY



## Unit 3: Creating Responsive Classrooms – Balancing Structure with Flexibility

### Introduction

A responsive classroom can adapt to students' needs while still providing clear structure and emotional safety. This balance is crucial for refugee-inclusive classrooms. Students coming from unstable or traumatic circumstances often crave predictability, but they also need room to grow, recover, and engage at their own pace.

**This unit focuses on designing learning environments that provide stability without rigidity—environments that support student learning and emotional well-being.**

### Key Concepts

#### 1. What is a Responsive Classroom?

**A responsive classroom is one where:**

- Teacher practices reflect student needs and diversity
- Students feel seen, heard, and safe
- Flexibility is built into routines, expectations, and learning activities

**Responsive teaching is intentional. It's not about improvising everything—it's about creating systems that allow for minor adjustments, student input, and inclusive participation.**

#### 2. Why Refugee Students Need Both Structure and Flexibility

**Many refugee students thrive with:**

- Clear expectations and routines (they reduce anxiety and uncertainty)
- Personalised support (to meet students where they are)
- Flexible timelines and pathways (to accommodate different starting points and needs)



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# MODULE 5: ADAPTABILITY AND FLEXIBILITY



## Designing a Flexible Environment

- Flexible seating or learning zones: Allow movement and sensory regulation.
- Choice boards: Let students pick how they demonstrate learning.
- Visual cues: Timers, icons, and pictograms help reduce verbal overload.
- Student voice: Regular class meetings or suggestion boxes encourage feedback and build ownership.

## Teacher Language for Responsive Classrooms

- “Let’s try that another way.”
- “You can choose how you’d like to start this task.”
- “What would help you feel ready to learn right now?”

## Reflection for Teachers

- Where in my classroom do students have space to make choices?
- Do I respond to student needs, or stick rigidly to plans?
- What routine could I make more responsive without losing structure?

## Why This Matters

Structure without flexibility can feel controlling, and flexibility without structure can feel chaotic. Responsive classrooms blend both, providing safety and choice, routine and responsiveness.

**They tell students:** You are safe here. You are respected here. You can grow here—your way, and at your pace.



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# **LESSON PLANS**



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**2023-1-ES01-KA220-SCH-000166694**

# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Name of the Activity: "Stories That Shift – Learning from Change"

### Learning Objectives

By the end of this activity, students will:

- Identify examples of adaptability and resilience in personal or imagined stories
- Develop oral or written narratives involving characters who face change
- Use discussion and reflection to compare ways people adapt
- Strengthen emotional vocabulary and expressive language

### Target Group

- Age: 10–15 years
- Multilingual and mixed-level classes
- Language Level: Beginner to intermediate (adaptable with visuals/support)

### Required Materials

- Printed story prompts or cards with scenarios of change (can be fictional or real-life inspired)
- Paper, pencils, or tablets for writing/drawing
- Visual vocabulary sheet (emotions, actions, settings)
- Optional: recording devices for audio/video storytelling

### Lesson Duration

45–60 minutes



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## 1. Introduction: What Does It Mean to Adapt? (10 min)

**Write the word “adapt” on the board. Ask:**

- “What does it mean to adapt?”
- “Can you think of a time someone had to change their plan?”

**Share a short, simple story (e.g., a student who had to change schools, someone who moved to a new town, or a refugee who had to learn a new language).**

## 2. Group Brainstorm: Adapting to Change (10 min)

**In small groups, students:**

- List situations where people must adapt (e.g., new school, conflict, illness, unexpected problem)
- Discuss: “How might someone feel in that situation?” and “What could help them adapt?”

**Provide emotional and action vocabulary for support.**

## 3. Main Task: Create a “Change Story” (25–30 min)

Each student (or pair/group) selects a prompt or creates their own story of a character facing change.

**They write, draw, or act out a story that answers:**

- What changed?
- How did the character feel?
- What did they do to adapt?
- What helped them succeed?

**Prompt Examples:**

- A girl moves to a new country and doesn't speak the language
- A boy loses his backpack on the way to school
- A class project doesn't go as planned.



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## 4. Sharing and Empathy Circle (10–15 min)

**Invite students to share their stories or role plays:**

- “What helped the character adapt?”
- “Was it easy or hard? Why?”

**Encourage positive feedback using sentence frames:**

- “I liked how your character stayed calm when...”
- “That reminded me of when I had to...”

## **Adaptation Tips**

- Use comic-strip templates for students with lower writing skills
- Allow storytelling in the first language with peer translation or visual summary
- Let students record their stories if they’re shy to present live

## **Debrief Questions**

- What helps us stay calm when things change?
- What do we need from others when we’re facing something new?
- How can we help classmates who are still adapting?

## **Expected Outcomes**

- Improved emotional and narrative language
- Increased awareness of adaptability and shared challenges
- Strengthened empathy and peer connection
- Practice in flexible communication and perspective-taking



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Name of the Activity: "The Flexible Bridge Challenge – Engineering Under Pressure"

### Learning Objectives

By the end of this activity, students will:

- Apply basic engineering concepts to build a simple structure
- Practice collaboration, adaptability, and creative problem-solving
- Reflect on how they respond to challenges and changing conditions
- Develop persistence and resilience in the face of setbacks

### Target Group

- Age: 10–15 years
- No prior engineering knowledge required
- Language Level: Accessible to mixed-language groups with visuals and modeling

### Required Materials

- Building materials (e.g., straws, paper, tape, rubber bands, paper clips, string)
- Objects to use as “weights” (small books, toy cars, erasers)
- Timer or stopwatch
- Worksheets for planning and reflection

Lesson Duration

60 minutes



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## 1. Introduction: Why Do Plans Change? (5–10 min)

### Ask:

- “Have you ever had to change your plan because something didn’t work?”
- “What makes it hard or easy to adapt?”

**Introduce the idea:** “Today, we’ll test how flexible your thinking is with a team challenge!”

## 2. Main Task: Bridge Challenge – Round 1 (15 min)

**In small groups, students must build a bridge from one desk to another using provided materials.**

### Rules:

- It must hold at least one “weight” (e.g., an eraser or small toy)
- No glue or scissors
- Time limit: 10–12 minutes

**Students plan, sketch, and build.**

## 3. Twist! Adapt and Improve – Round 2 (15–20 min)

**Halfway through (or after Round 1), introduce a twist:**

- “Now your bridge must be taller!”
- “Now it must carry two weights!”
- “You can only use one hand per person!”

**Students must adapt and rebuild. Let them feel the challenge—but also the excitement of figuring it out.**



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## 4. Testing and Discussion (10–15 min)

Test each bridge by placing weights on it. Celebrate ALL attempts, not just success.

### Ask:

- “What was your plan at first?”
- “What changed? How did you respond?”
- “What helped your team stay flexible?”

### Adaptation Tips

- Use a visual instruction sheet for students with lower language proficiency
- Offer peer support and modelling for building techniques
- Focus feedback on effort, creativity, and teamwork—not just outcomes

### Debrief Questions

- Was it easy to change your plan? Why or why not?
- How did your team handle unexpected changes?
- What can this teach us about solving problems in life?

### Expected Outcomes

- Hands-on understanding of adaptation and flexibility
- Improved teamwork and stress tolerance
- A safe experience of “failure” as part of growth
- Direct transfer to real-life situations where plans must change



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## **Name of the Activity: "Changing Rhythms, Changing Shapes – Expressing Flexibility through Art and Sound"**

### **Learning Objectives**

**By the end of this activity, students will:**

- Explore how music and art reflect change and adaptability
- Express emotions and experiences of change using colour, movement, and rhythm
- Respond flexibly to new cues in a creative task
- Reflect on how it feels to shift, adjust, and go with the flow

### **Target Group**

- Age: 8–14 years
- Ideal for students with limited language or writing skills
- Emphasises non-verbal participation and emotional expression

### **Required Materials**

- Art materials (paper, crayons, paints, markers, watercolours)
- Speakers and music playlist with different tempos/moods
- Optional: scarves or ribbons for movement
- Large paper or mural space (if working in groups)

### **Lesson Duration**

45–60 minutes



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## 1. Introduction: What Does Change Look and Sound Like? (5–10 min)

### Ask:

- “What does it feel like when something changes suddenly?”
- “What do you do when you have to try something new?”

**Play two short music clips—one soft and slow, one fast and energetic.**

**Ask:** “How did that make your body want to move? What colors or shapes match each sound?”

## 2. Music-Inspired Art (15–20 min)

Play a piece of music (no lyrics, varied tempo).

### Students listen and:

- Use colours, shapes, or lines to show what they hear and feel
- Can work on an individual or shared paper

**After a few minutes, suddenly change the music. Ask:**

- “How can your picture change with the music?”

**Could you encourage students to adjust colours, strokes, or space as the mood shifts?**

## 3. Movement Break – Flex Your Body! (5–10 min)

**Use music and simple instructions to guide students through:**

- Stretching to slow music
- Bouncing or waving to fast rhythms
- Free movement with a scarf or ribbon

**Focus on responding, not performing. Let them feel how they adapt to the music.**



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## 4. Final Sharing and Reflection (10–15 min)

### Invite students to share:

- Their artwork
- One word or gesture about how it felt to change

### Discuss:

- “Was it hard or fun to change your drawing or movements?”
- “How did you stay flexible?”

### Adaptation Tips

- Offer visual emotion cards to pair with music or colors
- Allow drawing, movement, or music-only options based on comfort
- Let students work in silence or in pairs if they are overwhelmed by sound.

### Debrief Questions

- What helps you stay calm when something changes?
- What do you like about trying something new?
- Can being flexible help us learn better?

### Expected Outcomes

- Emotional expression through creative, multisensory outlets
- Increased comfort with change in a non-threatening environment
- Strengthened ability to follow shifting cues and adapt with confidence
- Peer bonding through shared play and reflection





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# **ASSESSMENT**



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## Unit 1: The Flexible Teacher

What does it mean to be an adaptable teacher?

- A. Always sticking to the original plan
- B. Changing your teaching style based on student needs
- C. Avoiding feedback from students
  - ☒ Correct: B

A growth mindset helps teachers:

- A. Avoid failure
- B. Stick with one strategy
- C. Learn from challenges and adjust
  - ☒ Correct: C

What is a helpful strategy when a lesson does not go as planned?

- A. Blame the students
- B. Reflect and adapt for next time
- C. Repeat the same lesson
  - ☒ Correct: B

Which of these situations requires flexibility?

- A. Students finish their work faster than expected
- B. The class has no homework
- C. Everyone understands the instructions right away
  - ☒ Correct: A

Why is adaptability important in refugee-inclusive classrooms?

- A. Every student learns the same way
- B. Learning needs and situations can change suddenly
- C. Students must memorize more content
  - ☒ Correct: B

## Unit 2: Helping Students Build Resilience

What does “resilience” mean?

- A. Giving up quickly
- B. Avoiding new experiences
- C. Bouncing back after a challenge
  - ☒ Correct: C

Why might refugee students struggle with change?

- A. They dislike school
- B. They are adjusting to many new things at once
- C. They prefer to be alone
  - ☒ Correct: B

What is one way to help students practice adaptability?

- A. Ignore their feelings
- B. Encourage problem-solving and choice
- C. Avoid giving them challenges
  - ☒ Correct: B

A classroom activity that supports resilience might:

- A. Involve reflection and sharing
- B. Focus only on memorization
- C. Avoid student input
  - ☒ Correct: A

Students feel more confident when:

- A. They are punished for mistakes
- B. They are supported to learn from mistakes
- C. They are not given responsibility
- ☒ Correct: B

## Unit 3: Responsive Classrooms

What is a “responsive classroom”?

- A. A classroom that changes structure every day
- B. A classroom that balances structure and student needs
- C. A classroom without any rules
- ☒ Correct: B

Which of the following supports a responsive classroom?

- A. Rigid schedules
- B. Student voice and flexible routines
- C. Teacher-only decision-making
- ☒ Correct: B

Which is an example of flexibility in classroom structure?

- A. Letting students choose how they present their work
- B. Forcing all students to work the same way
- C. Always following a fixed plan
- ☒ Correct: A

How can visual aids support flexibility?

- A. They confuse students
- B. They help students understand changes better
- C. They make routines harder
- ☒ Correct: B

# ASSESSMENT



Which of these is a healthy boundary?

- A. Taking work calls during family dinner
- B. Avoiding difficult conversations
- C. Not responding to non-urgent emails after 6 PM
- ☒ Correct: C

Teachers should practice self-care because:

- A. It is optional but nice to have
- B. It helps them stay emotionally and mentally well
- C. It looks good on evaluations
- ☒ Correct: B

Peer check-ins help by:

- A. Creating a competitive environment
- B. Preventing students from bothering the teacher
- C. Reducing isolation and sharing emotional load
- ☒ Correct: C

General Review

What is the purpose of a “calm box” in the classroom?

- A. A reward system
- B. A place to store unused materials
- C. A tool for emotional self-regulation
- ☒ Correct: C

What type of learning does SEL promote?

- A. Passive memorization
- B. Emotional, social, and interpersonal growth
- C. Mechanical skills only
- ☒ Correct: B

Which activity best supports trauma-sensitive teaching?

- A. Public discipline
- B. Daily emotional check-ins
- C. Timed pop quizzes
- ☒ Correct: B

Why are art and music useful in psychosocial learning?

- A. They help with memorizing facts
- B. They offer non-verbal emotional expression
- C. They distract students from their problems
- ☒ Correct: B

A trauma-informed classroom:

- A. Avoids emotional topics entirely
- B. Focuses only on behavior
- C. Promotes safety, trust, and connection
- ☒ Correct: C



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Which of these reflects responsive teaching?

- A. Ignoring student feedback
- B. Making small changes based on observation
- C. Refusing to alter your lesson plan
- ☒ Correct: B

General Application and Lesson-Based Questions

In the “Stories That Shift” activity, students practice:

- A. Memorising vocabulary
- B. Writing about change and emotional growth
- C. Copying sentences
- ☒ Correct: B

What was the purpose of the “Flexible Bridge Challenge”?

- A. Test memory
- B. Practice writing rules
- C. Promote teamwork and adapting to change
- ☒ Correct: C

How did music support adaptability in the arts lesson?

- A. It made students sit still
- B. It encouraged responding with shapes and movements
- C. It distracted them from the task
- ☒ Correct: B

Which phrase encourages student flexibility?

- A. “There’s only one way to do this.”
- B. “Let’s try another way together.”
- C. “Don’t ask for help.”
- ☒ Correct: B

Which of these outcomes reflects success in this module?

- A. Students never make mistakes
- B. Students handle setbacks with support and creativity
- C. Teachers avoid change
- ☒ Correct: B

# MODULE 6: COMMUNITY BUILDING AND INTEGRATION



## PRESENTATION

### Introduction

#### Community vs Society

A community is a close-knit group that shares values and strong relationships, whereas society is the broader structure of interconnected individuals and institutions. Understanding this difference is crucial in education, particularly for supporting refugee students, who may struggle with belonging due to disrupted community ties.

#### The Importance of Community in Schools

Creating a classroom community is about nurturing relationships, establishing shared goals, and fostering a sense of belonging. Educators must intentionally build positive, inclusive environments where every student, especially refugees, feels welcomed, valued, and supported.

#### Key Components of a Strong Classroom Community

- Shared Values and Goals: Respect, empathy, and collaboration unify classrooms and drive academic and social success.
- Sense of Belonging: Emotional connection strengthens engagement and resilience, crucial for refugee students navigating unfamiliar environments.
- Relationships: Positive teacher-student and peer-to-peer relationships are foundational. Teachers must understand individual needs, foster trust, and encourage inclusive peer interactions.

#### Smaller Communities and Group Dynamics

Within classrooms, smaller social groups naturally form around shared interests or backgrounds. While these sub-communities can offer support, they can also risk exclusion or division if not intentionally integrated into the larger classroom culture.

#### Challenges for Refugee Students

##### Refugee students often struggle with:

- Language barriers impeding communication and participation.
- Cultural misunderstandings creating social distance.
- Trauma affecting trust and emotional well-being.
- Lack of shared experiences, making relationship-building harder.



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# MODULE 6: COMMUNITY BUILDING AND INTEGRATION



## Unit 1 - Understanding Integration vs Assimilation

Integration is a dynamic two-way process involving mutual adaptation by both refugee students and the host community. Unlike assimilation, which demands that refugees abandon their cultural identities, integration values diversity and inclusivity, strengthening social cohesion.

### The Integration Process

1. Initial Adjustment: Language acquisition, cultural orientation, emotional support.
2. Building Connections: Developing peer and teacher relationships, engaging families.
3. Participation: Academic and social engagement through active learning and extracurricular activities.
4. Long-Term Inclusion: Sustained relationships, cultural exchange, academic achievement, and community contribution.

**By understanding these phases, educators can better support refugee students' journeys toward full integration and belonging.**

## Unit 2 - What is Peer Support?

Peer support is the mutual encouragement and assistance between students, grounded in shared experiences. It promotes emotional well-being, resilience, and a stronger sense of community, critical factors in the integration of refugee students.

### The Role of Peer Support in Integration

Peer relationships help refugee students overcome isolation, bridge cultural and language barriers, and develop essential social skills. Friendships formed through peer support foster a sense of belonging and improve both emotional and academic outcomes.

### Barriers to Peer Relationship Building

- Loss of established friendships due to displacement.
- Difficulty forming new connections in unfamiliar environments.
- Risk of peer victimisation, social isolation, and emotional distress.
- Disrupted social and emotional development trajectories.



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# MODULE 6 : COMMUNITY BUILDING AND INTEGRATION



## Understanding Peer Dynamics

Peer interactions are complex and can be influenced by social hierarchies and group dynamics. Educators must structure opportunities for meaningful engagement, such as group work and social events, while ensuring an inclusive, culturally sensitive environment.

## Strategies for Fostering Peer Support

- Collaborative learning projects.
- Culturally responsive teaching materials.
- Conflict resolution education.
- Encouraging open communication and trust-building activities.

## Designing Peer Mentoring Programs

### Creating a successful peer mentoring program involves:

- Defining clear goals aligned with integration efforts.
- Selecting empathetic, diverse mentors.
- Providing comprehensive training in communication, cultural sensitivity, conflict resolution, and emotional support.
- Matching mentors and mentees thoughtfully.
- Monitoring progress and making ongoing improvements.

**Peer mentoring offers refugee students essential guidance, friendship, and role models within the school community.**



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# **LESSON PLANS**



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



Students reinforce vocabulary and social skills through dynamic movement and teamwork. Tagged players freeze, and classmates must unfreeze them by correctly using new words or phrases. Cooperation, quick thinking, and inclusive participation are key. Vocabulary prompts are displayed digitally, and a timer structures energetic rounds. Afterwards, a digital quiz or video reflection captures learning outcomes. The game transforms language practice into a lively, supportive group challenge that builds linguistic confidence and community spirit.

Before you move to the implementation of the activities, please ensure you have prepared:

## Space:

- A large, safe, open area (indoors or outdoors).
- Clear any obstacles that could cause tripping or collisions.

## Materials:

- 2–3 scarves, colored bibs, or printed "Language Wizard" badges for taggers.
- Vocabulary/phrase flashcards displayed around the room (optional).
- Access to a **digital screen** (projector, smartboard, tablet if possible) displaying:
  - Vocabulary lists
  - Visual word banks
  - Sentence starters
- A simple **timer app** (on a phone, tablet, or computer) to manage game rounds (e.g., 5 min rounds).
- (Optional) **Kahoot**, **Quizlet**, or **Blooket** to review vocabulary before or after the game.

## Preparation (before the activity):

1. **Clear the Play Area:** Move desks/tables aside if indoors; mark boundaries if outdoors.
2. **Select Target Vocabulary:** Choose 10–15 words/phrases relevant to the lesson content (display on a screen, or distribute printouts if tech is unavailable).
3. **Prepare the Wizards:** Choose 2–3 students as initial Wizards. Give them scarves or badges to distinguish them.
- 4.

**Set Timer:** Open a timer app to manage 5-minute rounds.



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## **How to introduce the activity:**

Gather students in a circle (standing if possible to energize them).

For example: "Today we are going to practice our new words in a totally different way! We're going to run, laugh, and speak at the same time."

1. **Set the story and rules quickly (use storytelling tone, animated voice):**
2. **"In this game, some of you will become Language Wizards! Your mission: freeze your classmates with a magic tag!"**
3. **But — we have a secret spell to break the freeze...**
4. **To free a frozen friend, you and a partner must use your new words. If you use the magic language correctly — 'Poof!' — the spell is broken."**

## **Show them a few physical demonstrations:**

- How to tag gently ("butterfly fingers").
- How frozen students stand (arms open like a statue).
- How two rescuers hold hands around a frozen friend and say a word or sentence.

**Explain how success works:** "We succeed together — no winners, no losers. The goal is for everyone to be speaking and moving! If someone forgets a word, we can help them!"

## **Show the vocabulary bank (if using a screen or board):**

"Look here! You have the magic words to help you — and you can ask a classmate if you forget."

**Give a motivational closing before starting:** "Ready to be brave, be kind, and have fun with language? Let's go!"



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## IMPLEMENTATION

### 1. Start the Game

- Shout "Go!"
- Wizards start chasing and tagging.
- Students start moving and rescuing.

### 2. Manage Energy

- Walk around, cheer players.
- Praise specific behaviours

### 3. Support Students in Difficulty

- **If someone struggles to speak:**
  - Point to the vocabulary bank.
  - Whisper an example.
  - Ask another student to help.

### 4. Rotate Wizards

- After 5 minutes (timer rings), freeze the game.
- Choose 2–3 new Wizards from non-Wizard players.
- Resume play.

### 5. Monitor Inclusion

- Ensure everyone is getting involved.
- Gently invite shy students to pair with stronger peers.

### 6: Stop the Game

- Ring a bell or blow a whistle, finish the game.

**Gather students again in a circle (preferably sitting this time to calm down) and ask:**

#### **Language Focused:**

- "Which word or phrase was the easiest for you to remember?"
- "Which word did you hear the most during the game?"
- "Was it easier or harder to speak when you were helping a friend?"

#### **Social/Emotional Focused:**

- "How did it feel when someone came to rescue you?"
- "Who helped you today – and how did it feel?"
- "How did you help someone else today?"

#### **Meta-Reflection (linking to bigger learning):**

- "Why is it easier to learn when we play together?"
- "What can we do next time to make sure everyone speaks even more?"



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# LESSON PLAN 2:

## SCIENCE, TECHNOLOGY, AND MATHEMATICS.



In this STEM-focused predictive reading activity, students sharpen scientific thinking, logical deduction, and comprehension skills by predicting outcomes in science, technology, or mathematics texts. Using evidence from informational texts or problem scenarios, students anticipate developments, formulate hypotheses, and justify their reasoning. Working collaboratively, they build analytical reasoning and critical discussion skills, transforming reading into an active process of scientific exploration and inquiry.

### BEFORE YOU MOVE TO IMPLEMENTATION:

#### Space:

- A regular classroom with flexible seating for group or pair work.
- Whiteboard or wall space for sticky notes.

#### Materials:

- **A short, science- or technology-related text (printed or projected), e.g.:**
  - A story about a scientific discovery
  - A technological invention timeline
  - A math problem with an open ending
- Whiteboard or flipchart and markers.
- Chart paper for prediction categories.
- Sticky notes.
- Printed prediction worksheets (optional).
- (Optional) Digital projector or screen for displaying the text and predictions.

#### Preparation (before the activity):

- **Select an appropriate text:**
  - Example: "What will happen after a new technology is introduced?"
  - Example: "What could be the solution to this scientific problem?"
- **Prepare prediction headings:**
  - Scientific Processes
  - Technology Outcomes
  - Mathematical Problem-Solving Paths
- **Distribute sticky notes and markers for predictions.**
- **Set up workspace:** Arrange tables for easy discussion.



# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## HOW TO INTRODUCE THE ACTIVITY:

### Step 1: Gather Students

- Arrange students into small groups or pairs.
- Energise the group with an active, curious tone.

### Step 2: Warm-up Prompt (Teacher speaking):

#### **"Scientists and engineers always predict!**

Before they finish an experiment, they guess what might happen based on clues they already know.

**Today, YOU are scientists! You will predict what happens next in a real-world STEM situation."**

### Step 3: Explain Rules:

- "We will read about a science, math, or technology situation."
- "At certain points, you will stop, think, and predict what might happen."
- "You'll need to explain WHY you think so – just like real researchers."

### Step 4: Motivate Participation:

"There are no wrong predictions – only smart thinking based on evidence!"



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## IMPLEMENTATION

### 1. Introduction to Scientific Prediction (5 minutes)

- Briefly explain how predictions are scientific hypotheses based on observations.
- Warm-up discussion:
  - "What do engineers do before they test something new?"
  - "How do scientists guess the outcome of an experiment?"

### 2. Reading and Initial Predictions (10 minutes)

- Read aloud (or have students read silently) a STEM-focused text.
- Pause at logical points:
  - a. Students write their predictions individually on sticky notes.
  - b. They add justification ("I think X because of Y observed so far.").
  - c. Group quick-pair discussions (compare predictions, agree/disagree).

### 3. Organising and Comparing Predictions (5 minutes)

- Students post sticky notes under categories:
  - Scientific Outcomes
  - Technological Changes
  - Mathematical Solutions

Facilitate a short discussion about different thinking approaches.

### 4. Continuing Reading and Evaluating Predictions (10 minutes)

- Continue reading to discover the real scientific or mathematical outcome.
- Facilitate comparison:
  - "Which predictions were accurate?"
  - "What clues were helpful?"
  - "Were there surprising results?"



# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## REFLECTION AFTER THE ACTIVITY

### Language and Reasoning Focused:

- "What evidence helped you make a better prediction?"
- "Was it easier to predict when you used scientific or math reasoning?"

### Social/Emotional Focused:

- "How did hearing others' ideas help you improve your thinking?"
- "Did you change your prediction after discussing with your team?"

### Meta-Reflection (connecting to real-world learning):

- "Why are prediction skills important for scientists, engineers, or mathematicians?"
- "How does this method help us understand new problems in real life?"



# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



Blackout poetry transforms existing texts into visual art and poetry, bridging language, art, and creative self-expression. Students select meaningful words from printed materials, creatively isolate them, and illustrate their choices with artistic designs. The process encourages critical thinking, semiotic exploration, and artistic freedom. Students use physical or digital media to produce visually striking poems, combining literary creativity with the visual language of plastic arts, fostering deep engagement and multi-modal expression.

## BEFORE YOU MOVE TO IMPLEMENTATION:

### Space:

- **A creative workspace:**
  - Tables and chairs are arranged for small group work.
  - Access to walls or boards for displaying final art.

### Materials:

- Old books, newspapers, or printed articles (one page per student).
- Black markers, colored pens, pencils, and fine-liners.
- Whiteout tape or correction fluid (optional).
- Chart paper or blank sheets for additional artwork.
- **(Optional) Tablets or computers with digital design tools like:**
  - Canva
  - Google Draw
  - Free online blackout poetry generators.

**Speakers or soft background instrumental music (to create an artistic atmosphere).**

### Preparation (before the activity):

- **Select Materials:**
  - Collect damaged, outdated printed pages (or pre-print public domain texts).
- **Prepare Art Supplies:**
  - Set up tables with markers, pens, whiteout, and paper.
- **Set up Technology (Optional):**
  - Open Canva, Google Draw, or a blackout poetry app if using digital options.
- **Create an Inspiring Atmosphere:**
  - Play calm, instrumental background music during the art creation phase (optional but highly recommended).



# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## HOW TO INTRODUCE THE ACTIVITY

### Step 1: Gather Students

- Bring students together in a circle or at their tables.

### Step 2: Warm-up Prompt (Teacher speaking):

- "Today, you will become both writers and visual artists.
- You won't start from scratch — your poems and pictures will emerge from hidden words inside old texts.
- You will discover hidden meanings and transform them into beautiful art!"

### Step 3: Explain the Rules Clearly:

- "You'll receive a random page.
- First, you scan quickly and circle interesting words.
- Then, you shape those words into a poem or message.
- Finally, you will blackout the rest — and decorate your poem artistically!"

### Step 4: Motivate the Group:

"There are no wrong answers. Every choice you make — in words or art — shows your unique creativity!"

## IMPLEMENTATION:

### 1. Introduction & Setup (5 minutes)

- Explain what blackout poetry is (show a few inspiring visual examples if possible).
- Introduce semiotics lightly:
- "Every word and image you keep or erase has meaning. You are creating new meanings."

### 2. Word Discovery & Initial Selection (5–10 minutes)

- Hand out printed pages.
- Students scan the page:
  - Quickly circle or underline about 15–20 words that catch their eye — without overthinking.
  - Focus on instinct and feeling.



# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## 3. Refining and Structuring the Poem (5–10 minutes)

- **Students look at their selected words and arrange them into a meaningful order:**
  - Form sentences or abstract expressions.
  - They can read left-to-right, top-to-bottom, or creatively around the page.
- **Blackout all words they don't want, using:**
  - Black markers
  - Creative illustrations
  - Colored shading

## 4. Artistic Enhancement and Visual Meaning (5 minutes)

- **Students turn their blackout into an art piece:**
  - Add drawings, shapes, colors that enhance the poem's theme.
  - Use patterns, borders, or thematic doodles.
  - Emphasize emotions and ideas with color choices.
- **If digital: Students create visual poetry using Canva or Google Draw.**

## 5. Sharing and Reflection (5 minutes)

- **Students briefly present their artwork and read their poem aloud if they wish.**
- **Facilitator leads discussion:**
  - "What unexpected meanings did you discover?"
  - "How did visuals change the feeling of your poem?"
  - "Would this poem exist without the hidden text?"





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# **ASSESSMENT**



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**What is the main goal of Language Wizards Tag?**

- A) To memorize spelling lists
- B) To practice vocabulary dynamically through movement and teamwork
- C) To compete individually for points

**Correct answer: B**

**How can a frozen student be unfrozen during the game?**

- A) By sitting down quietly
- B) By being rescued by one partner using any word
- C) By two students saying a correct vocabulary word or phrase together

**Correct answer: C**

**What does the teacher display to support the students?**

- A) A list of grammar rules
- B) Vocabulary prompts on a digital screen or board
- C) A leaderboard showing points

**Correct answer: B**

**Why do students work in pairs to rescue classmates?**

- A) To make the game harder
- B) To encourage teamwork and speaking together
- C) Because one person is not enough

**Correct answer: B**

**What is a key teacher role during the game?**

- A) Correct students harshly when wrong
- B) Only observe silently
- C) Support struggling students and celebrate successes

**Correct answer: C**

**What is predictive reading mainly about?**

- A) Guessing wildly what happens next
- B) Making logical predictions based on evidence
- C) Summarising the whole story

**Correct answer: B**

**In STEM texts, predictions are most like:**

- A) Hypotheses
- B) Opinions
- C) Personal feelings

**Correct answer: A**

# ASSESSMENT



**What is placed on the sticky notes during predictive reading?**

- A) A drawing of the character
- B) Predictions and justifications
- C) Personal stories

**Correct answer: B**

**What happens after students make their predictions?**

- A) They ignore the real ending
- B) They compare their predictions with the actual outcome
- C) They throw away their predictions

**Correct answer: B**

**What is the biggest focus during reflection in predictive reading?**

- A) Blaming wrong guesses
- B) Celebrating logical thinking and evidence use
- C) Memorising character names

**Correct answer: B**

**What is blackout poetry?**

- A) Writing a poem from scratch
- B) Discovering poetry within existing texts by blacking out words
- C) Copying a famous poem

**Correct answer: B**

**What is the first step in blackout poetry?**

- A) Reading the entire page carefully
- B) Scanning quickly and circling interesting words
- C) Choosing only long words

**Correct answer: B**

**How do students turn their blackout poems into visual art?**

- A) By leaving the background blank
- B) By coloring, drawing, or designing around their selected words
- C) By cutting the page into pieces

**Correct answer: B**

**What kind of music is recommended during the blackout poetry session?**

- A) Loud pop music
- B) Instrumental, calm background music
- C) No music at all

**Correct answer: B**

**What is an optional digital tool students can use for blackout poetry?**

- A) Canva or Google Draw
- B) Excel
- C) Google Calendar

**Correct answer: A**



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# ASSESSMENT



**Why is it important for activities like these to be group-oriented?**

- A) To make games shorter
- B) To encourage collaboration and build social skills
- C) To make activities more competitive

**Correct answer: B**

**In Language Wizards Tag, why is rotating Wizards important?**

- A) To give everyone a chance to lead and stay active
- B) To make the game confusing
- C) To pick favourites

**Correct answer: A**

**In predictive reading, if your prediction was wrong, what should you focus on?**

- A) Being upset
- B) Understanding how the new information changed things
- C) Blaming the story

**Correct answer: B**

**What role does art play in blackout poetry?**

- A) It distracts from the words
- B) It enhances and deepens the poem's meaning
- C) It is only optional and not important

**Correct answer: B**

**What is one key outcome expected across all three activities?**

- A) Perfect answers
- B) Creative expression, collaboration, and critical thinking
- C) Winning against classmates

**Correct answer: B**



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# MODULE 7: INNOVATIVE AND ENGAGING TEACHING



Incorporating innovative teaching methods is crucial for creating an inclusive learning environment, particularly for refugee students. These methods aim to ensure that all students, regardless of their background, can thrive in the classroom. By fostering an environment of creativity and flexibility, educators help build confidence, promote academic success, and ensure that students feel welcomed. Key strategies include adaptive learning environments, collaborative learning, and multicultural classrooms. Peer support systems also play an essential role in promoting inclusion. Methods such as Project-Based Learning (PBL) encourage students to engage with real-world scenarios, helping them to think critically and work collaboratively.

## **Unit 1. Project-Based Learning (PBL) Overview**

PBL focuses on engaging students through in-depth, real-world projects that encourage problem-solving, critical thinking, and hands-on learning. Students actively explore complex problems, conduct research, and present their findings, making learning more relevant. Key features of PBL include real-world relevance, student-centered learning, inquiry-based approaches, and collaboration. This method also encourages interdisciplinary learning, where multiple subjects are integrated into a project, such as combining science, math, and social studies. Additionally, feedback and reflection play critical roles in helping students refine their understanding.

### **Designing Project-Based Lessons**

Teachers should align projects with learning objectives, using real-world challenges that engage students' curiosity. For example, projects can focus on designing sustainable solutions for local communities. Planning should involve structuring projects into manageable phases, encouraging teamwork, providing ongoing support, and using authentic assessment. Collaboration is vital as it helps develop communication skills, while creativity is fostered by offering students choices in how they present their projects.



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# MODULE 7: INNOVATIVE AND ENGAGING TEACHING



## Brainfinity Methodology as example of Project-Based learning and Problem-Based learning

Brainfinity is an innovative educational method that uses detective-style tasks to build students' problem-solving, critical thinking, and research skills. It moves beyond memorisation, immersing students in real-life challenges that develop knowledge useful both in school and everyday life. Brainfinity tasks are highly motivating for students and teachers alike, supporting the Education 4.0 model by making teachers active, creative team members.

Please have a look at the Brainfinity Methodology for more details, and find resources on the theoretical and practical aspects of the methodology at [this link](#).

One type of Brainfinity task – RDA (Research and Data Analysis) – focuses on research and data interpretation, emphasising data-handling and critical thinking.

### Steps to create a subject-based RDA Brainfinity problem:

1. **Identify a learning outcome** – Pick one skill or knowledge goal to focus on.
2. **Research** – Gather real-world examples and data to make the task relevant (e.g., calculating the volume of a real pile of sand shaped like a cone, see example below).
3. **Formulate the problem** – Create a clear, engaging challenge that requires students to collect data and apply their knowledge.
4. **Develop a narrative** – Add a real-life story or visual material to make the problem more relatable and motivating.
5. **Identify all learning outcomes** – After designing the task, list all competencies it develops, using Bloom's revised taxonomy as a guide. The more outcomes addressed, the more challenging and valuable the problem.

**Example:** "While walking through the yard of a construction company, you notice a pile of sand that closely resembles a cone. The company needs to estimate the volume of sand to determine how much more is needed for an upcoming project. Your task is to measure or find the necessary data and apply the volume formula for a cone to calculate the total amount of sand in the pile."



# MODULE 7: INNOVATIVE AND ENGAGING TEACHING



## Unit 2. Designing and Implementing Effective Teacher Training Programs

Effective teacher training is essential for fostering the successful adoption of innovative teaching methods. To ensure teachers are equipped to implement these methods, training programs should focus on peer collaboration, inclusive education, and professional development.

### Innovative and Engaging Teaching Methods

Teacher training should explore the shift from traditional teacher-centred approaches to student-centred learning. This change allows students to take an active role in their education, moving beyond passive information absorption to engaging in problem-solving and collaborative learning. This is particularly relevant for refugee students, who often benefit from flexible, differentiated instruction that accommodates various learning needs.

Implementing activities in teaching refugee students offers a multitude of significant benefits that address their unique needs and challenges.

### Types of educational activities:

#### 1. Verbal Activities:

- Class Discussions: Open-ended questions, 1/4/All
- Debates: Formal arguments for and against a topic.
- Brainstorming: Generating ideas individually or/and in groups.
- Buzz Groups: Short, focused discussions in small groups.
- Fishbowl Discs.: Inner circle discusses, outer observes and then comments.
- Socratic Seminars: Student-led discussions based on texts.
- Presentations (Individual & Group): Sharing research or learning.
- Storytelling: Sharing narratives, real or fictional.
- Role-Playing: Acting out scenarios to understand different perspectives.
- Interviews: Students interview each other or a guest speaker.

#### 2. Collaborative Activities:

- Group Projects: Research, creation, and presentation as a team.
- Peer Teaching: Students teach concepts to each other.
- Jigsaw Activities: Students become experts on one part of a topic and teach it to their group.
- Collaborative Problem Solving: Working together to find solutions.
- Cafe: Different tasks set up around the room for groups to rotate through.
- Simulations: Engaging in realistic scenarios to learn.
- Board Games & Educational Games (Collaborative): Working together to achieve a common goal.



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# MODULE 7: INNOVATIVE AND ENGAGING TEACHING



## 3. Hands-on & Experiential Activities:

- Experiments & Investigations: Scientific inquiry and exploration.
- Building & Construction: Using materials to create models or structures.
- Art & Craft Activities: Visual learning and creative expression.
- Drama & Skits: Acting out scenes to understand concepts.
- Field Trips (Real & Virtual): Learning outside the classroom.
- Cooking & Food-Related Activities: Applying math, science, and cultural understanding.
- Gardening & Nature Exploration: Hands-on learning about the environment.
- Manipulatives: Using physical objects to understand abstract concepts (e.g., math blocks).

## 4. Creative & Expressive Activities:

- Writing (Various Forms): Essays, poems, stories, reports, journals.
- Drawing & Illustration: Visual representation of ideas.
- Music & Song Creation: Expressing understanding through music.
- Creating Posters & Infographics: Visual communication of information.
- Digital Storytelling: Combining multimedia to tell stories.
- Creating Videos & Animations: Digital expression and communication.

## 5. Technology-Based Activities:

- Online Research & Webquests: Exploring information online.
- Interactive Simulations & Virtual Labs: Engaging with virtual environments.
- Educational Apps & Software: Using technology for learning.
- Online Collaboration Tools: Working together on digital documents or projects.
- Creating Digital Presentations: Using software to share learning.
- Coding & Programming Activities: Developing computational thinking skills.
- Virtual Reality (VR) & Augmented Reality (AR) Experiences: Immersive learning.

## 6. Assessment & Review Activities (made interactive):

- Quizzes & Games (e.g. Jeopardy, Kahoot!): Engaging ways to review material.
- Concept Mapping: Visually organizing ideas.
- Exit Tickets: Quick checks for understanding at the end of a lesson.
- Peer Assessment: Students evaluate each other's work.
- Self-Assessment: Students reflect on their own learning.





# MODULE 7: INNOVATIVE AND ENGAGING TEACHING



The incorporation of activities in teaching refugee students goes beyond simply making lessons more fun. It is a pedagogical approach that directly addresses their unique linguistic, emotional, social, and cultural needs, fostering engagement, promoting understanding, building confidence, and ultimately supporting their successful integration and academic progress.

## Training Steps

To design effective teacher training, it's essential to first assess teachers' needs and identify knowledge gaps. Clear objectives should be set for what teachers should learn and how they will implement these methods. The training itself should combine theoretical background with practical, hands-on activities. Technology integration, such as using tools like Google Classroom and Padlet, can enhance teacher effectiveness. Additionally, teachers should engage in peer collaboration, reflecting on the training, sharing experiences, and working together to improve their teaching practices.

## Continuous Professional Development

Training should not be a one-time event. Ongoing support, including coaching, mentorship, and follow-up workshops, ensures teachers continue to grow. Evaluation of the training program should include surveys and classroom observations to determine its effectiveness and guide adjustments in future sessions.

## Unit 3. Flipped Classroom Model

The Flipped Classroom Model represents a shift in traditional teaching. Instead of lecturing during class time, instructional content is provided outside of the classroom (via videos or readings), allowing classroom time to be dedicated to active learning. This model offers flexibility, enabling refugee students to learn at their own pace.



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# MODULE 7: INNOVATIVE AND ENGAGING TEACHING



## Key Components of the Flipped Classroom

1. **Pre-Class Learning:** Students engage with materials outside the classroom, at their own pace, and typically complete tasks that encourage active engagement, such as watching videos or completing quizzes.
2. **In-Class Activities:** Classroom time is focused on student-centered activities like discussions and group work, with teachers acting as facilitators, guiding students to apply their knowledge.
3. **Assessment and Feedback:** Continuous assessments, such as quizzes and peer feedback, ensure that students understand the material. Teachers provide real-time feedback during in-class activities.
4. **Technology Integration:** The use of digital tools enhances learning both in and out of the classroom—platforms like Google Classroom, Flipgrid, and Padlet support student collaboration and engagement.
5. **Differentiation:** Teachers can tailor learning materials to accommodate various learning styles and levels, supporting students with diverse needs, including English language learners and students with special needs.

## Benefits and Conclusion

By incorporating the Flipped Classroom Model, teachers can facilitate deeper learning and encourage critical thinking. This method promotes higher-order thinking and collaboration while allowing students to learn at their own pace. By the end of the training, teachers should be able to design pre-class content, implement student-centred activities in class, and assess students effectively.

## Final Thoughts:

All of these methods and training strategies are designed to create a supportive, adaptive classroom environment where refugee students can thrive. The emphasis on innovative, student-centred approaches ensures that all students, regardless of their background, can achieve success.



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# **LESSON PLANS**



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Topic: "Language as a Bridge: Connecting Cultures"

Target Audience: Mixed group of students (including refugee students) in a secondary school setting.

### Learning Objectives:

- Students will be able to identify how language connects people from different cultures.
- Students will be able to explore examples of how language is used to build bridges between cultures.
- Refugee students will feel comfortable sharing their linguistic experiences and connecting with their new learning environment.
- All students will develop an appreciation for multilingualism and intercultural communication.

**Duration:** 2 x 60-minute sessions

### Materials:

- Variety of multilingual texts (short excerpts, poems, song lyrics) with translations.
- Visual aids: images and short video clips showcasing intercultural communication.
- Technology: computers/tablets with internet access, recording devices (audio).
- Large world map.
- Chart paper and markers.
- Sentence starters and vocabulary lists in relevant languages.

### Teaching Methods:

This plan incorporates a blend of innovative and engaging methods, adapted for refugee students, within a condensed time frame:

### Session 1: Exploring Language Connections

- Icebreaker: "Language Chain" (15 minutes)
  - Description: Students sit in a circle. One student says a word in their native language (or a language they know). The next student repeats that word and adds another word in a different language. This continues around the circle, creating a "chain" of multilingual vocabulary.
  - Innovation: This activity is a dynamic and interactive way to introduce the topic of multilingualism and break down language barriers.
  - Adaptation for Refugee Students:
    - Encourage refugee students to start the chain with words from their native languages.
    - Provide support with pronunciation and translation as needed.
    - Focus on creating a fun and low-pressure environment.



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# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Multilingual Text Exploration (20 minutes)

- **Description:** Students work in small groups to explore multilingual texts (short excerpts, poems, song lyrics) from different cultures. They analyze how language is used to convey meaning, emotion, and cultural identity.
- **Innovation:** This activity exposes students to authentic multilingual materials and encourages them to think critically about the role of language in cultural expression.
- **Adaptation for Refugee Students:**
  - Select texts relevant to students' cultural backgrounds.
  - Provide translations and visual aids to support comprehension.
  - Use audio recordings of the texts being read aloud to aid pronunciation.
  - Group refugee students with local students to facilitate language exchange and peer support.

## Language Bridge" Brainstorm (20 minutes)

- **Description:** As a whole class, brainstorm examples of how language acts as a "bridge" between cultures. This could include:
  - Translation and interpretation.
  - Use of loanwords.
  - Multilingual communication in international contexts.
  - The role of language in cultural exchange programs.
  - How shared language facilitates understanding.
- **Innovation:** Brainstorming is a dynamic, inclusive way to generate ideas and build on students' existing knowledge.
- **Adaptation for Refugee Students:**
  - Provide sentence starters and vocabulary lists to support language production.
  - Use visuals and real-world examples to illustrate the concepts.
  - Please encourage students to share examples from their own experiences.

## Reflection and Connection (5 minutes)

- **Description:** Students individually reflect on what they have learned about language and cultural connections in this session. They write down one or two key takeaways or questions they still have.
- **Adaptation for Refugee Students:**
  - Allow students to write their reflections in their native language or use a combination of languages.
  - Provide sentence stems to aid reflection.



# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Session 2: Sharing Linguistic Identities

### Review & Recap (10 minutes)

- Briefly review the key concepts from Session 1 (language as a bridge, multilingualism).
- Use a quick, interactive activity (e.g., a short quiz with visual aids) to reinforce learning.

### "My Linguistic Timeline" Activity (30 minutes)

- **Description:** Students create a visual timeline of their own linguistic journey, including the languages they have learned, where they learned them, and significant experiences related to language.
- **Innovation:** This activity allows students to personalise the learning and connect it to their own experiences. It promotes self-reflection and celebrates linguistic diversity
- **Adaptation for Refugee Students:**
  - Could you provide templates or graphic organisers to help create the timeline?
  - Encourage the use of visuals, symbols, and colours to represent language experiences.
  - Offer the option to create timelines in their native language or a combination of languages.
  - Allow students to share their timelines in small groups or with the whole class, focusing on creating a safe, respectful environment for sharing.

### Multilingual Storytelling (15 minutes)

- **Description:** Students share short stories or anecdotes about a time when language helped them connect with someone from a different culture.
- **Innovation:** Builds on the storytelling circle from the previous lesson, focusing on the positive impact of language.
- **Adaptation for Refugee Students:**
  - Encourage refugee students to share stories about their experiences navigating new languages and cultures.
  - Provide sentence starters and vocabulary support.
  - Allow students to tell their stories in their native language (with translation support if needed) or use a mix of languages.



# LESSON PLAN 1: LINGUISTIC AND SOCIAL STUDIES.



## Wrap-up and Action (5 minutes)

- Summarise the key takeaways from both sessions.
- Please encourage students to continue exploring the role of language in connecting cultures in their own lives.
- Optional: I would suggest a follow-up activity, such as creating a multilingual class display or researching a specific example of language bridging cultures.

## Assessment:

- Ongoing formative assessment: Through observation of student participation in activities, group work, and discussions.
- "My Linguistic Timeline" activity: Assess for completion, clarity of expression, and reflection on language experiences.
- Class participation: Assess for active engagement and respectful communication.

## Differentiation:

- Provide varied levels of language support (visual aids, bilingual dictionaries, simplified texts, sentence starters).
- Offer a range of activity options to accommodate different learning styles and preferences.
- Allow students to work individually, in pairs, or in small groups based on their comfort level.
- Could you provide extra time and support as needed for refugee students?

## Technology Integration:

- Use online tools for research and accessing multilingual texts.
- Record and share student stories digitally.
- Incorporate multimedia resources (videos, music, images) to enhance learning.
- Utilise translation apps or software to support communication.



# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Topic: Water in Crisis: How Can We Secure Clean Water for Everyone?

### Learning Outcome:

Students will research and analyze water scarcity issues and propose simple, realistic solutions, understanding the water cycle and the importance of sustainable water use.

### Steps:

#### Step 1: Identification of Learning Outcome

- Core Learning Outcome:
- Students explain the importance of clean water and propose solutions to improve water access based on a scientific understanding of the water cycle.
- Additional skills developed:
  - Critical thinking
  - Collaboration
  - Research skills
  - Communication across different languages and cultures

#### Step 2: Research Phase

##### Students gather information on:

- How the water cycle works (evaporation, condensation, precipitation)
- Common causes of water scarcity
- Global vs. local water access issues (e.g., refugee camps, rural areas, urban cities)
- Simple water purification methods used around the world

##### Adaptation for Refugee Students:

- Provide research materials in multiple languages if possible
- Allow students to watch videos, look at infographics, or interview each other
- Create a "Research Wall" with pictures, simple text, and maps



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Step 3: Problem Formulation

### Problem Statement for Students:

"Imagine you and your family have just moved to a place where clean water is hard to find.

Your team's mission is to:

- Understand why there's a water shortage.
- Research how people around the world solve this problem.
- Create a plan to secure clean water using what you know about the water cycle."

### Students must:

- Research real-world water issues (especially in refugee contexts)
- Collect simple data (e.g., how much water a family needs per day, methods for purifying water)
- Analyse possible solutions

## Step 4: Narrative

### Give students a relatable, real-world story:

"In a small settlement at the edge of a city, many refugee families rely on rainwater for their needs. Recently, rainfall has become less frequent, and the community must find new ways to collect and purify water.

Your team is hired as young scientists to help the community find safe, creative solutions."

Use images, short videos, or stories from different countries to make it vivid and relatable for refugee students.



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# LESSON PLAN 2: SCIENCE, TECHNOLOGY, AND MATHEMATICS.



## Step 5: Task Execution (in Class)

### Group Work:

- Students form mixed teams (making sure refugee students are included and supported).
- Research phase (30 minutes): using internet, books, or teacher-provided materials.
- Plan phase (30 minutes): teams design a simple solution (poster, model, or short video).
- Presentation phase (15 minutes): each team presents their idea simply and clearly.

**Allow multimodal communication — drawing, speaking, acting, showing diagrams.**

### Assessment / Reflection

- Process-focused: teamwork, research, creative thinking, cultural inclusion.
- Product-focused: quality and realism of the proposed solution.
- Refugee students are graded and praised for effort, collaboration, and creative participation — not just language proficiency.

### Materials Needed:

- Printed research materials
- Internet access (if possible)
- Art supplies (paper, markers, glue)
- Projector for showing videos or images

### Worksheet for students



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Topic: "Expressing Identity Through Art and Music"

**Target Audience:** Mixed group of students (including refugee students) in a secondary school setting.

### Learning Objectives:

- Students will be able to explore how art and music are used to express cultural and personal identity.
- Students will be able to create their own art and music pieces that reflect aspects of their identities.
- Refugee students will feel comfortable sharing their artistic and musical expressions and connecting with their new learning environment.
- All students will develop an appreciation for diverse artistic and musical traditions.

**Duration:** 2 x 60-minute sessions

### Materials:

- Variety of art supplies: paper, markers, paints, clay, collage materials, recycled materials.
- Musical instruments (if available) or access to digital music creation tools.
- Examples of art and music from diverse cultures, including those relevant to the refugee students' backgrounds.
- Recording devices (audio/video).
- Large paper or wall space for a collaborative art project.
- Headphones (if using digital music creation).
- Visual aids: images and videos of diverse art and musical expressions.

### Teaching Methods:

This plan uses a blend of innovative and engaging methods, adapted for refugee students, within a condensed timeframe:



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# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Session 1: Exploring Artistic and Musical Identities

### 1. "Sound and Color" Icebreaker (15 minutes)

- Description: Students are given a set of colored markers/paints and asked to listen to short musical excerpts from different cultures. They then create abstract art pieces that express the emotions or feelings evoked by the music.
- Innovation: This activity connects two art forms (music and visual art) and encourages non-verbal expression, making it accessible to students with varying language proficiencies.
- Adaptation for Refugee Students:
  - Select musical excerpts that are familiar to or representative of the refugee students' cultures.
  - Provide a variety of art materials to allow for diverse forms of expression.
  - Create a relaxed and non-judgmental atmosphere where students can freely express themselves.

### 2. Art and Music Showcase (20 minutes)

- Description: Students share examples of art or music from their own cultures or that are important to their identities. This could include:
  - Bringing in images or recordings.
  - Performing a short musical piece (if comfortable).
  - Describing a traditional art form.
- Innovation: This activity centres student voice and cultural knowledge, making them active participants in the learning process. It promotes cultural exchange and appreciation.
- Adaptation for Refugee Students:
  - Encourage refugee students to share aspects of their culture through art and music, and provide support as needed.
  - Allow students to share in small groups or with the whole class, depending on their comfort level.
  - Use technology (images, videos, recordings) to help students present their examples.

### 3. Collaborative Art Installation (20 minutes)

- Description: The class begins a collaborative art installation on a large sheet of paper or a wall. The theme is "Our Shared Identities." Students contribute individual or small-group pieces that represent aspects of their identities, connecting them to the larger artwork.
- Innovation: This activity fosters a sense of community and belonging, allowing students to express their individual identities while creating a shared piece of art.
- Adaptation for Refugee Students:
  - Provide a variety of art materials and techniques to accommodate different skill levels and preferences.
  - Encourage the use of symbols, colours, and patterns that are meaningful to the refugee students' cultures.
  - Allow for non-verbal contributions (e.g., textures, shapes) to support students with limited language proficiency.



# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## Reflection and Connection (5 minutes)

- Description: Students individually reflect on how art and music can be used to communicate identity and connect people.
- Adaptation for Refugee Students:
  - Allow students to reflect in their native language, or use a combination of languages.
  - Provide sentence stems or visual prompts to aid reflection.

## Session 2: Creating and Sharing Artistic Expressions

### Review & Recap (10 minutes)

- Briefly review the key concepts from Session 1 (art and music as expressions of identity, cultural sharing).
- Use a quick activity (e.g., a "gallery walk" of the collaborative art installation) to reinforce learning.

### Individual/Group Art and Music Creation (30 minutes)

- Description: Students work individually or in small groups to create their own art or music pieces that express aspects of their personal or cultural identities. They can choose from a variety of options:
  - Creating a visual artwork (painting, drawing, collage, sculpture).
  - Composing a short musical piece (using instruments or digital tools).
  - Writing and performing a song or poem.
  - Designing a costume or mask.
- Innovation: This activity allows students to synthesize their learning and express themselves creatively through their chosen art form. It promotes self-expression and skill development.
- **Adaptation for Refugee Students:**
  - Provide a wide range of materials and tools to accommodate different interests and skill levels.
  - Offer options for non-verbal expression (e.g., instrumental music, abstract art) to support students with limited language proficiency.
  - Provide templates, examples, and technical support as needed.
  - Encourage students to incorporate elements of their cultural heritage into their creations.



# LESSON PLAN 3: PLASTIC ARTS AND MUSIC.



## "Identity Showcase" (15 minutes)

- Description: Students share their created art and music pieces with the class. This can be done in a variety of ways:
  - Presenting their artwork.
  - Performing their musical piece.
  - Sharing a recording of their song or composition.
  - Explaining the cultural or personal significance of their creation.
- Innovation: This activity provides a platform for students to share their creative work and celebrate their identities. It fosters a sense of accomplishment and builds confidence.
- **Adaptation for Refugee Students:**
  - Create a supportive and celebratory atmosphere for the showcase.
  - Allow students to share in small groups or with the whole class, depending on their comfort level.
  - Offer options for non-verbal presentations (e.g., displaying artwork with a written explanation) to accommodate different communication styles.

## Wrap-up and Reflection (5 minutes)

- Summarise the key takeaways from both sessions.
- Encourage students to continue exploring art and music as forms of self-expression and cultural connection.





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# **ASSESSMENT**



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# ASSESSMENT



## **Assessment:**

- Ongoing formative assessment: Through observation of student participation in activities and group work.
- Created art and music pieces: Assess for creativity, effort, and expression of identity.
- Presentation: Assess for clarity of communication and engagement.

## **Differentiation:**

- Provide varied levels of support and guidance for the creation process.
- Offer a range of materials and tools to accommodate different skill levels and interests.
- Allow students to work individually, in pairs, or in small groups based on their comfort level.
- Provide extra time and support as needed for refugee students.

## **Technology Integration:**

- Use digital tools for music creation, recording, and editing.
- Incorporate multimedia resources (videos, music, images) to enhance learning.
- Document and share student creations digitally.

**This plan aims to use Plastic Arts and Music to create an engaging and inclusive learning experience where all students, including refugee students, can explore and express their identities, develop their artistic skills, and build connections with their peers.**

## **G-form assessment**

## **Printable format**



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# Colegio Virgen de la Rosa

CAJADEBURGOS



Jump in para um Futuro Inovador e Empreendedor



## CLOSING WORDS

As educators, we have the responsibility and privilege to create an inclusive, supportive environment where every student feels valued, respected and supported. The practices described in this booklet are designed to guide you in fostering such environments for refugee learners, helping them not only to integrate but also to thrive in the classroom. By using these approaches, you are helping to create a brighter future where diversity is celebrated and every child is empowered to reach their potential.

This booklet, developed by the Erasmus+ consortium of the project "Increasing Refugee Participation in European Schools - REFINC", 2023-1-ES01-KA220-SCH-000166694, is just the beginning of an ongoing commitment to strengthening educational support for refugee children.

We hope that these practical tools will provide you with valuable insights and effective tools to address the unique challenges and opportunities of inclusive education. Together, through continuous learning, empathy, and commitment, we can make a lasting impact on our students' lives and build more connected, compassionate communities across Europe.

Thank you for your commitment to making a difference!



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