



# Solution By Inclusion

## An Educator's Manual to 7 Solutions By Inclusion

### *First Solution - Real Assignments*

Developed by NLP Aalborg/ Center for Unges Livsmestring in co-creation with students, parents and educators from GEM16+ (Malta), IAL FVG (Italy), Tradium (Denmark) and project partners under the Erasmus+ co-funded Solution By Inclusion Project, 2020-2023

This is part of Solution By Inclusion developed Methods & Tools to be tested at GEM16+, IAL FVG and Tradium as part of Intellectual Output 02, WP. 4

*Authors: Carsten Steen Nielsen & Mogens Rude, 2020-2023*

## Foreword

This Educator's Manual contains methods and tools based on the project results generated from the Erasmus+ project, Solution By Inclusion (WP. 4).

Project partners NLP Aalborg/ CFUL (responsible for Work Package 4. in the project) have been making an extensive screening before analyzing and selecting existing methods and tools from the EU system; from Erasmus+ VET projects (KA202) to Erasmus+ School projects (KA201) and EUs European Centre for the Development of Vocational Training (CEDEFOP). Furthermore, we have integrated the existing methods and tools developed or put in use by the partnering organisations in Solution By Inclusion.

Giving the nature of the methods stemming from diverse projects and backgrounds the methods and tools will be adapted to fit the Solution By Inclusion project description. Therefore, the methods and tools put forward in this project have been reshaped into new innovative solutions of inclusion to be implemented at upper secondary educational level VETs/ SCLs in Europe. The solutions to be implemented were fitted into new innovative forms and shapes in co-creation with Peer Advisory Boards of VET and SCL (Second Chance Learning) students, educators/ staff and parents at Tradium (Denmark), GEM16+ (Malta) and IAL FVG (Italy).

# Chapter 1 - Solution 1 – Real Assignments

## **7 Solutions By Inclusion: *Social inclusion and Lifecoping methods and tools developed for students, parents and educators at VETs/ SCLs.***

### **Purpose**

The purpose of working with real assignments is to provide new innovative tools that will strengthen the students competencies and one of the key skills - social skills (interpersonal and social competencies) that will lead to to social inclusion of students. On a social and personal level the students will gain competencies as team building and management as well as strengthen their self confidence and motivation (see objectives of competencies and social learning/inclusion). By introducing students to work on “normal” subjects like math, economics in a real context like running a store or setting up and presenting a restaurant menu a lot of competencies and social skills can be gained and many students will find new motivation in working with real assignments.

### **Content: Solution 1 – Real Assignments**

#### **Part takers and/or User Group(s):**

- Students 16-20 years at VETs/ SCL
- Educators/other staff

**Place:** Classroom/ Meeting room at school/ Room of subject

**Time:** Setting up, creating and presenting a restaurant menu or working with hospitality management will take 2-6 sessions of 45-60 min.

**Potential Applications:** Math, Economics, hospitality and hotel managing, food and restaurant service

**Preparations:** Preparations (between educators/ staff/ + educators/ students).

## Chapter 2 - Solution 1

### Working with Real Assignments

#### Welcome Ritual

Start by playing a song (suggestion “Count on Me” by Bruno Mars [Bruno Mars - Count on Me \(Official Lyric Video\)](#)) - that fit the competences like team building, co-working, co-creating). The overall use of music at the beginning is to create a framework and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the classroom and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

#### Sharing good Experiences

The participants (students and educators) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like getting “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other students and educator in the class because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part.

#### Introducing Today's Topic

Introducing the topic “Real Assignments” and what the students will be working on – it can be one of the suggestions:.

Suggestion: Setting up, creating and presenting a restaurant menu or working with hospitality management.

#### Talk about Today's Topic

Let the students talk about how they can work with real assignments:

- What will it bring to the students?
- Previous experiences with real assignments?

#### Work on the Topic (Peer Learning)

Suggestion: Setting up, creating and presenting a restaurant menu or working with hospitality management.

## Just for Fun

An important part of the solution is to have fun. You can play song like “Happy” by Pharrell Williams [Pharrell Williams - Happy \(Video\)](#) - but it could also be e.g. to dance or play with balloons.

## Summary and End of Lesson

The ending ritual is “Curl-and-Throw” where the students individually had to answer one or more of the following questions:

- What do you find important working with a real assignment?
- How was your experience of working with a real assignment?
- What is the difference between working with “real assignments” and a “normal class subject”?

The students write the answers down on a piece of paper, then toss the paper and throw it at the teacher. This is a thing that you will not normally do at school, but the idea is to keep an informal atmosphere, and something contrasting the more formal part of school. Also, the Curl and Throw part is created to deliver anonymous answers, when thrown at random. One of students will read one (or more) of the answers in front of class. Yet again, this can make each student reflect and become aware of one self and classmates and gain knowledge to strengthen mental health, wellbeing and inclusion.

