



Fostering inclusion with Audio-Visual Media

Section 1: Presentation

This programme aims to promote and enhance third-country national (TCN) students' socialisation and integration using music and audio-visual media. The activities may take place inside the classroom, or in between classes. It was inspired by the "Play it for Change-Raising Awareness and Empowerment of Girls and Boys for the Prevention of Gender Based Violence Through Audio-Visual Media and Music" (<http://playitforchange.org/>). A gym teacher used this method unofficially to enhance TCN students' interaction with their local peers. Despite meeting several objections by other teachers and neighbours, while listening to music kids did not care about ethnicities and differences. On the contrary, they all danced together, enhancing meaningful interaction. Furthermore, music and audio-visual media could work as tools to promote intercultural interactions and exchange of information between students.

Therefore, you could start with a pilot implementation one or twice a month. You could choose one hour to watch and discuss audio-visual material. Those could include from short films, songs and video clips to newspapers' articles and/or excerpts from the radio or television that promote inclusion, diversity. Those could be presented and discussed individuals or in comparison to others that do not promote inclusion, promoting a discussion of critical thinking and comparison of arguments. Of course, the extracts should be carefully selected to not include offensive/inappropriate language, to be able to be reproduced in class with young children. Then you will devote the rest of the time to discuss about the issues that arise, or concerns you or the students might have. Alternatively, you can make it into a playful, inclusive exercise, where children can find corresponding excerpts, videos, songs or video clips and bring them in class to discuss them together.

The following links are provided as relevant examples of Audio – Visual material that could be used. Educators are encouraged to used national content and videos.

<https://www.youtube.com/user/PlayingForChange>

<https://www.youtube.com/watch?v=8sjd9qxZEwg>

<https://www.youtube.com/watch?v=zRwt25M5nGw>

<https://www.youtube.com/watch?v=F2hvibGdg4w>

Note that: If there is lack of availability of time this good practice could be used during music class.

Section 2: Resources

To implement this good practice, you will need:

- A room;
- Personal Computer (if applicable), Tablet (if applicable), Smartphone;
- Projectors (if applicable);
- Internet connection;
- Human resources (teachers, students).

Section 3: Duration

This good practice can be implemented once or twice a month in the beginning until it is adapted and integrated in the curriculum. If it is integrated, it is suggested that it is implemented on a weekly basis.

Section 4: Expected results

By implementing this good practice, you will:

- Promote intercultural exchange.
- Stimulate the learning of the host country language.
- Deepen the migrants' sense of belonging.
- Create a contact network for the inclusion of migrant/refugee students.
- Enhance the performance of migrant and refugee students in primary and secondary schools.
- Create a sense of belonging in the school.

- Build capacities including increased empathy, understanding and acceptance of difference.
- Raise awareness.

Section 5: Evaluation

How can we adapt this good practice to our context?

Please write a small review to give some feedback for the pilot implementation and its permanent adaption.

- a. Do we have the resources needed?
- b. Do we have more comments and addition?
- c. Can the program be permanently adopted? Can we allocate one a week for this programme?
- d. How did children respond to the programme? The permanent adoption would be beneficial for the inclusion of the refugee and migrant children's in your school?