



Erasmus+ project “Healthy Minds – Wellbeing at School”  
[www.healthymindsproject.net](http://www.healthymindsproject.net)

**1. Unit 13, Social exclusion ... or rather social inclusion**

**Objectives/Impact:**

- 1) Developing critical thinking on social exclusion and social inclusion.
- 2) Developing more knowledge about social exclusion and social inclusion and how it effects the society and the individual.
- 3) Enable participants to reflect on what they can do to increase social inclusion
- 4) Strengthening social skills like communication and team work.

**Learning outcomes:** Based on this lesson the participants will be able to:

**Knowledge:** define and describe the concept of social exclusion

**Skills:** identify and explain how to increase social inclusion

**Attitudes:** understanding the consequences of social exclusion

**Target group** Secondary School Teachers  
School students 16+

**Time Assigned:** 40 min per activity

Title	Short description	Material	Time
<b>Opening activity</b> Introduction	<p>This training module will guide the participants through the definition of Social Inclusion vs. social exclusion. It will enable the participants to understand it’s context.</p> <p>The focus is on dialogue about each person's value based on different individual characteristics. Topics discussed are age, ethnicity, appearance, sexual orientation, political views, functional variations and more. The ethical perspective is also highlighted as, for example, norms, values and rules.</p> <p>The universal declaration of Human Rights and is an important document in this dialogue.</p>		
<b>Activity 1</b> <b>Lead In:</b> KWL chart	To begin with, it is important to clarify some things for the participants:	Sources: KWL chart	approx. 40 min



Erasmus+ project “Healthy Minds – Wellbeing at School”  
[www.healthymindsproject.net](http://www.healthymindsproject.net)

<p><b>Aim:</b> to connect new knowledge with what they already know about social inclusion vs. social exclusion.</p>	<ul style="list-style-type: none"> <li>• Defines no right or wrong</li> <li>• The intention is to show that there are different opinions</li> <li>• Interrupting each other is not allowed</li> <li>• No one is forced to speak or motivate their opinion</li> <li>• It is ok to change your mind during the exercise</li> </ul> <p>The teacher prepares a large sheet of paper with three columns: a KWL chart. Each of the columns has one heading:</p> <p>a) What do we already <b>KNOW</b> about <i>social inclusion and social exclusion</i>?</p> <p>b) What do we <b>WONDER</b> about this topic? What questions do we have?</p> <p>c) What have we <b>learned</b> about this topic?</p> <p>Then ask learners to share their ideas in a smaller group. After a few minutes, ask the groups to share their thoughts with the entire class. Write down these suggestions on the large sheet of paper. Having compiled a list of things that learners already know about ‘about <i>social inclusion and social exclusion</i>’, you may also ask what questions they have: <i>What do we WONDER about this topic?</i> Write down their ideas on the large sheet of paper.</p> <p>Save the last column til the last activity about this topic.</p>		
<p><b>Activity 2</b></p> <p><b>Aim:</b> To examine definitions of social inclusion</p>	<p>This is a lesson when the student get a chance to look deeper into the definition of social inclusion.</p> <p>The teacher starts with a short introduction and then the students work in small groups. The students write together a summary of definitions and facts connected to these.</p>	<p><b>Material:</b> <a href="https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion">https://pjp-eu.coe.int/en/web/youth-partnership/social-inclusion</a></p> <p><a href="https://unicef.se/rapporter-och-publikationer/social-inclusion">https://unicef.se/rapporter-och-publikationer/social-inclusion</a></p>	<p>approx. 40 min</p>



Erasmus+ project “Healthy Minds – Wellbeing at School”  
[www.healthymindsproject.net](http://www.healthymindsproject.net)

<p><b>Activity 3</b></p> <p><b>Aim:</b> to get deeper knowledge about the universal declaration of Human Rights and to understand the impact on the individual of social exclusion</p>	<p>Start with watching following video: <a href="https://www.youtube.com/watch?v=jD8tjhVO1Tc">https://www.youtube.com/watch?v=jD8tjhVO1Tc</a></p> <p>Then show the student the website: <i>European Youth Portal</i> <a href="https://europa.eu/youth/se/article/39/5519_en">https://europa.eu/youth/se/article/39/5519_en</a> <a href="https://europa.eu/youth/social-inclusion_en">https://europa.eu/youth/social-inclusion_en</a></p> <p>Guide the student through the page about Social inclusion – for everyone.</p> <p>Discuss in smaller groups:</p> <p><i>Have you ever felt excluded? If so, when, where?</i> <i>If you experience exclusion do you know from where you can get help?</i> <i>What can you do to prevent social exclusion in general and what can you do to include yourself if needed?</i></p> <p>After a few minutes, ask the groups to share their thoughts with the entire class.</p>	<p><i>The universal declaration of Human Rights,</i></p> <p><a href="https://www.youtube.com/watch?v=jD8tjhVO1Tc">https://www.youtube.com/watch?v=jD8tjhVO1Tc</a></p> <p><a href="https://europa.eu/youth/se/article/39/5519_en">https://europa.eu/youth/se/article/39/5519_en</a></p> <p><a href="https://europa.eu/youth/social-inclusion_en">https://europa.eu/youth/social-inclusion_en</a></p>	<p>approx. 40 min</p>												
<p><b>Activity 4</b></p> <p><b>Aim:</b> Closing activity, to sum about the topic, lessons learned</p>	<p>To close this topic fill in the last column of KWL Chart (What we learned?) in small groups first. Then gather in the whole class and fill in the KWL chart together.</p> <table border="1" data-bbox="316 1352 1098 1621"> <thead> <tr> <th data-bbox="316 1352 577 1532">What do we already <b>know</b> about social inclusion/exclusion?</th> <th data-bbox="584 1352 836 1532">What do we <b>wonder</b> about this topic? What questions do we have?</th> <th data-bbox="842 1352 1098 1532">What have we <b>learned</b> about this topic?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	What do we already <b>know</b> about social inclusion/exclusion?	What do we <b>wonder</b> about this topic? What questions do we have?	What have we <b>learned</b> about this topic?										<p>KWL Chart</p>	<p>approx. 40 min</p>
What do we already <b>know</b> about social inclusion/exclusion?	What do we <b>wonder</b> about this topic? What questions do we have?	What have we <b>learned</b> about this topic?													