

Lesson about Classroom Integration



Lesson outline

1. We will learn why cooperation is important
2. We will do several activities that will show you the benefits of cooperation
3. We will have some reflection moments when we share what we have learn today

Introduction

In class, students will have the opportunity to take part in a variety of activities, interactive games that will allow them to get to know each other and others better. The tasks are designed to provide participants with knowledge about their personality traits and preferences. They will also allow participants to get to know each other better and to integrate in order to work more effectively in the classroom.

Lesson goal

The student knows why cooperation and integration are important

Detailed objectives:

- The student can mention the pros and cons of teamwork,
- he/she indicates which personality traits contribute to better teamwork and integration with others,
- the student can explain what integration is,
- they train in teamwork.

Before the lesson:

You can give students some reflection assignment by asking questions such as:

- Have you ever been very upset before the start of the school year, during your first training or during any of your favourite activities?
- Maybe it's just that whenever you meet new people, you're always a little stressed or even have sleepless nights?
- Or maybe on the contrary - do you love new experiences and feel like a fish in the water in new groups?

Tasks

1. Think about how you react in new situations.
2. Write down or draw your experiences on a piece of paper and
3. Bring your experience to next class.

Note for the teacher

As you can see above the homework task is broken down into steps and gives an opportunity of different expression than just writing. This is very important for students with learning disorders who often have trouble with writing and organizing themselves with school tasks.

Step 1

Prepare the classroom by putting the chairs in a semi-circle.

Step 2

Start the lesson with explaining the outline (above).

Step 3 Activity: Colourful balloons

Offer students an integration game using colourful balloons.

Show students a bunch of coloured inflatable balloons. Ask them what is the first thing that comes to their mind when they see balloon. Then disconnect the balloons and ask the students to choose a balloon according to their own colour preferences and paint something on it something that characterizes them, that they like, that is close to them.

After completing the task, the pupils present their balloons to the group. Then, at your signal, each pupil throws the balloon up and catches a different balloon. Choose a few students to present the balloons they caught.

During the summary of the exercise, ask:

- Why do you think I chose a bunch of balloons for this exercise?
- What can a bunch of balloons have to do with our class?

The discussion should lead to recognizing the diversity of the students, awakening their desire to get to know each other in an atmosphere of respect.

Note for the teacher

Instead of balloons you can use colorful A4 cards or any similar colorful objects.

Step 4: Activity: Nonverbal communication

In order to further integrate and increase the energy level in the group, suggest playing in the pantomime formula. Ask the students to form groups based on something that they have in common like for example the season that they were born, their zodiac sign, number of siblings they have, etc.

The difficulty is that the task has to be done without the use of a voice but by student showing/miming different gestures. The task ends with the establishment of the groups.

Step 4: Activity: Nonverbal communication

Using the formed groups in the previous activity, combine them so they make four or five groups.

The task of the groups will be to build the largest and most original towers out of the prepared materials. Each group has 15 min to complete the task. Then they will choose a representative of the group who will present the tower.

Note for the teacher

Have all the materials for the tower in one box that you will put in the middle of the class. For the materials you can use recycled newspapers and some rope.

After the presentation of the buildings by the groups, invite the class to sit in a circle and go on to discuss the exercise.

Ask:

1. How did you guys work as a team?
2. What was the problem for you?
3. Do you think that such a task is easier to perform together or individually?

Tell the students that many of the exercises they have done require teamwork skills. Then, together with the students, determine the pros and cons of teamwork and identify personality traits that facilitate cooperation in a group - you can write that information on blackboard.

Step 6: SUMMARY "After today's class, I know that..."

A round in the classroom (can be in the circle) where each student needs to finish the sentence. This will allow you to determine the extent to which the specific objectives have been achieved.

Note for the teacher

This lesson proposition requires a lot of moving around and changing places, which can be challenging for students with coordination disorders like dyspraxia. By organizing the classroom into a semi-circle, you remove a lot of obstacles and reduce the potential collision with different objects.