

Criteria:

- Implemented in Primary Schools the last 5 years
- Promote inter/intracultural skills
- Funded or supervised by a reliable national/international agency, organisation
- Accessible at platforms, such as e-Twinning, School Education Gateway and the Eurydice Network

General information	
Name/title of the Best Practice	Developing Inclusive Youth (DIY)
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	2019
Type (<i>program, project, activity, event, multimedia, etc.</i>)	An intervention program for elementary school classrooms
Sources of information (<i>where information can be found about this best practice</i>)	www.killenlab.umd.edu https://files.eric.ed.gov/fulltext/EJ1231535.pdf
Administering organisation (<i>name & address</i>), if any	Department of Human Development and Quantitative Methodology, University of Maryland, College Park Maryland, USA
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i> 	<ul style="list-style-type: none"> • Melanie Killen • Email: ude.dmu@nellikm. • Melanie Killen, Department of Human Development and Quantitative Methodology, University of Maryland, 3942 Campus Drive, Suite 3304, University of Maryland, College Park, MD 20742, USA.
Country of origin/Location of the program (described in this good practice)	USA
Other countries participating	N/A
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	N/A
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	<ul style="list-style-type: none"> • Primary school students (third, fourth, and fifth grades) • Primary school Teachers
Parameters	

<p>Short description of initiative/Best Practice</p>	<p>The Developing Inclusive Youth (DIY) is a school-based program designed to promote intergroup friendships and reduce prejudice and bias in childhood. It is based on well-established theoretical and empirical lines of research on prejudice and social exclusion in childhood. The program includes two components: (1) a web-based curriculum tool; and (2) a teacher-led classroom discussion.</p> <p>Once a week for 8 weeks, children individually logged into an interactive web-based curriculum tool featuring a different target group. The peer scenarios, viewed in a fixed order, included social encounters between children from different backgrounds in everyday, familiar peer settings: Recess (new person at school), Science (gender: female), Park (race/ethnicity: Latinx), Bowling (immigrant status), Arcade (wealth status), Dance (race/ethnicity: Black), Party (race/ethnicity: White), and Movie (race/ethnicity: Arab American). Each portal displayed a short vignette featuring two, three, or four peers. One or two characters discussed excluding a peer from a group activity while another character voiced an inclusive desire. The dialogue included references to stereotypic expectations from characters who wanted to exclude and expressions highlighting commonalities or rejecting exclusive orientations from characters who wanted to include. For example, in the Science scenario, a boy who wanted to exclude a girl from the boys' science project group stated: "Girls aren't good at science," while his male friend replied: "But my sister is good at science."</p> <p>The scenarios depicted in the web-based curriculum tool provided the basis for teacher-led classroom discussions that occurred immediately after the use of the curriculum tool. The scenarios were drawn from more than two decades of research on how children evaluate peer social inclusion and exclusion situations that occur in their everyday lives.</p>
<p>Goals and objectives of initiative/Best practice</p>	<ul style="list-style-type: none"> • This program attempted to change children's prejudice and bias as well as prompt children to challenge unfair treatment by seeking solutions to students' experiences of bias at school, a fundamental goal of an anti-racist curriculum.
<p>Key components and activities of initiative/Best practice</p>	<ul style="list-style-type: none"> • A unique aspect of the tool is that the story ending depended on participants' decision to "include" or "exclude" the peer. This setup allowed children to witness the direct and immediate consequences of their choice. In most cases, exclusion decisions resulted in a loss of friendship opportunities and sadness displayed by the excluded children and inclusion decisions resulted in friendship and new lessons learned. Importantly, all students watched the opposite outcome after first viewing the one that they chose (after receiving a prompt: "Let's say that the group decided to do X instead..."), such that all participants were able to witness both the benefits of inclusion and the harm of exclusion.
<p>Duration of the Best Practice/program</p>	<p>8 weeks</p>
<p>Required resources or equipment</p>	<ul style="list-style-type: none"> • Chromebooks and headphones

	<ul style="list-style-type: none"> A research assistant also attended each session for the duration of the DIY program and helped students log in during the web-based tool portion.
Staffing requirements	<ul style="list-style-type: none"> Teachers trained in the methodology of the project. <p>Teachers received training documents and materials that provided reminders and prompts about the content and themes present in the week's vignette. Teachers were trained to establish a safe space in the classroom, which included agreeing that the discussion must be kept confidential, listening to their classmates without interruptions, and refraining from identifying classmates by names. During the discussion, children were prompted to: (1) Make connections between the scenarios and their own experiences; (2) Reflect on how their experiences related to broader themes of inclusivity and anti-prejudice and racism; (3) Reflect on how the story they heard is similar to other weeks' scenarios; (4) Get both sides of the story and discuss why each character made the decisions they did; and (5) Share personal experiences that relate to the week's topic and themes.</p> <ul style="list-style-type: none"> Research Assistants. <p>One to two research assistants were present to observe each classroom discussion but did not participate or intervene during the session. Afterward, constructive feedback and suggestions for facilitating the discussion were provided to the teacher. The research assistant also wrote detailed notes regarding children's discussions that pertained to inclusion, exclusion, and personal experiences about exclusion in order to document the types of statements that children exchanged.</p>
Costs for the participants, if any	N/A
Services that are/were developed (<i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc</i>)	<ul style="list-style-type: none"> Teachers' workshop
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9179087/
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	<p>Children</p> <p>The Developing Inclusive Youth (DIY) program was effective for changing attitudes for children in third, fourth, and fifth grades who received the intervention.</p> <p>Children who participated in the DIY program assigned more positive traits (such as friendly, hard-working, and smart) toward female, male, Black, and White peers.</p> <p>Children were also more likely to attribute positive math and science competency beliefs (smart at math and science) to White and Black characters; younger children's attitudes toward Black and Asian characters became more positive than older children's.</p> <p>Younger children were more likely to report play with Black and Asian peers than were older children as a function of being in the program. This finding reveals that starting these</p>

	<p>programs early with children as young as 8 and 9 years of age is important.</p> <p>Teachers Teachers who participated in the program revealed that teachers learned from their students (“I heard things that my students experienced that I never knew about”). Further, some teachers recognized that they had not discussed the topics in the program with their students in the past.</p>
<p>If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available)</p>	
<p>Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?</p>	<ul style="list-style-type: none"> • Prejudice reduction interventions may be effective at reducing bias and discriminatory behavior, particularly with younger children.
<p>Additional comments or information</p>	
<p>How is the supply adapted to individual needs (participants or beneficiaries)?</p>	<p>N/A</p>