Social Club

BRIDGE Lab

Activity 6.1

My Dream School

Inclusion is built through everyday practices, relationships, and shared responsibility.

A school is more than a building. It's a place made of relationships, rules, spaces, and everyday interactions. Some schools feel safe and welcoming; others might feel stressful, silent, or excluding, even if no one talks about it openly. In the same school different spaces also might have a different feeling in them.

Imagining a "dream school" is not about fantasy. It's about understanding what people actually need in order to feel respected, included, and able to learn. This activity invites you to visualize an inclusive learning environment and to recognize that safety and inclusion are created through daily choices and shared responsibility.

Step 1. Individual drawing

- Take a blank sheet of paper and colored pens or pencils.
- Draw your dream school. This can include classrooms, common spaces, people, rules, or anything that helps you feel safe and included. Dream boldly, nothing is impossible or unrealistic in your dream school!

Remember, that this is not about artistic skill.

Words, symbols, or simple shapes are completely fine.

Focus on how it feels, not just how it looks.

- Even though drawing by yourself, work and reflect together with your classmates. You can use these guiding questions if you like.

- Where do people feel welcome? And why?

- How does your school look like? Why?

- Where is the school?

- What kind of spaces can you find from the school?

- Who is included in decision-making?

- How are conflicts handled?

- What do teachers and students do to support each other?

Step 2. Sharing

Form small groups (3–4 people).

Take turns in sharing your drawings and explanations eg. on /can be also something else):

One element that makes their school feel safe

One element that makes it inclusive

One relationship or behavior that is especially important

Listening rules:

No interruptions

No judging or correcting

Focus on understanding, not comparing

Step 3. Reflecting with the whole class

Bring everyone back together. It is time to have a small whole-class discussion using questions such as:

- What elements appeared in many drawings?
- What surprised you?
- Were there things people needed that are often missing in real schools?

Then shift to responsibility:

- Which of these elements depend on personnel or institutions/the school?
- Which one depends on students and everyday behavior?

Step 4. Individual reflections

Final reflection (individual)

Complete these sentences:

One thing that already exists in my school and helps people feel included:

_____

One thing that is missing and could make our school more supportive:

_____

One action I personally can take to help move our school closer to this “dream”:

_____