**Inclusive Making Activity Framework**

This framework is designed to help educators evaluate whether their making activities are inclusive and accessible to all students. By reflecting on the following questions, teachers can ensure that the planning, execution, and assessment of the activity consider the diverse needs and abilities of all students, fostering an environment where everyone can participate, learn, and succeed. Use this framework as a guide to assess how inclusive your activities are and to identify areas for improvement in creating a supportive and engaging learning experience.

**1 Teaching is planned with all students in mind**

* Do the making activities consider the diverse interests and experiences of all students, including those with different abilities?
* Are a variety of teaching methods (visual, auditory, hands-on) used to ensure all students can engage with the activity?
* Do students understand the purpose of the making activity?

**2 Space is planned to accommodate all students**

* Is the physical classroom space accessible for students with mobility aids or other physical needs (e.g., adjustable tables, ramps, or wide aisles)?
* Are seating arrangements flexible to allow for individual and group work, and do they encourage interaction between students?
* Is there a quiet or sensory-friendly area designated for students who may need a break from sensory overload or overstimulation?
* Are tools and materials stored in a way that ensures they are easy to access for all students, regardless of their physical abilities?

**3 Activities encourage the participation of all students**

* Are all students addressed by their name, and do they feel recognized in the classroom?
* Are there materials and tools (e.g., textured paper, assistive devices) that engage and support the participation of students with different needs?
* Are instructional aids (e.g., visual aids, pictorial instructions, communication boards) provided to support students with different learning needs, including those with sensory or communication challenges?
* Do students feel they can contribute ideas, ask questions, and speak during lessons without feeling excluded?
* Are the materials and tasks culturally and contextually relevant, reflecting the diverse backgrounds of the students?
* Are both boys and girls encouraged to equally contribute and participate in the making activities?

**4 Students are actively involved in their own learning**

* Are students encouraged to take responsibility for different aspects of the making activity, such as designing and testing their project?
* Does the classroom environment support independent learning, with accessible materials and resources for all students to explore?

**5 Students are encouraged to support one another’s learning**

* Do the seating arrangements and groupings facilitate interaction and collaboration among all students?
* Are students given the opportunity to work in pairs or small groups, fostering cooperative learning and peer support?
* Do students help one another when encountering difficulties, such as offering solutions or sharing strategies in completing the making project?

**6 Support is provided when students experience difficulties**

* Do teachers actively observe and identify students who may need additional support during the activity (e.g., struggling with motor tasks or understanding the circuit)?
* Do students feel comfortable asking for help, and is support readily available, either from the teacher or peers?
* Are there accommodations or modifications available for students with specific learning or physical needs, such as assistive tools or alternative tasks?

**7 Classroom discipline is based on mutual respect**

* Are there clear and respectful rules for taking turns when sharing ideas or using materials?
* Do students feel that the classroom rules, including those around teamwork and collaboration, are fair and inclusive of everyone?
* Is bullying or exclusion discouraged, and is a positive, supportive environment fostered during group work?

**8 Students feel that they have somebody to speak to when they are worried or upset**

* Are students encouraged to voice concerns or frustrations they may have with the activity or their peers, and do teachers listen to and address these concerns?
* Do teachers make themselves available for private conversations, ensuring that students who feel worried or upset have a safe space to speak?

**9 Assessment contributes to the achievement of all students**

* Does the teacher use assessment strategies (e.g., peer feedback, self-reflection) to encourage learning and growth during the making activity?
* Are students given constructive and individualized feedback on their projects, considering their unique abilities and needs?
* Are students supported in revising and improving their work, with appropriate accommodations for those who need extra help?
* Do teachers ensure that diversity is respected and valued in assessments, allowing all students to demonstrate their learning in a way that suits their strengths?