**Inclusive CREAtivity through Educational Artmaking**

**Needs’ assessment checklist**

The purpose of this needs’ assessment checklist is that the teacher will be able to evaluate the needs of the group, the equipment and material base they have available, as well as the access to support by experts.

The checklist is to be filled before the start of the activities, so as to support the formation of the group/s and the selection of the activities from the curriculum.

**How to use**: For Table 1. Please fill in all the risks, relevant for the group/s you are currently/will be working with. A short list of suggestions is included as a guide. Add more lines if there is a particular risk section that has more students in the respective category. For Table 2. and Table 3. Mark the relevant YES/NO field. At the end of each table, a conclusion section is introduced, where based on what has been filled in above, you can evaluate what you will be needing for the successful implementation of the activities, as well as which activities should be prioritised.

**N.B.** For teachers’ use ONLY. The results of this document will not be shared with the project partners or any third parties. It is only to serve as a helping instrument for the teachers responsible.

| **Needs based on risks** | | |
| --- | --- | --- |
| **Category** |  | |
| Children with special needs in the class/group | **YES** | **NO** |
| **Cognitively challenged children** *(list relative categories. For example: Autism, Asperger)* |  | |
|  |  | |
|  |  | |
| **Physical disabilities** *(list relative categories. For example: visual impairments, hearing impairment, wheelchair)* |  | |
|  |  | |
|  |  | |
| **Socio-economic challenges** *(List relative categories. For example: health, lack of transportation, limited resources)* |  | |
|  |  | |
|  |  | |
| **Migration** *(list relative categories. For example:* *Language barriers, Risk of ethnical/cultural discrimination, Risk of racial discrimination, Risk of gender discrimination)* |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
| **Behaviour challenges** *(list relative categories. For example: aggression, anti-social behaviour)* |  | |
|  |  | |
|  |  | |
| **Challenges related to Talent/Giftedness** *(list relative categories. For example: over-performer, lack of interest in general tasks)* |  | |
|  |  | |
| Main challenge/s that the selected activity should address |  | |

| **Facilities/equipment available** | | |
| --- | --- | --- |
| **Category** | **YES** | **NO** |
| Room/hall with wheelchair access |  |  |
| Facilities for firing/sintering of ceramics |  |  |
| Printing equipment |  |  |
| Art materials (silk painting equipments,brushes, colours, watercolours) |  |  |
| Art studio/room |  |  |
| Theatre décor |  |  |
| Technological equipment (e.g. projector, computer, speakers, stereo, etc.) |  |  |
| Mats (e.g. yoga mats) or floor covers |  |  |
| Stationery tools (erasers, scissors, rulers, paper sheets, etc.) |  |  |
| Camera/ recording equipment |  |  |
| Materials and equipment to ensure accessibility for visually impaired |  |  |
| Other |  |  |
| Overall equipment needs |  | |

| **Need of support by experts** | | | |
| --- | --- | --- | --- |
| **Category** | **YES** | **NO** | **Available: Yes or No** |
| Need of a co-facilitator |  |  |  |
| Need of psychologist/school counsellor |  |  |  |
| Need of Art specialist (painting) |  |  |  |
| Need of a theatre of expert |  |  |  |
| Need of ceramics expert |  |  |  |
| Need of digital tools expert |  |  |  |
| Need of a dance instructor |  |  |  |
| Need/wish to involve local organisation |  |  |  |
| Need/wish to involve local community |  |  |  |
| Need/wish to involve family members |  |  |  |
| Other |  |  |  |
| Conclusion of type/s of experts that you will need to involve in the selected activities |  | | |