



Pestalozzi

Training Resources

Education for Linguistic and Cultural Diversity (DIV)
How can we live with diversity?

by

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Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Learning to live with diversity

Expected outcome

- To raise awareness of challenges and threats to social cohesion resulting from multicultural societies and the importance of addressing hostile attitudes towards people who are perceived to be “different”.
- To raise awareness of responsibilities of all teachers to enhance their own intercultural competence and about the need to tackle the issue of their students’ intercultural competence by integrating it into their curricula and learning objectives.
- Transforming fears that globalisation would bring about cultural uniformity into positive attitudes.

Target group

Type of training	School level	Subject area
In-service training	All levels	Cross-curricular

Brief description of the unit

Through 2 learner centered activities, this unit will engage the teachers in reflecting on the challenges of cultural diversity and the need to create opportunities which enhance dialogue in schools in order to equip learners with the skills required to deal with “otherness”. It will urge teachers to consider the issue of cultural diversity within the context of human rights; to devise ways of inspiring curiosity about other people among the learners, actively involving them in learning and interacting with each other; and to make sustainable efforts to integrate this dimension into the curriculum.

Prior to the session: 1) participants will be given 2 weeks to read preparatory documents; 2) a teacher outside the group will be asked to go use the *Friendly school!!!* materials, in her/his/ school, to record students answers to the questions in a PowerPoint slide; 3) participants are given the identity cards to fill. (Appendix 1)

Methods/techniques used

Small group work

Time 60 minutes

Duration depends on how many activities are to be included and the frequency/length of each.

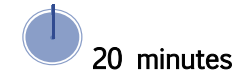
Introduction	▶ 10 minutes
Activity 1	▶ 20 minutes
Activity 2	▶ 20 minutes
Debriefing sessions	▶ 10 minutes

Resources

Reading list and questions	Appendix 1
Id cards	Appendix 2
<i>Friendly school!!!</i> Materials	Appendix 3
Handouts	Appendix 4
Slide with answer to <i>Friendly school!!!</i>	
Laptop and projector	

Preparatory activity: present the training unit to participants: aims, learning outcomes. After asking the group to share on their professional backgrounds, the trainer will lead a discussion based on the answers to the preparatory questions in appendix 1

Activity 1 Identity!



	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To raise awareness of the necessity of preserving cultural diversity - “cultural diversity is as necessary for humankind as biodiversity is for nature.” (UNESCO Universal Declaration on Cultural Diversity – November 2001) <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To break the ice ➢ To break down stereotypes and raise awareness of the fact that every individual is the bearer of cultural diversity. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Small group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Identity Cards filled in by teachers prior to the training session (appendix 2) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The room could be arranged in café style – i.e. with four tables, each with 5 places. This will facilitate group work. 	

<p>▶ Instructions/Procedure:</p> <ul style="list-style-type: none"> ➤ Ask the trainees to stand up and form two circles (an inner circle and an outer one) facing each other. ➤ Ask them to share and compare the information they have written on their identity cards. (2 minutes) ➤ Participants on the outside move clockwise to the next person and repeat the activity.(2 minutes) ➤ After about the trainees are asked to go back to their seats. ➤ Ask participants to reflect individually on how they defined themselves some 10 years ago and compare to how they define themselves at present. (5 minutes) ➤ Share remarks on this activity in small groups. (10 minutes) <ul style="list-style-type: none"> a. “What can you say about the dynamic nature of culture and identity?” b. “How do you feel about the way the “Universal Declaration on Cultural Diversity – UNESCO, 2001” refers to the necessity to preserve cultural diversity?” ➤ A volunteer from each group reports to the whole group on the points discussed. (4 minutes) 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Ask the trainees to discuss what they have established through this activity. Would they use it in their classroom? What learning outcome would they achieve with their students? 	

Activity 2 Friendly school!!



25 minutes

Notes	
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To discuss practical ways of reflecting on ICE in a cross curricular approach. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To promote acceptance and understanding. 	

<ul style="list-style-type: none"> ➤ To reflect on attitudes to “otherness”. ➤ To deconstruct stereotypes. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Comparative role play, discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ <i>Friendly School!</i> Handouts (appendix 3) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The room is set up for a whole group activity. 	
<p>▶ Instructions/Procedure:</p> <ul style="list-style-type: none"> ➤ Invite the participants to act out the scene in <i>Friendly School!</i> (5 minutes) ➤ The trainees then answer the questions in groups of 4-5. (10 minutes) ➤ Ask a reporter from each group to share the answers to the questions with the whole group. ➤ Show the slide recording the answers given by the students in a selected school (you will have prepared this slide prior to the session). This activity aims at comparing the responses and the reactions of students with those of the participants of the training session in order to establish more concrete classroom approaches. ➤ Compare the student’s answers with those of the participants. ➤ Ask the groups to reconsider their approach to the problem in the light of the students’ responses if applicable. 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ The challenge here is to have the slide ready before the session and find a volunteer colleague who is willing to perform the activity with his/her students and then take the time to record their answer to the questions in appendix 3. You will then make 1 or more PowerPoint slides presenting these answers. 	

<ul style="list-style-type: none"> ➤ We would like to warn trainers that there is a risk that this activity could be counter productive if the atmosphere in the group is very negative toward issues of immigration. In light of this risk, and assessing the group’s situation beforehand, we suggest a trainer find other more suitable activities geared toward addressing empathy, decentration and tolerance. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How did you feel when going through this activity? ➤ How would you adapt it if you were to use it in your classroom? ➤ What learning outcomes would you wish to achieve? 	

Teaching Activity

Purpose:

- To create activities that would encourage active learning which enables students to understand and respect diversity by fostering curiosity about others.
- Design a set of lesson plans focusing on activities which enhance intercultural competence in the classroom. A model of a lesson plan is presented in Appendices 4 and 5.

Activities: Working with other Colleagues

Teachers should work with as many colleagues teaching as many different subjects as possible to adopt a cross curricular approach, thus ensuring that their colleagues and students realise that the teaching and learning of intercultural competence is not bound to any particular subject.

Time needed:

Four weeks: weekly meetings to plan, evaluate and design their activities. In between meetings teachers pilot their activities in the classroom, conduct individual research, meet relevant stakeholders, and benefit from peer evaluation.

Evaluation and assessment

(Example: “What are the 3 most important things you learned?” “What will this change in your way of thinking, seeing others, living?” Before and after self-survey or peer interviews, ...)

Appendix 1

Preparatory activity

Participants are invited to read and annotate the following background reading before starting the unit training

- Kenneth Cushner: *Human Diversity in Action*
- Council of Europe: *The Religious Dimension of Intercultural Education*
- Council of Europe: *Religious Diversity and Intercultural Education: A reference book for Schools*
- UNESCO – Universal Declaration on Cultural Diversity 2 November 2001
- Sara Bullard: *Teaching Tolerance – Raising open-Minded, Empathetic Children* (Doubleday, New York, 1996)
- Darlene Powell Hopson: *Raising the Rainbow Generation – Teaching Children to be Successful in a Multicultural Society* (Simon & Schuster, New York, 1993)
- Beverly Tatum: *Why Are All Black Kids Sitting Together in the Cafeteria?*
- James A. Banks: *Educating Citizens in a Multicultural Society*

Following your reading, you are invited to reflect on the following questions:

1. Mention three key challenges that teachers in schools should be particularly aware of in relation to cultural diversity.
2. From your reading, what advice would you give teachers to help them to tackle these issues?

Identity Card

<p>photo</p>	<p>Name: _____ Address: _____ _____ Date of Birth: _____</p>	<p>Favourite:</p> <ul style="list-style-type: none">• Food _____• Drink _____• Sport _____• Time of day _____• Season _____• Song _____• Poem _____• Book _____• Painting _____• Film _____• Colour _____• Flower _____• Holiday country _____• Ideal partner _____
<p>Most striking physical feature: _____</p>		
<p>Describe your character: _____</p>		

Appendix 2

Activity 2

Friendly School!

At school. A group of students are gathered round reading some graffiti on the wall and laughing. A Teacher comes along.

Teacher: What's all this about?
 Sam: Somebody's sprayed paint all over this wall.
 Teacher: Do you think that's funny?
 Maria: Not right is it, Sir, illegal immigrants coming to our country like this.
 Tony: Yes and they're taking our houses and jobs too – that's what my dad says.
 Alice: And bringing their strange ways with them!
 Sam: Where do they come from?
 Tony: Don't know, but the sooner they go back the better. That's what my dad says anyway.
 Teacher: Now run along to your lessons and stop wasting time.

At school a few days later, a boy is playing ball by himself.

Maria: Do you know who that is? That's one of the illegals who arrived last week.
 Sam: How do you know? Have you spoken to him?
 Maria: You're joking. My mum said I shouldn't have anything to do with him and to keep an eye on my things because you can't trust these black people.

Later that week the Head is speaking during assembly.

Head: By now you will all have noticed that a new boy has joined our school. His name is Hamsa. Now let's make this clear – he is not an illegal immigrant, as some of you are saying. He is an asylum seeker. His family have come here for one reason only – to get away from the threats and violence they were suffering in their country. So let's try and make him welcome.
 Maria: Asylum seekers, illegal immigrants! What's the difference? They're all foreigners – that's what my Day says. *I'm* not making him welcome!
 Head: Now don't be rude, Maria. Good morning everyone. Go to class quietly now.

Questions on Friendly School!

1. *Friendly School!* raises several issues regarding cultural diversity. Can you identify them?
2. What is the difference between illegal immigrants and asylum seekers?
3. Compare the term *illegal* in the following statement: “*It is illegal to steal things from others.*” and in the text “*Friendly schools!!*” Do you agree with the term? (Consider what the Universal Declaration of Human Rights says about the issue)
4. How can Hamsa be encouraged to engage with his schoolmates especially during break?
5. Adults often undermine the intercultural work done in schools. What can be done to work on parental attitudes to cultural diversity?
6. It appears that both the teacher and the Head missed opportunities to address the students’ attitudes toward newly arrived students. How do you think the situations should have been dealt with?
7. How can we learn to really respect each other as unique individuals?

Appendix 3

Teaching Activity 1

Lesson Plan

This is a model which can be adapted to different levels of ability as well as teaching and learning styles.

Subject: English

Title: *Friendly School!*

Objectives:

- Language
 - Vocabulary
 - Comprehension skills
- Intercultural
 - Enhancing mutual respect and understanding in relation to individuals.

Resources:

1. Handout *Friendly School!*
2. Handout *Friendly School!* questions

Activities:

- Dramatisation of text (optional)
- Discussion
- Reading
- Writing

Introduction:

Spend a few minutes discussing this question:

How do you feel when you see foreigners in your country? How do you feel when you meet someone you feel is different from you?

Development:

1. Pre-reading activity and answering question on *Friendly School!!*
2. Give the students roles and read or dramatise the passage.
3. The students answer the questions in pairs. The teacher may prefer to go through some of the questions as a class discussion.

Follow up:

The students do the writing activity as homework. The teacher encourage the students to find information which represents the point of view of immigrants or better still, conduct an interview with an immigrant using the *Friendly School!!* questions.

Appendix 4

Teaching Activity 2

Students' Handout

Friendly School!

Pre-reading (or dramatisation)

Look at the title and comment on it. What does it suggest about the school?

After reading (or dramatisation)

1. Discuss the title again and comment on it.
2. Compare the meaning of the word *illegal* in the following sentence:

"It is illegal to steal things from others".

and the term "*illegal*" in the passage *Friendly School!!*.

Do you agree with the use of this term? (Consider what the Universal Declaration of Human Rights says about the issue)

3. What is the difference between illegal immigrants and asylum seekers?
4. How does Tony's dad feel about immigrants?
5. How does Maria's mother feel about people who appear to be different?
6. Do you agree with Tony's dad and Maria's mum? If you do, why? If you don't, what would you say to them?
7. If you were the Teacher or the Head in the passage, what would you do to teach the students to respect **ALL** people as unique individuals?

Follow-up

Imagine you were Hamsa. Write a paragraph about how you feel in this school.

Appendix 5

An example of rules for a group to agree before starting training

EXAMPLES OF GROUND RULES

- To start and finish on time
- To listen to, and value, the comments and opinions of others – one person speaks at a time
- That the experiences of all group members are valid and have equal status irrespective of professional status or experience
- To respect the opinions of other people even when they differ from your own
- That people have the right to pass on any activity
- To challenge the opinions of others in a polite and constructive manner
- To ensure everyone who wants to, has the opportunity to speak