



# Pestalozzi

## Training Resources

Education for Linguistic and Cultural Diversity (DIV)  
Diversity, the bricks and mortar of Europe.  
How can we live together and learn from each other?

by

**Author:** Robert Etlinger - Austria

Silvia Jindra - Austria

**Editor:** Pascale Mompoin-Gaillard



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Education for Linguistic and Cultural Diversity (DIV)

## Diversity, the bricks and mortar of Europe.

### How can we live together and learn from each other?

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## Theme: Methods for benefiting from diversity in the classroom

### Expected outcome

- To learn from each other
- To reduce prejudice and encourage tolerance through affective learning and increasing sensitivity to values
- To develop critical skills such as: being capable of solving problems, listening, being able to ask questions, answering, reasoning, debating, discussing, presenting, cooperating and moderating.

### Target group

Type of training	School level	Subject area
Initial training	Secondary level	Civic education, language, ICT

### Brief description of the unit

The rationale for this unit is that if we want to communicate sensibly and reduce misunderstandings, we have to adjust our concepts, opinions and tastes between us. This unit addresses this issue through 3 activities: in the first activity the differences in our minds are made obvious with the help of a game. We want to show that we first of all have to know the differences in order to reach common goals and companionship; in the following activities, we want to build a house (“The housing area”) together with the learners. All the participants move together into a fictitious housing area where step by step they learn how to live in an intercultural society. We should bear in mind that communication and different activities are an integrated part in the life of the tenants of a house. For the time being we propose some short training units which can be extended and worked out in more detail.

## Methods/techniques used

Simulation game, role play

**Time** 120 minutes

Introduction	▶ 10 minutes
Activity 1: A taxi ride	▶ 40 minutes
Activity 2: Getting to know each other	▶ 10 minutes
Activity 3: The community room	▶ 50 minutes
Activity 4: Debriefing/reflecting	▶ 10 minutes

## Resources

Taxi: 2 Maps (of the same city) <sup>1</sup>	Appendix 1
Model of a coat of arms (you can use any shape)	
Flipchart (or poster – A1 or A2), flipchart marker	
Pin board	

<sup>1</sup> Simon, Fritz B.: Meine Psychose, mein Fahrrad und ich. Zur Selbstorganisation der Verrücktheit. 2002

**Introduction:** The trainer presents the aims of the unit and learning outcomes. This is followed by a group presentation: finding out about the participants and their experience  
Finally, the trainer introduces the topic. (10 minutes)

### Activity 1 A taxi ride!



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To develop awareness that our behaviour patterns, our concepts and ideas help us to find our way in society and to get some orientation in life</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To demonstrate how we have to adjust our concepts to each other (our “interior map”) in order to communicate sensibly and reduce misunderstandings</li> <li>➢ To demonstrate the need to be aware of the differences in our minds in order to reach common goals and companionship</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Simulation game</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ The map (appendix 1 at the end of the document)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange the room so that participants can pair up back to back, sitting on chairs. There should be enough space between the different pairs so that the task can be carried out without disturbance by the others.</li> </ul>	

► **Instructions/procedure:**

- **Starting point:** Say “Someone wants to pay a visit to someone (e.g. friend / colleague....) who lives in the housing area mentioned above. He gets on a taxi. “
  - Split the students into pairs of two. For each pair you will need two chairs put together so that the students are sitting back to back (they are not allowed to face each other).
  - One of the students takes the role of the taxi driver, the other one takes the role of someone in the taxi control centre. Both of them get a map.
  - The position of the taxi is marked on the taxi driver’s map. On the map of the taxi control station the taxi driver’s position as well as his destination (= the housing area) are marked.
  
- **Task:** The man / the woman in the taxi control centre must guide the taxi driver to his destination which is the housing estate. Between the two students (= taxi driver and taxi control centre) there must not be any eye contact. Besides, the students are not allowed to see each other’s map. Only oral communication is possible. (10 minutes)
  - In the course of the game the two partners realise that their maps do not match. Thus they must try to adapt their respective maps to the map of the partner so that they succeed in finding the right route. To reach this goal they must ask questions, must listen to their partner and must communicate in an appropriate way.
  - After the game:
  - Question: “What factors can be helpful to adapt the „mind map“ of one partner to the „mind map“ of the other partner ?”

Step 1: (7 minutes)

- The two partners discuss the following questions:
  - Which attitudes and actions were helpful in order to be able to solve the task successfully? (Possible answers could be: attentive listening, asking questions, repeating what the partner said to make sure that he could be understood. )
  - Which aspects prevented sensible communication? (e. g. shouting at the partner, insulting him, being impatient ....)

<p><u>Step 2:</u> (8 minutes)</p> <ul style="list-style-type: none"><li>➤ In a group of 4 to 6 students the students should<ul style="list-style-type: none"><li>- agree on 4 important rules (they should be listed according to their importance), which help to solve such tasks</li><li>- agree on two reactions which definitely prevent sensible communication. (Each rule should be written on a card)</li></ul></li></ul> <p><u>Step 3:</u> (10 minutes)</p> <ul style="list-style-type: none"><li>➤ Each group presents their respective rules by explaining them. (Cards should be pinned on the pin board)</li></ul> <p><u>Step 4:</u> (5 minutes)</p> <ul style="list-style-type: none"><li>➤ Compare the results in the group. You can make them visible by writing them on a paper which can be put on the wall of the classroom.</li></ul>	
<p>▶ <b>Tips to trainers:</b></p> <ul style="list-style-type: none"><li>➤ Activity one, or activity 2 can be carried out independently as a start up. A different order is possible (e.g. you can start with exercise 2). In any case activity 3 should follow after activity 2.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ How did you feel while doing this exercise?</li><li>➤ Could you use it in your classroom?</li><li>➤ Can you see any other uses for this activity?</li></ul>	



10 minutes

## Activity 2 Getting to know each other?

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ to learn from each other</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To get to know each other</li> <li>➤ To raise awareness of stereotypes</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Simulation game</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <p>Make room for participants to move around comfortably.</p>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Pupils who do not know each other build up a class community.</li> <li>➤ <b>Starting point:</b> The participants have all moved into a new house. They do not know each other. They should try to get into contact with each other so that they get to know each other better.</li> <li>➤ <b>Task:</b> each participant should find a partner whom he/she doesn't know yet. Each pair looks for a quiet place to carry out the activity.</li> <li>➤ Participants write down what they think their partner is like ( only use appreciative presumptions) e.g. about eating habits ( "I think that you like pizza"....), about one's family ("I think that you have 1 brother who is younger than you), ... (5 minutes)</li> <li>➤ Each student introduces the other partner.</li> <li>➤ At the end, all the presumptions are corrected. The participants introduce themselves, talk about themselves and say if the presumptions were right or wrong. (5 minutes for a group of 12</li> </ul>	

participants)	
<p>► <b>Tips to trainers:</b></p> <ul style="list-style-type: none"> <li>➤ If the trainer disposes of enough time, the activity can be further reaching if learners write their comments on their partner in the left column of a table, and then write <i>the reason why</i> they think this about their partner in the right column.</li> </ul>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Engage learners in a discussion: <ul style="list-style-type: none"> <li>- How did it feel to be described by your partner? How did you feel during the process of writing your comments?</li> <li>- What can students learn through this exercise? What have you learned?</li> <li>- How useful would this activity be in your classroom?</li> </ul> </li> </ul>	

### Activity 3 The community room



50 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To encourage communicative learning in a social environment: to listen what the other one says, to ask questions, to answer, to reason, to debate, to discuss and to cooperate</li> </ul> <p>► <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To rouse curiosity about the other;</li> <li>➤ To learn more about class colleagues and their respective cultures</li> <li>➤ To encourage tolerance</li> </ul>	

<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Creative expression</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A model of a coat of arms (you can use any shape)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <p>Groups of 4 will gather around tables.</p>	
<p>▶ <b>Instructions/procedure::</b></p> <ul style="list-style-type: none"> <li>➤ In the housing estate new communities have been formed.</li> <li>➤ Now the community rooms should be furnished.</li> <li>➤ The learners should create a coat of arms. On this coat of arms they should present their interests, their hobbies, their likes and dislikes. They should draw these things on the coat of arms so that they reflect their personality.</li> <li>➤ The coats of arms should be put on the walls of the classroom. (15 minutes)</li> <li>➤ The learners form groups of four ( when there is an uneven number, try groups of 4 and/or groups of three).The groups should get together according to the common interests, hobbies ... etc which have been painted on the coats of arms.</li> <li>➤ The groups with similar interests form one community. (5 minutes)</li> </ul> <p><b>Task:</b> Each community must create something.</p> <ol style="list-style-type: none"> <li>1) they should furnish the community room in a way that it is accepted by everyone. Each member should have the feeling that living together takes place in a pleasant environment. The different ideas of the students should be taken into account as well as cultural differences (example: the parents' living room, the function a living room can have in different milieu ...)</li> <li>2) they plan, and draw a room ( either on a piece of paper, a board or with the help of the computer). (20 minutes)</li> </ol> <p>Presentation of the results in plenary. (10 minutes)</p>	

<p><b>Possible further activities:</b> Working on different conflicts in “the housing area</p> <ul style="list-style-type: none"> <li>▪ Method = <b>fishbowl</b>: The learners who are active in this role play are either sitting or standing the room and the other learners are sitting in a semi-circle, so that they can observe those engaged in the of the role play (like fish in a fishbowl).</li> <li>▪ Give out name cards assign a role to each participant involved in role play to make sure that each person acts according to a role.</li> <li>▪ Summarise the problem situation to solve (or to analyse with a specific angle; for example regarding stereotypes produced in the first part of the activity).</li> <li>▪ Let the learners do the role play (10 minutes)</li> <li>▪ Have one of the observers moderate a discussion about the stereotypes, the conflicts, and their resolution (or non resolution) with the whole group. (10 minutes)</li> </ul>	
<p>▶ <b>Tips to trainers (or teachers)/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ During the first part of the task 1), the trainer should make sure that the group tries to accommodate each participant’ wishes, without forgetting the more discreet, quiet ones</li> </ul>	
<p>▶ <b>Debriefing/reflecting – Follow up activity:</b></p> <ul style="list-style-type: none"> <li>➢ What have you learned during this activity?</li> <li>➢ How useful would it be in your classroom?</li> <li>➢ Did you feel that this activity could reinforce stereotyping attitudes if not well moderated?</li> </ul>	

## Activity 4 Debriefing session (for teachers/trainers only)



10 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To promote the use of this unit in classrooms</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To evaluate the level of comfort acquired by trainees with the methods</li> <li>➤ To reflect on the quality and usefulness of the unit</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Dialogical approach</li> </ul>	
<p>▶ <b>Instructions/procedure::</b></p> <p>Lead a discussion with the group of teachers/trainers using the following questions:</p> <ul style="list-style-type: none"> <li>➤ What are 3 key things you have learned during the activities?</li> <li>➤ What are the implications for your teaching?</li> <li>➤ How might you follow up these issues in your teaching?</li> <li>➤ What would be the challenges of using this unit in your class?</li> <li>➤ What would your pupils gain from such an exercise?</li> <li>➤ What follow up work might you be able to do?</li> <li>➤ What other questions are raised by this unit?</li> </ul>	

## Evaluation and assessment

See activity 4

### Appendix 1:

#### Activity 1

##### Taxi driver

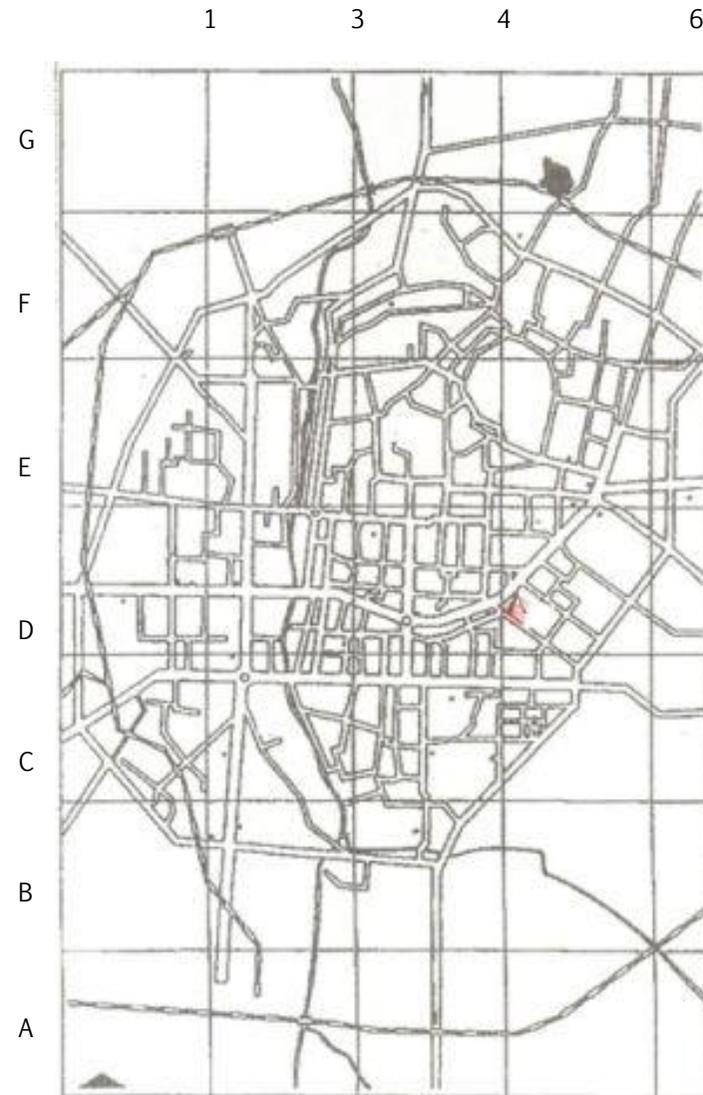
Your position is A

Follow the instructions of the taxi control centre.

Drive to your new destination.

Task: Taxi, adapted

Source: Simon, Fritz B.: Meine Psychose, mein Fahrrad und ich. Zur Selbstorganisation der Verrücktheit. 2002



**Taxi control center**

guide the taxi driver from A  
to

1. Parkstreet and then to
2. Kingsroad



Task: Taxi, adapted

Source: Simon, Fritz B.: Meine Psychose, mein Fahrrad und ich. Zur Selbstorganisation der Verrücktheit. 2002