



# Education for Linguistic and Cultural Diversity (DIV) How can we work together toward intercultural classrooms?

by

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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.*

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## Theme: ICE for inclusive schools

### Expected outcome

- To learn how to practice didactic principles of interculturalism through the modeling of concrete activities that have been tested on students and educators.
- To learn the basic concepts of interculturalism and intercultural education.
- To promote a better understanding of the self and others by practicing communication and social skills.

### Target group

Type of training	School level	Subject area
Initial and in-service training	Preschool and lower primary level	Cross-curricular

### Brief description of the unit

Intercultural dialog is an important focus for building a more humane and inclusive Europe.

This training unit will cover intercultural education key competencies which relate to basic social skills needed for creating a good classroom learning atmosphere. Some modifications will be required depending on the target audience. All activities have been tested on students. The activities can be combined. There are 6 different activities of 15 minutes each. At the beginning the trainer introduces a short description of all 6 activities with a poster. Each activity can be presented and piloted separately. Participants will conclude each activity by analysing and discussing their findings and build a mind map incorporating all possible ideas for practice.

### Brief description of the unit

Presentation, role play, simulation, games

**Time** 120 minutes

Introduction	▶ 20 minutes
Activity 1	▶ 15 minutes
Activity 2	▶ 15 minutes
Activity 3	▶ 15 minutes
Activity 4	▶ 15 minutes
Activity 5	▶ 15 minutes
Activity 6	▶ 15 minutes
Debriefing/reflecting	▶ 10 minutes

### Tips for trainers

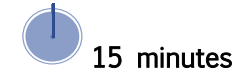
The main objectives are achieved by increasing teachers' sensibility to ICE and by constantly including ICE into their daily curriculum. We can use activities as an answer to real class problems facing teachers, helping strengthen various social rules.

### Resources

Introduction to inclusive schools (slides)see separate file	see separate file "Inclusive schools / introduction"
Introduction to inclusive schools (handouts)	Appendix 1

**Introduction:** introduce the theme of “ICE for inclusive schools: building self-esteem in children” using the introduction provided. See the PowerPoint presentation or Word document (separate files) (20 minutes).

**Activity 1 Smile!**



	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To control body language.</li> <li>➢ To learn how to win and lose graciously</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Ice-breaker, game</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange the room so that the group or class can make 2 facing lines.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Pupils are divided into two groups (A and B) facing one another (line A faces line B).</li> <li>➢ Line B tries to make players from the other line smile. They can use phrases such as “If you will smile to me, I’ll hug you”, etc...</li> <li>➢ The opposite player answers the pupil who asked the question by saying something like: “I’d like to hug you; however, unfortunately I can’t laugh”.</li> <li>➢ Once any member from group B smiles or guffaws, he/she sits.</li> <li>➢ The game continues for as many minutes as the trainer decides. The team with fewest players eliminated wins.</li> <li>➢ Invite the whole group to share a short conversation concerning the course of the exercise, where participants’ feelings will be explored. If behaviours such as: bragging, mocking, taunts, pouting, etc... occur. Discuss these without stigmatizing any particular student and talk about how it is important to learn to win and lose graciously.</li> </ul>	

<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ This activity can be used for the whole classroom at the beginning of the course, the new school year, or when someone new is joining the group or class.</li> <li>➢ Instead of lining up the group, you can pair students.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➢ How useful would this activity be for you in your classroom?</li> <li>➢ What learning outcomes would you expect to reach with your students?</li> </ul>	

Activity 2 | **see you ...you see me**



15 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To develop decision making and negotiation skills;</li> <li>➢ To develop communication skills and awareness to signs;</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Role play, case study</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Randomly chose a member of the group.</li> <li>➢ Create simulated situations where someone is bothering someone else.</li> <li>➢ Play the same scene in small groups (three again against one), changing roles every so often.</li> <li>➢ Talk about the troublesome behaviour after the exercise, and possible ways to deal with this type of behaviour. Agree about what was good or bad in the defence of the troublemaker.</li> </ul>	

► **Tips to trainers/anticipated difficulties:**

- You can decide either to choose a learner who tends to be disruptive- or who is presently upsetting the other members of the group or class
- Play the devil's advocate if no member of the group takes the point of view of the person showing disruptive behaviour; for example:
  - *"Maybe, in this story this person acts this way because he/she is bored? What do you think about that? What does it mean to be bored? Why is it hard to see others work together when we have difficulty doing so ourselves?"* Etc.
- You can follow up on this activity by writing/drawing a comic strip about it. The group would then put it on the wall and the teacher could make reference to it later if the troublesome behaviour occurs again.  
You can develop a quick version of this activity and use it as a regular classroom management activity

► **Debriefing/reflecting:**

- How useful would this activity be for you in your classroom?
- What learning outcomes would you expect to reach with your students?
- Do you see yourself doing this activity often with your class?

**Activity 3 Pick up the challenge!**



15 minutes

► **General aim:**

- To analyse and learn to reflect on ways to resolve conflicts

► **Specific aims:**

- To acknowledge conflict when it happens and react promptly to solve it
- To model the disposition to see the situation with "the challenger's eyes"

Notes

<p>► <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Role play</li> </ul>	
<p>► <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ When conflict between 2 people arises, calmly call the 2 protagonists of the conflict to the front of the class.</li> <li>➤ Have the 2 protagonist explain briefly what the conflict is about. Give a one minute turn to each learner: (2 minutes)</li> <li>➤ Have them play the situation each taking the other's role. (2 minutes).</li> <li>➤ Let them express what they think about the play. Let the class make comments. (3 minutes)</li> <li>➤ Now refer to class rules and other guides of conduct ( for example: former discussions on values and ethics you have had with your students, other situation of conflict that have been previously solve in the same group, etc...). Help learners find solutions to the conflict using these references. (3 minutes)</li> <li>➤ Let the 2 protagonists play the situation again but this time in their own role and using the suggested references and solutions (2 minutes)</li> <li>➤ Briefly summarize what just happened (2 minutes)</li> </ul>	
<p>► <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ You can follow up on this activity by having the class write the ground rules and sanctions for breaking these rules for the classroom, if these do not exist.</li> <li>➤ Once the rules are well established and the learners are used to this activity, it can be cut down to 5-7 minutes.</li> <li>➤ The teacher can be of course one of the protagonist!</li> <li>➤ When modelling the activity with educators in training, you will have to “invent a conflict” and act out the activity with the participants.</li> </ul>	



► **Debriefing/reflecting:**

- How useful is this activity?
- Are you comfortable with the method?
- How could you use it in your classroom?

Activity 4 **The Martians' gift**



15 minutes

	Notes
<p>► <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To develop problem solving and negotiation skills for both teachers and learners.</li> <li>➤ To act in different social positions and apprehend different and alternative solutions.</li> </ul>	
<p>► <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Simulation, creative expression</li> </ul>	
<p>► <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ For optional follow up activity: poster card, markers, paint, collage materials</li> </ul>	
<p>► <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange the room for work in groups.</li> </ul>	
<p>► <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Tell a fiction such as:  <i>“As a result of contact with highly intelligent creatures from planet Mars, your group was given special powers. You have possibility to solve one urgent problem concerning the planet Earth.”</i></li> </ul>	

<ul style="list-style-type: none"> <li>➤ Groups learners (maximum 4/group). Each group decides which problem they will undertake. (3 minutes)</li> <li>➤ Each group must now focus on finding solutions to the problem they chose. (7 minutes)</li> <li>➤ At the end of the activity each group explained the problems and the strategies they found to solve them. ( 5minutes)</li> <li>➤ Follow up activity: <ul style="list-style-type: none"> <li>○ You can follow up this activity by making a poster representing the problems and the solutions. This is a creative expression where learners are asked to symbolise and illustrate their thoughts and their debates. Provides colours and collage materials for this.</li> <li>○ When the poster is done put it on the classroom wall. Regularly during the school year you will go back to the poster and do the activity again with specific focus: for example: <ul style="list-style-type: none"> <li>▪ "Look at the problems you pointed out; can you think of other more important problems today?"</li> <li>▪ "Go back to the strategies you found. Can you think of better ones today?"</li> <li>▪ "Interview people and read the newspapers on the problem you chose to solve; during next week we will go back to our group and review our strategies."</li> <li>▪ ...</li> </ul> </li> </ul> </li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Make sure the negotiations in the groups are carried out democratically. Make sure the rapporteur for each group is thorough in his presentation not leaving out any of the expressed opinions.</li> <li>➤ You can enrich this activity by going back to the poster when at any time of your teaching you are learning about subjects related to the poster.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ How useful is this activity?</li> <li>➤ How could you use it in your classroom?</li> </ul>	

## Activity 5 Our one minute act



15 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To raise awareness of the consequences of our behaviour</li> <li>➢ To help participants learn to think before acting</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Role play, creative expression</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Paper, pencil</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange the room for work in groups. A space in the front of the room is needed to act the sequence</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Before the activity in class, ask learners to think, observe and take notes for one week to make a check list of typical behaviour linked to highly emotional reactions (in self, in family, in neighbourhood, class, in news media, in movies etc.)</li> <li>➢ Back in class, have the learners write, in small groups or pairs, write a 1 minute sequence demonstrating one of the behaviours on their check lists. (10 minutes)</li> <li>➢ Have each group or pair acts their sequence in front of the whole group. (1 minute each)</li> </ul>	

<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ Although the acting can be self explanatory, you can have a brief discussion with the group after each sequence to make sure everyone understood it, to ask questions or comment on the demonstrated behaviour.</li> <li>➢ This activity can be followed by going through the same process, this time focusing on changing the behaviour: each same group would take the first sequence and write another sequence with a “better” socially acceptable behaviour to play in front of the group.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➢ How useful is this activity?</li> <li>➢ How could you use it in your classroom?</li> </ul>	

**Activity 6** What can we learn from unpleasant experiences?



15 minutes

Notes	
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To practice meta cognitive skills</li> <li>➢ To evoke pleasant feelings and develop self esteem and positive attitudes toward self and others.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Presentations, discussion, creative expression</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Poster card, markers</li> </ul>	

<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Each member of the group is asked to remember some unpleasant event which happened to him/her recently. Ask that they write a brief description of it. ( 2 minutes)</li> <li>➤ Now ask them to find some minimal trace of good in this experience. Write them down too. ( 2 minutes)</li> <li>➤ Working in pairs: discuss with each other these minimal good traces and find out the benefits on your own. ( 4 minutes)</li> <li>➤ Team work (groups of four): Present typical behaviours of your group's partners, discuss and write them down. ( 4 minutes)</li> <li>➤ Make posters, then go around and visit each of group. What kind of relationship is there between the unpleasant events and useful experiences? Is there a common pattern? ( 3 minutes)</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ How useful would this activity be for you in your classroom?</li> <li>➤ What learning outcomes would you expect to reach with your students?</li> </ul>	

### Activity 7 **Mirror, speak to me!**



15 minutes

<b>Notes</b>	
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To think positively about oneself and others.</li> <li>➤ To develop a positive self image</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Sheets of paper with picture of mirror, one per participant.</li> </ul>	

**► Practical arrangements:**

- The room must be set up so the group can sit in a circle.

**► Instructions/procedure:**

- Have the whole group sit down in a circle. Distribute one prepared sheet per participants, on which a mirror is drawn. Ask participants to write their name in the middle of the mirror.
- Each member of the group, passes his/her mirror to another person in the circle, and collects one from another neighbour.
- Everyone writes 1 or 2 positive comments on the sheet they have, (for example: good work or pleasant interesting things about the individual whose name is on the mirror. Use words, phrases, remarks, etc.)
- At the end of the activity ask participant how they felt during the activity: “What were the easy and challenging parts from this activity? Why?”, “How did you feel when writing something positive about another person?”, “How did you feel when you heard positive things about yourself?”

**► Debriefing/reflecting:**

- How useful is this activity?
- When do you think you would use it in the classroom?

## Evaluation and assessment

Moderate a debriefing session:

	Notes
➤ What are the 3 most important things you learned?	
➤ What will this change in your way of teaching?	
➤ What is the importance of self esteem in life? How can we promote self esteem in our students?	

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## References

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## Appendix 1:



## Training Resources: Intercultural Education

### "Inclusive schools"

#### ANNEXES

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Pestalozzi ICE training resources

## Inclusive schools

The wider frame should be an inclusive school and curriculum, with acceptable work conditions for the different individuals that meet there, in an atmosphere of co-operation and solidarity.

Inclusive environments... "provide not only for the just integration of different children, but also for the engrossment (empathy) in the different other and for gradual understanding of a new quality of existence."

(Medveš 2002, Kroflič 2003.)

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## Self image in children

### *Signs of high self-image of children:*

- Readiness for cooperation,
- Readiness to share with others,
- Ability to accept advice without feeling criticised,
- Self-satisfaction, motivation for success.

### *Signs of low self-image of children are:*

- Negative opinions,
- Defensive behaviour,
- Admiration without competition,
- Low aspiration for teacher's attention,
- Frequent complaints,
- Exaggerated concern about intentions of others of the same age.

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## Self image in teachers

### *Signs of high self-image of teachers:*

- Readiness for cooperation,
- Readiness to share with others,
- Ability to accept advice without feeling criticised,
- Self-satisfaction, motivation for success.

### *Sign of low self-image at teacher are:*

- Negative opinions,
- Defensive behaviour,
- Admiration without competition,
- Low aspiration for headmaster's attention,
- Frequent complaints,
- Exaggerated concern about intentions of others of the same age.

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*Seven basic components of self-image:  
physical safety, identity, connection, belonging,  
competence, emotional safety, mission.*

#### **PHYSICAL SAFETY**

*The feeling of safety is the first and most important factor of self-image. It is the teacher's prime responsibility.*

#### **Questions for discussion:**

- Is your school safe?
- Is there any bullying?
- What can a teacher do to assure students' feeling of safety?
- How do you set the rules in your classroom?
- What type of rules?
- How can you offer a response to a child's fears?



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## Identity and self-esteem



**LET'S BE A MODEL OF BUILDING OUR OWN IDENTITY!**

#### **How?**

- We ask children to describe her/him self.
- We can be a positive model for learning.
- We offer positive mediation.
- We help children realize that they are responsible for their actions.

#### **Questions for discussion:**

- What kind of identity do children need, so that they could belong to a group?
- On what principles do your children gather in groups?
- How can a child identify with and belong in a group?

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## Feeling connected

- ❖ Opening «emotional bank accounts».
- ❖ Satisfaction check-list concerning needs for affiliation/belonging.
- ❖ Develop skills for identifying and describing attitudes.
- ❖ Let every child be heard, that she/he is something special.
- ❖ Recognize verbal and non verbal communication
- ❖ Show empathy and develop listening skills
- ❖ Allow pupils to cooperate in decision making in the classroom

- **If children feel that we care for them, they feel safe, appreciated and they are convinced that their internal value is high.**

### Questions for discussion:

- How are you developing needs for connections in your class as a teacher?
- What do you do easily?
- Did you already notice children's reactions with your work in class?
- What gives your colleagues a sense of belonging to the school?
- What progress does your school still need to make concerning these issues?

## Belonging

### Features of real friends reaching on six basic fields of self image:

- ❖ respect,
- ❖ trust,
- ❖ understanding,
- ❖ satisfaction,
- ❖ acceptance,
- ❖ confidence.



*A child with a healthy self-image accepts and joins in activities to gain new friends.*

*Children need friends to confirm their identity.*

Cooperative teaching offers the opportunities to develop social skills which are at the heart of the curriculum.

### Questions for discussion:

- What does real friendship require?
- How can a teacher influence friendship among children?
- How can a teacher help new pupils make connections with other pupils?

# Competences



*It is a teacher's task to help children to feel competent in:*

- developing skills for solving problems,
- regulating their emotions,
- learning from their own mistakes,
- think «I can do it».

*Can you evaluate your teaching in regard to these issues?  
Do you know where your student's stand concerning these skills?*

**CHARACTERISTICS OF "HAPPY" PEOPLE:**  
*My life makes sense.  
 I lived to see at least one important change in my life that I mastered successfully.  
 I achieved important long-term objectives.  
 I understand personal growth and development are very important.  
 I understand the importance of reciprocation.  
 I have friends.*

*Questions for discussion:*  
 -Describe children: what are their psychological features in the different phases of their development?  
 -List factors that play an important part in a child's ability to make contacts with others children and have positive attitudes toward parents and educators?  
 -Could we prepare children to be more open?

*We sustain high self-image in children even in times of conflict.*

*Children believe adults and they go by their opinion.*



*Children will constantly be testing frontiers set by adults, so as to assess if they are serious.*



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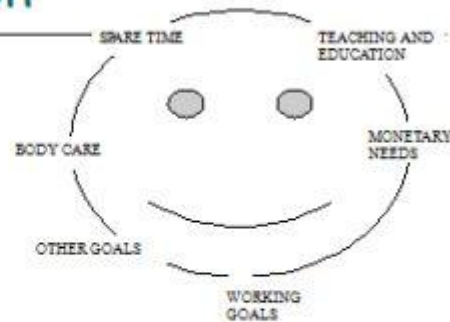


## Our mission



To support children's  
motivation  
to achieve goals.

10 KEYS FIELDS FOR ASKING OF GOALS



### Questions for discussion:

- How do we help children be aware of their difficulties?
- Why is it important to have and demonstrate a feeling of mission and purpose when teaching?

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