



Pestalozzi

Training Resources

Education for Linguistic and Cultural Diversity (DIV)
Children's culture as an educational resource – using songs
and rhymes, games and stories in multicultural classrooms
by

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Theme: Benefiting from diversity in the lower primary language classroom

Expected outcome

- to help teachers benefit from cultural and social diversity in the language classroom and the whole school;
- to raise awareness of the functioning of languages by focusing on pronunciation, stress, intonation and vocabulary in well-known songs, rhymes, games, dances, stories and fairy tales;
- to help teachers create an atmosphere of belonging and togetherness in their classrooms by sharing many elements of a potential universal child culture.

Target group

Type of training	School level	Subject area
Initial and in-service training	Primary level	Modern languages, mother tongue teaching

Brief description of the unit

Children love singing, dancing, and listening to stories and fairy tales all over the world. This fact has also been used in language teaching methodology at elementary levels for a long time. Songs and rhymes offer excellent opportunities to focus on and teach crucial linguistic elements such as correct pronunciation, stress, intonation and rhythm as well as vocabulary. It is also a fact that many of these songs, rhymes and stories share common elements across cultural borders. A lot of children's songs exist in many different languages, and the same is true for music-based games, stories and fairy tales. By including new songs and games from more distant countries, and by focusing on the search for similarities, the teacher might succeed not only in teaching languages but also in creating an atmosphere of acceptance and a sense of belonging for all children, including those with a different cultural or social background than the majority.

Time 160 minutes (as suggested here)

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

Activity 1	▶ 45 minutes
Activity 2	▶ 25 minutes
Activity 3	▶ 45 minutes
Activity 4	▶ 45 minutes

Tips for trainers

- Make sure to draw teachers' attention to the fact that during these activities all children in their classes should be encouraged to take on the role of 'experts,' including children from ethnic or religious minorities, and pupils from socially or economically disadvantaged and immigrant families.
- You may want to discuss the advantages of involving parents, for example, by organizing an event when the children can perform what they learned and show parents what they know about each other.



45 minutes

Activity 1 Learn a song in at least two languages!

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To discuss that children across borders and social groups may have many things in common; ➢ To learn new techniques to teach the correct pronunciation of foreign words; ➢ To learn new techniques to teach new words by making comparisons. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Text of “Frère Jacques” (Brother John) or “A, B, C, die Katze lief im Schnee” (A, B, C, The Cat Ran in the Snow) or any other selected song that exists in several languages (for teachers of children who can read) ➢ Sound track (optional) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ It’s good to sit in a circle or so that everybody can see and hear the others. 	
<p>▶ Methods:</p> <ul style="list-style-type: none"> ➢ Whole class discussion and singing 	
<p>▶ Procedure:</p> <p><u>Introduction:</u> The trainer tells the group of teachers that they will try out a few activities that can be used with children in lower primary education and discusses the aims of the activities with them. In order for the participating teachers to internalize the procedures and become able to reflect on the aims and methods, all the activities meant for children will also be tried out with the teachers themselves.</p> <p><u>Activity:</u></p> <ol style="list-style-type: none"> 1. Presentation of the song line by line by the trainer in the mother tongue or the language shared by the majority in the group; 2. The whole class can sing the song together; 3. Presentation of the same song in another chosen language depending on the context: the selected 	

<p>song, the subject matter of the lesson and the target language;</p> <ol style="list-style-type: none"> 4. Choral repetition and more singing; 5. Teaching vocabulary: Focus on key words such as family members in the target language (and possibly other languages), for example (Norwegian – French – Hungarian): mor – mère – édesanya far – père – édesapa bror – frère – fiútestvér søster – soeur – lánytestvér 6. Eliciting further varieties of “Frère Jacques” from the students: <ul style="list-style-type: none"> • Does this song exist in any other languages you are familiar with? If so, could you teach us? • How do you say these words in those languages (mor-far-bror-søster)? 7. Conduct a singing session where all participants sing the same song in a language of their choice and/or once the class knows the song by heart in the target language, you should try some canon-singing by splitting the class into two groups: Half the class (Group A) start by singing the first two lines, and the other half (Group B) start singing from line 1 as Group A start singing from line 3. Both groups continue singing through the whole song 3 or 4 times without taking breaks in between the verses. <p><u>Debriefing:</u> Ask the participating teachers what the benefits of this activity are for children in lower primary classes. Use some of the questions below for the debriefing session and/or add your own.</p>	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Make comparisons! What differences/similarities do you find in the different language versions of the song? How can this be elicited and discussed with children? What would be the conclusion you would like children to reach or the feeling/thoughts you would like them to leave the classroom with? ➤ What can the teacher do if pupils don't know the song in any other language? (E.g. Invite pupils to come up with new versions, for example create a multilingual version in which all languages spoken by the children in the class are represented by a few words in the same “translation”: Bror Jacques, bror Jacques, kelljen fel, kelljen fel, all the bells are ringing, sonnez les...) 	

<ul style="list-style-type: none"> ➤ How can you make sure that everybody contributes? (E.g. by asking pupils who speak rare languages or languages unknown to the rest of the children to teach the class at least a few words and explain their meanings.) 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➤ This song also exists in German, English and many other languages. Ask your teachers but also be prepared to present some of these varieties from a CD or MP3! ➤ Recommend good online and printed sources for children's songs to your trainees. 	

Activity 2 Children's games



25 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To learn how to improve pupils' listening skills and pronunciation with the game "Simon says"; ➤ To learn ways to make pupils be more open-minded about other languages; ➤ To help teachers introduce children to the idea that rules of politeness can be different in different cultures. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Nothing is needed. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Teachers / children sit in a circle with a leader (Simon) in the centre. Everyone must do what Simon says. 	

<p>► Methods:</p> <ul style="list-style-type: none"> ➤ The whole class trying out and discussing the game 	
<p>► Procedure:</p> <p><u>Introduction:</u> The trainer tells the group of teachers that they will try out a game that can be used with children in lower primary education and discusses the aims of the game with them. In order for the participating teachers to internalize the procedures and become able to reflect on the aims and methods, all the activities meant for children will also be tried out with the teachers themselves.</p> <p><u>Activity:</u></p> <ol style="list-style-type: none"> 1. Everyone must do what Simon tells them to do when asked with a phrase beginning with ‘Simon says’ (“Simon says, Jump!” > Everyone should jump). However, if Simon says simply “Jump!” without first saying “Simon says”, players should not jump. Those who do, are out. 2. The game could then be repeated in the languages represented in the class if the speakers of those languages first teach the class a few words in their native language. <p><u>Debriefing:</u> Ask the participating teachers what the benefits of this activity are for children in lower primary classes. Use some of the questions below for the debriefing session and/or add your own. The length of the debriefing/reflecting session will obviously depend on how many questions you ask and how many ideas the teachers will come up with in response to your questions (or to the suggested debriefing questions below).</p>	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What would you talk about with the children in your class after this game? (e.g. What are the similarities between the different language versions of this game? How do they ask people to do things in the target language and their own native language? How do they ask people politely in the languages they are familiar with?) 	

► **Tips to trainers:**

- Make sure that teachers understand that various languages and commands should be introduced. Some words of command should be taught first, such as *jump – clap your hands – stamp your feet – touch your nose – whistle – stand on one foot* – etc. in the target language and then in every language that you want to play the game in.
- This game exists in a number of countries: Spain (Simon dice), Iceland (Simon segir), Poland (Szymon movi), Korea (. . .), France (Jacques a dit), Holland (Commando), Israel (Herzl said), Ireland (O’Grady says), Finland (Kapteeni Käskee), Brazil (O mestre mandou), Norway (Kongen befaler) and so on.
- Pupils with a different language background should act as instructors when it comes to playing “Simon says” in their language.

Activity 3 Learning numbers in different languages by doing clapping rhymes



15 minutes x 3 = 45 minutes

	Notes
<p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Teaching numbers in different languages ➤ Teaching correct pronunciation and stress patterns in the target language ➤ Activating all pupils ➤ Fostering openness and evoking curiosity in multicultural classrooms 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ No materials are needed. 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Teachers / children sit in a circle facing each other ➤ Alternatively: pair work, pupil A and B facing each other 	

► **Methods:**

- Group work or pair work

► **Procedure:**

Introduction: The trainer tells the group of teachers that they will learn a rhyme that can be used with children to teach numbers in different languages. The trainer then discusses the aims and benefits of the rhyme and the accompanying game with them. In order for the participating teachers to internalize the procedures and become able to reflect on the aims and methods, this activity meant for children will also be tried out with the teachers themselves.

Activity:

1. A counting rhyme is taught line by line by the teacher to the whole class, clapping her hands, for example:

Cinderella, dressed in yellow
 Went upstairs to kiss a 'fella'
 Made a mistake
 And kissed a snake
 How many doctors did it take?

2. When the verse is learned by heart, the counting can start, first in the native language, counting from 1 to 10, then in the target language (English in this case), and finally, in another language being represented in the class. It is only the counting that changes its language form – the verse is in English all the way. The counting comes automatically after chanting the verse. You don't wait for an answer, you just keep on chanting in the same rhythm:

one- two - three - four
un - deux - trois - quatre
en - to -tre - fire
egy - kettő - három - négy
bir - iki - üç - dört
 and so on.

<p>In the third stage, the pupils speaking any other language can teach the class.</p> <p>Debriefing: Ask the participating teachers what the benefits of this activity are for children in lower primary classes. Use some of the questions below for the debriefing session and/or add your own.</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ What skills/attitudes does this activity develop in children? ➢ Is it possible to use this activity as part of (an introduction to) a lesson in mathematics? Making calculations in different languages? 	
<p>▶ Tips to trainers:</p> <ul style="list-style-type: none"> ➢ For pedagogical reasons, it would be wise to split this activity into two or three lesson periods: Period 1: Teaching the verse + counting in the native language of the majority in the class (15 minutes) Period 2: Repeating the verse + counting in the target language (15 minutes) Period 3: Repeating the verse + learning to count in a third language (15 minutes) 	

Activity 4 Fairy tales in different languages



45 minutes

	Notes
<p>▶ Specific objectives:</p> <ul style="list-style-type: none"> ➢ To learn new techniques that improve listening/recollecting/speaking skills ➢ To illustrate the global character of fairy tales ➢ To illustrate human attitudes through fairy tales 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ DVDs/DVD player/Television set ➢ A computer + projector + screen 	

► **Practical arrangements:**

- If the DVD is to be used in front of a whole class, it is best to use a computer + projector + screen. For small groups a DVD player + television set would suffice.

► **Procedure:**

Introduction: The trainer tells the group of teachers that they will learn stories that can be used with children to learn about differences in values and behaviour in different cultures and then discusses the aims and benefits of the activity with them. In order for the participating teachers to internalize the procedures and become able to reflect on the aims and methods, this activity meant for children should also be tried out with the teachers themselves.

Activity:

Alternative I (Beginners)

- 1 The whole class watch the fairy tale in the target language (DVD)
- 2 The pupils retell what they remember in pairs, using their mother tongue
- 3 The pupils make a picture/drawing from one of the scenes

Alternative II (More advanced)

- 1 The whole class watch the fairy tale in the target language (DVD)
- 2 In pairs they retell the fairy tale in English
- 3 In groups they act out the fairy tale (or a scene from it) in the target language

Alternative III (A fairy tale from abroad)

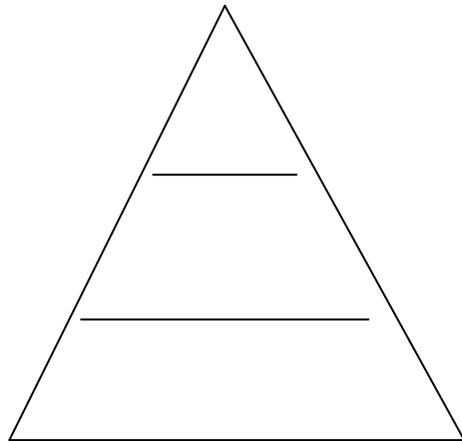
- 1 The fairy tale should first be translated into the native language of the class by a grown-up person
- 2 The fairy tale is retold or read by the teacher in front of the whole class in the target language
- 3 The story/fairy tale is retold by pupils sitting in pairs
- 4 Discussing the story with the whole class:
 - What happened?
 - What was the story like? Scary? Funny? Sad?
 - Could this have happened in our country? Why/Why not?
 - What would have happened if this story had taken place in our country?

- What are some of the similarities/differences between the homeland of the characters in the story and the country where we live?

Debriefing: Ask the participating teachers what the benefits of this activity are for children in lower primary classes. Use some of the questions below for the debriefing session and/or add your own.

► **Debriefing/reflecting:**

- What values/attitudes are illustrated in the story/fairy tale?
- Is it possible to make a three-dimensional scale of these values (see diagram below)?
 - Personal values at the bottom level
 - Cultural values in the middle
 - Universal values at the top level
- Can you give examples for personal, cultural and universal values? Is it always easy to make a difference between personal, cultural and universal values? Why? Why not?
- What would you put the emphasis on when discussing the fairy tale with your pupils (e.g. similarities and differences in values, behaviour, language, etc.)?



► Tips to trainers/anticipated difficulties:

- Try to include stories/fairy tales from the various origins that are likely to be represented in your teachers' classes.
- Remind your teachers that some pre-teaching of vocabulary might be necessary before watching the film or listening to the fairy tale, e.g. by using pictures/drawings (depending on the age group) in order for the pupils to fully enjoy and benefit from the stories.

Evaluation and assessment

For (student) teachers:

- 1 Which activities have you already tried out? Which seemed to work? Fail? Why?
- 2 Which of the new activities are bound to succeed with children in your class? Where do you anticipate difficulties? How could you overcome those difficulties?
- 3 See also evaluation questionnaire in the Appendix.

For children in your class: Young pupils are not expected to give any formal written assessment. The teacher would get informal and spontaneous feedback by asking the question 'Should we do this again?'

References

Bibliography:

- Iona and Peter Opie, *The Oxford Dictionary of Nursery Rhymes* (OUP: 1997)
- Maria Tatar, *The Classic Fairy Tales* (W.W.Norton & Co: 1999)
- Iona Opie, *Here Comes Mother Goose* (Walker Books Ltd: 2002)
- Gillian Avery and Julia Briggs, *Children and Their Books: A Collection of Essays to Celebrate the Work of Iona and Peter Opie* (Clarendon Press: 1989)

Websites:

- <http://www.gameskidsplay.net>
- http://en.wikipedia.org/wiki/fairy_tales

DVD:

- "The Golden Apple" by Latal, Jiri: *Eventyrskatten* (Norwegian version with a choice of various languages). Oslo: Norsk Filminstitut (2001). Original title: *Animated Tales*

Appendix

EVALUATION QUESTIONNAIRE FOR TEACHERS AND STUDENT TEACHERS

1. What did you like most about the training session?

2. Was there anything you did not like at all about the training session? If so, what?

3. I'm not sure about the following:

4. I found the following very useful:

5. This is what I learned from this training session:

6. I will use the following activities in my own classes:
