



Pestalozzi

Training Resources

Diversity of world views and world knowledge
in the classroom

“One, not the same”, Personal Differences and Multiple
Intelligences in the Classroom

by

Author: Irine Ghviniashvili - Georgia

Editor: Olga Ferreira



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: One, not the same (personal differences and multiple intelligences in the classroom)

Expected outcome

- To develop teachers' competences - knowledge, understanding and skills - in understanding and respecting individual differences and being sensitive to other people and in accepting and valuing diversity and making it work ;
- To learn to embrace and value diversity.

Target group

Type of training	School level / age	Subject area
In-service training	High school	Languages

Brief description of the unit

This unit aims to make teachers aware that diversity exists and goes far beyond the history or the geography of the country where we were born and live. It means there are a variety of people in the world with different biological characteristics and many different life stories reflecting individual and community customs and traditions as religion, values, gastronomy, language... and personal emotions, interests and talents, hopes and fears or style of dressing. This diversity of human beings and the consequent diversity of world views (which involves our own choices and options) deserves to be preserved and respected because they have potential and are valuable and precious.

In the activities of this unit, teachers will be faced with the need to find different answers and strategies for the diversity of their students who possess a variety of skills and intelligences – linguistic, spatial, musical, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal or naturalistic, according to Gardner's theory.

Methods/techniques used

- Brainstorming;
- Ice breaking activity;
- Pair work;
- Group work;
- Plenary.

Time 3 hours

Activity 1	▶ 30 minutes
Activity 2	▶ 50 minutes
Activity 3	▶ 90 minutes

Tips for trainers:

- Be patient when working with the group as participants may have never thought about this topic before.
- If participants don't know about Gardner's theory "Multiple Intelligences" the trainer should give them a brief introduction to it.
- Split participants in pairs in order to provide them with the opportunity to get to know each other. When the trainer splits participants in groups of three or five, remember to change the group members after each activity.
- Be empathic and create a positive and relaxing atmosphere for everybody. Give participants time to think, and accept all answers with respect

Resources

Sandra Cisneros story "Eleven"	Appendix 1
Articles of UNESCO Declaration in Cultural Diversity	Appendix 2

Activity 1 Draw my picture



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To create a relaxing atmosphere for the participants. <p>▶ Specific aim:</p> <ul style="list-style-type: none"> ➢ To provide an opportunity for participants to get to know each other. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Brainstorming ➢ Pair work ➢ Team discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Sheets of paper A2 ➢ Pictures 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Set up the room with tables and chairs so that participants can feel comfortable and work. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Brainstorming : ask participants if they can draw well. Did they like to draw during their childhood? What did they like to draw? ➢ 2. Pair work - an image is given to each participant which they keep to themselves and do not show to the other participants; then, they are asked to look at the photo and think about how to describe it to a person who cannot see it. Following the instructions of the partner, each group member, in turn, draws a copy of the image. The goal is to arrive at a drawing that looks like the original as 	

closely as possible.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➢ Evaluation: discuss the drawn images in the group and ask participants to introduce themselves ;➢ This activity is a bit noisy but participants will have fun looking at each other's pictures.➢ Trainer can comment on participants' pictures humorously to make participants feel more confident and relaxing.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➢ Did you like the activity?➢ What about your partner?	

Activity 2 “One, not the same”



50 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➢ To learn to understand and respect individual differences. ➢ To learn to value and enhance diversity. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To demonstrate that personal qualities have different values in different situations. ➢ To recognise the uniqueness of all individuals and understand the advantages of living in a world of diversity. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Pair work ➢ Evaluation ➢ Group work ➢ Plenary 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ A flip chart ➢ Colour markers 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ A large room with chairs and tables easy to move: join and split. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Group work - Split participants into groups of three or four. Ask the participants to write down a list of people’s qualities – as many as possible. Ask the group to divide the qualities in three 	

<p>categories: positive, negative, and neutral ;</p> <ul style="list-style-type: none"> ➤ 2. Using a flip chart the trainer writes down what qualities the participants highlighted. Then the trainer asks participants to re-divide them in other categories : <ul style="list-style-type: none"> - The quality useless and useful in a context of extreme danger; - The quality in a context of war; - The quality in a context of scientific explorations. ➤ 3. In plenary - Discuss why we are not all the same : <ul style="list-style-type: none"> Why do people show so many different qualities? Is there any need for adaptation that justifies this variety in human beings? What would the world be like if we all had the same qualities? Would it be more interesting? Would more boring? <p>After the discussion, ask the participants to read the article of the UNESCO Declaration on Cultural Diversity</p>	
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<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ This discussion must be close to reality. 	
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<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The trainer may ask the participants some questions: What have you learnt? What did you like? ➤ Have you any ideas about what will be discussed in the next session? ➤ What have you learnt about individual differences? ➤ Have you got any ideas about how to make your students aware of the existence of diversity? ➤ What competencies do we need in order to be sensitive to other people? 	
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Activity 3 Multiple Intelligences in the Classroom



90 minutes

	Notes
<p>▶ General aims:</p> <ul style="list-style-type: none"> ➢ To realise that each student is unique. ➢ To understand that all the students can learn well, depending on the way they are taught and respected in the classroom. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To understand and value each student. ➢ To realise how to make lessons more interesting and productive. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Brainstorming ➢ Group work ➢ Team discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Copies of the story ➢ Sheets of paper for posters ➢ Markers ➢ Cards with guidelines to develop activities ➢ Computer 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ A large room with chairs and tables easy to move: join and part. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Brainstorming - Ask participants if they know anything about multiple intelligences pertaining to 	

<p>their students. Have they noticed it while teaching? What about ourselves? What kind of intelligence do we have?</p> <ul style="list-style-type: none"> ➤ 2. Group work - Group participants according to the task they prefer to do after reading the story : <ul style="list-style-type: none"> a. Write a letter to the character of the story. b. Draw a cover paper of the story c. Prepare a plan of the story d. Act like a character in the story e. Write personal information about writer f. Compare nature with story characters. g. Choose a soundtrack for the story. ➤ 3. Hand out the text, allowing enough time for the participants to read it; then perform the task written on the card. Present the completed story. ➤ 4. Evaluation - Ask participants to comment on the training : <ul style="list-style-type: none"> - How was the story presented? - Was it interesting to participate? - Was everybody involved and did they understand the story? - Was the text presented in different ways? What made it so interesting? - Could they see the advantages of multiple intelligences in the classroom? - How does diversity of intelligence work for us? 	
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<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ While arranging small groups, give participants time to decide. Explain the instructions clearly. If there is nobody who wishes to carry out a particular activity, emphasise the positive sides of it and involve everyone. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How did the use of multiple intelligences make the lesson more interesting? ➤ How do the activities contribute to our educational work? ➤ In what sense did you benefit? ➤ What are you going to change in your work? 	

Debriefing/ Evaluation and assessment

Notes
<ul style="list-style-type: none">➤ What competencies have you developed in the training “ONE, NOT THE SAME”?➤ Explain the way in which, according to you, individual differences appear.➤ “Are you able to accept diversity? – It is valuable because...”➤ “How do you teach students to be sensitive to other people and to embrace diversity?”

References

- Sandra Cisneros “Eleven”.

Appendix :

Sandra Cisneros

*Sandra Cisneros (1954-), the only daughter in a family of seven children, was born in Chicago. Her Mexican-American heritage, of which she is proud, is evident in many of her short stories. Cisneros has had a successful and varied career. In addition to being a poet and fiction writer, she has worked as an arts administrator and has taught students who had dropped out of high school. She has written four books of poetry and two books of short stories, *The House on Mango street* and *Woman Hollering Creek*. In many of her short stories, such as “Eleven”, Cisneros creates a view of the world through the eyes of a child. The language of these stories is simple and direct, but their ideas are serious and important.*

“Eleven”

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are underneath the year that makes you eleven. Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like you're three and that's okay. That's what I tell Mama when she's feeling three and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old, is.

You don't feel eleven. Not right away. It takes a few days, weeks even, something even months before you say eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid-box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Prince put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth.

“Whose is this?” “Of course it's yours”, Mrs Prince says.

Mrs Prince says, and she holds the red sweater up in the air for all the class to see. “Whose? It’s been sitting in the coatroom for a month.”

“Not mine,” says everybody. “Not me.”

“It has to belong to somebody,” Mrs Prince keeps saying, but nobody can remember. It’s an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It’s maybe a thousand years old and even if it belonged to me I wouldn’t say so.

Maybe because I’m skinny, maybe because she doesn’t like me, that stupid Sylvia Saldivar says, “I think it belongs to Rachel.” An ugly sweater like that, all raggedy and old, but Mrs Prince believes and puts it right on my desk, but when I open my mouth nothing comes out.

“That’s not, I don’t you’re not... Not mine,” I finally say in a little voice that was maybe me when I was four. “Of course it’s yours,” says Mrs Prince “I remember you wearing it once.” Because she’s older and the teacher, she’s right and I’m not.

Not mine, not mine, not mine, but Mrs Prince is already turning to page thirty-two, and math problem number four. I don’t know why but all of a sudden I’m feeling sick inside, like the part of me that’s three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater’s mountain, I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far for from it as possible, I even move my chair a little to the right. Not mine, not mine, not mine.

In my head I’m thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on my parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs Prince says loud and in front of everybody, “Now, Rachel, that’s enough, because she sees I’ve shoved the red sweater to the tippy-tip corner of my desk and it’s hanging all over the edge like a waterfall, but I don’t care.

“Rachel,” Mrs Prince says. She says it like she’s getting mad. ‘You put that sweater on right now and no more nonsense.”

“But it’s not-”

“Now!” Mrs Prince says.

This is when I wish I wasn’t eleven, because all the years inside of me-ten, nine eight, seven, six, five, four, three, two, and one-are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren’t even mine.

That's when everything I've been holding in since this morning, since when Mrs Prince put the sweater on my desk, finally lets go, and all of a sudden I'm crying in front of everybody. I wish I was invisible but I'm not. I'm eleven and it's my birthday today and I'm crying like I'm three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of me, until there aren't any more tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivar, says that she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs Prince pretends like everything's OK.

Today I'm eleven. There's a cake Mama's making for tonight and when Papa comes home from work we'll eat it. There'll be candles and presents and everybody will sing happy birthday, happy birthday to you, Rachel, only it's too late.

I'm eleven today, I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny in the sky, so tiny-tiny you have to close your eyes to see it.