



• Toolbox of Teaching Languages of Schooling for Students with Migrant Background & Integration Practices



TEACHER PREPARATION FOR MIGRANT SCHOOL INCLUSION
612216-EPP-1-2019-1-EL-EPPKA3-IPI-SOC-IN

June 2022 •



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Toolbox of Teaching Languages of Schooling for Students with Migrant Background and Integration Practices

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Introduction

TEACHmi Toolbox aims to encourage the intercultural dimension of educating practices, through the creation of a set of training materials, tools and guidelines for teachers, trainers, school leaders and other professionals who undertake to support recently arrived students (aged between 12-18) with migrant background.

👉 The Toolbox covers 6 Topics:

Topics 1–5 suggest a good practice and its upscaling in the context of TEACHmi project. Thus, a series of activities are proposed, including detailed instructions and downloadable materials, adaptable to different learning environments. At the end of the topics, users can click on *Check your knowledge!* ☒, to test what they have learnt. References and links allow to discover more on the topic.

TOPIC 6 offers a collection of case studies from project partners' countries aimed to foster reflection on sensitive topics of multicultural contexts through real-life scenarios and identify possible solutions/exercises to overcome critical situations. For each case study, users can share their insight on TEACHmi online forum.

The core component of the Toolbox is inclusion of migrant students in secondary education, through an innovative set of resources and activities to support teachers and with special attention to Languages of schooling.

Barriers to inclusion may derive from the student's fear of rejection, academic failure or being misunderstood, shame associated with the need to leave or escape from one's home, undiagnosed trauma, other linguistic and cultural barriers, differences in educational systems. Sometimes, barriers may be involuntarily created by teachers, lacking time to get to know students' personal stories.

Thus, the inclusion of migrant students inevitably requires a constant attention to many different contexts of everyday life, going beyond the school walls.

In order to foster inclusion and intercultural frameworks, we consider 5 milestones: Languages, Culture & Stereotypes, Diversity, Participation, Reflection & application.

TOPIC 1 introduces the concept of *“language of schooling”*. To foster student’s learning of the host country language, we propose the good practice of peer-to-peer mentoring, based on the good example of TANDEM NOW project. Peer mentoring will create unique opportunities for building up connections between same-age peers.

TOPIC 2 *“Understanding the cultures – What are they?”* deals with the complex concept of culture: Understanding the meaning of culture is essential to establish healthy relations with other people and to shape our identity. Storytelling can contribute to reducing biased images and stereotypes, valuing diversity and developing empathy in the class, thus developing a universal culture of human rights.

Yet, for many people, cultural diversity and intercultural learning are inevitably associated with a potential for conflict. Intercultural competences are fundamental to prevent major conflicts. TOPIC 3 aims to strengthen intercultural awareness and sensitivity, starting from the good practice of Cohen-Emrique’s *“analysis of critical incidents”*.

In order to strengthen teachers’ skills in diversity management and cultural mediation, TOPIC 4 proposes the use of restorative circles as a good practice to transform critical cultural differences in a chance for personal discovery, understanding of others and for general growth and development.

Thus, TOPIC 5 apply a *“learning by playing”* approach to educate on EU values and active citizenship, in order to foster the creation of a strong feeling of common belonging.

Finally, by analysing different real-life scenarios in TOPIC 6, teachers will improve their capacity to identify sensitive topics of multicultural contexts and develop their own solutions to deal with them.

Methodologies of teaching languages of schooling to newly arrived students with migrant background

Introduction

What does language of schooling mean? The term language of schooling defines the official language of a nation/region, the majority language or mother tongue, which includes both the language taught as school subject on its own and the language of instruction used to teach other disciplines.^{1 2 3}

Language is an essential instrument for successful inclusion of newly arrived students with migrant background both at school and beyond. Across the EU, educational systems are more frequently faced with linguistically heterogeneous contexts and with the challenging responsibility to provide learners

with appropriate linguistic and intercultural competences to become active and responsible citizens.⁴

Languages of schooling are the backbone of plurilingual and intercultural education.

This chapter provides teachers with the

good practice retrieved from the previous experience of the **TANDEM NOW** project, which focused on the use of the mentoring methodology to foster the linguistic integration of migrants. TANDEM NOW's good practice can be upscaled by moving from the VET learning environment to the school context, in order to enhance its adaptability to the new contexts and end-users.

In particular, the so-called **"Peer-to-peer mentoring" methodology** is described here, in order to help teachers foster the linguistic integration, motivation and autonomy of newcomer students with migrant background.

At school, the "Peer-to-peer mentoring" methodology can be implemented through a series of **specific activities**, including detailed instructions and practical exercises. Teachers can choose the most appropriate activity for his/her learning environment and practice it with the pairs of mentor/mentee.

To ensure the effectiveness of the Peer-to-peer methodology and of the suggested activities, you can click on **"Check your knowledge!"**, to test what you have learnt at the end of Topic 1.

Watch the video to learn more about Topic 1 contents:

<https://www.youtube.com/watch?v=7mtQJuqYKDo&t=9s>

- 1 Maledive. (2012-2015). Teaching the language of schooling in the context of diversity. Study materials for teacher development. ECML: <https://maledive.ecml.at/>
- 2 Council of Europe. (n.d.). Languages of schooling. Council of Europe: <https://www.coe.int/en/web/language-policy/languages-of-schooling>
- 3 Krumm, H.-J., & Plutzar, V. (2008). Linguistic Integration of Adult Migrants (LIAM). Background documents and Studies. Council of Europe Portal: <https://www.coe.int/en/web/lang-migrants/background-documentd-and-studies>
- 4 Council of Europe. (n.d.). Plurilingual and intercultural education: Definition and Founding Principles. Council of Europe: <https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/the-founding-principles-of-plurilingual-and-intercultural-education>

SPECIFIC OBJECTIVES

TEACHERS:

- To learn how to use of peer-to-peer mentoring
- To create innovative tailored responses for teaching languages of schooling

STUDENTS:

- To contribute to the creation of plurilingual intercultural learning environments
- To learn new words, associate them to concrete objects/concepts and select the most appropriate sentences for a given context
- To strengthen their creativity and collaboration competences

LEARNING OUTCOMES

TEACHERS:

- Apply a new methodology to foster linguistic integration
- Use non-formal educational techniques to enhance students' motivation and autonomy
- Contribute to a whole-school approach, by involving families and the overall society in non-formal educational activities

STUDENTS:

- Improve their competences in the language of the host country
- Recognise opportunities for intercultural and plurilingual learning
- Create more occasions for building new social bonds

Good practice

Once arrived in the host country, students with migrant background will be faced with a new culture, language, with an entire new reality, and will thus need special support in **four main areas: language, learning, involvement of families and community, intercultural education.**

Mentorship is a tailored learning methodology based on the guidance given by a mentor (a person with a certain level of experience) to a mentee (a person new to an experience/context). In the educational field, the entire process is generally monitored and supervised by a teacher.

The project **TANDEM NOW** was recognised as a Good Practice by the EU ET 2020 Working Group on Common Values and Inclusive Education 2016-2020, as part of the [Compendium of Inspiring Practices on Inclusive and citizenship education](#). TANDEM NOW is a Transfer of Innovation project, funded by the EU's Leonardo da Vinci programme. Implemented between 2007-2014, it was based on the transnational mentoring project TANDEM, which matched 60 youngsters, aged between 13-25 with some mentors having the same cultural background, in order to support their educational and training path.

TANDEM NOW was implemented by an international partnership, including organizations from: Austria, Turkey, Italy, Germany and Spain. The project responded to a common problem of many EU societies: youngsters with migrant background or from an ethnic minority tend to lack appropriate role models, which may limit their opportunities for educational and professional success.

More specifically, TANDEM NOW departed from two basic principles:

1. **Mentor and mentee are from the same ethnic/migration background:** mentor and mentee were matched based on shared language and culture, which facilitated the mentor's empathy and strengthened the mentee's possibility to identify with his/her "guide".
2. **Blended mentoring:** both face-to-face and online activities were implemented, to overcome spatial and temporal barriers and ensure the continuity of work.

As a result of the project, mentors could enrich their personal qualifications and mentees could improve their self-esteem and their knowledge on their education and employment opportunities. Moreover, both mentors and mentees could strengthen their digital skill.

Upscaling

TANDEM NOW methodology is upscaled by:

- moving from the level of vocational education and training, to school education
- implementing a specific form of mentorship, namely **peer-to-peer** mentoring.

PEER MENTORING

Peer mentoring will facilitate the student's learning path and will create unique opportunities for building up their relations with **same-age peers** and for gradual social inclusion in the host country.

Let's meet the mentee and the mentor!

MENTEE → Is an **added value** for the school!

- Newly arrived student with migrant background, often with stressful, traumatic experiences
- Scarce knowledge of the host country language, culture and educational methodologies
- Families may have difficulties in providing the necessary support

MENTOR → Has the **right motivation** to be a mentor!

- Has a certain knowledge of the school and surrounding society
- Has an interest in other cultures
- Wants to provide support to a classmate/schoolmate with migrant background, recently arrived

What are the advantages of this good practice?

MENTEE

- Simplified inclusion at school and beyond
- Creation of positive relations with other students
- Improvement of emotional well-being and of academic success

MENTOR

- Acquisition of important soft skills
- Strengthening of intercultural competences and creation of new relations
- Gradual growth and involvement as active and responsible citizens

Which activities does peer mentoring include?

- Help in doing homework and study;
- Provision of useful information related to the school and surrounding community;
- Involvement in extra-curricular and non-formal educational activities.

Step-by-step Description

Before matching students, pay attention to a series of elements:



AGE

Same or similar to make interactions more natural



EMPATHY

To create harmony and overcome possible conflicts



FOREIGN LANGUAGES

Possibly, pairs knowing the same language(s)



COMMITMENT

Mentorship is a responsibility:
be respectful of your mate's commitment!



MOTIVATION

Desire to acquire new knowledge and competences on cultural mediation, which will also contribute to the future inclusion in the labour market.

1

CREATE PAIRS

If you are working with minors, it may be necessary to ask parents' consensus first of all.
Bear in mind the elements above!

2

START

- 1st meeting with teachers, students, parents to explain the programme and ask authorization
- Identify the couples of mentors – mentees
- Training on mentors - mentees roles

3

DEVELOPMENT

- Regular meeting mentors-mentees: depending on the school's needs and possibilities
- Monthly meetings mentors – teachers.

4

EVALUATION

- Diary or other tools to record mentors' and mentees' experience
- Final questionnaire for students and teachers: to be developed according to the specific context.

Activities

ACTIVITY

1

TITLE

Different ways of listening

DURATION

30 minutes

EXPECTED
LEARNING
OUTCOMES

By the end of this activity, students will be able to:

- Recognize their own active listening skills in different contexts
- Use their self-discipline to listen carefully in order to build personal relations

METHODOLOGY

Active listening

REQUIRED
RESOURCES

Materials:

- 5 coloured cards
- Flipchart
- Tape
- Markers

DESCRIPTION

The exercise can be easily adapted to different educational dimensions.

STEP 1: The teacher will guide the pairs of students and will place 5 different colourful cards on a flipchart. Students will have to guess the next level of the listening process:

LEVEL 1 – RED - lack of listening

LEVEL 2 – ORANGE – Listen to respond – you do not pay attention to the interlocutor but just think about your answer

LEVEL 3 – YELLOW – Listen to agree/disagree – you still focus more on yourself than on the other person

LEVEL 4 – BLUE – Listen to understand how to apply what you heard – you focus on future actions rather than on the present moment

LEVEL 5 – GREEN – Listen to understand the other person

STEP 2: After explaining to the class the importance of active listening, the teacher will invite them to practice these steps on everyday basis.

STEP 3: Provide advice on how to show that you are listening actively, having interest and curiosity in the other person – such as asking questions, nodding, using body language.

RELEVANT TOPICS
FOR DISCUSSION

- *What is the role of non-verbal elements in communication– i.e.: facial expressions, tone of voice, eye contact, gestures?*
- *What was your interlocutor's posture?*
- *Did you get specific information about your interlocutor from his/her own non-verbal communication?*

ORIGINAL SOURCE

REST – Refugee Employment Support and Training:
<https://rest-eu.org/it/>



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!



ACTIVITY 2

TITLE

What is your goal?

DURATION

30 minutes

EXPECTED LEARNING OUTCOMES

By the end of this activity, students will be able to:

- Identify concrete goals
- Use appropriate measures to observe and track the progress in their goal achievement
- Set challenging but achievable goals, with stronger motivation and engagement

METHODOLOGY

SMART goal setting

REQUIRED RESOURCES

Annex I – questions for SMART goal setting

DESCRIPTION

Setting clear, reasonable goals, identifying specific steps and an action plan can increase students' motivation and focus in their goal achievement.

If you would like to learn more on how to strengthen students' ability to plan their personal and learning path, have a look at the Guide for strength-based learning in TEACHmi Manuals for teachers. The student improvement card will provide a unique tool to support students in setting their goals.

Here, we propose the SMART goal setting process, which can be used at the beginning of the mentoring session to help mentees to define their personal and learning development goal.

Annex I will provide you with an explanation of the SMART goal setting process. Explain to mentors that, while setting SMART goals, it is important to:

- Assist the mentee in the definition of their goals, as an action plan, rather than a declaration of intention, e.g.:

Action plan: I will apply for this job.

Declaration of intention: I want to apply for this job. (WRONG!)

- Suggest to mentees to write down their goals in a visible place in order to remember them every day.

Guide the mentee in any necessary change or adaptation due to specific circumstances.

ORIGINAL SOURCE

REST – Refugee Employment Support and Training:

<https://rest-eu.org/it/>

Inspired by: Drucker, P., *The Practice of Management*, Harper, New York, 1954; Heinemann, London, 1955; revised edn, Butterworth-Heinemann, 2007

ANNEX I QUESTIONS FOR SMART GOAL SETTING

S

SPECIFIC

What is your goal? Why?
How do you want to achieve it?
Who can help you?

M

MEASURABLE

How will you monitor its progress?
What steps do you need to take to measure it and get results?

A

ACHIEVABLE

Is the goal realistic? Do you recognise it as your goal?

R

RELEVANT

Why is this goal important for you?

T

TIME-BOUND

How long will it take to reach the set goal?
Set a deadline.

TITLE	<i>Playing with words and images</i>
DURATION	Approximately 30min for each step – duration may vary depending on the student's linguistic competences.
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Use new words, write them appropriately and associate them to concrete objects/ideas • Select the most appropriate sentences for a specific context / situation • Apply creativity and collaboration competences
METHODOLOGY	Creative Writing; Storytelling
REQUIRED RESOURCES	<p>Materials:</p> <p>Sheets of paper and pens</p>
ANNEXES	<p>Annex I. Story cards</p> <p>Annex II. Mesostics</p> <p>Annex III. Suitcase drawing</p> <p>Annex IV. List of topics and related images</p>
DESCRIPTION	<p>Creative writing can provide a unique stimulus for strengthening language learning and facilitate collaboration between students.</p> <p>PLEASE NOTE: The following steps are not meant to follow a chronological order. We suggest you to use the different exercises during the school year in different contexts and with several contents, in line with teachers' and students' interests. A big advantage of these exercises is that they adapt themselves to the language level of the students.</p> <p>STEP 1 – ASSOCIATIVE IMAGES</p> <ul style="list-style-type: none"> • In order to facilitate this activity you can start from the use of the story cards provided in the Annex I. • You can also create your own "story cards" with an image related to a specific topic. Example: <p>Topic: supermarket</p> <p>Images: Money, Milk, Fruits, Person</p> <ul style="list-style-type: none"> • Each student receives three (or four) cards. They will create a story with them. Give them the cards with the back side up; turn them up one after the other. • They will now receive between four and five cards on a second topic and they will have to draw the final part of the story. • Similar to the previous steps, they receive additional images and tell their story by placing all the images on the sheet of paper. They will add words/sentences to explain the image. There is no correct order as you are working on the fluidity of language. • Thus, they make a story with 4 images, then with 6 and guided by the mentor, they will write the story. <p>PLEASE NOTE: In the annexes you will find two sets of story cards: they are simple and allow to make basic stories, without any pressure on content. If your students are familiar with how creative writing and storytelling work and there are no hesitations anymore, you can replace these cards with more complex ones. Afterwards you can change these cards to more personal or more conflictual themes. Then, you may use images of newspapers, digital media or photobooks.</p>

YOU CAN USE DIFFERENT COMBINATIONS OF IMAGES; THE IMPORTANT IS: TO STIMULATE CREATIVITY!

STEP 2 – GETTING INSPIRED BY MESOSTICS

A mesostic is a text arranged so that a vertical phrase intersects lines of horizontal text. Some examples of mesostics are offered in Annex II.

- **What is a mesostics?** Write a word on a vertical line. In turn, the pair of students make a sentence for each letter, starting from it or intersecting it somehow. This is a mesostics!
- **Now get inspired by this method:** the two students create a story. One of the students may start from the first half of the sheet of paper and the other continues. Or, in turn, they may add a sentence to each word.
- Now, students will **choose 5 words and create a story** based on them.

If you want to increase the level of difficulty of the exercise, you may ask your students to explain the meaning of a term using these methods – e.g., culture. Or you may ask your students to write a story about racism and discrimination by repeating these terms 3, 4 times.

STEP 3 – COLLABORATIVE WRITING

1ST OPTION

- Draw a vertical line in the middle of an A4 sheet of paper.
- Students choose a title and discuss the topic of the story they will create.
- One student starts writing up to the line. Once started they may not speak to each other anymore.
- The other one will write from the line to the end of the sheet.
- They write a story together, of 10-12 lines.

2ND OPTION

- Each pair of students identify a problem (or the teacher gives one).
- They create two “characters” by drawing it and placing them on a skewer.
- They write a dialogue. The beginning is:
 - *X: Good morning.*
 - *Y: Good morning*
 - *X: What happened to you?*
 - *Y: ...*

They create at least 8 additional sentences.

3RD OPTION

- Each pair gets eight cards, each with one written word.
- Each student turns over one card and make a sentence with the written word. [Students with stronger linguistic competences can make different sentences per card].
- They write the sentence down.
- They do the same with the next card and make a story.
- They will use at least 6 cards. You can adapt the number of the cards to the language level of the students, or let them choose the number by themselves.



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

4TH OPTION

- Each pair of students chooses a theme (and write it on a blue card)
- Each pair makes up five more words related to topic chosen and writes them on yellow cards.
- They turn over the blue card and think up a sentence.
- They write down this sentence.
- Then they turn over a yellow card, think of a sentence and write it down.
- In this way, they do at least four cards. You can adapt the number of the cards to the language level of the students, or let them choose the number by themselves.
- The pupils who want to continue can make more cards.

[After trying the activity, each member of the pair will do the activity individually]

STEP 4 – LINKING IMAGES AND WORDS

- Students will receive the story cards (4-6 story cards) used in the first exercise.
- They will place each image one under the other.
- They create a story and use each image as a word within a sentence.

STEP 5 – PHANTASY STORIES

1ST OPTION

- Students receive the drawing of a suitcase (**Annex III**). On top of the sheet of paper they write where they want to travel with this object.
- In the suitcase, one student will write three elements to bring with them. Then, it's the turn of the other student. They continue like this for four times. Finally, the student who started will choose three elements with which they will create a story.

2ND OPTION

- Students discuss the images related to a specific topic. For each image they invent something that is impossible. They choose three images and create a story with things that are not possible.
- **Annex IV. List of topics and Images.** Example:
Carpet → Yesterday I went to school driving a flying carpet.
Potato peels → The woman was wearing a beautiful dress made of potato peels.

RELEVANT TOPICS
FOR DISCUSSION

- *What did you learn?*
- *Which activity did you like the most / least? Why?*
- *Which linguistic competences would you like to improve?*
- *Which other exercises can you create based on these examples?*

ORIGINAL SOURCE

Moons, K. Veerman:

<https://www.veerman.be/index.php?lang=en>

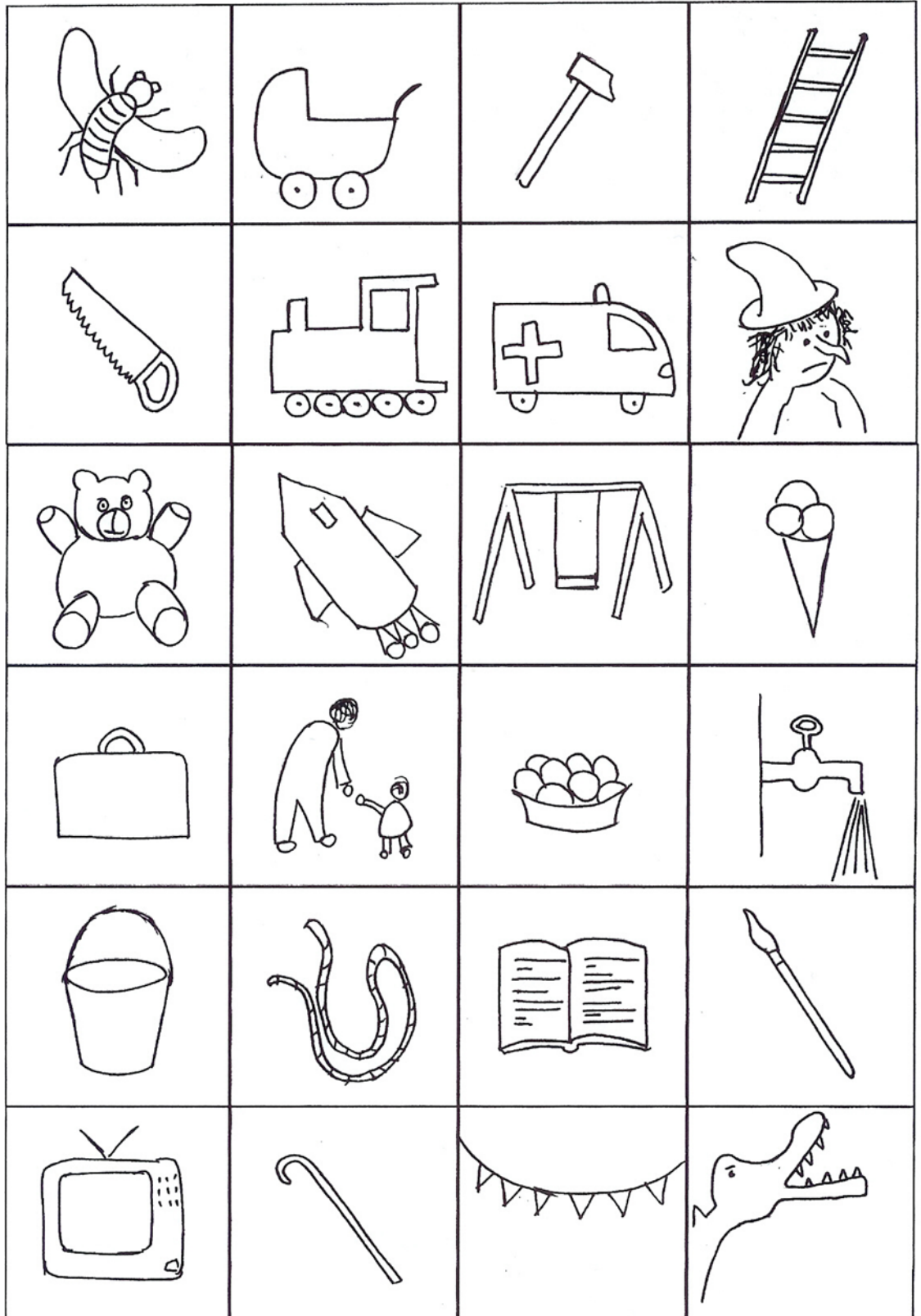
Moons, K. (2002) By-the-book. Didactic Reading Advancement Kit. Canon Cultural Unit of the Department of Education, Ministry of the Flemish Community

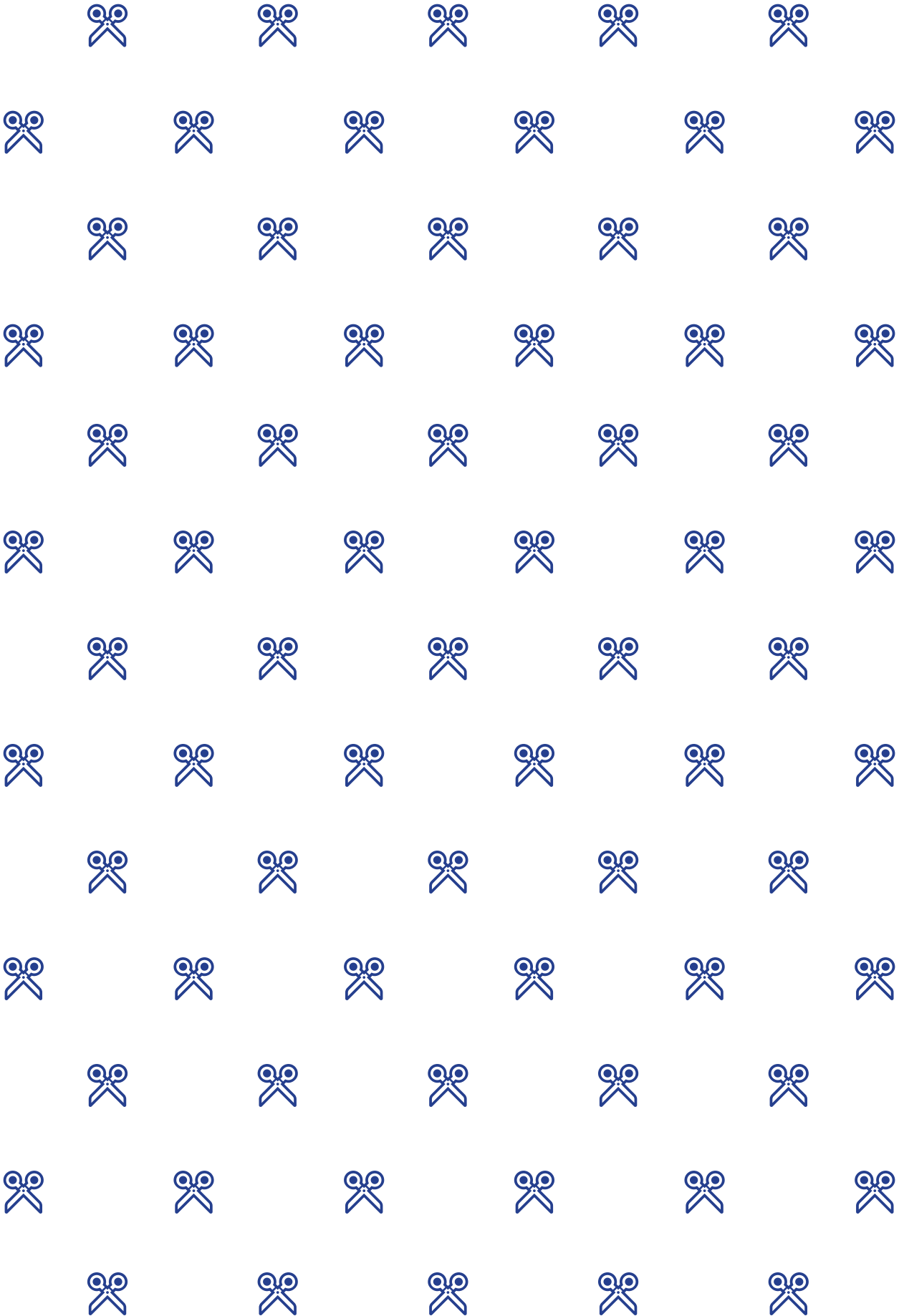
The exercises for creative writing took inspiration from the musician John Cage (1912-1992). He used mesostics in his music pieces, for example in his book:

https://www.johncage.org/library_entry.cfm?id=21

ANNEX I
ANNEX I. STORY CARDS

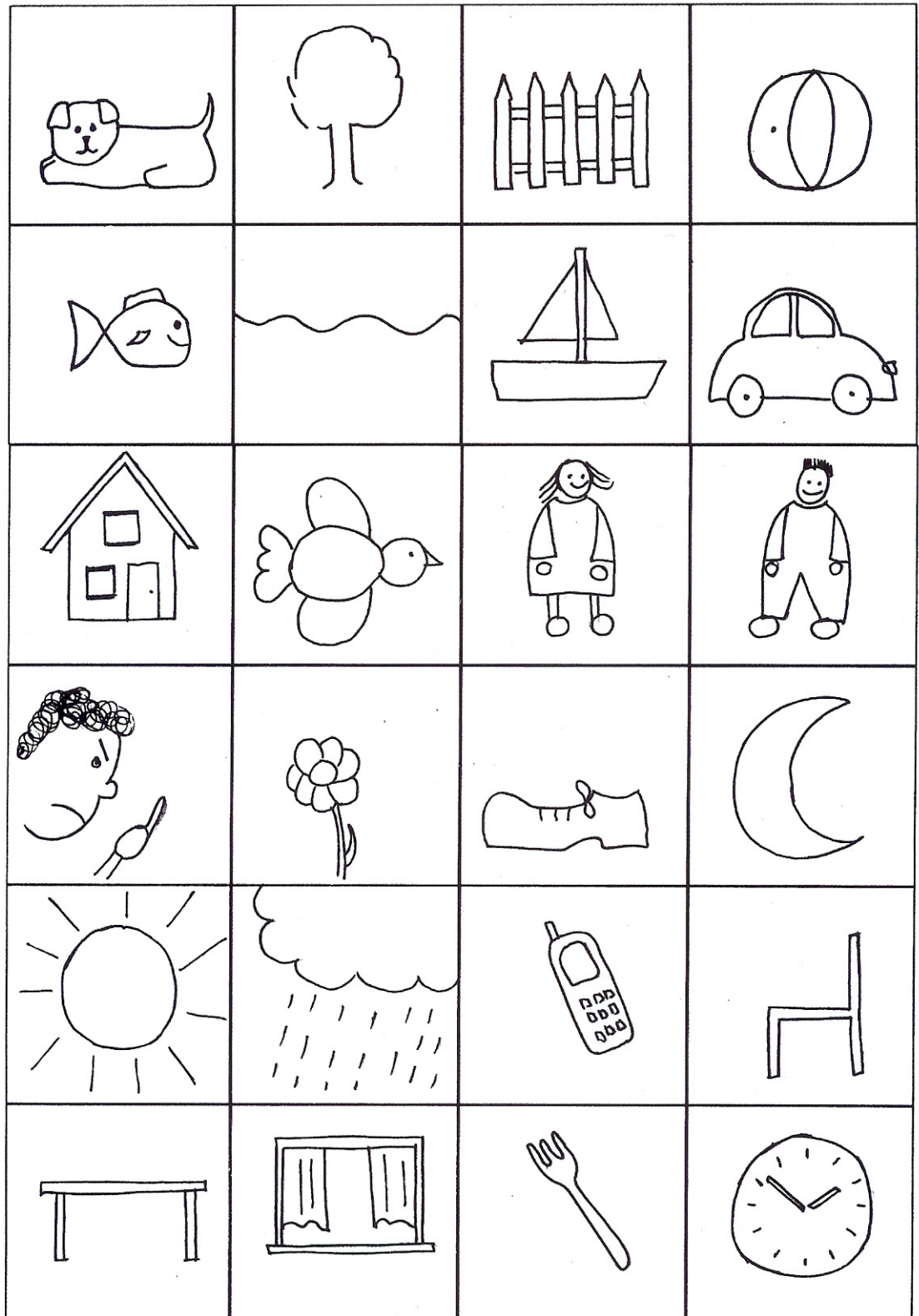
Cut along the borders and use with your students !

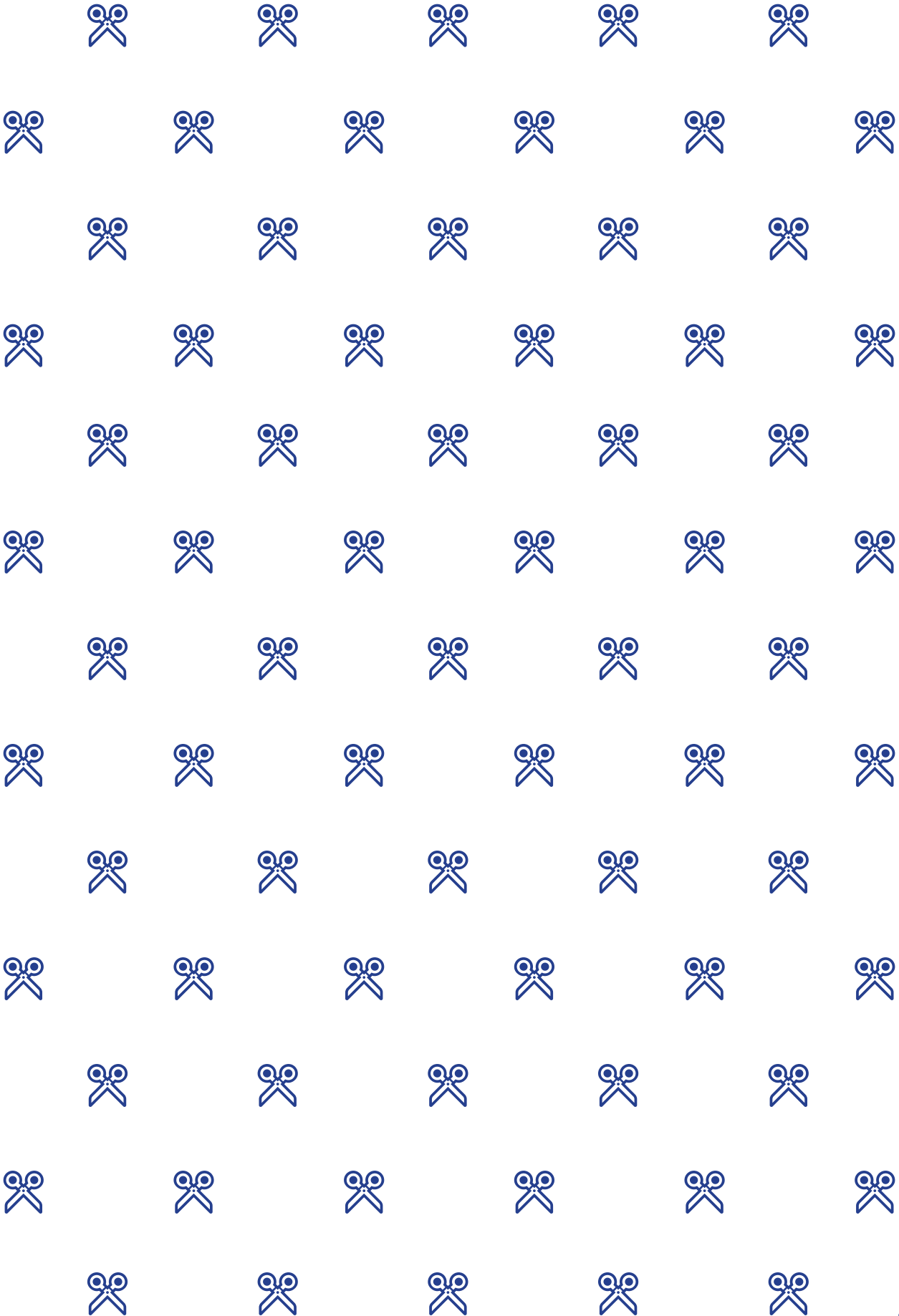




ANNEX I
ANNEX I. STORY CARDS

Cut along the borders and use with your students !





ANNEX II
MESOSTICS

Let's play with words!



On	C	e upon a time there was an old woman
She was living in a small ho	U	se
Everybody	L	oved her biscuits
She me	T	a witch
"Yo	U	will tell me your secret recipe!" – she said.
She	R	efused
The witch transform	E	d her in a donkey!

ANNEX III
SUITCASE DRAWING

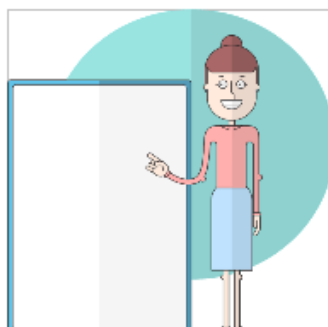
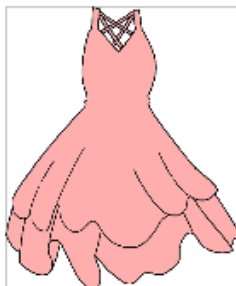
Where do you want to go?



ANNEX I
MESOSTICS

List of topics and related images.

Example of topic: Clothes



TITLE	<i>Let's improvise!</i>
DURATION	Approximately 1h per exercise
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Apply their creativity and problem-solving skills, with stronger self-esteem and motivation • Understand better themselves and the surrounding world • Exploit new opportunities to participate, demonstrate and observe • Use stronger oral linguistic skills
METHODOLOGY	Theatre
REQUIRED RESOURCES	A room to rehearse
ANNEXES	<p>Annex I. Word Card Annex II. Exercises on vocabulary & Grammatical Constructions Annex III. Exercises on language use and fluency Annex IV. Exercises on non-verbal play</p>
DESCRIPTION	<p>Theatre is a unique opportunity to engage students in active learning, stimulating their creativity and problem-solving skills, engaging them cognitively, physically and emotionally. Through theatre, language learning can be more fun and natural, as learners will be able to practice lexical and grammatical aspects in relation to a real-life context.</p> <p>Improvisational theatre is a form of theatre where most or all of the performance is not planned or scripted. Improvisational techniques are not only used in drama training programs for actors, but the skills and processes of improvisation are also trained within other contexts outside the performing arts. This practice is called applied improvisation and is often used in education to develop learners' communication skills, creativity, problem-solving and teamwork competences.</p> <p>With theatre exercises the students can rely more on non-verbal communication, in a playful manner.</p> <p>Students work in pairs, at the same time and according to their own capacities. The exercises do not work if performed by a group in front of the class.</p>
THE EXERCISES PROPOSED ARE MEANT FOR PRACTISING NOT FOR JUDGING!	<p>General Instructions:</p> <ul style="list-style-type: none"> • Assign a topic and ask each pair of students to work on the vocabulary coming from that theme (e.g. going to the shop, the forest). Topics can vary and also include more scientific subjects. • You can support them with a word card. Annex I. provides an example of word cards with a list of concepts related to the topic "Places of your house". Thus, two additional exercises are proposed in relation to the word card. We invite teachers to be creative and use the word cards in different ways. • Shorter exercises will be repeated several times in a row, changing students' roles each time. <p>Below you will find a series of suggested exercises and related examples that should be used as an inspiration to deal with other topics.</p> <p>Exercises are provided as annexes, in order to be selected autonomously, depending on the context, and enable teachers to print and use them in their classrooms.</p>

RELEVANT TOPICS
FOR DISCUSSION

- *Was it easier for you to communicate by improvising?*
- *Did you learn new words/sentences?*
- *Would you like to do this activity more often?*
- *Would you need additional resources/knowledge?*

ORIGINAL SOURCE

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- Moons, K. (2007). Theater maken. Een handleiding voor doe-het-zelvers. Antwerpen: Garant.

The approach used at the basis of these exercises was inspired by Keith Johnstone, the founder of improvisation theatre: Johnstone, K. (1981), Impro. Improvisation and the theatre. Methuen.
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ANNEX III
WORD CARDS
— AN EXAMPLE

Topic: Places in your house



Create your word cards by identifying a main topic and a series of words belonging to that category. Here is an example of word card related to the category “places in your house”. You can do the same with any topic!

Cut along the lines, in order to have one word per card.

Distribute each of them to your students:

- a) *They use non-verbal communication and act the word to make their peer guess it.*
- b) *They will imagine to be in the room written in the card and create a logic dialogue between them.*

<i>Bathroom</i>	<i>Basement</i>
<i>Bedroom</i>	<i>Warehouse</i>
<i>Kitchen</i>	<i>Hallway</i>
<i>Living room</i>	<i>Stairs</i>
<i>Loft</i>	<i>Garden</i>



Vocabulary & Grammatical Constructions

1. Look there!

Structure	Example
<p>You walk around a certain place and do the following dialogue.</p> <p>— A: Look there, a ...</p> <p>— B: A what?</p> <p>— A: A ...</p> <p>— B: Ah yes, a ...</p>	<p>— A: Look there, a tree.</p> <p>— B: A what?</p> <p>— A: A tree.</p> <p>— B: Ah yes, a tree.</p>

with a description...

Structure	Example
<p>— A: Look there a ...</p> <p>— B: A what?</p> <p>— A: A ... It has/is ... (+ description)</p> <p>— A: Ah yes, a ...</p>	<p>— A: Look, there, a tree.</p> <p>— B: A what?</p> <p>— A: A tree. It has beautiful colours.</p> <p>— B: Ah yes, a tree (with pretty colours)</p>

with a list of characteristics ... [This works better if they can see what they are describing]

Structure	Example
<p>— A: Look there, a ...</p> <p>— B: I see ...</p> <p>— A: I see ...</p> <p>— And so on.</p>	<p>— A: Look, there is a tree.</p> <p>— A: I see leaves.</p> <p>— B: I see a trunk.</p> <p>— A: I see a very thick branch.</p> <p>— B: I see twigs.</p> <p>— A: I see a bird's nest.</p> <p>— B: I see a dead branch.</p> <p>— A: I see bark.</p> <p>— B: I see tiny black lines in the bark.</p> <p>— A: The branch are more light coloured than the trunk...</p>

with a correct description...

Structure	Example
<p>— A: Look there ...</p> <p>— B: What is ...</p> <p>— A: Give the most correct description possible.</p> <p>— B: Ah yes, a ...</p>	<p>— A: Look there a letterbox.</p> <p>— B: What is a letterbox?</p> <p>— A: A letterbox is a box with a slot in it. The postman puts letters, packages, advertising leaflets or bills in it. The person living in the house takes everything out and either reads it or throws it away.</p> <p>— B: Ah yes, a letterbox.</p>



ANNEX II
EXERCISES
ON VOCABULARY
& GRAMMATICAL
CONSTRUCTIONS

Vocabulary & Grammatical Constructions

2. What do you do?

This exercise is for practising conjugations in the present tense.

Structure	Example
— B starts with an action.	— B starts dancing
— A: What are you doing?	— A: What are you doing?
— B: I am... (B names the action).	— B: I am dancing.
— A: My mum... (A thinks up another way of doing it).	— A: My mum dances with her hands in the air.
— B: If you can do it better, then	— B: If you dance better, then you should go on.

3. The 'I, you, he/she' argument

This exercise is used to practise conjugations in the past or past perfect tense. .

Structure	Example
— A: The teacher says that I have done But that is not true, you have	— A: The teacher says I left the ball outside. But that's not true, you left the ball outside.
— B: What did you say? I have ... not ... I think (a he/she) ... did it ... done it.	— B: What are you saying? I didn't leave the ball outside. I think Peter left the ball outside.
— A: Do you really think so? A comes up with a solution or ending.	— A: Do you really think so? Then Peter should go and get the ball.

4. Reacting with a certain feeling

This exercise is used to practise conjugations in the past or past perfect tense. .

Structure	Example
— A: A has a certain feeling.	Example: (word card: calculator)
— B: Asks why A feels this way.	— A: (Seems sad)
— A: Connects this to a predetermined word (on a card).	— B: Why are you so sad?
— B: Asks for more explanation.	— A: My new calculator broke down.
— A: Gives an explanation.	— B: Maybe you should change the batteries.
	The same example with happy
	— A: (Seems happy)
	— B: Why are you so happy?
	— A: I have a new calculator.
	— B: How lucky you are! Then you can use it during the test today.
	It is always fun if the feelings are a little bit absurd for the situation:
	— A: Why are you so happy?
	— B: My new calculator broke down.
	— A: Oh yes, so you can skip the test today.
	— B: Yes, if I look really sad, the teacher shall believe me.

Vocabulary & Grammatical Constructions



5. A present

Structure	Example
<p>A gives B an imaginary present. A is not allowed to name the present, but he can describe it in the dialogue. B plays along by unwrapping the present. If B knows it, he just continues playing until the teacher says the improvisation is over. A determines the size and weight of the present by the way he or she hands it over..</p>	<p>(A assumes that B will get a vase.)</p> <p>— A: Please, for helping me so much! Be careful, it's quite heavy and it might break.</p> <p>— B: You shouldn't have done that! I will unwrap it carefully.</p> <p>— A: I chose blue because it's your favourite colour and because you love flowers so much.</p> <p>— B: Yes, very nice. I especially like roses.</p> <p>— A: Yes, red roses and then blue underneath, that's very beautiful!</p> <p>— B: Yes, beautiful. I just got roses from my grandmother. I'll put water in it and then put the roses in.</p> <p>— A: ... (A now knows that B has guessed it. They now continue to play until the facilitator finishes the exercise).</p>

Language use and fluency



1. One more person

Structure	Example
<p>This improvisation structure means that someone is added to the improvisation each time, bringing a new idea, which may be related to:</p> <p>— Who: a new character is added.</p> <p>— What: a new thing is added.</p> <p>— Where: a new place is added.</p> <p>— When: a new time is added.</p> <p>— Why: A new reason is added.</p> <p>Before implementing this activity, be sure that mentees (students with migrant background) feel confident to interact with additional people.</p>	<p>— Who: Someone has to get his identity papers in order. Characters: the municipal official, the police officer, the wife of... a friend, the headmaster of the school, ...</p> <p>— What: You work with some ingredients from a recipe. Each pupil gets (a card of) an ingredient. You can play it so that the recipe has to be correct or you can make an absurd version of it.</p> <p>— Where: pupils are allocated places of travel.</p> <p>— When: Someone plays the baker. The others think up what they will do at the baker's, at certain times of the day (times will be written on cards to give to the students).</p> <p>— Why: One of the players has lost his way and needs to go to another city. The others think of possible solutions to get him there.</p>

ANNEX III
EXERCISES ON
LANGUAGE USE
AND FLUENCY

Language use and fluency



2. One minute of talk

Structure

A player is given one word. He must try to make a meaningful monologue about that word. You can work with easier versions by making the time shorter or longer. You can also adjust the time to the level of the pupils.

3. Working with a secret mission

Structure

One of the two players receives a "secret mission" and has to guess what the secret mission is about. Of course, the player who knows is not allowed to reveal the secret, but can describe it. The secret mission can be about:

- Who: One player does not know who the other is
- What: one player talks about an object, unknown by the other player
- Where: the place where the situation takes place is unknown to the other player.
- When: the time when the situation takes place is unknown. It can be either a historical moment, or a point in time on a day, a week, ...
- -hy: The reason why the other is there, or what he wants, is unknown.

Example

- Who: The one who rings the bell has a specific profession, the other tries to guess it.
- What: You come to buy something in a shop, but you have forgotten the name of what you have come to buy.
- Where: The place is 'a valley', a new term from geography class.
- When: In the summer holidays. That way you can find out in a casual way what pupils were doing during that holiday.
- Why: You stole something. You did it to give your best friend a birthday present. The other is your father/mother and he caught you.

ANNEX IV
EXERCISES ON
NON-VERBAL PLAY

Non-verbal play



Pupils can increase their ability to make something clear without using words, especially if they only have a partial command of a language. Furthermore, non-verbal communication increases your power of persuasion and makes your communication more nuanced.

1. Acting out:

Structure

The facilitator has a set of cards. On them are things you can act out. Player A asks for a card and pictures what it says. Player B guesses. Then they swap. The player who is acting out is not allowed to talk.

Example

- For example:
- Cards with places in the house.

2. Jabbertalk:

Structure

Player A talks in a non-existent language. Player A tells about a certain event or situation. Player B guesses or tries to play along to find out what it is about.
- Variant, but more difficult: player A must actively involve player B in the story..

Example

- Player A talks in jabber-talk, player B is a 'translator' who 'translates' what player A says. Player A tries to respond to what player B makes up. He can also contradict him, correct him, think that he is doing very well.

NOTE FOR TEACHERS:
IF YOU HAVE SEVERAL NATIONALITIES OR LANGUAGES IN YOUR CLASS, THE STUDENTS CAN CHANGE THE JABBERTALK IN THEIR MOTHER TONGUE.

A space of/for all

At least four lessons within the mentoring program:
LESSON 1: Explanation and selection of a topic by each pair of students
LESSON 2: Collection of necessary information / objects
LESSON 3: Development of the project
LESSON 4: Presentation

By the end of this activity, students will be able to:

- Apply stronger cognitive and linguistic skills by:
 - *Learning new words and information*
 - *Developing critical thinking and creativity*
 - *Improving communication and conversation skills*
- Show higher affective, relational and social skills by:
 - *Participating to collaborative experience*
 - *Discovering new opportunities for socialisation*

Intercultural learning

The resources needed will vary depending on the topic and project chosen by each pair of students.
 Internet may be necessary for further research on a topic.
 Other materials can be collected by each student.

Each pair of students will work on the presentation of the uses and customs of the migrant student's culture. They will make some researches and present the results in different formats, e.g. video, PPT presentation, poster, book.
On the last day, a museum of cultures will be shown to the class!
 Each pair will present their intercultural project, including verbalisations in both the migrant and native languages.

NOTE FOR TEACHERS:

Students with migrant background may find it uncomfortable to present in front of a group of people. Be careful of their reaction and eventually ask the native student to present the project. After the end of the activity, you may place the results of each project on the classroom wall, in order to contribute to an intercultural environment. You can make presentations easier by using the storytelling and theatre exercises already mentioned.

Implementation:

LESSON 1: The teacher explains the activity, its learning objectives and invite students to select a topic. Possible topics include:

- Songs / dances / folklore / traditional stories
- Gastronomy / Customs / Clothing
- Celebrations / Religion / Musical instruments
- Crafts / Symbols: flag, anthem... / Photographs

LESSON 2: Collection of necessary information / objects

Students make some researches on the web or by involving their families (also by collecting objects). They identify what they will include and the necessary material to develop their work.

LESSON 3: Development of the project

Students will work on the development of their cultural project: they may create a video, power point presentation, poster, a collection of pictures, a book of recipes. For each image included they will add a word or sentence describing it in the migrant student's language, with the subtitle in the language of schooling.

LESSON 4: Presentation

Each pair of students will present their results to the class.

- *For native students: were you aware of this cultural practice?*
- *Did you find some elements in common between the two cultures?*
- *Was it difficult to find the necessary resources/information?*

ACTIVITY	6	TITLE	<i>It's my turn!</i>
		DURATION	May vary depending on the activity chosen
		EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Actively participate in a plurilingual and intercultural learning environment • Discover more on other cultures, through increased curiosity • Stimulate native students' curiosity towards other cultures
		METHODOLOGY	Role-play, intercultural learning
		DESCRIPTION	<p>As shown throughout this topic, the mentoring methodology is meant to support the learning process and gradual social inclusion of students with migrant background. Yet, such a process requires a certain level of self-confidence, motivation and trust in the other people.</p> <p>This role-play activity consists of exchanging roles between mentors and mentees. The student with migrant background will become the mentor and guide the native student in the discovery of his/her own culture and language.</p> <p>As a result, native students will strengthen their intercultural competences, acquire new linguistic skills and boost their own empathy. Meanwhile, students with migrant background will reinforce their self-esteem, feeling of agency and inclusion within the host country.</p>
		RELEVANT TOPICS FOR DISCUSSION	<p>— <i>How did you feel to take the other's role?</i></p> <p>— <i>Did you find some elements in common with your culture?</i></p> <p>— <i>Would you like to learn more about your peer's cultural background?</i></p> <p>— <i>How can you foster these meetings more often?</i></p>

Check your knowledge!

1.

What does language of schooling mean?

- A. The language that school community speaks every day.
- B. The official language of a nation/region, the majority language or mother tongue, which includes both the language taught as school subject on its own and the language of instruction used to teach other disciplines.
- C. Language as an instrument for successful inclusion of newly arrived students with migrant background.

2.

TANDEM NOW project is considered as a good practice and refers to:

- A. The use of the mentoring methodology to foster the linguistic integration of migrants.
- B. The upscaled opportunity by moving from the VET learning environment to the school context.
- C. All answers are correct.

3.

“Peer-to-peer” mentoring is

- A. A methodology that is used in multicultural classes.
- B. A methodology that may be used with vulnerable people.
- C. A methodology that may be used in several contexts.

4.

TANDEM NOW methodology may be upscaled by

- A. Moving from the level of vocational education and training to school education.
- B. Implementing a specific form of mentorship, namely peer-to-peer mentoring, where pairs of same age students are identified.
- C. The above answers are both correct.

5.

“Improvisational theatre is a form of theatre where most or all of the performance is not planned or scripted. Improvisational techniques are not only used in drama training programs for actors, but the skills and processes of improvisation are also trained within other contexts outside the performing arts”. This technique will mainly

- A. Boost creativity among students.
- B. Boost creativity among teachers.
- C. Develops learners’ communication skills, creativity, problem-solving and teamwork competences.

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• Understanding the cultures. What are they?

Introduction

Discourses over integration and social inclusion of migrant students imply a broader reflection on the concept of **culture**. As described in the UNESCO Universal Declaration on Cultural Diversity¹, culture is a **complex phenomenon, due to its dynamic and changing nature**, to its strict link to a specific context and to people's subjectivity, and thus should be regarded as:

A set of distinctive spiritual, material, intellectual and emotional features of society or of a social group, [embracing] art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.

Understanding the meaning of culture is fundamental to orientate our relations with other people and to shape the way we perceive our own identity. In such a context, it's therefore essential to cooperate together to promote interculturality and fight against discrimination and stereotypes. How can we defeat stereotypes and prevent discriminatory attitudes?

One important role is played by schools, as they represent unique spaces where people from different backgrounds and cultures can meet, thus contributing to promoting an intercultural society that recognises and respects socio-cultural differences². **Interculturality**³ has been defined as:

The existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect.

Intercultural learning rejects any categorisations or generalizations of cultures and peoples, any division into "us" and "them", any hierarchy. For an educator, implementing intercultural methods towards social inclusion, means first of all, to analyse own identity, support diversity and deal with sensitive social and political issues, in a non-judgemental and respectful way. She/he should be able to boost students' curiosity and interest in others, as well as manage conflictual situations and facilitate relations between students. Working with migrants, it is important to invest time and energy to get to know better their backgrounds, interests, desires and needs, overcoming linguistic barriers.

In order to support teachers in the development of intercultural classes, we suggest the use of storytelling as a good practice to strengthen students' curiosity on other cultures, critical thinking and self-awareness. We show its application in the Erasmus+ project **LISTEN** – Learning from Intercultural Storytelling, where storytelling was used for the education of adult refugees and migrants, through the methods of radio and other forms of audio broadcasting.

- 1 UNESCO (2001). Universal Declaration on Cultural Diversity. University of Minnesota. Human Rights Library: <http://hrlibrary.umn.edu/instreet/culturaldiversity.html>
- 2 Berry, J. W. 2005. Acculturation: Living Successfully in Two Cultures. International Journal of Intercultural Relations, 29, 697–712
- 3 UNESCO (2005). The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. UNESCO: <https://en.unesco.org/creativity/convention/texts>

Thus, this approach is **upscaled** by moving to secondary school education and proposing several re-adaptations, ranging from the use of Images, inspired by the board-game Dixit, to the use of digital technologies.

Storytelling can contribute to reducing biased images and stereotypes, valuing diversity and developing empathy in the class. At the end of the topic, you will be able to test your competences and knowledge and to recognise your own, often hidden, prejudices and stereotypes which may hinder the creation of intercultural learning environments. To this aim, you can click on “**Check your knowledge!**” and see what you have learnt.

Watch the **video** to learn more about Topic 2 contents:

<https://www.youtube.com/watch?v=MYyqAL48-bQ>

SPECIFIC OBJECTIVES

TEACHERS:

- To guide students in the process of understanding cultures and recognising cultural differences
- To create inclusive, intercultural classes
- To promote curiosity on different cultural backgrounds, increase tolerance and reduce prejudices and xenophobia in the school setting
- To overcome linguistic barriers

STUDENTS:

- To reflect on socio-cultural differences and better understand each other
- To strengthen their creativity and collaboration competences
- To learn how to communicate despite linguistic barriers

LEARNING OUTCOMES

TEACHERS:

- Apply the methodology of storytelling to foster students’ inclusion
- Breakdown social constructs, analyse own approach to culture and interculturality
- Better understand learners from diverse cultural backgrounds and provide them with tailored support

STUDENTS:

- Understand basic concepts related to people’s identity
- Recognise and value socio-cultural differences
- Contribute to the creation of inclusive, intercultural learning environments

Good practice

There are many participatory methods that can be used to address human rights issues of people around the world, and storytelling plays a fundamental role as it connects diverse life experiences and builds a **universal culture of human rights**⁴.

The Erasmus+ project **LISTEN – Learning from Intercultural Storytelling focused on the use of oral storytelling** (2016-2018) promoted the use of oral storytelling to contribute to the integration of refugees, by giving them the opportunity to raise their voice. The project especially focused on radio and other audio broadcasting methods to share refugees’ stories, contributing to strengthening their feeling of self-esteem and sense of belonging to the community. Moreover, LISTEN partners developed a validation system – LEVEL5 – to make visible refugees’ learning progress, increasing their self-esteem and confidence.

4 Chin, K. & Rudelius-Palmer, K. (2010) Storytelling as a Relational and Instrumental Tool for Addressing Racial Justice. *Race/Ethnicity: Multidisciplinary Global Contexts*, 3, 2, 265–81. Indiana University Press.

LISTEN chose to apply the storytelling approach to facilitate the creation of bridges between refugees' community and the host country society, and to open a "window" into the refugee culture, enhancing intercultural sensitivity and empathy.

We suggest storytelling as a good practice in the educational environment as it possesses unique benefits on the pedagogical, personal and social level: not only does it contribute to boosting learners' motivation but is also facilitates students' personal and cultural self-awareness and improves their ability to understand and respect differences and communicate across cultures⁵. For refugees this is even more important, considering their, often, traumatic experiences.

Upscaling

We upscale the good practice of Storytelling by applying it to the secondary school educational level, with the aim to foster the inclusion of recently arrived migrants through different activities. Apart from its advantages for language learning (as shown in TOPIC 1), storytelling represents a powerful tool for intercultural dialogue and for dismantling stereotypes and prejudices, thus to help migrants **regain a link with their heritage and identity**.

More recently, storytelling has become more and more digital, thanks to social media and other online platforms. Recent research carried out in Italy, reports how digital storytelling "can facilitate migrants in producing narratives for self-expression and support them in reflecting on real-life examples of discrimination"⁶

Stories are part of our everyday life, but not all stories evoke the same emotional impact. When real life stories are told, some additional considerations should be taken into account, as some stories may raise a sense of shame and vulnerability, and this is especially true for refugees and migrants who may

But first, let's have a look at the key elements of storytelling and at some basic suggestions to properly implement it!

have experienced serious hardship.

When creating your story, consider its relevance for the listeners and your reasons to tell it, include an introduction,

middle and end, and do not forget to be yourself, deciding which personal experiences to share. The story is often narrated in the first person, but here are some suggestions for facilitators:

- *Speak slowly and clearly, modulating your tone of voice on your emotions*
- *Give participants enough time to think, ask questions, comment*
- *Inspire trust and confidence, inviting the free expression of emotions*
- *Set clear goals and contents of your activity*
- *Show interest in your students' stories*
- *Be flexible, open minded and curious*

If you want to boost creativity, you should pay attention to the surrounding environment. Seek a **quiet and comfortable place to work** with students; though you may not be free to choose the space, you may enrich it with smaller elements, such as nice pictures on the walls, plants, proper lighting. Thus, organise regular sessions to support your students to open up to storytelling. Do not feel discouraged if your students initially think not to have imagination or any interesting story to tell. You can try to overcome this tendency with simple warming-up steps (additional **warm-up** exercises are provided in **Activity 1**). Here are some, retrieved from LISTEN Manual2.

• 5 LISTEN. About Listen. Listen: <https://listen.bupnet.eu/>
• 6 Rutta, C.B., Schiavo, G., & Zancanaro, M. (2019). Comic-based Digital Storytelling for Self-expression: an Exploratory Case-Study with Migrants. [Proceedings of the 9th International Conference on Communities & Technologies- Transforming Communities]

STEP 1 *Creating trust*

- Create a circle.
- Put some images in the middle – related to any concept, e.g.: animals, nature, holidays, family...
- Participants take one image and explain why they chose it.

STEP 2 *Moving*

- OPTION 1**
- Create a circle: place one chair less than participants.
 - One person stands in the middle and refers to common features in the group, such as “Everyone with glasses changes place”.
 - The person who remains without the chair will go to the middle and repeat the same exercise.
- OPTION 2**
- Create a circle: now stand.
 - One participant looks at another and make some movements/ sounds (e.g. clapping, nodding, waving).
 - The person looked at has to replicate them and do the same by looking at someone else.
 - The game continues in order to help participants free their mind.

STEP 3 *Practicing language and imagination*

- Still In a circle, participants throw a ball between them.
- The person throwing the ball has to tell a word.
- The receiver will pass it on with another word associated to the previous one.

STEP 4 *Getting closer to personal stories*

- OPTION 1**
- Ask participants to think about a *first time* they experienced something.
 - Do a list based on their experiences and share it on the blackboard/flipchart.
 - Participants will select one of these experiences and discuss it in pairs, including what they like from the story.
 - Volunteers will share their story in front of the whole group.
- OPTION 2**
- This time participants think about a positive/negative event from their life and draw a picture about that memory. They will also draw themselves in the picture.
 - Thus they will discuss in pairs and then volunteers will tell the story to the group.
- OPTION 3**
- Participants think about a time when they did something that made them feel like a hero.
 - They select an image that can reflect their story and tell it in pairs, explaining the place, people involved, feelings, development, end.
 - Final reflection with the entire group: *how did you feel acting as a hero?*

→ HERE ARE SOME
FINAL REMARKS
BEFORE GETTING
STARTED WITH
THE ACTIVITIES.

- *Eye contact and gestures brings considerable meaning.*
- *Listeners are not passive actors, as they have to imagine the world you are evoking with your words.*
- *No one cannot know you are nervous! Just breathe calmly, be proud and stay focused.*

Activities

ACTIVITY	1	TITLE	<i>Warming up</i>
		DURATION	30 min. or more depending on the number of participants
		EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Gain confidence and trust in the group • Better understand each other • Reflect about culture and identify ways to overcome critical situations • Overcome barriers of speaking in public
		METHODOLOGY	Active listening, intercultural learning
		REQUIRED RESOURCES	<ul style="list-style-type: none"> • Flipchart / Blackboard • World map • Post-it
		ANNEXES	<p>Annex I – What's in a name?</p> <p>Annex II – An object – your culture</p> <p>Annex III – Where do you come from?</p>
		DESCRIPTION	<p>The exercises proposed aim to function as ice-breakers to help participants get to know each other and overcome the fear of speaking in front of other people.</p> <p>You may select the most appropriate exercise (provided in the Annexes), depending on your class group.</p>
		ORIGINAL SOURCE	<p>This activity was inspired by LISTEN. Learning from intercultural storytelling. The LISTEN Manual:</p> <p>https://listen.bupnet.eu/</p>

ANNEX I
 WHAT'S IN A NAME?

What's in a name?



- Sit in a circle: everyone should see and hear well.
- Ask participants to share the story of their name, its history and meaning. If they don't know the story of their name, invite them to invent.
- Use some questions to guide participants (you may show them on a flipchart/blackboard).

Here are some suggestions:

- *Who chose your name? Why?*
- *Does your name have a meaning?*
- *Do you like your name?*
- *Do you have a nickname?*
- *Would you like to change your name? Why?*
- *If yes, which name would you like to have?*

IN ORDER TO
CREATE A FRIENDLY
ATMOSPHERE,
THE TEACHER MAY
START TO TELL HIS
/HER OWN STORY.

ANNEX II
 AN OBJECT –
 YOUR CULTURE

An object – your culture



- Sit in a circle.
- Participants bring an object/picture/song/poem representative of their culture
- The objects are placed in the middle of the circle.
- Everyone explains why he/she chose that object.
- Now discuss:
 - *Did you find any similarities in your objects?*
 - *Did you find interesting or surprising to see a specific object?*
 - *Was it difficult to choose your object?*
 - *Would you like to ask some more questions?*

ANNEX III
 WHERE DO YOU
 COME FROM?

Where do you come from?



- Show a World Map and distribute some post-it to the participants.
- Explain: write your name on a post-it and stick it to the countries you lived on the map.
- Now ask each participant to share a memory about their country.

IMPORTANT NOTE FOR TEACHERS:

Before starting this activity, get more information about your students' personal stories. You may ask them if they want to tell why they left their country, but be careful as this can evoke strong emotions. .

ACTIVITY **2**

TITLE	<i>Co-creating stories</i>
DURATION	30 min. or more depending on the number of participants
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Gain confidence and trust in the group, getting to know each other • Recognise the necessary elements of a story and its basic structure • Tell stories with their peers
METHODOLOGY	Storytelling, active listening
DESCRIPTION	<p>This activity will help you introduce the students to storytelling, making them cooperate on the creation of a story. The activity can be implemented by the entire group, by sitting in a circle or by dividing it in smaller groups of 4 people, or in pairs.</p> <p>The teacher will act as a facilitator and ask questions to the participants, starting with <i>“Once upon a time, there was a...”</i>. Thus, the teacher will pose the following questions and one participant will respond to each of them</p> <ul style="list-style-type: none"> — 1. <i>Who is the story about?</i> — 2. <i>Where did that person live and with whom?</i> — 3. <i>“Every day...” what was happening?</i> — 4. <i>“But one day...” what happened?</i> — 5. <i>“So today...” what are the consequences today?</i> — 6. <i>What are the lessons learned?</i> <p>Finally, the story will be told to the whole group. Per each question, the facilitator may decide to ask more details.</p> <p>Hints for teachers:</p> <ul style="list-style-type: none"> • With mixed levels of linguistic competences, you can work with ‘whisperers’ who can suggest ideas into somebody’s ears as an inspiration. When somebody with poor language skills is in turn, then you, as a teacher, can take the lead and let them answer closed questions with two possibilities about the topic. • It helps a lot to draw the story for everyone!
RELEVANT TOPICS FOR DISCUSSION	<ul style="list-style-type: none"> — <i>What are the necessary elements to include in a story?</i> — <i>How did the tone of voice/gestures influence the impact of the story?</i> — <i>What aspects were more difficult for you and what would you like to improve?</i>
ORIGINAL SOURCE	<p>This activity was inspired by LISTEN. Learning from intercultural storytelling. The LISTEN Manual: https://listen.bupnet.eu/</p>

ACTIVITY 3	TITLE <i>If I were you...if you were me.</i>
DURATION	1 hour
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Understand other points of view • Recognise people's different backgrounds • Develop critical thinking, reflecting on the phenomenon of migration
METHODOLOGY	Storytelling, critical thinking, active listening
REQUIRED RESOURCES	<p>I am a migrant: https://www.iamamigrant.org/</p>
DESCRIPTION	<p>This activity will help participants get started with storytelling and gain some confidence in sharing their personal experiences, through a role-play approach. Reflecting on barriers and sharing stories can make these obstacles visible and help dealing with them.</p> <p>STEP 1 – Students can play in groups, with one (or more) of them pretending to be one of the people in the database (https://www.iamamigrant.org/) and they have to imagine the struggles that migrants have to face when they arrive to a new country. Have students reflect on the difficulties related to migration.</p> <p>STEP 2 – Ask your students to select an element from the migrant's story that has represented / still represents an obstacle in their life. In a circle: each participant explains why he/she chose this element and how it influences his/her life.</p> <p>STEP 3 – Now each participant will tell a story connected to the topic chosen, starting by: <i>"Once upon a time, there was a..."</i> Follow the structure in activity 2 Co-creating stories.</p> <p>Hints for teachers:</p> <ul style="list-style-type: none"> • If some participants have linguistic difficulties or find it difficult to present in front of the whole group, they can work in pairs. • Students can start their story from episodes of real life and invent the rest of it, thus creating a safe environment to tell the story and boosting creativity by producing new characters. <p>— <i>What do you think are the obstacles/problems that foreign students face at school?</i> — <i>How can classmates and teachers help the new students?</i> — <i>Is learning a new language easy?</i> — <i>Is studying/working in a new language complicated?</i> — <i>How would you feel not knowing the language</i></p>
RELEVANT TOPICS FOR DISCUSSION	

ACTIVITY **4**

TITLE	<i>Mapping the journey of life</i>
DURATION	1 hour 40 min.
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Recognise and understand cultural differences • Apply critical thinking skills • Practice deeper self-reflection and demonstrate greater self-awareness • Understand how personal experiences may influence people's perspectives
METHODOLOGY	Storytelling, critical thinking
REQUIRED RESOURCES	Paper, pencils, colours
ANNEXES	Annex I. Guidelines for teachers (Steps 1-4)
DESCRIPTION	<p>This activity will make students reflect on themselves and on their aspirations for the future, by representing their life moments through arts.</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Give each participant a large sheet of paper. • Explain they have to draw a winding pathway and a circle at its middle. • On the left, they will write: "road already travelled". • On the right, they will write: "the path yet to come". • Now, give them some guidelines, following the 4 steps below (you can also download/print them from Annex I.) <p>STEP 1 – YOUR PAST (30 minutes)</p> <p>Ask your students to:</p> <ul style="list-style-type: none"> • Reflect on themselves: who they are, where they come from, their language, their culture, their spirituality, their family, friends and on obstacles that they had to face. • Draw or list some of their favourite places where they have been. • Draw two milestones on their journey: two key happenings in their life. • Draw a mountain and a river, that represent two important obstacles. • Reflect on how they overcame them. • Write a survival kit at the top of the page: identify the elements that helped them during difficult times (people/ values). Link the survival kit to your past timeline.

STEP 2. YOUR FUTURE (30 minutes)

Ask your students to:

- Write their wishes and hope for the future (for instance, over 30 years) to be placed at the end of the path.
- Mark on the pathway the place they still want to visit.
- Identify three future milestones: three key goals they would like to achieve in the future.
- Draw a mountain as a symbol of a future obstacle they think they will face in the future.
- Identify a song that will accompany their life and reflect on its meaning for them. Link the survival kit to your future timeline.

STEP 3. REFLECTING ON YOUR JOURNEY (10 minutes)

Ask your students to:

- Reflect on their journey and identify some positive events and mark them as stars along their journey.
- Reflect on a lesson learnt during their life.

STEP 4. SHARE YOUR JOURNEY (30 MINUTES)

Ask your students to:

- Look at the other participants' *Journeys of Life*.
- Form a circle and ask volunteers to share their story.
- Discuss with all participants:
 - *How did you feel?*
 - *What were the most difficult elements to identify?*
 - *Did you discover something new?*
 - *How did you feel while sharing your story?*
 - *How did you feel listening to the other participants' stories?*
 - *With whom are you going to share your ideas about your future?*
 - *What is your next important step?*

→ Go to the goal planner life and school, available in the Guide for strength-based learning:

<https://www.teachmi.eu/strength-based>

**RELEVANT TOPICS
FOR DISCUSSION**

— *Notice the similarities and differences in the past and future of the students (and the possible social-cultural impacts). Discussions could focus on their expectations, their dreams etc... and help them to find practical ways to achieve their objectives.*

ORIGINAL SOURCE

Retrieved from: KITE fighters (2021). KITE fighters: toolkit. CESIE: <https://kitefighters.eu/the-kitefighters-toolkit/>
Originally from: www.tellyourstorymap.eu

Mapping the journey of life - Guidelines for teachers



STEP 1 – YOUR PAST (30 minutes)

Ask your students to:

- Reflect on themselves: who they are, where they come from, their language, their culture, their spirituality, their family, friends and on obstacles that they had to face.
- Draw or list some of their favourite places where they have been.
- Draw two milestones on their journey: two key happenings in their life.
- Draw a mountain and a river, that represent two important obstacles.
- Reflect on how they overcame them.
- Write a survival kit at the top of the page: identify the elements that helped them during difficult times (people/ values). Link the survival kit to your past timeline.

STEP 2. YOUR FUTURE (30 minutes)

Ask your students to:

- Write their wishes and hope for the future (for instance, over 30 years) to be placed at the end of the path.
 - Mark on the pathway the place they still want to visit.
 - Identify three future milestones: three key goals they would like to achieve in the future.
 - Draw a mountain as a symbol of a future obstacle they think they will face in the future.
 - Identify a song that will accompany their life and reflect on its meaning for them.
- Link the survival kit to your future timeline.

STEP 3. REFLECTING ON YOUR JOURNEY (10 minutes)

Ask your students to:

- Reflect on their journey and identify some positive events and mark them as stars along their journey.
- Reflect on a lesson learnt during their life.

STEP 4. SHARE YOUR JOURNEY (30 MINUTES)

Ask your students to:

- Look at the other participants' *Journeys of Life*.
- Form a circle and ask volunteers to share their story.
- Discuss with all participants:
 - *How did you feel?*
 - *What were the most difficult elements to identify?*
 - *Did you discover something new?*
 - *How did you feel while sharing your story?*
 - *How did you feel listening to the other participants' stories?*

ACTIVITY 5

TITLE

How to become a digital storyteller?

DURATION

2 h, but it can be carried out during longer periods of time

EXPECTED
LEARNING
OUTCOMES

By the end of this activity, students will be able to:

- Recognise and value cultural diversity
- Apply critical thinking skills to overcome prejudices and stereotypes
- Discuss the reasons behind migratory flows and understand differences in life experiences
- Use enhanced linguistic competences

METHODOLOGY

Digital storytelling

REQUIRED
RESOURCESInternet Access
Computer

DESCRIPTION

This activity can contribute to strengthening students' linguistic and digital skills. It can help them understand each other, their struggles, differences and similarities and allow foreign students to be more involved with classmates.

IMPORTANT NOTE FOR TEACHERS:

In order to avoid enhancing the digital gap among students, teachers should make sure that all students have access to the digital resources needed for this activity (e.g.: *internet connection; digital devices*). Before the activity, give clear instructions and invite participants to ask for clarifications.



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

STEP 1 – 30 min

- Divide the class in pairs.
- Each pair will think about a made-up character who had to leave his/her country and move abroad.
- Have students try to identify themselves with this character.

STEP 2 – 30 min

- Invite your students to tell their story on ArcGIS StoryMaps: students have the possibility to enrich their stories with different kinds of media, including videos, animations, pictures.
- Explain how it functions; here you can find some guidelines:
<https://geogsteel.wordpress.com/2021/10/13/constructing-powerful-geography-knowledge-through-story-maps/>
- Have a look at the examples of stories created in the project Tell Your Story:
<https://tellyourstorymap.eu/it/stories/>
- You may replace StoryMaps with a free blog creator platform, such as Blogger:
<https://www.blogger.com/about/>

STEP 2 – 60 min

- Now give time to your students to prepare their story on StoryMaps/Blogger and show to the rest of the class.

RELEVANT TOPICS
FOR DISCUSSION

— *Students can learn more about the struggle of moving abroad; how do they feel in the new country? Is it hard to learn the language? Do they have friends in school? Is homework easy despite the language barriers?*

ACTIVITY **6**

TITLE	<i>Dixit</i>
DURATION	1h approximately
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Apply logic skills • Show cooperation among students • Use imagination and creativity
METHODOLOGY	Critical thinking, storytelling through images
REQUIRED RESOURCES	Dixit card game
DESCRIPTION	<p>Dixit is a well-known card game, that can help practice storytelling skills in a funny way.</p> <p>STEP 1 –</p> <ul style="list-style-type: none"> • Each player is given 6 cards (that the other players are not supposed to see). • Each turn, one player is the storyteller; they have to choose one card from the 6 they have been given and make up a sentence to say out loud (no limits to what the sentence can be, students are free to use their imagination). • The first student who has found a sentence declares they'll be the storyteller for the first turn. <p>STEP 2 –</p> <ul style="list-style-type: none"> • The other players select among the 6 images the one that best matches the sentence made up by the storyteller. • Then, each player gives the chosen card to the storyteller, who shuffles all cards together (their cards and all those given by the other players). <p>STEP 3 –</p> <ul style="list-style-type: none"> • All the cards will be then placed on the table face up, and the goal of the players is to find which image is from the storyteller. • Each player has to vote secretly (and the storyteller does not vote). • Players cannot vote for their own card.



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

STEP 4 –

- The objective is to make an association easy enough to be understood by other players, but not too easy to be guessed by all of them.
- Each player is scored on the following criteria:
 - *If all players successfully detected the card, then the active player receives 0 points, and the other players all receive 2 points.*
 - *If no players find the active player's true card, then the active player again gets 0 points, but the other players get 2 points +1 point per vote for their own card.*
 - *If at least one, but not all players, voted for the active player's true card then the active player receives 3 points, and the players who found the card also receive 3 points and 1 additional point for each vote for their own card, while the remaining players would receive 0 points if their card was voted for.*

The first player to reach the end of the scoreboard by scoring 30 points in total wins the game.

RELEVANT TOPICS FOR DISCUSSION

This game can help students to create a sense of unity among them.

ORIGINAL SOURCE

Retrieved from Kite Fighters Toolkit:
<https://cesie.org/en/resources/kite-fighters-toolkit/>
 Dixit card game:
[https://en.wikipedia.org/wiki/Dixit_\(card_game\)](https://en.wikipedia.org/wiki/Dixit_(card_game))

• Check your knowledge!

- 1.** For an educator, to implement intercultural methods towards social inclusion, means:
 - A.** To boost students' curiosity and interest in others, as well as manage conflictual situations and facilitate relations between students.
 - B.** To analyse own identity, support diversity and deal with sensitive social and political issues, in a non-judgemental and respectful way.
 - C.** The above answers are correct.

- 2.** Why storytelling technique is one important instrument in intercultural training:
 - A.** Because it allows students from different backgrounds to share their experience.
 - B.** Because storytelling can contribute to reducing biased images and stereotypes, valuing diversity, and developing empathy in the class.
 - C.** Because it gives educators a better understanding of student's experience.

- 3.** Stories are part of our everyday life, but not all stories evoke the same emotional impact. When you create your story consider its relevance for the listeners. For this reason you need to:
 - A.** Include an introduction, middle and end in your story.
 - B.** Decide which personal experiences to share with listeners.
 - C.** To include a facilitator.

- 4.** To improve your story you need to:
 - A.** Seek the better surrounding environment.
 - B.** Seek a quiet and comfortable place to work with students.
 - C.** Organise regular sessions to support your students to open up to storytelling.

- 5.** Storytelling is not only to tell a story with your students, but it also must respond to the following principles:
 - A.** Listeners are not passive actors, as they try to contribute by imagining the world you are evoking with your words.
 - B.** The role of the facilitator in the process.
 - C.** They need to boost students' creativity.

References and useful links

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COE: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
- IBBY.** Silent Books. IBBY: <https://www.ibby.org/awards-activities/activities/silent-books/>
- Story Arts.** Storytelling activities and lessons ideas.
Story Arts: <http://www.storyarts.org/lessonplans/lessonideas/index.html#radio>
- Swedish for Professionals Team.** (2020, 01 30). The 4 stages of Culture Shock. Swedish for Professionals: <http://swedishforprofessionals.com/4-stages-of-culture-shock/>
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• Examples of critical cultural differences and good practices in overcoming problems

Introduction

“United in Diversity”

Firstly used in 2000, EU motto *United in Diversity* underlines Europeans’ ability to **cooperate for peace and prosperity**, while **preserving a unique combination of many different cultures, traditions and languages**.

Unfortunately, examples of stigmatization or excluding practices remain widespread and for many people, cultural diversity and intercultural learning are inevitably associated with a potential for conflict. If an excess in diversity may lead to a loss of identity, extreme homogeneity may translate into loss of individuality¹.

Since teachers and students are often not from the same ethnic, cultural, and social backgrounds, these cultural differences can create serious challenges. Yet, seen through an intercultural lens, conflict can be interpreted as a **chance for development**, a neutral expression of disaccord between two or more

Intercultural competences seem to be the real cure to conflicts.

people which can be transformed in a fruitful exchange of opinions, ideas, perspectives.

Intercultural competences are the foundation of communication and represent an effective means

to bring up active citizens: individuals able to listen, be questioned and eager to reach a common solution to a problem, building bridges across cultural differences. Thus, though some conflicts are somehow unavoidable, it is possible to map potential sources of disagreements and prevent them or find a common solution. To this aim, not only students, but also teachers should be appropriately trained in intercultural awareness and sensitivity.

The **Analysis of critical incidents**, of French anthropologist and social psychologist **Margalit Cohen-Emerique**, is proposed here as a good practice to help teachers develop their own intercultural competences and learn how to deal with cultural diversity in the classroom. Cohen-Emerique invites us to consider experiences of “*culture shock*” (or “*critical incident*”) as the starting point to explore cultural diversity. This methodology can be adapted to many different contexts and specific needs, thus enabling its upscaling. Indeed, though initially destined to social operators working with migrants, the methodology has been transferred to other fields and is suggested here as a useful approach for the school system.

Based on these premises, **Topic 3** provides teachers with **different activities** aimed to strengthen their students’ ability to embrace and respect cultural and linguistic diversity, educate them on the values of people with a different background, contribute to the creation of culturally sensitive programs. The activities should be implemented keeping in mind the three steps of the analysis of critical incidents (decentration, understanding the other, negotiation) to support the development of students’ intercultural competences.

1 Sandu, O., & Lyamouri-Bajja, N. (2018, 03). T-KIT 4 Intercultural Learning. Retrieved from The Council of Europe and the European Union. COE: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

In order to test their level of knowledge and competences needed to overcome critical cultural differences, teachers are invited to complete the final test, clicking on **“Check your knowledge!”**.

Watch the **video** to learn more about Topic 3 contents.

<https://www.youtube.com/watch?v=86DitTVIPdM>

SPECIFIC OBJECTIVES

TEACHERS:

- To stimulate students’ critical thinking
- To effectively manage critical cultural differences
- Create a safe and open space for democratic dialogue and active engagement
- To pay greater attention to sensitive issues, including gender, body, religion

STUDENTS:

- To contribute to the creation of inclusive learning environments
- To eliminate widespread prejudices
- To respect other perspectives and learn how to overcome conflictual situations

LEARNING OUTCOMES

TEACHERS:

- Apply Cohen-Emerique’s methodology for the *“analysis of critical incidents”*
- Recognise potential sources of conflicts and possible obstacles to integration
- Use different approaches to regulate students’ interactions and overcome problems deriving from cultural differences

STUDENTS:

- Recognise personal prejudices and other people’s perspectives
- Apply effective behaviours to collaborate and overcome critical cultural differences
- Use appropriate terms when speaking about other cultures

Good practice

The French psychologist and sociologist **Margalit Cohen-Emerique** became famous for her innovative approach to cultural diversity: the analysis of *“critical incidents”*, or *“culture shock”*. The term, originally used by J.C. Flanagan, refers to a situation in which a misunderstanding, problem or conflict can emerge, due to an encounter with a different cultural background, of which we have scarce knowledge. This event provokes specific intellectual and emotional reactions, mainly linked to incomprehension, fear, surprise, to a feeling of loss. If not recognised, a culture shock may result in defensive behaviours, preventing the opportunity for intercultural encounters².

On the contrary, culture shocks must be recognised, identified and processed, as important chances for learning, prompting you to analyse your emotional reaction and the real causes at its origin.

Author Margalit Cohen-Emerique identified **three main steps** to help people overcome a *culture shock*:

- 1 DECENTRATION:**
 - During a first stage, it is important to identify your emotional reaction to a culture shock through self-analysis and remaining as much culturally neutral as possible. This process is essential to understand how your cultural reference frame influences your interactions and to identify your sensitive zones.
- 2 UNDERSTANDING THE OTHER:**
 - It is time to focus on your interlocutor, investigating his/her values, avoiding simplifications, stereotypes and considering contextual factors. By analysing the other's reference model, his/her behaviours can become comprehensible, but such efforts require an open mind and curiosity. It is by confrontation with your interlocutor, that you realise the influence of your cultural background in perceiving others.
- 3 NEGOTIATION:**
 - In this final step, cultural differences are finally overcome through solutions that consider each participant's identity. This is the true encounter between two frameworks, where both will try to find a compromise, preserving their individual identity but resisting the need for closure.

Through this three-step process, Cohen-Emerique methodology aims to detect sensitive areas: potential elements of contrast in the interaction between different cultures. When the sensitive zones are crossed, you may feel losing your own references, thus experiencing a culture shock. **Sensitive areas** include those elements with a primary role for cultures, e.g.: social rules, physical contacts, space and time, religion, body³.

Upscaling

Cohen-Emerique's methodology can be **adapted** to many different contexts. At school, when teachers are faced with cultural diversity, it is fundamental for them to focus on their own identity, feelings and values first, in order to understand what they perceive as different and somehow irritating.

How to implement the critical incidents methodology at school?

Before explaining the importance of cultural diversity to your students, we suggest you to analyse your own cultural background and reference framework⁴.

HAVE A LOOK AT THE FOLLOWING EXERCISE FOR SELF-REFLECTION →

3 WELCOMM. (2019). Training Material. WELCOMM: <https://welcomm-europe.eu/training-material/>
 4 Adapted from DICE Training Manual: https://cesie.org/media/DICE_Training-Manual_EN.pdf

My reference framework

DURATION

60 minutes

DESCRIPTION

Use the questions below for self-reflection:

STEP 1 – Remember an experience of conflict/shock

- *What are the main elements of your identity influencing you?*
- *What are the main elements of the identity of the person causing the shock? (e.g. nationality, gender, age, religion)*
- *Contextualise the critical incident: date, place, event causing it.*

STEP 2 – Analyse the critical incident

- *Which elements influenced the occurrence of the event?*
- *How did you react? How did you feel?*
- *What values/norms did the incident touch?*
- *Based on the values touched upon, what is your image of the other person involved?*
- *How would you explain the occurrence? What values of the other person may have caused it?*
- *Did the happening identify any problem in your professional practice or more generally about the respect of cultural diversity in intercultural contexts?*

ADDITIONAL QUESTIONS FOR SELF- REFLECTION


- *Do I generally ask some clarification when something is strange for me?*
- *Do I always form my opinion after waiting for my interlocutor to finish his/her speech?*
- *What aspects of cultural diversity are present in my working environment? Which of them are somehow invisible?*
- *What is my knowledge of my students' cultural background and country of origin?*
- *How can I help them improve their understanding of diversity?*
- *Which skills do I need for the development of an intercultural approach to diversity?*
- *Consider two different scenarios:*
 - 1. YOUR HOME COUNTRY: how much should I change to favour inclusion of others?
 - 2. FOREIGN COUNTRY: how much should I change to adapt and feel appreciated? Would it be different if I had to leave my country or if it was my free choice?

WHY DON'T YOU KEEP A JOURNAL WHERE TO TAKE
NOTES OF ANY HAPPENING MAKING YOU FEEL IRRITATED
IN A MULTICULTURAL CONTEXT?

SOME HINTS FOR SELF-REFLECTION¹:

- **1.** Don't be afraid of feeling surprised; rather, let your curiosity emerge!
- **2.** Analyse culture within a wider perspective, considering all elements forming it.
- **3.** Remember: cultures are not static, but constantly changing and exchanging.
- **4.** People are the product of different cultures acquired and integrated throughout their life path.
- **5.** Difference can only emerge from confrontation with others.

The **analysis of scenarios** is quite common to apply Cohen-Emerique's methodology in the educational dimension. Controversial issues may generate strong feelings and tensions in the classroom. Thus, it is important to provide students with the opportunity to explore different perspectives, not necessarily disclosing their personal information, and recognise feelings and emotions in order to be able to control them. Moreover, analysing these real-life scenarios can help you understand where to stand as teacher, learning how to mediate, stimulate students' critical thinking and expression of their viewpoint. The **following scenarios** can be used to practice your intercultural competences. For each scenario, please reflect on how you would deal with similar situations. Some scenarios are taken from the media, other were created by TEACHmi partnership, other instead are inspired by the Erasmus+ project PRACTICE². The analysis of these scenarios can stimulate discussion with other colleagues from the rest of Europe.

Use the forum in TEACHmi e-learning and networking platform to share your viewpoint with other professionals. Click on each scenario to learn more. 

1 CESIE. BODI: Teacher's Handbook. (2017, 06 30). CESIE: <https://cesie.org/en/resources/bodi-teachers-handbook/>

2 PRACTICE- Preventing Radicalism through Critical Thinking Competences: Radicalisation prevention programme (2019): <https://practice-school.eu/media/practice-radicalisation-prevention-program-en.pdf>



1. LINGUISTIC-CULTURAL IDENTITY

A Human Resources Specialist in Training & Entrepreneurship Development reported this event:

"I have a Brazilian colleague. She is intelligent and funny, she does a doctoral course and is responsible for Human Relations office in a financial institution, here, in Portugal. But do you know what she had to do to fit in and ascend to that position? She had to go and learn to speak Portuguese. Attention - She was already Portuguese speaking, obviously, but not with Portuguese native accent. Accent, that's what she went to learn, because her "Bom djia!" instead of "Bom dia!" prevented her from being considered for the job. She had classes and had to hire mentoring".

HINTS FOR REFLECTION

- *Is it right to impose the elimination of a characteristic that has to do with one's linguistic-cultural identity in order to recognize his/her merit?*
- *Such an imposition means that in a "simple" matter of accent there is one Portuguese "superior" to another. What reason to discriminate in circumstances of social interaction, acceptance in work relationships, family?*

COMMENT

In Portugal, there are several examples of critical differentiation when it comes to someone from a community of Portuguese-speaking countries (Brazil, East Timor and Portuguese-speaking African countries: Angola, Mozambique, Cape Verde, Guinea-Bissau, Equatorial Guinea and São Tomé and Príncipe). It is not the language or the accent, but the beliefs that awaken when you resist hiring someone, to rent a housing space, accept that a child falls in love with someone of another nationality. Similar happenings are linked to issues of citizenship. In Portugal, "Citizenship and Development" is a compulsory school subject. Yet, despite the ministerial guidelines and referential documents (Citizenship Education Guidelines), there is some margin of freedom left to schools and teachers to better manage the programme according to local needs, which makes the pedagogical orientation controversial.

SUGGESTED APPROACH

- *If similar discriminatory events occur in your professional context, make yourself known as a contact person.*
- *Discuss with your students the meaning of citizenship and its link with language.*
- *Explain the concept of culture(s) and the need to avoid a distinction between dominant and somehow inferior ones.*



2. NATIONAL ORIGINS

Maria is a Gambian native woman and asylum seeker in Portugal. She left her country seeking refuge because both, her and her husband's families had the intention to submit her children – two girls aged 2 and 4 at the time of departure - to genital mutilation.

They managed to adapt well in the host country. Maria was studying at the University in her country and wishes to continue her academic career. From an early age, her daughters attended kindergarten. Communication is done in Portuguese and the girls quickly learned it, though their first language is English.

A characteristic of this family is the dark skin. Already after 2 years, her children are perfectly adapted, with good relationships and feel attached to other children, educators and other people in their daily life. But Mary finds that whenever her little daughter interacts with a dark-skinned person, she communicates with that person in English. However, if her interlocutors have pale skin she communicates in Portuguese.

HINTS FOR REFLECTION

- *Why are the children communicating in different languages depending on the skin colour of their interlocutor?*

COMMENT

The children are interacting with people with different physical characteristics in different contexts (social, familiar, school) by using different idioms. The objective is to remove the direct link between skin colour and language.

SUGGESTED APPROACH:

- *Look for articles in the news dealing with the topic of migration, inclusion, language.*
- *Analyse how terms are used in an inclusive and a non-inclusive way.*
- *Make a list of the most used terms and create your own glossary with your students.*



3. AGE AND ETHNICITY

This case was observed in a primary school (corresponding to the first 9 years of schooling) in Portugal:

Two young migrants were integrated in a class of 8th grade, where the average age of pupils is 13 years old. These newcomers are 17 and 18 years old respectively. They were welcomed by the same hosting project by a local NGO. One has Syrian nationality and the other is South-Sudanese and they communicate in Arabic between them. They do not speak Portuguese, but have had contact with the English language in the refugee centres they have passed through. While interacting with colleagues and teachers they used English. They were each other's company. Among the teachers, someone noticed their interest and knack for football. Together with the host NGO, efforts were made to make contact with a prestigious club in the city. They took physical fitness tests, showed their talent and joined the Under-19 squad in the club's youth football training.

HINTS FOR REFLECTION

- *How can sport stimulate inclusion?*
- *How can it contribute to increased motivation and feeling of acceptance within the host country?*

COMMENT

The two young migrants have gained a peer group, with shared interests and activities and, through sport, the opportunity to improve their self-esteem. They have gained greater popularity and recognition at school, among their peers, and greater motivation to study, since the rules of acceptance in sports training presuppose dedication and good school performance.

SUGGESTED APPROACH

- *Be curious of your students' personal interests, in order to offer them a chance for inclusion in a context in which they can feel at ease.*
- *If a problem arises, look for pragmatic solutions, eventually involving other colleagues and being open to your students' reasons.*



4. GREETINGS

Your school is organising an important ceremony, at the end of the year. A female teacher wants to congratulate with one of her students, who is Muslim, but he refuses to shake hands.

HINTS FOR REFLECTION

- *How would you deal with this situation?*
- *What role does religion play for him?*
- *How to interpret his reaction?*

COMMENT

The children are interacting with people with different physical characteristics in different contexts (social, familiar, school) by using different idioms. The objective is to remove the direct link between skin colour and language.

SUGGESTED APPROACH:

- *Avoid any distinction between our/their values and traditions.*
- *Discuss with your students what is important of their way of greeting and be aware of different forms of greeting.*
- *Show respect of your students' concerns, bearing in mind that they are searching their identity.*



5. CONFLICTUAL POSITIONS

During a lesson, a political discussion emerges, creating oppositions and tensions between your students on the theme of conflicts and wars.

HINTS FOR REFLECTION

- *How would you react?*
- *Have you ever discussed politics with your students?*
- *How to deal with similar situations if the topic of war/conflict emerges in the classroom?*

COMMENT

Discussions about international conflicts may create serious tensions in the classroom, due to different factors: personal/family involvement; a general sense of protest against injustice; compassion for the war victims; personal experiences. Political conflicts may be sensitive issues and controversial to discuss in school classes as students may represent different sides.

SUGGESTED APPROACH:

- *Select some events from the news and discuss them with your students, to make them show their feelings and thoughts.*
- *Analyse the conflict: what is it about? What are the perspectives involved?*
- *Create a space for democratic dialogue about controversial issues in the classroom, where students can express their viewpoints, disagree and engage with their peers.*
- *Discuss about justice and injustice.*
- *Carefully monitor if any protest or criticism emerge.*
- *With your students, try to identify different possibilities to deal with the conflict: e.g. forums, donations.*

After reading the scenarios, **think about a situation in which you had to deal with critical cultural differences** in the classroom or search in the news for articles focusing on language, migration and education.

Thus, follow the **6-step process**, retrieved from the Erasmus+ project PRACTICE¹ (inspired by ufuq.de: “The kids are alright”, 2018).

- **STEP 1:** do not blame culture or religion as the only cause behind all conflicts.
- **STEP 2:** examine the real reason behind the happening: does it depend on the student’s past experiences?
- **STEP 3:** be open and interested in the concern and enable students to express their perspectives.
- **STEP 4:** just intervene if strictly necessary, e.g. when devaluing positions or absolute claims to truth arise.
- **STEP 5:** stimulate discussions, analysing the real wishes of your students on how they want to live.
- **STEP 6:** now check: What do you need to modify in your approach with cultural diversity?

1 PRACTICE - Preventing Radicalism through Critical Thinking Competences: Radicalisation prevention programme (2019): <https://practice-school.eu/media/practice-radicalisation-prevention-program-en.pdf>

Activities

ACTIVITY	1	TITLE	<i>Description – Interpretation - Evaluation</i>
		DURATION	50 minutes
		EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> Analyse actions through different perspectives, independently from one's own cultural background Recognise aspects influencing perceptions Analyse cultural cross-overs
		METHODOLOGY	Analysis of critical incidents, Critical thinking
		REQUIRED RESOURCES	<ul style="list-style-type: none"> Objects or photographs which are not clearly identifiable, to be distributed to each group.
		ANNEXES	<p>Annex I – Example D-I-E Method</p> <p>Annex II – D-I-E Worksheet</p> <p>Annex III – Examples of pictures</p>
		DESCRIPTION	<p>The method "Description- Interpretation- Evaluation" (D-I-E), is a helpful tool to analyse intercultural cross-over situations and gain a better understanding of other cultures. Generally, people tend to look at situations or interpret them through their own cultural glasses and therefore often understand neither the behaviour of other people nor their values and norms which are behind it.</p> <p>INSTRUCTION: Divide your students into groups of 3-5.</p> <p>STEP 1</p> <p>An object or photograph that may have several meanings is chosen and shown to the classroom (you may use the same for the whole classroom or distribute a different one to each smaller group of students). It will be distributed to each group of students to be seen/felt/touched. Now, each group will describe the object/picture. This should not last longer than 2-3 minutes. The answers are written down on a flipchart. These should be collected according to the D-I-E categories; yet, at this moment, do not name the different phases (description- interpretation -evaluation).</p> <p>STEP 2</p> <p>The analysis instrument D-I-E is explained. The participants now have to analyse a new object/photograph using this method. Let them describe the object, and correct them if they are already interpreting it.</p> <p>Spend 5 minutes on this part:</p> <p>A. Description: Describe the object (or situation, or photograph) as precisely as possible. What happened? What was said and/or done? It is important to 'stretch' the description. There is a lot more to be seen on a picture. Invite your students to observe in a detailed way. Strong observation is a weapon against prejudice!</p>

- B. **Interpretation:** Find possible explanations or interpretations (at least 2) for what you have seen or experienced.
- C. **Evaluation:** Evaluate what you have seen or experienced. What (positive/negative) feelings do you have with regard to the object or the situation?

STEP 3

In small groups, the situation that the participants themselves have experienced (or the photograph or object) should be described using the D-I-E method.

RELEVANT TOPICS FOR DISCUSSION

- *How was the method helpful?*
- *Which difficulties did you encounter?*
- *What did you learn about yourself? And about the others?*
- *Do you believe an image can tell the whole story?*
- *To conclude, discuss with your students why an image has power and what risk an image carries (e.g. stereotypes, fake news, bias).*

ORIGINAL SOURCE

TandemNow: https://cesie.org/media/TN-Curriculum_en.pdf

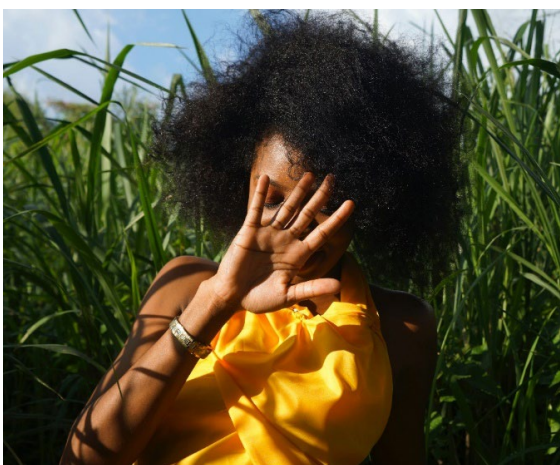
ANNEX I

EXAMPLE D-I-E METHOD DESCRIPTION – INTERPRETATION – EVALUATION –

Example D-I-E Method



- **Description:** *I can see a woman with a yellow dress and dark skin covering her face.*
- **Interpretation:** *She's yawning, so she must be bored.*
- **Evaluation:** *That's all right, I don't blame her.*



Interpretation #1: She's yawning, and trying to be polite by covering her face.

- Alternative Evaluation #1: *I think that's great, that she's trying to be polite.*
- Alternative Evaluation #2: *I think that's too repressed; she should relax.*

Interpretation #2: I think she's scared.

- Alternative Evaluation #1: *That's a natural reaction to a shock.*
- Alternative Evaluation #2: *She's overdoing that reaction, no big deal.*

Interpretation #3: *I think she's smiling because she's embarrassed.*

- Alternative Evaluation #1: *She shouldn't be so concerned, smiling is nice.*
- Alternative Evaluation #2: *She's should be embarrassed for exhibiting so much openness in her smiling.*

D-I-E Worksheet



- **Description** **What I See (only observed facts)**
- **Interpretation** **What I Think (about what I see)**
- **Evaluation** **What I Feel (about what I think...positive and/or negative)**

Your group will receive an object from another culture or a photograph with different possible interpretations. After looking at it, fill in your own brief description of it. The task for the group is to agree on a single description:

1. Based on the description, to suggest two interpretations
2. For each interpretation, to suggest both a positive and a negative evaluation.

Description:
Interpretation #1: • Alternative Evaluation #1: • Alternative Evaluation #2:
Interpretation #2: • Alternative Evaluation #1: • Alternative Evaluation #2:

Examples of pictures



ANNEX III
EXAMPLES OF PICTURES

Examples of pictures



DURATION

- 60min:
- Step 1: 10 minutes
 - Step 2: 30 minutes
 - Step 3: 20 minutes

EXPECTED
LEARNING
OUTCOMES

- By the end of this activity, students will be able to:
- Identify cultural filters influencing their perceptions and interpretations
 - Show improved understanding of others
 - Recognise other perspectives

METHODOLOGY

Intercultural learning, critical thinking, self-reflection

REQUIRED
RESOURCES

Annex I. Identity Checklist

DESCRIPTION

STEP 1 – Cultural glasses

Our past experiences may shape our perceptions and opinions of the world. We usually tend to judge and generalise, as if we were constantly wearing ‘cultural glasses’ through which we see the world.

However, because our personal experiences are different, people’s ‘cultural glasses’ are not the same. In order to understand other people’s cultural glasses, respect their viewpoints and their perception of the world, you first need to be aware of yourself, your identity and cultural background.

— *Think about how your personal experiences may influence your perceptions of the world.*

STEP 2 – Identity checklist

Have a look at Annex I. Identity Checklist (Inspired by DICE Identity Wheel) and take some time to complete it. Which of these categories do you generally refer to when describing yourself?

As your students may lack appropriate linguistic competences, be ready to support them by explaining the importance that each category may have for each person’s identity and add some examples to each of them.

STEP 3 – Reflection

Based on the identity checklist, think about:

- *Which elements of your identity and experience shape your ‘cultural glasses’?*
- *Which identities do you generally take for granted and not think about often?*
- *Do you feel you need to work more on specific identities to strengthen your awareness of them?*
- *Would you like to add any other aspect to the “Identity Checklist” in order to describe you better?*

DISCUSS THESE POINTS
TOGETHER AS A GROUP.

IMPORTANT: BE CAREFUL
IF SOME STUDENTS SEEM
UNCOMFORTABLE WITH
THE ACTIVITY AS IT IMPLIES
SHARING PERSONAL
INFORMATION.

RELEVANT TOPICS
FOR DISCUSSION

Think about critical incidents you have experienced, namely those moments making you feel uncomfortable or in which you did not understand what was happening and why, when confronted with different cultural habits.

ORIGINAL SOURCE

Inspired by DICE - Diversity Inclusion Citizenship Empowerment is an Erasmus+ project, aimed to provide professionals who approach newcomers with a series of methods and practices to understand and promote cultural diversity.
The activity was retrieved from DICE Training Manual:
https://cesie.org/media/DICE_Training-Manual_EN.pdf



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

The activity originally comes from the Papyrus project which partners are The Manchester Metropolitan University, TUAS – Turku University of Applied Sciences Ltd., Kopin – Koperazzjoni Internazzjonali, WEBIN – Western Balkans Institute and CESIE. It is available at:
<https://papyrus-project.org/selfexploratory-activities/>

ANNEX I
IDENTITY
CHECKLIST

Identity Checklist




IDENTITY	YOUR PERCEPTION*
Race	
Ethnicity	
Socio-economic class	
Gender	
Sexual Orientation	
Age	
National origin	
First language	
Physical, emotional, developmental ability	
Religion/spiritual affiliation	

YOUR PERCEPTION*

1. Identities you think about most often
2. Identities you think about least often
3. Your own identities you would like to learn more about
4. Identities that have the strongest effect on how you see yourself as a person.

ACTIVITY **3**

TITLE	<i>Principles of connecting communication</i>
DURATION	90-120 minutes
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Recognise personal feelings and needs when communicating in situations of critical cultural differences • Identify the other person's needs and feelings • Define why a conflict, misunderstanding has arisen in an intercultural situation • Apply relevant methods to communicate in intercultural contexts
METHODOLOGY	Intercultural communication, active listening
REQUIRED RESOURCES	<p>Flipchart and markers</p> <p>Annex I – Instructions for teachers Annex II – Four principles of connecting communication Annex III – Lists of feelings and needs</p>
DESCRIPTION	<p>STEP 1</p> <ul style="list-style-type: none"> — <i>Before starting the activity carefully read Annex I. Instructions for teachers</i> — <i>Explain the four principles of connecting communication (Annex II.)</i> — <i>Divide participants into pairs</i> — <i>Each participant thinks about a recent conflictual situation he/she has experienced and note down its key points.</i> — <i>If the situation chosen has already been resolved, invite your students to think about the situation as if it was still present.</i> — <i>Annex III. Provide a list of feelings and needs that can help participants define their own and the other's emotions.</i> <p>STEP 2</p> <p>The activity develops in 3 rounds. It is important that, for each round, the person listening does not interrupt and does not comment. Moreover, the person listening to the other should try to sense the feelings and needs of his/her interlocutor.</p> <p>ROUND 1 – Sharing your story</p> <p>In the first round, each pair describes the conflictual situation: e.g. people involved, reasons behind the conflict. One person talks, the other listens. After 3 minutes, they change role. They discuss how the activity was, if they managed to describe without prejudices and without putting labels on the other and if it was difficult for them to share their story.</p>

 <p>SHARE STORIES, PHOTOS & VIDEOS FROM YOUR CLASS WHILE USING THIS ACTIVITY!</p>	<p>ROUND 2 – sharing your feelings/needs</p> <p>In the second round, the students change partners: they can decide either to tell the same story or to describe another one. One person talks for 3 minutes and then they change role.</p> <p>Thus, the pair should describe their feelings and needs at the moment of the conflict.</p> <p>They reflect on how it was to talk about their feelings and needs and if they managed to describe them without blaming the other.</p> <p>ROUND 3 – analysing the other person’s feelings/needs</p> <p>In the third round, the pairs change again. Students will try to think about the feelings and needs of the other person in the conflict. Again, they may choose to continue with the analysis of the same situation or to move on to another one. Each partner speaks for three minutes and then they change role.</p> <p>They finally discuss how the activity was, if they were able to understand the other’s feelings and needs and what their feelings were after the exercise.</p>
<p>RELEVANT TOPICS FOR DISCUSSION</p>	<p>Following the exercise you may further discuss with your students about:</p> <ul style="list-style-type: none"> — <i>What they experienced during the activity</i> — <i>Needs and feelings</i> — <i>Empathy</i> — <i>The other’s feelings: remember you can only guess them!</i> — <i>The meaning of connecting and disconnecting communication (further explanation about the two concepts in Annex II.)</i>
<p>ORIGINAL SOURCE</p>	<p>The activity is retrieved from Welcomm training Handbook: https://welcomm-europe.eu/media/welcomm-intercultural-awareness-training-course-en.pdf</p>

ANNEX I
INSTRUCTIONS
FOR TEACHERS

Instructions for teachers



- Invite participants to think about a conflict they experienced, but avoid too sensitive topics.
- Clarify that they can stop or leave the room if the need to, as the activity may evoke deep feelings.
- Through this activity, participants will start reflecting more on their and on the other person’s feelings/needs, getting a different insight on the conflict, with a more “forgiving” approach.
- This activity can contribute to enhancing their self-awareness and their ability to listen to the other, to make them feel heard.
- Changing partners, each participant will be able to get different insights and perceptions on the situation.
- The activity can be implemented without going deeper into concepts of nonviolent communication/ connecting communication, but using the four principles as general “rules” on how to do the exercise.

ANNEX II
FOUR PRINCIPLES
OF CONNECTING
COMMUNICATION

Four principles of connecting communication



OBSERVING



EXPRESSING FEELINGS



EXPRESSING NEEDS



REQUESTING

Active listening is the key to connecting communication, as it helps create a safe and welcoming environment, where a person can openly and honestly express himself/herself.

✓ *Active listening IS:*

- Silent presence: we listen and look in the person's eyes to show our attention;
- Summarizing: in order to make sure we understand, we summarize what we think the person has said or we ask questions only when we do not understand something;
- Focusing on the essentials: we ask different questions not just for the sake of curiosity, but to clarify feelings and needs, values etc.;
- Being aware of the other person's feelings: trying to be empathic.

✗ *Active listening IS NOT:*

- Giving advices: e.g. you should listen to your mother;
- Interrupting with your personal story: e. g. yes, it happened to me and I...;
- Asking irrelevant questions: e.g. questioning what happened next, rather than paying attention to your interlocutor's feelings and needs;
- Showing pity: e. g. oh, poor you!

Disconnecting communication, from which the conflict may arise, is:

- Moralistic judgments and evaluations
- Comparing
- Blaming
- Not taking responsibility for own actions and feelings
- **Labelling**

*Observing – without evaluating

**Requesting – not demanding someone does something we want

ANNEX III
LIST OF FEELINGS
AND NEEDS

How do I feel when my needs are met?



Adventurous	Calm	Curious	Energetic
Free	Glad	Hopeful	Joyful
Peaceful	Relaxes	Sensitive	Trusting
Alive	Cheerful	Delighted	Enthusiastic
Friendly	Grateful	Inspired	Optimistic
Proud	Satisfied	Stimulated	Upbeat
Astonished	Comfortable	Encouraged	Excited
Fulfilled	Helpful	Interested	Overwhelmed
Quiet	Secure	Surprised	Warm

Retrieved from WELCOMM

Originally taken from Nonviolent Bommunication, A Language of Life by Marshall B. Rosenberg

ANNEX II
FOUR PRINCIPLES
OF CONNECTING
COMMUNICATION

Active listening techniques:



TYPE	OBJECTIVE	SUGGESTED ACTIONS	EXAMPLE
Clarification	<ul style="list-style-type: none"> To help you clarify what is being said To provide additional information To help the speaker notice other viewpoints 	<ul style="list-style-type: none"> Ask questions Reformulate Summarize what has been said 	<ul style="list-style-type: none"> <i>When did this happen? What happened next?</i> <i>"What does that mean?"</i> <i>"Did I understand correctly...?"</i> <i>"In what situations do you react like that?"</i>
Paraphrase	<ul style="list-style-type: none"> To show that you listen and understand what is being said To check the meaning and interpretation you give 	Repeat the exact meaning of the idea, but in other words	<ul style="list-style-type: none"> <i>"So you would like our work to continue?"</i>
Reflection of feelings (feedback)	<ul style="list-style-type: none"> To show that you understand how the other person feels To help assess feelings 	Reflect the main feelings of the speaker	<ul style="list-style-type: none"> <i>"You look depressed."</i> <i>"I feel sorry that you are experiencing this".</i>
Summary	<ul style="list-style-type: none"> To note the achieved result To underline the important ideas and facts To create a basis for future discussion 	Formulate the main ideas and shared feelings, emphasizing common themes.	<ul style="list-style-type: none"> <i>It seems to me that ...</i> <i>Are the main thoughts and feelings he expressed?</i> <i>"Am I missing something important?"</i>
Recognition of value	<ul style="list-style-type: none"> To recognise the other person's merits To recognise efforts to seek dialogue 	<ul style="list-style-type: none"> Determine the value of problems and feelings. Show that you appreciate the efforts and actions of all participants. 	<ul style="list-style-type: none"> <i>"I appreciate your readiness to resolve this issue."</i> <i>You made an effort for</i>

ANNEX III
LIST OF FEELINGS
AND NEEDS

How do I feel when my needs are not met?



Afraid	Anxious	Confused	Disappointed
Embarrassed	Guilty	Hostile	Lazy
Nervous	Shocked	Suspicious	Uncomfortable
Angry	Ashamed	Depressed	Discouraged
Exhausted	Helpless	Impatient	Lonely
Pessimistic	Sceptical	Terrified	Upset
Annoyed	Bored	Detached	Disgusted
Frightened	Hesitant	Jealous	Mean
Sad	Sleepy	Tired	Worried

Basic needs



AUTONOMY:

Choosing and planning for fulfilling dreams, objectives and values.



CELEBRATION:

Celebrating the creation of life, the achievement of objectives/ dreams fulfilled, losses (mourning)



INTEGRITY:

Authenticity, creativity, meaning, self-worth



PHYSICAL NURTURANCE:

Air, food, movement, protection from life dangers, rest, sexual expression, shelter, water



PLAY:

Fun, laughter



SPIRITUAL COMMUNION:

Beauty, harmony, inspiration, peace



INDEPENDENCE:

Acceptance, appreciation, closeness, community, consideration, contributing to life improvement, emotional safety, honesty, love, reassurance, respect, support, trust, understanding

- Retrieved from WELCOMM
- Originally taken from Nonviolent Communication, A Language of Life by Marshall B. Rosenberg

ACTIVITY 4

TITLE

Feeling myself, understanding the other

DURATION

May vary depending on the steps and tasks you choose to implement. We suggest you dedicate at least one hour (selecting one or more steps), but paying careful attention to provide students with proper instructions and opportunities for discussion and reflection.

EXPECTED LEARNING OUTCOMES

By the end of this activity, students will be able to:

- Recognize and name different emotions, feelings and their behavioural manifestations
- Identify sensitive issues in time to prevent possible incomprehension
- Define why a conflict, misunderstanding has arisen in an intercultural situation
- Apply effective skills to communicate with other people with increased sensitivity

METHODOLOGY

Intercultural communication, active listening

REQUIRED RESOURCES

Sheets of paper , pens, flipchart

ANNEXES

Annex I – Exercises
Annex II – A list of meanings of body language
Annex III – Visual examples of feelings and emotions
Annex IV – Table “my feelings”

DESCRIPTION

THE EXERCISES PROVIDED IN ANNEX I are aimed to guide students in the discovery of their own and of other people's feelings and how these can assume different behavioural manifestations. Steps are not compulsory and you may also choose to select some tasks only for each.

The first two stages of the analysis of critical incidents imply greater self-awareness and better understanding of others, and thus require a certain level of empathy. Emotions and feelings play a central role in communication and scarce knowledge of them may be a reason of incomprehension and conflicts. In everyday interpersonal contacts there is a constant and continuous flow of information about the emotional state of individuals.



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

Remember that:

- Emotions are our true human nature; they are part of us.
- It is important to talk about your feelings with your interlocutor
- It is good to experience your emotions without hurting others.
- There are no forbidden emotions. Students need to fully and truly express their emotions - to cry, be angry, rejoice and learn how to react.

RELEVANT TOPICS FOR DISCUSSION

- *Do you spend some time to reflect on your feelings and how you show them?*
- *Are you able to recognise your emotions?*
- *Do you have enough competences to distinguish the other person's feelings?*
- *Which qualities would you need to develop further to improve your interpersonal relationships?*
- *How do you react if you are misunderstood by others?*

ORIGINAL SOURCE

College of pedagogy, Pleven: <https://www.uni-vt.bg/eng/>

ANNEX I
EXERCISES

Step 1. Qualities & perceptions

Hand out a white sheet to the participants and explain:

TASK 1

Write down 8 qualities that you think you possess and are necessary for harmonious interpersonal relationship with your teacher. If necessary, hand out a list of qualities, from which students can select the appropriate ones.

- What qualities do you want to develop further?
- Which of these qualities would you like to develop in your relationship with other students?

TASK 2

In the process of communication an important place is occupied by the so-called perceptions and interpretations, i.e., the way we understand a behaviour and the meaning we attribute to it, adapting our behaviour accordingly. Perceived in this way, reality may be "distorted". In order to get a realistic picture of the events around us, we need to be properly informed.

- Think about a situation when your first opinion proved to be wrong. How did you feel?
- Think about a situation in which you were misunderstood. How did you feel?

Step 2. Body language

Your posture may transmit specific messages to your interlocutor. Annex II. provides a list of some of them, but be aware: the meanings associated to your body positions may also differ from one culture to another.

TASK 1

THE MIRROR – One of the participants stands against the others and performs various movements. The others have to repeat them in a mirror, i.e., the participant shows to the left, the others - to the right, leaning forward - leaning back, laughter - crying, joy - sadness and others. Reflection on the activity can be facilitated by using the list of meanings provided in Annex II.

TASK 2

FREEZE! – Participants are divided into pairs (as they wish). One of the couples is an observer, and the others are instructed to talk about different topics with each other, expressing different emotions. The observing couple gives 1-2 minutes for conversations, after which they issue the order "Freeze!". Couples remain as they are at the moment ("freeze"), and observers must recognize the body's nonverbal cues when communicating. The game can be repeated, as the pairs change and another becomes an observer.

Step 3. Listen to me

Participants are divided into two groups. A member of the first group tells a short story to another of the second group (the facilitator can pre-set a topic). The condition is that the listener does NOT listen carefully (the facilitator warns him in advance about this "secretly"). The roles are changed by selecting new participants. The presenter asks the question: "How did the narrators feel when they were not listened to well?".

The group discusses the basic rules for listening:

1. Let's listen and not interrupt the speaker!
2. Do not offend and do not appreciate!
3. Don't give advice!
4. Let's repeat what you heard every 2-3 minutes (paraphrasing)
5. Nod affirmatively or show your understanding verbally (e.g., *aha*, *yes*!)
6. Maintain good eye contact!
7. Support and encourage!
8. Do not threaten!

If some participants do not have strong linguistic competences to name a feeling, they can attribute an image that represents it. Annex III provides some images that you can distribute to your students to define the emotion/feeling transmitted by their peer's body. Once they choose an image, help them name the feeling appropriately.

Now repeat the game with new participants, but observing the conditions for good listening! →

ANNEX I
EXERCISES

Step 4. Guess the feeling



TASK 1

Participants sit in a circle. The presenter plays music with different natural sounds, and they have to distinguish the sounds (rain, strong wind, storm, cricket song, etc.). Relaxing music is played to the participants. They are encouraged to relax, to listen to music, to dream and for everyone to choose their favourite colour to paint a picture with. They draw. To discuss:

— *"How did I feel in different situations?"*.

TASK 2

The participants are divided into two teams. Cards have been prepared in advance, with the names of different feelings written on them. A representative of the first team draws a feeling written on a card. He/she says it quietly to the others and one of them (or all in groups) expresses it with body language (non-verbal). The task of the other team is to recognize the feeling. Then the other team draws and presents the feeling accordingly.

TASK 3

A small table is drawn on a poster (board), which is filled in by the participants in groups, with the help of the facilitator. Participants are encouraged to share their impressions of specific behaviours. Annex IV. Table *"my feelings"* provides a template to use with participants.

Recommendation: pay more attention to fear. The task is for everyone to write anonymously on a piece of paper (secretly from others) their fear - *"I am afraid of ..."*. The pieces of paper are folded and placed in a hat or box. The facilitator takes them out one by one and slowly reads aloud what is written. The facilitator asks the participants in the group *"What to do with our fears?"*. Thus, they are symbolically torn and thrown away.

TASK 4

The participants are divided into two teams. The first team chooses some of them to say one word / sentence in sequence, e.g. *"Tomorrow I will not be at school"* in a different way, expressing the corresponding feeling (of joy, sadness, anger, indifference, etc.), and the participants from the other team must recognize the feeling.

ANNEX II
A LIST OF MEANINGS
OF BODY LANGUAGE

A list of meanings of body language



Non-verbal expressions can greatly differ from one culture to another. Here, we propose just few of them. What is the meaning of these gestures/movements in your culture? Can you think about other examples? Would you like to share them in TEACHmi online forum?

— *What does your body communicate?*

- If you support your head with your hand, resting completely on the palm: an expression of boredom
- If the head rests on a part of the palm and 1-2 fingers point to the temple and the face: expression of interest, evaluation, critical attitude
- Rubbing the chin: the person is making a decision
- If the palms cover the mouth: an expression of fear, fright, surprise
- Arms crossed in front of the chest: protective posture, closure, expression of distrust, insecurity, disagreement
- Sitting on a chair, but strongly pulled back, with hands on the back of the head: arrogance, "I'm better than you"
- Sitting on a chair, but bent forward: interest, starting position
- Upright, with hands on hips: aggressive attitude
- Handshake with wrist grip: sincerity, trust
- Holding the shoulder: entering a closer, intimate position

CAN YOU THINK OF OTHER EXAMPLES?

ANNEX III
VISUAL EXAMPLES
OF FEELINGS AND
EMOTIONS

Visual examples of feelings and emotions



Happy



Afraid



Angry



Sad



Disgusted



Surprised

ANNEX IV
TABLE "MY FEELINGS"

Table My feelings



MY FEELINGS	HOW DO I EXPRESS THEM?	HOW DO I SUPPRESS THEM?	THE RESULT
ANGER	<ul style="list-style-type: none"> • I scream • I walk back and forth • I kick something • I break... 	<ul style="list-style-type: none"> • I clench my teeth, my fists • I am silent • I walk nervously... 	<ul style="list-style-type: none"> • I can't sleep for a long time • I don't pay attention in class, • I get rude, I fight, I insult...
JOY			
DISGUST			
SADNESS			
SHAME			
INDIFFERENCE			
HATRED			
FEAR			
ENVY			

ACTIVITY **5**

TITLE

Repa & Ambler

DURATION

30 minutes

EXPECTED
LEARNING
OUTCOMES

- By the end of this activity, students will be able to:
- Recognize and name different emotions, feelings and their behavioural manifestations
 - Identify sensitive issues in time to prevent possible in-comprehension
 - Define why a conflict, misunderstanding has arisen in an intercultural situation
 - Apply effective skills to communicate with other people with increased sensitivity

METHODOLOGY

Role-play; intercultural learning

REQUIRED
RESOURCES

Annex I – Repa and Ambler culture elements cards; provide as many cards as the participants

DESCRIPTION

- Explain that this is a unique chance to experience a different culture.
- Split participants into two random groups: they will become members of the Repa and Ambler cultures.
- Provide participants with the cards below (**Annex I.**)
- After the 2 groups read carefully the cards, explain: *“Now you are in a 3rd country. Nor Repa, neither Ambler country. You have come here as tourists and you are now having a common party at the hotel lobby. It is time to get to know each other while you all keep the characteristics of your culture”.*
- Give 5-7 minutes to participants to interact and then ask to the two groups to sit one opposite to the other.
- Now ask questions regarding the 2 cultures and invite them to describe the other.
- A second round of interactions between the two groups follows and now participants have to apply what they have learned from the discussion.
- During this second round of interaction, you will invite students to focus on their feelings. How do they feel now?



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

Tips for Facilitators:

- Nurture curiosity and surprise: do not add any detail about the activity before the 1st round of interactions. In this way, participants will become aware of their stereotypical way of thinking.
- Create a playful atmosphere: it will reduce participants' hesitation in following the instructions.
- Behave as an actor: you must act as an integral part of this imaginary meeting. This will stimulate students to undertake their roles in a more active way.

RELEVANT TOPICS
FOR DISCUSSION

- *How did you feel when....?*
- *How would you describe the attitude of the other group?*
- *What did you assume about the other group?*
- *Do you feel offended by what the other group told about you?*
- *Is there something you would like to explain to the other group to make them understand your reactions?*

ORIGINAL SOURCE

DICE Training Manual:
<https://cesie.org/en/resources/dice-training-manual/>
 Originally retrieved from: Ohio Commission on Dispute Resolution and Conflict Management, Ohio Department of Education, 2002

ANNEX I
 REPA & AMBLER
 CULTURE ELEMENTS
 CARDS

Repa & Ambler culture elements cards



YOU ARE REPA

- You are very friendly. You enjoy speak to foreigners
- You do not chat a lot. You continue with the following foreigner.
- You like shaking hands. You like the feeling of getting to know the foreigner. If a foreigner does not shake hands, you grab his/her hand.
- You put your face very close to the foreigner's.
- You are not formal. You consider kind to shout and speak loud and tense.
- You don't like being ignored and you get angry if a foreigner does it. You express your anger by standing on one leg and jumping.
- Women and men, you behave in the same way. Men like a lot to speak to foreign girls. Girls like to speak to foreign men.



YOU ARE AMBLER

- You like to speak to other Amblers.
- You never start a conversation with a foreigner. You speak only if the foreigner starts chatting. When you speak, you cross your arms on your chest.
- You are very kind and you repeat "Mr/ Miss". You consider touching the other or being touched. very rude.
- Among Amblers, men are considered the vulnerable sex and women protect them.
- Ambler men avoid eye contact and mainly with foreign women. If someone speaks to you, you get shy.
- You often feel shy. You express shyness by tapping your head with your hand.
- Ambler men can speak with foreign men only if foreign men start a discussion. Ambler men chat while staring at the floor.

Check your knowledge!

1. *"United in Diversity"* means:
 - A. The state of affairs of a class / a school that welcomes students from different geographic origins, religious, social and cultural backgrounds, giving all the same development opportunities.
 - B. Recognise and face critical cultural differences, assume them as potential sources of disagreement and figure out a totally new way to interact and make all participate.
 - C. It is a utopia; the best is to respect each one in its "cultural bubble" since differences are always potential conflictual and European values might override own individual/cultural identity.
2. According to the Cohen-Emerique's methodology:
 - A. Intercultural competences require to be able to listen and question critical incidents in sensitive areas of multicultural shock to allow a suitable context for all.
 - B. Intercultural competences are the foundation to avoid conflicts in a group.
 - C. It isn't acceptable to negotiate critical incidents that prejudice someone somehow.
3. Teachers faced with cultural diversity in the classroom:
 - A. Can better manage the class if they focus on the identity, feelings and values of the students and not in his/her owns.
 - B. Ought to change attitudes and behaviour to adapt to each student and feel his/herself a good professional.
 - C. Might feel curious, surprised, shocked or ambiguous with their feelings; reflecting jointly with the students and other colleagues on real scenarios help to learn and practice intercultural competences.
4. Why Intercultural competences seem to be the real cure to conflicts?
 - A. Because Intercultural competences are the foundation of communication and represent an effective means to bring up active citizens.
 - B. Because teachers and students are often not from the same ethnic, cultural, and social backgrounds, these cultural differences can create serious challenges to effective teaching and learning.
 - C. All the answers are correct.
5. The analysis of "critical incidents" is proposed as a good practice since:
 - A. It helps teachers develop their own intercultural competences and learn how to deal with cultural diversity in the classroom.
 - B. It helps teachers to deal with culture shock in their classroom.
 - C. It helps teachers to deal with irregular events that may occur in their classrooms.

• Check your knowledge!

6. Each one has preconceived ideas, although is not always aware of them.
A safe climate where everyone feels comfortable ...
 - A. derives from involvement in classroom activities eliciting cultural critical incidents that should be analysed and everyone made being listened to.
 - B. is achieved when the content taught is accessible to all.
 - C. avoids conflicts and confrontation of ideas and values.

7. When teachers stimulate critical thinking in the classroom:
 - A. facilitate intellectual and emotional reactions in students that confirms their fears and reinforce defensiveness.
 - B. facilitate students' opportunity of self-decentration, to express curiosity and try to understand others.
 - C. facilitate the perception of cultural differences making students more aware of how different they are from their mates.

8. The three-step process of Cohen-Emerique's methodology for analysing critical incidents in multicultural contexts ...
 - A. should be adopted by specialists able to deal with biased beliefs underlying potential conflicts that ignore the underrepresented cultures.
 - B. are: deccentration, understanding the other and negotiation to neutralize cultural differences and show the newcomers that the best solution is to adopt the mainstream cultural habits.
 - C. requires time and determination to reach the third step of negotiation towards an interactive climate where each student practices self-regulation of oral and body language.

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• Diversity management skills and cultural mediation for teachers

Introduction

The encounter between different cultures may pose several challenges, which require the implementation of tailored measures to leave no one behind. A true intercultural environment presumes a respectful attitude towards each student's backgrounds, allowing cultural diversity to find full expression. As defined in UNESCO Universal Declaration on Cultural diversity¹:

Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognised and affirmed for the benefit of present and future generations (Article 1)

How to transform cultural diversity into an **added value** rather than a danger or something to ignore? Proper skills for diversity management and cultural mediation are needed. Sociologist Dr. Milton Bennett described this gradual transformation from ethnocentrism to ethnorelativism, along the six main stages of the **Developmental Model of Intercultural Sensitivity (DMIS)**:

1. **Denial:** individuals perceive their culture as the only "real" one.
2. **Defense:** feeling of cultural superiority.
3. **Minimization:** similarities between cultures are considered more important than differences.
4. **Acceptance:** recognition of different equal cultures.
5. **Adaptation:** in order to communicate effectively with people from other cultures.
6. **Integration:** self-awareness, with the capacity to shift from one cultural worldview to another².

This model shows how conflicts may derive from the ignorance of a culture and underlines the importance to **discuss with students about other meaning frameworks**.

1 UNESCO (2001). Universal Declaration on Cultural Diversity. University of Minnesota. Human Rights Library: <http://hrlibrary.umn.edu/institute/culturaldiversity.html>
2 WELCOMM. (2019): <https://welcomm-europe.eu/training-material/>

*Effective communication, problem solving and negotiation
are the keys for a fruitful management of conflicts.*

In order to strengthen teachers' skills in diversity management and cultural mediation, we took as an example the **good practice of VVOB³ Ecuador** in the implementation of restorative practices and more specifically of restorative circles. This good practice is upscaled by applying it to the secondary educational level and specifically targeting newly arrived migrant students. Thus, it is further re-adapted by proposing a series of practical activities, with special focus on SEL (social emotional learning) and strength-based learning for individualized learning paths, stimulating everyone's active participation.

To learn more about strength-based learning, we kindly invite you to have a look at the **Guide to Strength-Based Learning**, part of TEACHmi Teacher's Manual.

At the end of this topic, you can click on "Check your knowledge!" to test the competences and knowledge acquired in the use of restorative circles to mediate between different cultures and overcome conflicts.

Watch the video to learn more about Topic 4 contents.

https://www.youtube.com/watch?v=yXg0beOuJ_g

**SPECIFIC
OBJECTIVES**

TEACHERS:

- To combat discrimination and segregation toward migrant students
- To create peaceful and open-minded learning environments, free from any preconception or stereotypes
- To transform cultural diversity into a strength through welcoming learning environments and open learning approaches

STUDENTS:

- To feel secure, appreciated and able to learn
- To gain better self-awareness, acceptance of the other and negotiation between cultures
- To learn new methods and suggested behaviours on how to deal with cultural diversity

**LEARNING
OUTCOMES**

TEACHERS:

- Use restorative circles to create open-minded classes
- Recognize potential cultural clashes and use restorative circles to prevent/overcome them
- Enhance students' curiosity about the other cultures and transform diversity into a positive stimulus

STUDENTS:

- Recognise their feelings within open-minded environments to prevent misunderstandings
- Respect different cultural and linguistic values
- Apply constructive approaches to resolve tensions deriving from multicultural environments

3 Founded in 1982, VVOB- education for development is a non-profit organisation, commissioned by the Flemish and Belgian governments to strengthen educational quality in developing countries. with its head office in Brussels, the organisation is now active in 10 countries. Learn more: <https://www.vvob.org/en/education/expertise>

Good practice

Children and youngsters' exposure to abuse or neglect can have a detrimental effect on their school performance and self-esteem, and in the worst cases can lead to high-risk or self-destructive behaviours. Violence in schools is a serious problem in Ecuador. In order to get a deeper insight on the issue of violence in the educational environment, **VVOB Ecuador** conducted a survey with 105 members of the Student Counselling Departments (DECE): 75% of them perceived violence as a serious problem in their school.

Thus, in 2016, VVOB Ecuador organised three training **workshops on restorative practices** in education with professionals in clinical psychology and educational psychology from the Student Counselling Departments (DECE) of the Ministry of Education, followed by a training process in different schools. The **restorative approach** was well received by the DECE professionals, as 80% implemented it and the remaining part was planning to do so⁴. In 2017, the Ministry of Education and VVOB carried out other training workshops on restorative practices for DECE staff⁵.

The centrality of the restorative approach was reconfirmed by the UN General Assembly in its "Report of the Secretary-General on the Protection of Children from Harassment" (June 2016), as an effective tool for the prevention, identification and resolution of school violence, through the values of transparency, empathy, responsibility, fairness, empowerment and involvement of the community.

Therefore, restorative practices represent a good practice to create **healthy relationships for harmonious coexistence** at school and beyond. Though VVOB Ecuador focused on the prevention/resolution of cases of school violence, we suggest the use of restorative circles to provide students with a unique chance to share their experiences and feelings, to learn how to control their emotions, to become more critical of their behaviours and more proactive to remedy for the damage caused to others.

Restorative practices are a social science based on participatory learning and decision making. They were originally applied in the field of **criminal justice** to restore human relationships in the community by repairing the harm caused to an individual, rather than only punishing the offender.

Upscaling

Here, we upscaled the good practice of restorative circles, by applying it to the secondary educational level and addressing a particular target in multicultural environments: newly arrived students with migrant background. Moreover, we re-adapted this approach by suggesting a series of practical activities which can contribute to enhancing students' competences to create peaceful and friendly learning environments.

What are restorative circles?

Restorative circles are one of the tools used within the methodology of restorative practices, which have proved to be effective for the prevention, management and resolution of conflicts, supporting more open participation for community peaceful coexistence⁶. They create a safe environment where everyone can tell

- 4 VVOB Ecuador (2016). Prácticas restaurativas en ámbitos educativos. VVOB: <https://ecuador.vvob.org/noticia/practicas-restaurativas-en-ambitos-educativos>
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his/her story and viewpoint, be listened and valued, creating more stable, lasting and safe relationship, and promoting respectful dialogue. They perform different functions, including: conflicts resolutions, decision making, information exchange, relationships development, revision of lessons contents⁷.

Restorative circles can contribute to enhancing SEL skills, as they require participants' humility, patience, respect, communication and active listening skills, trust and responsibility.

In the educational field, we can distinguish three main types of restorative circles⁸:

- **Proactive:** to reinforce interpersonal relationships and enhance the sense of common belonging;
- **Preventive:** to identify possible conflictual situations and prevent the risk of their outburst;
- **Reactive:** to resolve conflicts after their happening by analysing how the different parts have been involved and how to prevent similar events in the future.

How to create restorative circles?

Download the instructions provided in TEACHmi Teacher's Manual.

There are two main formats:

SEQUENTIAL	NON-SEQUENTIAL
The facilitator raises a topic or question: each member can speak at his/her turn, following the direction of the circle and no one can interrupt (there is always the possibility to skip the turn!)	The facilitator raises an open question: each participant can freely answer, raising his/her hand.
A small object (a talking piece) may be passed around the circle to facilitate the process: only the person holding the object can speak.	Non-sequential circles promote deeper and more developed answers/comments.
This format gives an opportunity to participate to quieter people and encourages listening competences.	This format can be used to solve a common problem, allowing people to intervene with their suggestions and viewpoints.
Example of questions: — <i>How do you feel after listening to the happening?</i> — <i>How do you feel today?</i> — <i>What is your objective of the week/month?</i>	Example of questions: — <i>What is the meaning of community for you?</i> — <i>Who would like to share his/her story of...?</i> — <i>How can we contribute to creating healthy relations with your classmates?</i>

vvob.org/noticia/practicas-restaurativas-en-ambitos-educativos

7 Watchel, T. (2016). Defining Restorative. IIRP: <https://www.iirp.edu/restorative-practices/defining-restorative/>

8 VVOB Ecuador. Restaura. La Vida en Familia. Cartilla de apoyo formativo. VVOB: https://ecuador.vvob.org/sites/ecuador/files/2020_ecuador_eftp_cartilla_practicas_restaurativas_los_circulos_restaurativos.pdf

Sometimes, a third format is proposed¹:

FISH-BOWL

An inner circle is created: participants can discuss a topic/question following a sequential or non-sequential order.

People outside the circle are observers and can take a sit in different concentric circles.

This format is particularly useful to allow people to observe the circle activity when there are many participants.

A variation may be: placing an empty chair at the centre of the circle and ask one observer at a time to sit, share something and then come back to the outer circle.

And what if we cannot be present in the same place?

Restorative circles **turn digital!** You can use different online platforms for this purpose, but be aware that you may miss some deeper meanings, deriving from body language and gestures.

Here are few tips for facilitators of restorative circles²:

- Plan your sessions well in advance by setting clear objectives;
- Define a series of questions (at least 3-5) to achieve your goal;
- Establish the rules of your circle, together with the participants;
- Create a welcoming environment;
- Use a calm and positive tone of voice and enable everyone to participate;
- Promote a feeling of common belonging, trust and safety

Beyond more formal processes, we suggest teachers to adopt informal restorative practices in their daily work, such as³:

- **Affective statements:** to communicate feelings, e.g.: when a student adopts a disrespectful behaviour, you can react by using an affective statement: “when you did this thing, I felt sad/disrespected/disappointed”.
- **Affective questions:** helping people to reflect on how their behaviour can affect others, by asking specific questions to both the offender and the victim. Here are some examples that can guide you in this process:



OFFENDERS:

- *What happened?*
- *What were you thinking in that moment?*
- *What have your thoughts been since that occurrence?*
- *Who did you affect with your behaviour?*
- *What do you think you need to remedy?*



VICTIMS:

- *What did you think when you understood what was happening?*
- *What was the consequence of that event on you and on others?*
- *What was the worst effect for you?*
- *What is needed to remedy?*

NOTE FOR TEACHERS:

The content of restorative circles can be modified depending on the classroom's needs and objectives. But remember to allow everyone to participate and be listened to within a welcoming and safe environment.

- 1 Watchel, T. (2016). Defining Restorative. IIRP: <https://www.iirp.edu/restorative-practices/defining-restorative/>
- 2 VVOB Ecuador. Restaura. La Vida en Familia. Cartilla de apoyo formativo. VVOB: https://ecuador.vvob.org/sites/ecuador/files/2020_ecuador_eftp_cartilla_practicas_restaurativas_los_circulos_restaurativos.pdf
- 3 Watchel, T. (2016). Defining Restorative. IIRP: <https://www.iirp.edu/restorative-practices/defining-restorative/>

Activities

ACTIVITY	1	TITLE	<i>Similarities and Differences</i>
		DURATION	1 h
		EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Recognise their personal characteristics and similarities with others • Use proper communication and listening skills to share their opinions with others within a friendly environment • Respect other people's values and personal needs
		METHODOLOGY	Active listening, SEL (Social Emotional Learning)
		REQUIRED RESOURCES	<ul style="list-style-type: none"> • Pieces of paper • A room large enough to organise different circles
		ANNEXES	Annex I – List of individual characteristics
		DESCRIPTION	<p>— <i>How are we similar? How are we different?</i></p> <p>This activity can be implemented as a first step to get acquainted with the work in circles and to strengthen students' communication and active listening skills. Students will learn the importance to exchange opinions with others in a constructive way, by leaving space to others to express their viewpoints.</p> <p>They will enhance their empathy and sense of common belonging, and also respect the specific characteristics of each person. By recognising elements in common and how we may differ from each other, students will understand the importance to overcome tensions deriving from cultural diversity, in order to achieve the common goal of constructing healthy and welcoming communities.</p> <p>STEP 1</p> <ul style="list-style-type: none"> • Ask you students to Identify 10 characteristics of themselves that they think others do not have. You can help them by using Annex I. List of individual characteristics. • They will write them on a piece of paper • Explain: you can always ask help if you find this difficult <p>STEP 2</p> <ul style="list-style-type: none"> • Divide your students in groups of 5. • Share a big piece of paper that has been divided up into smaller pieces: each student receives one smaller piece and a bigger one is given to each group. • In groups of 5, they discuss their characteristics by taking their own turn. • Explain: if you are the only person with a particular characteristic, then, write it down on your piece of paper. If others share the characteristics, then, write it down on the shared piece of paper. • Continue with the exercise until everyone has had a turn and there are at least 3 characteristics written down on the shared piece of paper.



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STEP 3

- All the groups will be reunited in a larger one and share their results
- Each student will lay the individual pieces of paper on the ground in front of them. Everyone can walk around the circle and read the pieces of paper.
- Now, a representative from each group will explain what each shared characteristic means.

STEP 4

- Ask students to discuss in their smaller groups:
- Were both positive and negative characteristics discussed?
- Are you able to see your shared characteristics in other groups?
- Would the shared characteristics change if the configuration of your group changed?
- Did everyone get a chance to participate?

STEP 5

- Each smaller group select 2/3 elements considered important.
- They will share these elements with the large group and explain why they were important for their group.
- One member of the group is allowed to present one element from their group.

RELEVANT TOPICS FOR DISCUSSION

- *How can this activity help you in your daily life?*
- *Did you have time to express your opinions?*
- *Were you surprised of the similarities with others?*
- *How did you perceive the differences with other participants?*

ORIGINAL SOURCE

College of pedagogy – Pleven (Bulgaria)

ANNEX III LIST OF FEELINGS AND NEEDS

List of positive characteristics



Creative	Kind	Patient	Responsible
Determined	Mature	Polite	Sensitive
Empathetic	Modest	Practical	Strong
Encouraging	Motivated	Reliable	Thoughtful
Honest	Organised	Resilient	Trustworthy

List of negative characteristics



Antisocial	Cynical	Greedy	Irrational
Apathetic	Defensive	Grumpy	Judgmental
Childish	Disloyal	Hostile	Manipulative
Controlling	Disrespectful	Hypocritical	Obsessive
Cruel	Evasive	Inflexible	Pessimistic

ACTIVITY 2	TITLE <i>Create and tell</i>
DURATION	1-2 h
EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Identify and combat discriminatory positions • Use respectful dialogue to solve differences in a peaceful way • Discuss and understand other viewpoints in order to reach a consensus and collaborate in a constructive way • Reflect on personal attitudes, take responsibility and adopt a more critical behaviour of personal actions
METHODOLOGY	Storytelling
REQUIRED RESOURCES	<ul style="list-style-type: none"> • A room with enough space to divide the class into groups • Pieces of paper and pens to take notes of the story if needed
ANNEXES	Annex I – Images of discrimination
DESCRIPTION	<p>— <i>Life is full of stories: why don't you share yours?</i></p> <p>Episodes of discrimination may occur in multicultural environments. Learning how to recognise them can help prevent similar occurrences in the future and respect others people's feelings. Sharing personal experiences with others can also contribute to enhancing empathy and a feeling of common belonging in the classroom. However, also creating new stories can help you to reflect on your personal experiences and analyse them from a different perspective.</p> <p>Guide your students:</p> <p>STEP 1</p> <ul style="list-style-type: none"> • Create a story using 6 images that portray discrimination. • Note for teachers: You may also replace images with sets of key words, such as: <ul style="list-style-type: none"> - prejudice, teacher, insult, despair - discrimination, faith, disability, pain - stereotype, theft, poor, doubt - prejudice, money, misfortune, adult • Use Annex I. Images of discrimination (or make a search on the web) • Create smaller groups (circles) of 3-5 students: each circle will create a story, by using a set of 6 images. • Ensure that each group positively interact and reach a consensus. • Ask your students to tell their story to another group and vice versa.

STEP 2

Create a second story using 6 images that portray discrimination.

- Each group will use the same 6 images remaining in the same groups but creating another story.
- Make sure each group comes to a consensus!
- Discuss with your students:
 - *Which of the two stories are the most recognizable in your life?*
 - *Search for some examples in the stories that could refer to your neighbours/friends.*
 - *Choose one example to share with the plenary circle.*

STEP 3

Create a third story using 6 images that portray discrimination.

- Repeat the same exercise: each group will use the same 6 images and create another story.
- Ensure that each group comes to a consensus: each story should end positively; each group will then place the pictures on the ground, following the sequence of the story.

STEP 4

Interpreting the stories of others

- Students will change places and 'interpret' the story of another group. Ask them to try to reconstruct what they might have thought...
- Reunite the smaller groups in the larger circle.
- Students (or each smaller group) will share their interpretation of the story.
- Ask the group that created the story if their interpretation is correct or not.
- Member of the circle should imagine an alternative ending. At least one ending must be positive and another negative.

**RELEVANT TOPICS
FOR DISCUSSION**

- *Was it difficult to interpret the stories of other groups?*
- *Did you find any similarities with your own story?*
- *How did you organise your work in the smaller group? Did you have space to contribute?*

ORIGINAL SOURCE

College of pedagogy – Pleven (Bulgaria)



ANNEX I
IMAGES OF
DISCRIMINATION

SET 1

Images of discrimination



Images of discrimination





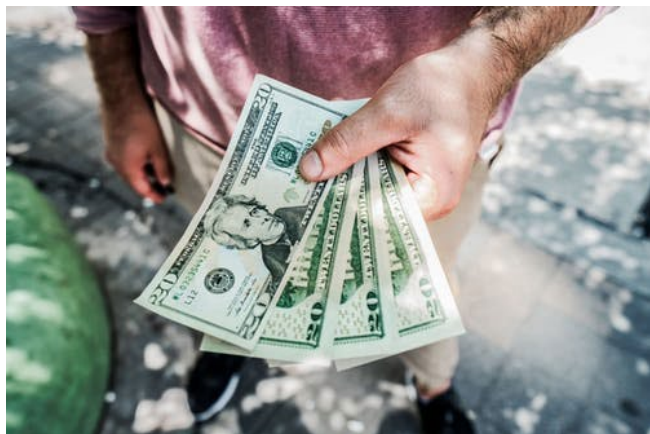
ANNEX I
IMAGES OF
DISCRIMINATION

SET 3

Images of discrimination



Images of discrimination



ACTIVITY 3

TITLE

Integration

DURATION

1-2 h

EXPECTED
LEARNING
OUTCOMES

By the end of this activity, students will be able to:

- Recognise, control and share personal emotions and experiences
- Apply proper communication and teamwork competences to reach a consensus
- Use empathy when interacting with other people
- Establish deeper interpersonal relationships by discovering other people's experiences and understand their feelings

METHODOLOGY

Storytelling, SEL

REQUIRED
RESOURCES

- A room large enough to organise groups
- Pieces of paper and pens if participants need to take notes
- Images about discrimination – you can use the images in Activity 1, search new ones on the web or ask students to draw them

DESCRIPTION

We suggest to implement this exercises following Activities 1 and 2.

STEP 1

- Divide your students in smaller groups and ask them to create a positive story about discrimination: the story consists of 6 images – you can print them or draw them; you can also write a text with them.
- Students tell or read their text to the group. Everyone needs to participate, but not everyone needs to do the same amount of work (for instance, if someone from the group do not feel comfortable in presenting in front of others, do not force him/her)

STEP 2

- Each group presents their own story by reaching the middle of the plenary circle.
- After each presentation, 3 students from the circle will choose one word (you can use Annex I. from Activity 1), to describe what they thought of the presentation. This word expresses their "opinion".

STEP 3

- At the end of all presentations, each student will select the story that is more impressive for them (they are not allowed to choose their own story!).
- Ask them to think about or note down what specifically impressed or touched them in the story.
- Now create groups of 2 persons: they will discuss between them what they think is impressive from the stories. Afterward, they will share their opinions in the circle.
- Explain to each pair: as you share with the large group, explain what touched or impressed you and how it is connected with your own life.

RELEVANT TOPICS
FOR DISCUSSION

- *Did the story remind you something of your own experience?*
- *Can you identify specific elements in common with other participants?*
- *Did you consider other people's stories as examples of discrimination? Did you learn something new about other people's perspective?*

ORIGINAL SOURCE

College of pedagogy – Pleven (Bulgaria)



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FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

ACTIVITY

4

TITLE

Shortening distances

DURATION

1 h

EXPECTED
LEARNING
OUTCOMES

By the end of this activity, students will be able to:

- Understand the impact of social classes
- Use empathy towards people with different backgrounds
- Recognise and share their feelings

METHODOLOGY

SEL, active listening

ANNEXESS

Annex I – List of statements

DESCRIPTION

Before starting the activity, it is important to give the following instructions:

- Participants form a circle and the facilitator stays at the centre
- During the activity, depending on the meaning of the statements, a step forward or backward is made.
- Participants are warned that their experiences can be highly emotional.

The facilitator will read the statements (you may start with **Annex I. List of statements**) aloud and participants move accordingly.

The facilitator invites the participants to look around and pay attention to who is farthest and closest to him/her and how these differences affect the lives of the students. The activity continues as each forms a couple with the one closest to him/her.

Through active listening, everyone analyses with their partner their initial feelings. The participants form a circle and continue the discussion. The activity ends with everyone saying a word summarizing his/her feelings.

RELEVANT TOPICS
FOR DISCUSSION

- *How did you feel in your position in the group?*
- *Do you think this distance reflect your interpersonal relations in the class?*
- *What can you do to shorten these distances?*

ORIGINAL SOURCE

College of pedagogy – Pleven (Bulgaria)

 SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!



List of statements

Here we suggest some statements that can be re-adapted to each specific context and to the classroom's needs. Remember that it may be difficult for some students to openly talk about their personal life in front of other people. Thus, it is necessary to consider your classroom's specific characteristics to model the statements accordingly.

1. If your grandparents have completed primary education, take it one step further.
2. If your grandparents graduated from high school, take it a step further.
3. If your grandparents graduated from university, take it a step further.
4. If one or both of your parents did not graduate from high school, take a step back.
5. If both of your parents haven't graduated from high school, take a step back.
6. If one of your parents holds a university degree, take a step forward, if not, take a step back.
7. If both your parents have graduated from university, take a step forward, if not, take a step back.
8. If one or both of your parents are in a skilled profession, take a step forward, if not, take a step back.
9. If you have ever been professionally neglected because you are a woman, take a step back.
10. If you have ever supported your family members financially, take a step back.
11. If you have ever suffered from contempt caused by your ethnic origin, take a step back.
12. If you come from a family with two parents, take it one step further.
13. If your family has one parent, take a step back.
14. If you do not generally travel during holidays, take a step forward, if not, back.
15. If you buy second-hand clothes, take a step back, if not, forward.
16. If, as a child, you attended lessons in music, dance, language, etc. take a step forward.
17. If your family has a car, take it one step further.
18. If you speak ***host country language*** fluently, take a step forward.
19. If you are not satisfied of your physical appearance, take a step back.
20. If you like yourself, take it a step further.

Shortening distances

DURATION

Depending on the classroom needs – we suggest to regularly provide the chance to use improvement cards and organise restorative circles with your students

EXPECTED
LEARNING
OUTCOMES

By the end of this activity, students will be able to:

- Recognise their strengths and use them effectively to create productive interpersonal relationships
- Use restorative circles to discuss conflicts in the classroom
- Apply individual and class improvement cards to mediate and overcome conflicts

METHODOLOGY

Strength-based learning, SEL, restorative circles

ANNEXESS

Annex I – How to create a restorative circle

Annex II – Steps for conflict prevention/management

Annex III – Class Improvement Card

Annex IV – Individual Improvement Card

DESCRIPTION

After strengthening your students' competences in active listening, communication and collaboration with other people, you can now introduce them to the methodology of restorative circle as a tool to find a solution to conflicts.

In various conflict management models, the focus is placed on the “offender”, with or without attention to the victim. The ‘neutral group’ is not addressed. Research on bullying behaviour and restorative justice makes it clear that it is important to involve the whole group and make everyone co-responsible for what has happened. When we connect this to strength-based learning, we additionally go in search of the strengths of the students who were involved in negative behaviours.

With persistent conflicts and a negative class climate, a consistent and thorough approach is needed. The responsibility for solving the conflict is placed on the class as a whole.

The steps presented in Annex II. will help you discuss with your students how to best find a solution to conflicts in the classroom and how to intervene in order to prevent similar happenings in the future.

RELEVANT TOPICS
FOR DISCUSSION

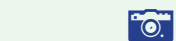
— *You can decide whether to analyse and discuss past conflicts for which a solution has already been found, recent tensions or existing factors that may lead to major conflicts in the future.*

ORIGINAL SOURCE

UC Leuven-Limburg (UCLL) (Belgium)

The present activity is inspired by *TEACHmi Teacher's Manual – Guide to strength-based learning* :

<https://www.teachmi.eu/strength-based>



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How to create restorative circles?

The class and the teacher sit together in a circle. Everyone is equal.

Everyone is allowed to speak. If someone is speaking, everyone listens attentively and does not interrupt. A 'talking stick' can be used, to indicate who has the right to speak.

Afterwards, there are different rounds of discussions:

Round 1: each student and the teacher explain in which conflict and problems they were involved or what they saw happening to the others.

- The teacher directs the discussion to what is observable behaviour and the moment that it happened.
- The teacher analyses the behaviour and strengths where things went wrong.
- Only recent conflicts are discussed.

Round 2: Each student (offender/victim/bystander) maps where he /she suffered or was (emotionally) harmed.

Round 3: The perpetrators must think of ways to double compensate for the damage done to their victims. When a perpetrator bullies another student, then, it's not enough to just say that they 'won't do it again'. For example, playing football with the victim for a week in order to let the school see that he has developed another attitude towards the victim, could be a way to make things right.

- There is a negotiation about what constitutes the meaning of 'double'.
- Perpetrator and victim (and the class) need to agree on the way that things are made right.
- The teacher repeats the suggestions based on the student's strengths.

Round 4: Activities are considered that enable the perpetrator to compensate the 'double' amount for the students, parents or neighbours, who in some way suffered some kind of injury or harm. For example, when bullying behaviour takes place in the classroom and the lessons are continually disturbed, then, the entire class and the teacher also suffer. How to make things right?

Round 5: Each activity that is agreed upon (with the perpetrators and the victims) is assigned to a neutral third party, who follows up on the activity and, where needed, provides guidance. The neutral third party remains a student.



Steps for conflict prevention/management within a strength-based approach.

STEP 1 – Identify a problem and map out the Social Relationships

- Identify with your students a problem you would like to address as a group.
- Ask your students to think about and eventually note down the people they see as friends and who, according to them, is involved in the conflict. They keep their information secret.
- Now reflect with them:
- How many students do I see as friends?
- Who are my closest friends?

You may use the Sociogram template in TEACHmi Teacher's Manual – Guide to Strength-based learning to map out the Social Relationships in the classroom and involving families.

STEP 2 – Talk About the Conflict and an Explanation of the Strategy and Responsibilities.

- De-briefing: students receive an explanation about the problem(s).
- The discussion concerns the problems from the standpoint of the students and the teachers.
- It's made clear to the students that together they are responsible for solving the problem. The students, who were not involved, are also the students who knew about the conflict and did nothing about it. That's not acceptable.
- Others (teachers, parents and the neighbourhood) are seen as sources of potential support who can be utilized later.

— The agreed strategy is as follows:

- **Phase 1:** The class is fully responsible to solve the conflicts and negative atmosphere.
- **Phase 2:** The responsibility of the class includes individual responsibilities of the students.
- **Phase 3:** Parents and other teachers are brought in, if needed.
- **Phase 4:** When the conflicts have decreased and the atmosphere has improved, the class needs to agree on how they will monitor the situation to avoid reoccurring issues.

STEP 3 – The First Discussion of Conflicts in the Class with a Restorative Circle.

The principles of restorative circles are explained: *Annex I. How to create a restorative circle*

— PHASE 1

STEP 4 – Students are Responsible as a Group for the Reduction of Conflict.

- The entire class is responsible to increase positive attitudes and diminish negative ones: neutral students (those not directly involved in the conflict) can support others or mediate.
- In the first week, the above is discussed with the students, but no agreement is made on how negative behaviour will be reduced.
- We tell the students that we first want to know how serious the negative behaviour was before we intervene. This happens with the tool: '*Class Improvement Card*' (Annex III).

This sheet is hung in a place where it is visible to everyone. The students get a week to make an inventory of the conflicts. Every student has the right to report a conflict or negative behaviour to the teacher. The student is allowed to explain how the conflict happened or to discuss it, but it's not obligatory.

ANNEX I
HOW TO CREATE RESTORATIVE CIRCLES?

At the end of the week, a Restorative Circle is held:

Round 1:

- First the actions are discussed where the offender attempted to compensate for the damage.
- The neutral third-party student leads the discussion.
- The students discuss ways to improve the actions that were not followed up on or were poorly executed. This point is repeated during every restorative circle until all of the activities are acceptably completed.

Round 2:

- The Class Improvement Card is discussed: in this round, the students can point to conflicts and map them.
- Some conflicts can remain anonymous, but when a student feels like a conflict or negative behaviour was not sufficiently discussed, it is possible to address the issue after the session.
- The student is allowed to speak individually with the teacher, while the teacher focusses once again on observable behaviour, naming the strengths found in negative behaviour.

Round 3:

- Based on the agreed strategies, the class makes additional class agreements and rules.
- Thereafter, the class comes together to discuss the reduction of negative behaviour: How many fewer conflicts or negative behaviours do we want to have next week? A reduction of 25% is a good start. That makes the goal realistic and ensures that a learning process is started where diverse behaviour can be learned.

Round 4:

- Each student and teacher discuss whether it is realistic for them to achieve what has been agreed. A second column of the 'Class Improvement Card' is used to measure reductions.

STEP 5 – Follow Up and Adjustment for Fewer Conflicts and or Negative Behaviour.

Each week there is a new restorative circle where the 'Class Improvement Card' is discussed and agreements are adapted and revised. Here, we briefly discuss what the possible results could be.

→ **The negative behaviour decreases.**

When the class has 2 or 3 conflicts every 2 to 3 weeks, then, you can put the 'Improvement Card' aside. Every student can request to implement it again.

→ **The negative behaviour decreases, except in certain situations or certain places.**

At first glance, the teacher sees this as positive, because generally, negative behaviour has decreased. Then we observe whether the negative behaviour is connected to particular students or specific situations.

If it is connected to specific situations, then, the teacher can temporarily forbid them (e.g., when a large number of conflicts are connected to sports during free time, then, sports will be cancelled for a week).

- The class can 'earn back' sports when the entire class shows to be capable of decreasing conflicts in other situations. Afterwards and step-by-step, sports are re-integrated into the class.
- For example, first sports are allowed one day per week, then, two or three... During this period, the number of conflicts that are connected to specific circumstances may not increase.

If the negative behaviour appears to be connected to certain students, we then go to Step 6 below: the responsibility of the class is now extended to the responsibility of individual students.

— PHASE 2

STEP 6 – The Responsibility of the Class is extended to the Responsibility of the Individual student. When a particular student or students appear to be responsible for a specific behaviour, then, it is immediately stopped. Action is taken at the moment that a negative behaviour manifests itself. Next to that, when one or more student(s) exhibit(s) negative or conflictual behaviour, we use the *‘Individual Improvement Card’* (**Annex III**). Under no circumstances are the *‘Individual Improvement Cards’* discussed with the entire class. Sometimes it might be discussed in a smaller group (when, for example, it concerns reoccurring conflicts amongst the same group of students) and sometimes only with the student involved.

Round 1: the situations where the conflict manifests itself are mapped out. The teacher objectifies and asks the student(s) to name the strengths that were used. The negative behavioural strategies are discussed.

Round 2: Alternative (and positive) behavioural strategies are discussed and connected to the strengths of the student(s). Based on these observations and discussions, the *‘Individual Improvement Card’* (**Annex III**) is filled in.

Round 3: For the *‘Improvement Card’* only one behaviour is chosen: the one resulting in the most negative impact. The negative behaviour is then translated into concrete and observable behaviour that is positive. At this point, the student’s strengths must be utilized.

Examples:

- *“Tom needs to improve his mood” is not a clear agreement.*
- *“Toms should try to do something that makes others happy” is clear.*
- *“Tom should try to leave others alone and should talk less” is an agreement that implies two strategies (i.e., leave others alone and talk less).*

The class decides how often the students should employ this behaviour and when. When it concerns employing ‘less or no behaviour’, for example, leaving the others alone, then, the day is divided into different time blocks. During each block, it’s determined whether the student was successful in refraining from the behaviour.

The student chooses whether the *‘Individual Improvement Card’* can be visible in the class or not. The teacher fills in the Card in agreement with the student.

The advantage of this approach is that conflicts do not become bigger because we accentuate them, but more alternative behavioural strategies can be developed for that kind of situation. Where there are more students involved in a conflict, then, more students receive an *‘Improvement Card’*. Sometimes we ask who would like to volunteer to participate (so that more positive behaviour is noted).

Finally, the *‘Individual Improvement Card’* can be expanded to achieve personal (learning) goals. Students can use the *‘Individual Improvement Card’* at any time to record their strengths. In this way, the Card becomes a ‘norm’ and a tool that belongs to the class culture. Hence, the *‘Individual Improvement Card’* should be used for at least half of the student’s personal (learning) goals.

— PHASE 3

STEP 7 – Parents and Other Teachers Are Included in Individual and Class Activities.

This phase is announced beforehand. When we involve parents or the neighbourhood, we assume that they are there as support for the students. This can happen in three ways:

- 1. Young people receive an *'Individual Improvement Card'* where behaviour outside of school is monitored.
- 2. Young people confer with parents, youth leaders or other important persons. The school can organize this.
- 3. Parents or neighbours are asked to monitor the young person so that his/her behaviour can be better mapped. We do this when the young person is incapable of objectifying his or her behaviour. We translate this for the young person as a lack of skill and not as a 'bad attitude', i.e.: *"It's not yet possible for you to truthfully tell what you are doing; we're going to work on that together."* We don't say: *"You're lying."* (And, absolutely not: *"You're a liar"*).

It's very important from this phase onward to see changes in the young person's behaviour as an attempt to do things better and a willingness to experiment with different behavioural strategies. That's only possible when less appropriate or inadequate strategies are experimented with and not immediately punished.

The behaviour is translated to the young person's not yet implemented strengths with a revised *'Improvement Card'* as a consequence.

STEP 8 – Completion of the Improvement Track and Consultations on How to Monitor.

When we base the track for improvement on strength-based learning, we try to:

- Include the entire class in the improvement track with restorative circles.
- Give responsibility to the young people as a class and then as individuals
- Objectify their behaviour, making it concrete and finding strengths
- Search for positive behavioural strategies that are based on their strengths
- Give time to practice positive behavioural strategies and introduce a learning process to unlearn negative behaviours in progressive steps
- Make this behaviour visible with the *'Improvement Card'*
- Involve others (parents and neighbours) as a means of support
- Never assume that a young person is bad, but instead whether he or she has learned sufficient skills to be able to take advantage of positive behaviour
- See new or a different behaviour as a step forward, even when the behaviour isn't adequate to or appropriate for the situation.

When the class and the teachers have the feeling that the negative or conflictual behaviour has sufficiently decreased, then the track can be halted. The class develops a plan whereby this improvement track can be discussed again.

In the beginning, it's best to do this on a weekly basis. Afterwards, discussions can be reduced to once a month. Whatever the case, it's wise to put the issue back on the agenda after a school holiday. We often see conflicts and negative behaviours increase after these breaks as the students once again attempt to establish their social position within the group.

- When the point is achieved that everyone thinks: *"Why are we still talking about this?"*, then, the class consultations can end.

— Possible Intermediate Step: Measuring Energy or Feelings of Well-Being

Students can monitor their feelings during the activity by using the **self-assessment tool at the end of this chapter**. Thanks to this tool, we can also map out the students' well-being day-by-day. At the end of the week, they reflect on their top/flop moments. If students do not feel comfortable in sharing their feelings with the class, the teacher can discuss this individually. In other cases, the issue can be a topic of discussion in restorative circles.

Class improvement card



You can download the template from TEACHmi Teacher's Manual:

Improvement Card Class

Week:

Week:

Individual improvement card



You can download the template from TEACHmi Teacher's Manual:

IMPROVEMENT CARD
Class:
Student:
Agreement:
.....
.....
.....
.....
.....
Number:
Time:

Check your knowledge!

1. What are the six stages of Bennet's Developmental Model of Intercultural Sensitivity (DMIS)?:
 - A. Denial; Defense; Minimization; Acceptance; Adaptation; Integration.
 - B. Denial; Conflict; Defense; Acceptance; Adaptation; Integration.
 - C. Denial, Conflict; Minimization; Acceptance; Adaptation; Integration.
2. What are restorative circles?
 - A. Restorative circles are one of the tools used within the methodology of restorative practices, which have proved to be effective for the prevention, management and resolution of conflicts, supporting more open participation for community peaceful coexistence.
 - B. Restorative circles are the only tool able to manage intercultural conflicts.
 - C. Restorative circles are one of the tools used within the methodology of restorative practices, which have proven to be effective for conflict prevention, management and resolution, but have limitations in the support of more open participation for peaceful community coexistence.
3. In the educational field, what are the types of restorative circles:
 - A. Responsive, Reactive and Active.
 - B. Proactive; Preventive and Reactive.
 - C. Active; Reactive and Proactive.
4. How to create restorative circles?
 - A. There are two main formats: Sequential and Non-sequential.
 - B. There are three formats: Sequential, Non-sequential and Fish-bowl.
 - C. There are four formats: Sequential, Non-sequential, Digital and Fish-bowl.
5. When we are facilitators of a restorative circle we should:
 - A. Create a welcoming environment and establish the rules of your circle, together with the participants.
 - B. Plan your sessions well in advance by setting clear objectives and define a series of questions.
 - C. The above answers are correct.
6. The restorative circle can be conducted:
 - A. Only face-to-face.
 - B. Only in online platforms.
 - C. The above answers are both correct.

• Check your knowledge!

- 7.** In addition to more formal processes, teachers may adopt informal restorative practices in their daily work, using:
- A.** Affective statements and questions.
 - B.** Directive questions and comprehensive statements.
 - C.** Affective questions and comprehensive statements.
- 8.** The content of restorative circles:
- A.** Can't be modified depending on the classroom's needs and objectives.
 - B.** Can be modified depending on the classroom's needs and objectives.
 - C.** Can be modified depending on the facilitator.

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EU values and active citizenship

Introduction

Human beings tend to perceive themselves as part of a group: a **strong feeling of common belonging** is necessary to feel accepted and not seen as the “other”. Explaining fundamental values and rights, showing the real opportunities available, expanding one’s curiosity and open-mindedness, promoting diversity, are important steps for empowerment. Showing students that they all share the same right to participate can help reduce the impact of concepts of sameness and difference towards full inclusion¹. The EU makes continuous efforts to strengthen awareness of citizens’ own rights and duties and ensure inclusion and participation to its democratic life.

Discussing Citizenship requires a high sensibility, as not everyone may be legally endowed to be defined as citizen. For this reason, we propose to talk about citizenship from the perspective of **multiple senses of belonging**. Increasing our senses of belonging thanks to new interactions, we will become aware of the complexity of our identity, not only as something distinguishing us from others but also as an element implying a certain openness to others².

Being a dynamic concept, educating about citizenship and active participation is not as easy as it may seem. Recently, the term “**digital citizenship**” has become more and more common, posing the additional responsibility to make youngsters able to act in the digital world in a safe and responsible manner^{3,4}:

Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society.

Active citizenship implies the development of a shared conceptual framework, which does not only depend on the knowledge of history, laws, language, culture. It also includes ethical competences, i.e., affective and emotional values which are essential for social interaction and that can be summarised in three main elements: freedom, equality and solidarity. Another level of competences relates to social skills, i.e., such as communication, teamwork, negotiation and conflict management. It could be argued that active citizenship is all about balancing rights and responsibilities⁵, an important societal glue and an effective means to promote migrants’ inclusion.

1 SALTO-YOUTH. (2008). ID Booklet- IDEas for Inclusion and Diversity. SALTO-YOUTH: <https://www.salto-youth.net/rc/inclusion/inclusionpublications/IDBooklet/>

2 Bortini, P., & García López, M. (2017, 12). T-Kit 7. European Citizenship in youth work. Council of Europe: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-7-under-construction...citizenship-youth-and-europe>

3 Council of Europe. (n.d.). Digital Citizenship and Digital Citizenship Education. Council of Europe: <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-and-digital-citizenship-education#:~:text=Digital%20Citizenship%20refers%20to%20the,the%20responsible%20use%20of%20technology>

4 Council of Europe (2015). Revised European Charter on the Participation of Young People in Local and Regional Life. CoE: <https://rm.coe.int/168071b4d6#:~:text=and%20regional%20councils-,The%20Revised%20European%20Charter%20on%20the%20Participation%20of%20Young%20People,exercise%20their%20right%20to%20democratic>

5 EESC. (2012). Active citizenship. For a Better European society. EESC: <https://www.eesc.europa.eu/resources/docs/eesc-2011-35-en.pdf>

Teachers have a great potential to foster democratic spirit and active citizenship of their students since an early age. For instance, in kindergarten, pupils start to experience the power of free choice, even though it only regards which toy to play with. They will discover what it means interacting with others along a gradual growth from the respect of new rules to their involvement in organisations or clubs.

Considering the complexity to educate on EU values and active citizenship, **“learning by playing”** is suggested as a powerful approach. For this reason, we describe the example of **Game for EuroMed - GEM board game**. GEM and its upscaled version GEM-IN use non-formal educational methodologies to foster intercultural citizenship and enhance the acquisition of social and civic competences by young people as a vehicle to foster social inclusion, cross-cultural dialogue, active citizenship and promote European Values.

The two projects’ central methodology is further **upscaled** here by identifying different activities, especially focused on role-play, tailored to multicultural environments and to the inclusion of recently arrived migrants. Moreover, attention is paid to the digital dimension, being aware of its centrality in current societies. Thus, at the end of this topic, you will be able to self-assess the level of knowledge and competences acquired in active citizenship and EU common values by answering the questions in **“Check your knowledge!”**.

Watch the video to learn more about Topic 5 contents:

<https://www.youtube.com/watch?v=3jg7yANAaII>

SPECIFIC OBJECTIVES

TEACHERS:

- To minimize the cultural gap and facilitate social interactions, by raising awareness and understanding of common European values and cultural conventions
- To strengthen active citizenship in Europe
- To acquire enhanced competences and knowledge on how to support students on questions related to European values and active citizenship

STUDENTS:

- To learn more about EU common values and cultural conventions
- To develop a sense of common belonging to the classroom and build real bonds with the community
- To discover new opportunities for active participation in the host country society

LEARNING OUTCOMES

TEACHERS:

- Use learning by playing and other non-formal educational methods to foster active citizenship
- Show the importance of specific values and skills to feel effectively included in a society
- Contribute to intercultural learning environments through engaging solutions, able to foster collaboration and interpersonal connections

STUDENTS:

- Recognise and respect EU common values
- Practice cross-cultural dialogue and active citizenship while learning by playing
- Develop a common sense of belonging, based on greater awareness of own rights and duties, on the development of a shared conceptual framework, and on stronger affective, emotional and social skills.

Good practice

GEM – Game for EuroMed (2016-2017) was initiated by the **Anna Lindh Foundation** with the aim to deconstruct stereotypes and enhance education for intercultural citizenship and mutual understanding through playing. GEM was implemented by four organisations from both shores of the Mediterranean Sea: Italy - CESIE; France - ADICE; Palestine JUHOUD; Egypt WASEELA.

The project used the pedagogical approach of **“learning by playing”**, which has been recognised by many pedagogists and educators for its numerous benefits on education, as: *“it allows people to make mistakes and to invent”* (D. Poggi), *“the learning is effortless”* (G. Bienati), *“a balance between rules and creation”* (J. Redeghieri)⁶.

This approach enriches education with a **sense of challenge and enjoyment**, thus making it **lighter**, and increases students’ willingness to learn, **fostering their curiosity**. Play is both universal and culture-specific, due to its close link to different beliefs, values and practices, thus can influence and reflect the way people from different cultures learn.

GEM board game gives players the opportunity to **“travel”** in order to learn about the culture, history, cuisine and recent happenings of the Egyptian, French, Italian and Palestinian people. Participants have to answer several questions and overcome some trials such as drawing/mimic, with the help of their peers.

The development of GEM board game took inspiration from a **catalogue of 11 good practices**, collected by the partnership to show the use of games and game-based activities to foster intercultural learning.

GEM board game was tested by more than 160 youngsters (14-20 years old) in partners’ countries and obtained a very positive evaluation⁷. The project was also selected among the tools and resources presented at the 5th edition (8-12 Oct 2018), of the Italian Toolfair promoted by the Agenzia Nazionale Giovani – ANG⁸.

Thus, GEM board game offers an **innovative tool to stimulate creativity and collaboration** in the learning environment⁹, and has been further developed by Erasmus+ KA3 project GEM IN “Game to EMbrace INtercultural education” (2020-2022). Through the use of such non-formal methodologies as learning by playing, peer to peer, learning by doing, creative thinking, GEM IN aims to support intercultural education at school and in non-formal youth environments by enhancing the acquisition of social and civic competences for better social inclusion, cross-cultural dialogue, active citizenship and to promote European values.

6 CESIE (2017). Trivial Pursuit, Dixit...only games? Check the GEM Catalogue! CESIE: <https://cesie.org/en/youth/trivial-pursuit-dixitonly-games-check-the-gem-catalogue/>

7 CESIE (2017). GEM: you can find out more about a person in an hour of playing than in one year of conversation. CESIE: <https://cesie.org/en/youth/gem-you-can-find-out-more-about-a-person-in-an-hour-of-playing-than-in-one-year-of-conversation/>

8 During the Toolfair, representatives from different European countries present good practices implemented in the educational field.

9 CESIE (2018). The GEM board game selected as innovative educational tool for the Toolfair in Turin. CESIE: <https://cesie.org/en/news/the-gem-board-game-selected-as-innovative-educational-tool-for-the-toolfair-in-turin/>

Upscaling

Hence, taking inspiration from the examples of GEM and GEM IN projects, we further upscale the pedagogical approach of “learning by playing”, focusing on the need to support newly arrived migrants to learn EU common values and discover new opportunities for active citizenship.

Therefore, we propose different activities that can be easily adapted to various contexts and learning needs, paying attention to the **digital** dimension and the improvement of **linguistic competences**. We especially focus on role-play, as it is a powerful method to boost empathy among students and facilitate the learning process through first-hand experience.

Before getting started with the activities, let's reflect on the main features for proper implementation of the “learning by playing” approach.

The concept of learning by playing is strictly interrelated with J. Dewey's pedagogical approach of “learning by doing”, which recognises a central, active role of the learner.

Play contribute to¹⁰:

- developing social skills, emotional competences
- strengthening motivation and ongoing engagement
- respecting individual autonomy, values and strengths
- recognising agency, independence
- enhancing creative thinking, problem solving skills
- fostering empathy by experiencing the situations lived by others
- improving focus, perseverance
- reducing stress and anxiety
- increasing the predisposition to memorise and internalise what is learnt

Yet, play can also become “serious”: serious games are a teaching methodology used to deal with such sensitive issues as bullying, migration, wars, stimulating reflection on concepts of integration and inclusion, while strengthening creativity, collaboration and critical thinking¹¹.

As a teacher/ educator, you can contribute to increasing the efficacy of learning during play, by:

- Being part of the game, proposing a balance of different activities and acting as a moderator
- Observing carefully your students, discovering more about their interests, abilities and strengths
- Listening, repeating and asking questions at the right time
- Creating a friendly, non-judgemental environment, where each student can try new ideas and make mistakes
- Stimulating the exchange and cooperation between students

• 10 GEM IN. Guide on methodological approach: <https://gem-in.eu/en/resources>

• 11 Save the Children (2020). Game based learning, gamification e didattica: cosa sono.: Save the Children: <https://www.savethechildren.it/blog-notizie/game-based-learning-gamification-e-didattica-cosa-sono>

Activities

ACTIVITY	1	TITLE	<i>Discussing common values & basic concepts</i>
		DURATION	1h35 min. – the duration of each step may vary depending on your class needs
		EXPECTED LEARNING OUTCOMES	By the end of this activity, students will be able to: <ul style="list-style-type: none"> • Understand the meaning of culture, multiculturalism, citizenship and more specifically European citizenship • Develop a sense of common belonging • Respect different views and cultural backgrounds
		METHODOLOGY	Role-play, critical thinking
		REQUIRED RESOURCES	Blackboard/ flipchart Sheets of paper, pens
		ANNEXESS	Annex I – Activity Step-by-step
		DESCRIPTION	<p>The aim of this activity is to create a relaxing atmosphere, boosting students' confidence and motivation to participate, stimulating exchange of ideas and reflection on basic concepts such as citizenship.</p> <p>Note for teacher: it is important to act as a mediator/facilitator in order to make your students feel comfortable in intervening and making mistakes.</p> <p>STEP 1 – 10 min. Brainstorming session: "What is a good citizen?" Group discussion:</p> <ul style="list-style-type: none"> — <i>What are the main similarities/differences in the answers?</i> — <i>How can we define a good citizen?</i> — <i>Are rules important? What would happen without them at home or school?</i> <p>STEP 2 – 10 min Ask students to draw their image of a European citizen. Group discussion:</p> <ul style="list-style-type: none"> — <i>Why do you think of a European citizen in this way?</i> — <i>What are the typical elements of a European citizen?</i> — <i>What is your role in the community when you think of your relations with family/friends/neighbourhood?</i> <p>STEP 3 – 15 min In pairs: How is EU present in your daily life? Group discussion:</p> <ul style="list-style-type: none"> — <i>What does it imply to be part of the EU?</i> — <i>What is its impact on your life (including on your school, country, neighbourhood)?</i> — <i>What are your rights and duties as EU citizen?</i> — <i>How can you contribute to your community?</i>

SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!



STEP 4 – 15 min.

In pairs: What is a multicultural society?

Group discussion:

- *Do you have friends from different countries, religious or ethnic groups?*
- *Do you use other languages beyond your mother tongue?*
- *How do you communicate with people speaking another language?*

STEP 5 – 15 min

Divide the class in two groups and ask them to create a story starting by:

1st Group: there was a boy named Marco, he...

2nd Group: there was a boy named Ibrahim, he...

Once both groups are ready and have presented their story to the whole group, discuss:

- *Are you interested in other cultures?*
- *How can you learn more about other cultures and backgrounds?*

STEP 6 – 30 min

Role play: divide students in reporters and citizens.

Reporters: walk among the citizens and ask them some quick questions about various topics. At the end they make a brief summary of the answers collected.

Questions asked by reporters may include:

- *Can you tell me something about the EU?*
- *What do you think of...[a people]?*
- *Do you speak foreign language(s)? Would you like to learn a new language?*
- *Which countries are part of the EU?*
- *Where would you like to go in EU? Why?*
- *Do you have friends from different cultural backgrounds?*
- *What is culture/value/community?*

ORIGINAL SOURCE

GEM IN: Guide on methodological approach.

Link: <https://gem-in.eu/en/resources>

Discussing common values & basic concepts



Objectives:

- to create a relaxing atmosphere
- to boost students' confidence and motivation to participate
- to stimulate ideas exchange and reflection on basic concepts such as citizenship

→ **NOTE FOR TEACHER:** ACT AS A MEDIATOR/FACILITATOR TO MAKE YOUR STUDENTS FEEL COMFORTABLE IN INTERVENING AND MAKING MISTAKES.

STEP 1 – BRAINSTORMING – 10 min – Brainstorming session: “What is a good citizen?”

Group discussion:

- *What are the main similarities/differences in the answers?*
- *How can we define a good citizen?*
- *Are rules important? What would happen without them at home or school?*

STEP 2 – DRAWING – 10 min – Ask students to draw their image of a European citizen.

Group discussion:

- *Why do you think of a European citizen in this way?*
- *What are the typical elements of a European citizen?*
- *What is your role in the community when you think of your relations with family/friends/ neighbourhood?*

STEP 3 – IN PAIRS – 15 min – In pairs: How is EU present in your daily life?

Group discussion:

- *What does it imply to be part of the EU?*
- *What is its impact on your life (including on your school, country, neighbourhood)?*
- *What are your rights and duties as EU citizen?*
- *How can you contribute to your community?*

STEP 4 – IN PAIRS – 15 min – In pairs: What is a multicultural society?

Group discussion:

- *Do you have friends from different countries, religious or ethnic groups?*
- *Do you use other languages beyond your mother tongue?*
- *How do you communicate with people speaking another language?*

STEP 5 – IN TWO GROUPS – 15 min

Divide the class in two groups and ask them to create a story starting by:

1st Group: there was a boy named Marco, he...

2nd Group: there was a boy named Ibrahim, he...

Once both groups are ready and have presented their story to the whole group, discuss:

- *Are you interested in other cultures?*
- *How can you learn more about other cultures and backgrounds?*

STEP 6 – ROLE PLAY – 30 min – Role play: divide students in reporters and citizens.

Reporters: walk among the citizens and ask them some quick questions about various topics.

At the end they make a brief summary of the answers collected.

Questions asked by reporters may include:

- *Can you tell me something about the EU?*
- *What do you think of...[a people]?*
- *Do you speak foreign language(s)? Would you like to learn a new language?*
- *Which countries are part of the EU?*
- *Where would you like to go in EU? Why?*
- *Do you have friends from different cultural backgrounds?*
- *What is culture/value/community?*

ACTIVITY **2**

TITLE

Promoting & protecting own rights

DURATION

85 min

EXPECTED
LEARNING
OUTCOMES

By the end of this activity, students will be able to:

- Identify EU common values and rights and effective ways to achieve them
- Understand what it means to be an EU citizen
- Discover different approaches and opportunities for active citizenship

METHODOLOGY

Role play, problem-solving, critical thinking, theatre

REQUIRED
RESOURCESWebsite: <https://www.iamamigrant.org/>

ANNEXES

Annex I – List of rights and key-words

DESCRIPTION

A lot of people are ignorant when it comes to their own rights. In this activity, the participants will be exposed to stories about people with migrant background who made some changes in their life.

STEP 1 – 20 min.

Select a story from <https://www.iamamigrant.org/> and analyse it with the class. [you may also use other sources]

STEP 2 – 10 min

Now create smaller groups of 3-4 students. They will analyse a specific EU right related to the story (the main character may strive to attain it or have reached it; students may identify which right is not recognised to that person...).

They will discuss:

- *How can you help others achieve this right?*
- *What can be done at EU level to promote it?*

To help students in this activity, you may use the list of rights and the key-words in Annex I.

STEP 3 – 40 min

Each group will prepare a short dialogue and present their scene in front of the class. As in a role-play, groups will be divided in:

- *A migrant or a person lacking that right*
- *EU citizen*
- *EU politician*
- *Observers (who will summarise the decisions/actions taken)*

STEP 4 – 15 min

Group discussion:

- *What are our rights and duties as EU citizens?*
- *How can we exercise our rights without harming others?*
- *How can we achieve them?*
- *Can you find any difference in the rights of different countries?*
- *How can we contribute to promoting common values and rights as EU citizens?*
- *How should the EU improve its approach to the promotion of specific rights?*




SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

*List of RIGHTS*

- | | | |
|--------------------------------|--|--|
| – Dignity | – Right to property | – Consumer protection |
| – Respect for private life | – Right to asylum | – Environmental protection |
| – Freedom of thought | – Equality before the law | – Right to vote |
| – Freedom of religion | – Gender equality | – Right to stand as candidate at municipal elections |
| – Prohibition of forced labour | – Integration of people with disabilities | – Freedom of movement |
| – Right to life | – Protection in the event of unjustified dismissal from work | – Right of diplomatic/consular protection |
| – Protection of personal data | – Prohibition of child labour | – Right to a fair trial |
| – Freedom of expression | – Social assistance | |
| – Freedom of information | | |
| – Freedom of association | | |

List of Key-words

Language	Family	Responsibility	Curiosity
Active citizenship	Exclusion	Conflicts	Communication
History	Vote	Public debate	Equality
Culture	Elections	Political framework	Citizen
Migrant	Justice	Lisbon Treaty	Fear
Rules	Duty	Society	Security
Discuss	EU Charter of Fundamental Rights	Constitution	Friends
Human rights	Lifelong learning	Common belonging	Community
Democracy	Support	Host country	Help
Freedom	Participation	Values	Rule of law
European Convention on Human Rights	Stereotypes	Empowerment	Prejudice
Solidarity	Multicultural	Travel	Discrimination
Respect	Inclusion	Work	Integration
Listen	Adaptability	EU Parliament	Tolerance
Control	Digital	EU	Social media
		Identity	
		Openness	

ACTIVITY	3	TITLE	<i>The swimming pool</i>
		DURATION	50 min
		EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Use communication and negotiation abilities to address authorities • Recognise own rights and opportunities to intervene • Understand what it means to be an active citizen and effective advocate
		METHODOLOGY	Critical thinking, role-play
		ANNEXES	Annex I – Roles description
		DESCRIPTION	<p>This is a role play activity where participants will exercise their ability to negotiate / facilitate an agreement during a meeting and also to communicate effectively in general with policy makers and others with decision making roles. This activity deals with how effectively address authorities and thus have an impact on shaping youth strategy locally, in your region and country and even at EU level.</p> <p>In order to express your rights, improve your conditions, activate your community, or simply advance your ideas, you should be an active advocate. The question is how can you become an effective advocate?</p>
		 <p>SHARE STORIES, PHOTOS & VIDEOS FROM YOUR CLASS WHILE USING THIS ACTIVITY!</p>	<p>STEP 1 – 15 min</p> <p>Introduce the activity, explaining the objectives that are associated with the role-play activity and the situation.</p>
			<p>STEP 2 – 10 min</p> <p>Organise participants into two groups and provide each of them with a role description: half of them will be politicians and the other half of the group will play the role of representatives of a youth association. They can ask you questions but should not explain their role to components of the other group. Now create pairs formed by one component from each group.</p>
			<p>STEP 3 – 20 min</p> <p>Give the group few minutes to read their role. They will have 7 minutes to conduct the role play and then ask to switch the roles they play for other 7 minutes.</p>
			<p>STEP 4 – 15 min</p> <p>Debriefing: after the role play, stimulate an open discussion</p>
			<p>RELEVANT TOPICS FOR DISCUSSION</p> <ul style="list-style-type: none"> — <i>How did you feel to be in the shoes of...?</i> — <i>Which abilities would you need to be effective as representative of a youth association?</i> — <i>Which means would you use to collect everyone's ideas?</i> — <i>What would be your priorities as local councillor?</i> — <i>Do you feel heard by local authorities in your community? Try to think about possible topics to present to them and ways to be heard.</i> — <i>Have you ever been involved in initiatives for local development?</i>
		ORIGINAL SOURCE	<p>Readapted from: Erasmus + project YouthMetre: https://youthmetre.eu/advocate-engage-policy-makers/brainstorming-advocacy/</p>

Group 1. Representative of a Youth association

You are the representative of a youth association of your neighbourhood. Your association has 20 individual active youngsters and around other 30 who join time to time according to the initiatives. The association has been founded 2 years ago. You initiated some small activities but still lack major visibility.

After a long participatory process in which all voices of the members of your organisation have been taken into account, you would like to propose the construction of a swimming pool in the neighbourhood as a way for youngsters to practice sport and reduce youngsters' use of drug consumption and unemployment in the community.

You addressed the local councillor with the portfolio on the urban agenda and a short meeting of 7 minutes has been arranged by the councillor's secretariat. You would like to take this opportunity to convince him of the need of the swimming pool.


Group 2. Local Councillor

You are a local councillor with the portfolio on the urban agenda. You are 40, quite young. Your portfolio is quite small and your main priority (also in terms of funding, given the limited resources) is to restructure some social houses.

Your secretariat has scheduled a meeting with the representative of a youth association. The secretariat did not manage to provide you with much information on who your interlocutor is and what the association stands for. You know that the association is quite new and it is a youth association in the neighbourhood. You got to know that the objective of the meeting is to consider to build a swimming pool in the neighbourhood.

You also recently met with a group of representatives of the social houses who are reminding you of the urgency of restoring the buildings. In the same area in which the swimming pool is proposed, you thought of extending the facilities of the school. Pupils' parents think that the facility is no longer able to host all pupils.

You have a tight schedule of around 7 minutes but you are open to hear the proposal in principle.

ACTIVITY	4	TITLE	<i>Roleplay Kingdom</i>
		DURATION	40 min
		EXPECTED LEARNING OUTCOMES	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Distinguish main elements of being active and passive • Demonstrate why everybody's voice matters • Explain what can be done if people cooperate and participate
		METHODOLOGY	Critical thinking, role-play
		ANNEXES	Annex I – Roles description
		DESCRIPTION	<p>This is a roleplay game to show an example of how active citizenship should look like. It is based on the imaginary story of a kingdom where everybody has a different opinion and attitude to active citizenship. Purpose of this game is to make people think about how the action of one person can influence the others. Prepare papers with roles.</p>
		ADDITIONAL INFORMATION:	<p>STEP 1 – 15 min In the introduction do not explain the roles just explain participants that they are going to act according to these roles.</p>
		You will facilitate each group – interrupt only in case of explaining what to do - To encourage people, if they don't like the activity don't give up.	<p><u>Roles:</u></p> <ul style="list-style-type: none"> • <i>In control</i> – King who orders higher taxes. • <i>Follower</i> – a person who always agrees with the king. • <i>Beer guy</i> – who always complains and does nothing. • <i>Active</i> – who has a voice and tries to make a change. • <i>Passive</i> – who doesn't care about anything <p>Divide participants into groups of 5, then make them pick a random role.</p>
		 SHARE STORIES, PHOTOS & VIDEOS FROM YOUR CLASS WHILE USING THIS ACTIVITY!	<p>STEP 2 – Role playing. 10 min Now give them time to read their role and play.</p> <p>STEP 3 – Changing roles. 15 min Later change it to see the difference:</p> <ul style="list-style-type: none"> • King stays the same • one who always agrees stays the same • one who does nothing can involve himself in activities • one who just complains does something • one active wanting change stays the same
		RELEVANT TOPICS FOR DISCUSSION	<p>— <i>Ask people to describe how they felt in their roles in contrast</i> — <i>Did you like being active?</i> — <i>Do you think that you can make a change and that the change matters?</i> — <i>What can you do to change the system?</i></p>
		ORIGINAL SOURCE	<p>Retrieved from: Erasmus+ project Active European for Active Citizenship: https://activeeuropeans.wordpress.com/ Developed by: Simona Starinska, Slovakia; Alicja Kończyk, Poland; Monika Maguder, Poland</p>

Roles description**KING:**

The king: You are the most important.
You have all the power and you like to use it.
Now you need money, so you decided
to raise the taxes. Inform your people.
Talk only in orders

The king 2: You like money. Raise taxes again

**FOLLOWER:**

The follower: You think the king is the best.
Everything he says is right. So you just agree.
Always.

The follower 2: You still think king
is the best. Agree, agree, agree.

**ACTIVE GUY:**

The active guy: You are against raising taxes.
You are not afraid to say it and you are
willing to fight for it. You are trying to stop
the king.

The active guy 2: Still fighting.
Get some support from others.

**PASSIVE GUY:**

The passive guy: You are so fed up
with everything that you do not care.
You do not say anything, you do nothing

The passive guy 2: Now just go with the flow
against the system I the kingdom

**BEER GUY:**

The beer guy: Always complain about
everything, but do not involve yourself
in any activities

The beer guy 2: Remain complaining
but now you can try to participate
in some activities

ACTIVITY 5

TITLE

Populism Bingo

DURATION

1h10 min

EXPECTED
LEARNING
OUTCOMES

By the end of this activity, students will be able to:

- Understand what populism means
- Identify examples of populism in the political speeches spread in the media
- Recognise ways not to be influenced by such messages

METHODOLOGY

Critical thinking, game-based learning

RESOURCES

Populism Bingo: www.populismibingo.fi/en

DESCRIPTION



SHARE STORIES,
PHOTOS & VIDEOS
FROM YOUR CLASS
WHILE USING
THIS ACTIVITY!

Populism Bingo aims to promote media literacy, active citizenship, democracy and freedom of speech, by analysing political discourse through a game-based approach.

Populism has become a widespread topic for discussion, but often remains vague in its definition.

The present activity does not focus on the concept of populism itself; rather, it is meant to spur discussion departing from the analysis of political speeches in different forms, *e.g.*: TV shows, videos, radio interviews, internet articles.

You can use the bingo card as a framework to analyse different messages spread by media, containing examples of populist discourses.

STEP 1 – 10 min

Introduce the concept of populism to your students.

Here are some definitions:

1. BBC. What is populism, and what does the term actually mean?: <https://www.bbc.com/news/world-43301423>
2. Britannica. Populism: <https://www.britannica.com/topic/populism>
3. Cambridge dictionary: <https://dictionary.cambridge.org/dictionary/english/populism>
4. Collins: <https://www.collinsdictionary.com/dictionary/english/populism>
5. Populism Bingo: <http://www.populismibingo.fi/en>

STEP 2 – 60 min

Select a series of political speeches. They may be:

- News on the web
- Tweets
- Social media posts
- TV shows
- Radio interviews

The one who first checks all the boxes in their bingo card is the winner: **Bingo!**

RELEVANT TOPICS
FOR DISCUSSION

- *What political speech surprised you more?*
- *Do you often encounter such messages on the Internet?*
- *How would you behave if a social media post offends someone else?*
- *How can we help prevent such occurrences?*
- *Which elements can be detected in the speeches shown?*

ORIGINAL SOURCE

Retrieved from: <https://www.saferinternetday.org/en-GB/resources/resource?id=14334>

Originally developed by: [populismibingo.fi](http://www.populismibingo.fi), website: <http://www.populismibingo.fi/en> CC BY 3.0

Check your knowledge!

- 1.** To promote Active Citizenship of your students you should mainly focus on:
 - A.** Their rights and responsibilities as these are the main issues regarding citizenship.
 - B.** Their rights and responsibilities and, in additional dimensions such as digital citizenship which are crucial for active participation and inclusion at school.
 - C.** Their rights, responsibilities as well as the means, the space and the opportunity and where necessary providing the support to enhance their participation in and influence decisions and engagement in actions/activities so they can contribute to build a better society.

- 2.** In the pedagogical approach of “learning by playing”, how can you as a teacher/educator increase the efficacy of learning during play?:
 - A.** By carefully observing your students, discovering more about their interests, abilities and strengths.
 - B.** By letting them play different activities with each other.
 - C.** By Listening their thoughts related to their life story and fears at school

- 3.** Discussing Citizenship from the perspective of multiple senses of belonging allows:
 - A.** To increase our senses of belonging thanks to new interactions.
 - B.** To become aware of the complexity of our identity, not only as something distinguishing us from others but also as an element implying a certain openness to others.
 - C.** The above answers are correct.

- 4.** The notion of citizenship should be seen as :
 - A.** Something static and institutional
 - B.** Something broad and dynamic
 - C.** Something simple and formal

Check your knowledge!

5. Active citizenship implies the development of a shared conceptual framework, which depends on:
 - A. the knowledge of history, laws, language, culture, and ethical competences
 - B. the knowledge of history, laws, language and culture, and affective, emotional and social skills.
 - C. the knowledge of history, laws, language and culture, and social skills

6. Ethical competences for active citizenships involve:
 - A. Values such as freedom, equality, and solidarity which are essential for the social interactions
 - B. Democratic values
 - C. The above answers are correct

7. The approach “learning by playing” contribute to
 - A. Developing individual skills and competences in an informal way
 - B. Developing social skills and emotional competences in a formal way
 - C. Developing social skills and emotional competences in an informal way

8. In the pedagogical approach of “learning by playing”, how can you as a teacher/educator increase the efficacy of learning during play?
 - A. By carefully observing your students, discovering more about their interests, abilities and strengths
 - B. By letting them play different activities with each other
 - C. By Listening their thoughts related to their life story and fears at school

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Case studies for the analysis of intercultural situations, intercultural conflict and solutions

Introduction

Topic 6 is meant to enhance teachers' competences to successfully manage multicultural contexts and overcome possible sources of conflict/misunderstanding by applying several practical solutions and exercises. To this aim, this chapter is structured around some **case studies**, coming from project partner's countries: Italy, Belgium, Bulgaria, Cyprus, Greece, Portugal.

Depending on the situation described, we propose either a **preventive measure or a solution**. Moreover, users are invited to share their suggestions on how they would deal with each specific occurrence, by interacting in **TEACHmi online forum**, thus enabling them to exchange ideas with other interested professionals from across the EU. Each case study includes the following aspects:

- *Description of critical cultural differences*
- *Impact on the classroom*
- *Teacher's initial reaction*
- *Possible solutions/exercises to overcome the situation*
- *Conditions to develop a whole-school approach: the involvement of different actors, primarily parents*

The **methodology of case studies** was chosen because it “*provides tools for researchers to study complex phenomena within their contexts*”¹ and thus can add a unique **practical insight** to the topics developed in this toolkit. Among others, the methodology is particularly useful when the focus of the study is to answer *how* and *why* questions², which are two essential aspects that come up when managing intercultural contexts and dealing with possible conflicts.

Through the analysis of **real-life scenarios** from the educational environment, readers will be able to identify sensitive topics and develop their own solutions to deal with them.

SPECIFIC OBJECTIVES

- To apply suggested approaches and exercises to real-life scenarios
- To propose possible solutions to the challenges posed by multicultural contexts
- To spur reflection on individual cases

LEARNING OUTCOMES

- Analyse critical intercultural situations and related behaviours
- Recognise potential sources of conflict, hidden in multicultural encounters
- Identify sensitive issues in multicultural classes and appropriate ways to address them
- Discover how the suggested solutions can work in practice
- Self-assess one's own personal experience through real-life scenarios
- Use proper analytical, problem-solving and diversity management skills for the analysis and management of intercultural encounters

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2 Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

CASE STUDIES



RESPECTING OTHER WAYS OF BEING RESPECTFUL	– 1
VOLUNTEERING & SPORT: HOW TO CREATE NEW CONNECTIONS	– 2
DIALOGUE CIRCLES TO PREVENT POTENTIAL CONFLICTS	– 3
SOLVING STUDENTS' CONFLICTS USING A STRENGTH-BASED APPROACH	– 4
THE ROMA BOY	– 5
YALDAZ'S STORY	– 6
THE GIRL WITH THE HIJAB	– 7
POLICY PAPER FOR THE INCLUSION OF MIGRANT STUDENTS	– 8
SPEECH AND STATEMENTS ON HUMAN RIGHTS & ART	– 9
TWINNING ACTION BETWEEN A REFUGEE CAMP A PRIMARY SCHOOL	– 10
INCLUSION WITH AFFECTION	– 11
NARRATIVES OF THREE SISTERS	– 12

CASE
STUDY

1 – Respecting other ways of being respectful

Italy, CESIE

KEY WORDS

Cultural differences, intercultural dialogue, Analysing cultures, Whole-school approach, Language, Active Listening

INTRODUCTION

The event occurred in a professional school for tourism in Palermo where, following the increase of TCN students, new inclusive measures have been introduced.

Karima is 16 years old and arrived to Italy one year ago due to the poor economic situation of her family. Her father had some friends in Palermo, who moved few years before and managed to find a job there. Karima was worried to start a “new life” but already knew few words of Italian since she likes foreign languages and is doing her best to feel part of the new country.

You, as a teacher, are putting all your efforts to favour her inclusion. Her results are quite good so far. Yet, some misunderstandings may emerge from this continuous path of personal growth and reciprocal adaptation.

SCHOOL
INVOLVED

Professional school for tourism, secondary education

DETAILED
DESCRIPTION OF
THE SITUATION

You are a history teacher and you **just started** working in a new school. One of your students, Karima, is from Morocco. She is good at school and her Italian is gradually improving. She enjoys spending time with her classmates, though she **never looks at your eyes** when speaking to her. You don't pay too much attention; she must be **shy**.

After one month, the situation has not changed. You start wondering whether you inadvertently did something wrong, used some offensive words or if she just does not like you. You hope that the Theatre course she is following outside school will help her become less shy.

One day, at the **parent-teacher meeting**, you decide to talk to Karima's parents. They still don't speak Italian well, but you manage to exchange few words. You just tell them that you are satisfied with Karima academic progress but she seems to have some problems in her approach to older people. Her parents are very surprised; they apologise for this and promise to talk to her.

In the following weeks, Karima seems to be afraid of you. She totally avoids eye-contact and spends less time with **her classmates**.

You decide to talk with a student who seems to be Karima's best friend. She explains: “*Karima really appreciates you as a teacher. This is the reason why she avoids looking at your eyes. Once she told me that in her culture you don't look an elder person in the eyes as a sign of respect.*”

WHAT WENT WRONG? HOW WOULD YOU REACT?

SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- *Have you ever experienced something similar?*
- *How would you react in the same situation?*
- *What competences do you need to develop?*
- *Do you try to foster conversations about other cultures?*
- *How can you increase students' interest in other cultural contexts?*
- *Do you generally involve students' parents?*

INITIAL
REACTION

The **teacher** initially interprets the situation as a consequence of the students' shyness and later doesn't ask directly Karima for an explanation. He is confused and decides to address Karima's parents. The teacher does not apply an intercultural approach and analyses the situation from his own cultural perspective.

Karima's parents do not ask for clarification neither to the teacher nor to Karima. They do not think their cultural good manner can be misinterpreted, causing some uneasiness in Karima's integration.

SUGGESTED
SOLUTIONS

- Get interested in the cultural background of your students, try to discover more about their past experiences.
- Favour conversations and exchange in the classroom: try to stimulate students' curiosity about other cultures; ask for clarifications when needed; offer more opportunities for team work
- Active listening: Pay attention to what your students are saying verbally or non-openly. Don't be shy to ask them to repeat: this will make them feel heard and valued. Try to discover students' passions and choose the right topics to involve them in conversation.
- Interaction with colleagues: before drawing any conclusion, exchange your doubts and worries with your colleagues. They may share the same concerns or have more information than you.
- Involvement of parents: if there is something wrong with a student, it is important to involve parents. Yet, this involvement should rather prevent such situations. Extra-curricular activities may help foster dialogue and improve the level of inclusion of the whole family.
- Extra-curricular activities: get closer to your students and involve other actors, improve peer-to-peer connections and stimulate youngsters' interest in different themes, eventually increasing their willingness to participate more in society as active citizens.
- Topic 2 of this toolbox, which is based on the good practice of storytelling, can offer practical activities to support interculturality at school.
- Topic 4 of this toolbox offers practical activities to support teachers in managing diversity in the classroom.

WHY IS THIS
CASE-STUDY
RELEVANT?

👉 **Even the simplest cultural differences** may create some difficulties in the full inclusion of migrant students, causing inappropriate reactions with unexpected consequences. In this context, the development of a whole-school approach seems to be an important step to ensure full inclusion of newcomers and facilitate their learning of the new language.

CASE
STUDY

2 – Volunteering and sport: how to create new connections

Italy, CESIE

KEY WORDS

Active citizenship, intercultural exchange, anti-discrimination, anti-racism, volunteering, social inclusion, sport for inclusion

INTRODUCTION

This case study was inspired by true stories retrieved from the online campaign Community Heroes, developed as part of the Erasmus+ project *Rethink Before Act*.

Learn more: <http://www.rethinkproject.eu/>

It also took inspiration from Niofar- Associazione dei giovani Senegalesi.

Learn more: <http://www.associazioneniofar.org/>; https://www.facebook.com/associazioneniofar/?ref=page_internal.

SCHOOL
INVOLVED

Secondary School

DETAILED
DESCRIPTION
OF THE
SITUATION

Chaga was 15 years old when he moved to Italy from Senegal with his father. He was worried about the future but full of **enthusiasm and big hopes** for the new reality awaiting him.

Yet, the first two months were very difficult: the school was closed, he did not speak Italian well and had no occasions to make new friends. He was spending most of the time at home, alone, while his father was at work. **He just wanted to come back to his life.**

When the school started, the teacher noticed immediately his **closure**. He did not want to talk neither to his classmates nor to the teacher. One month later, Chaga had not done any improvement.

Then, one day, the P.E. teacher arrived to the class with great news: there was the opportunity to join a **football team** of the school sport centre. A big smile appeared on Chaga's face. Football, his passion! The team was an intercultural mix where any barrier, any difference was totally cancelled by a strong sense of cooperation and community, of mutual enrichment. But still the greatest change in his life had to arrive...

Now, Chaga is 17 years old, has many friends and has greatly improved his communicative and linguistic skills. The experience in the football team proved unique! It was there that he met Amir, another guy from Senegal, who introduced him to **NIOFAR, a volunteering group** formed by youngsters coming from Senegal, united by the idea that intercultural encounters and exchanges are the only effective means to live together, peacefully. The Association, NIOFAR (Palermo, Italy), has developed many initiatives to facilitate the inclusion of the migrant community, including: lessons on Senegalese culture, Italian language lessons, meetings with schools to foster discussions about immigration.

Chaga will never forget his home country, Senegal, but now he has found a second home here in Palermo and does not want to come back and this is mainly thanks to sport and volunteering!

WHAT WENT WRONG? HOW WOULD YOU REACT?

SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- Are you informed about the interests and passions of your students?
- How can you stimulate their interest in society?
- Are you informed about volunteering opportunities in your city?
- What competences do you need to develop?

INITIAL
REACTION

The **teacher** initially interprets the situation as a consequence of the students' shyness and later doesn't ask directly Karima for an explanation. He is confused and decides to address Karima's parents. The teacher does not apply an intercultural approach and analyses the situation from his own cultural perspective.

Karima's parents do not ask for clarification neither to the teacher nor to Karima. They do not think their cultural good manner can be misinterpreted, causing some uneasiness in Karima's integration.

SUGGESTED
SOLUTIONS

- Get interested in the cultural background of your students, try to discover more about their past experiences.
- Favour conversations and exchange in the classroom: try to stimulate students' curiosity about other cultures; ask for clarifications when needed; offer more opportunities for team work
- Active listening: Pay attention to what your students are saying verbally or non-openly. Don't be shy to ask them to repeat: this will make them feel heard and valued. Try to discover students' passions and choose the right topics to involve them in conversation.
- Interaction with colleagues: before drawing any conclusion, exchange your doubts and worries with your colleagues. They may share the same concerns or have more information than you.
- Involvement of parents: if there is something wrong with a student, it is important to involve parents. Yet, this involvement should rather prevent such situations. Extra-curricular activities may help foster dialogue and improve the level of inclusion of the whole family.
- Extra-curricular activities: get closer to your students and involve other actors, improve peer-to-peer connections and stimulate youngsters' interest in different themes, eventually increasing their willingness to participate more in society as active citizens.
- Topic 2 of this toolbox, which is based on the good practice of storytelling, can offer practical activities to support interculturality at school.
- Topic 4 of this toolbox offers practical activities to support teachers in managing diversity in the classroom.

WHY IS THIS
CASE-STUDY
RELEVANT?

👉 **Even the simplest cultural differences** may create some difficulties in the full inclusion of migrant students, causing inappropriate reactions with unexpected consequences. In this context, the development of a whole-school approach seems to be an important step to ensure full inclusion of newcomers and facilitate their learning of the new language.

CASE
STUDY

3 – Dialogue Circles to prevent potential conflicts

Belgium, UNIVERSITY OF LEUVEN – LIMBURG (UCLL)

KEY WORDS

Stereotypes, racism, bias, linguistic misunderstanding, intercultural conflicts

SCHOOL
INVOLVED

Higher Education

DETAILED
DESCRIPTION
OF THE
SITUATION

EC or the International Educating Class is a UNESCO supported programme in Higher Education that takes place at the UCLL (University Colleges Leuven Limburg) and that brings together students from both low- and high-income countries to discuss, debate and tackle global issues.

The idea is that students from so-called developing countries can acquire skills, which they can use back in their home countries, but also western students are allowed to face their own prejudices through real engagement with colleagues from lower income countries.

At the beginning of each semester, students usually *'group together'*, in an attempt to help them transcend their comfort zones and make contact and enter into dialogue with students from different backgrounds. Clearly, often both small and larger misunderstandings arise and with them the potential for conflict. As a result, the groups may become more 'entrenched' and divided. Some more dominant students can 'take over' group work, or even engage in bullying type behaviours. Other more passive students can sometimes 'fail to' participate. If the situation is not addressed and discussed, then, it can escalate to open conflict.

The method of *"dialogue circles"* is used for the organisation of *"dialogue lunches"*, that can be arranged at the beginning of the year and every month until the end of the semester/term. This approach can be used with young adults, but also youths and adolescents. At the very beginning of the year, we like to show the film *"LA Crash"* – an emotional award-winning film about prejudice, misunderstanding and mixed and often conflictual human attitudes and behaviours – to focus on prejudice/bias, connected cultural misunderstandings, and potential consequences.

After the first 'dialogue lunch', the next dialogue lunch is scheduled **a month later** and so on – unless extra sessions are needed. **The final dialogue lunch of the First Semester ends on the 18th of December: the UN World Migrant Day**, where students prepare a lunch and eat together with the speakers (usually an asylum seeker or refugee).

During each regular session, an agenda is set up and distributed to the students, but there is also space to openly discuss issues that arise in the group work of various courses in the programme. **The rules are that everyone has an opportunity to speak.** Participants can discuss their feelings, incidents, but also potential assignments. Every student is given the floor and cannot be interrupted; the others listen and are given time to reflect. A time limit is set so that nobody is allowed to monopolize the conversation.

In turn students are allowed to respond, while the lecturer/coach mediates potential misunderstandings, disagreements within the group but also between students and the programme, including other faculty members. The intention is to find a solution for the issue/problem within the group.

Source: Edutopia (2020). Classroom Management. Dialogue Circles and Positive Classroom Culture. Retrieved on 26 June 2020 from: <https://www.edutopia.org/practice/stw-glenview-practice-dialogue-circles-video>.

WHAT DO YOU THINK OF THIS STRATEGY?
SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- *Would you use this strategy in your context?*
- *What competences do you need to develop?*
- *Do you think the proposed activity may help you address similar events in the future?*
- *Which of the proposed activities in the Toolbox could you help to adapt to similar situations?*
- *Do you already follow a specific methodology for the prevention of inter-cultural conflicts? Is it effective? What do you need to change?*

INITIAL
REACTION

As explained, in a diverse, multicultural classroom, many conflicts are pro- to- or archetypical. We have found that it's better to prevent situations by creating an opening for dialogue than waiting for open conflicts to begin. Open conflicts are difficult to resolve and can sour the atmosphere in the group and lead to an escalation of conflict(s).

In many instances, when students are able to explain their perspective, the other students are better able to understand how the situation might have evolved. In such cases, the empathy amongst peers is raised and solutions as a group/class can be found. It's also an important moment for students with more dominant styles to learn how to allow others to participate.

SUGGESTED
SOLUTIONS

- Ritualized 'Dialogue Circles' adapted to age and context. Regular meetings (e.g. weekly, monthly) as a preventive measure and depending on level of 'tension' and unresolved issues.
- Topic 4 of this toolbox can be used as a starting point for facing similar situations.

WHY IS THIS
CASE-STUDY
RELEVANT?

👉 Often conflicts in the classroom arise from cultural and linguistic misunderstandings, but also varying degrees of unconscious bias (by students and teachers), that when left un-checked lead to **erroneous confirmation bias**, but also open conflict and breakdown of social order. In many social contexts - as in health ones - prevention is better than cure!

CASE
STUDY

4 – Solving students' conflicts using a strength-based approach

Belgium, UNIVERSITY OF LEUVEN – LIMBURG (UCLL)

KEY WORDS

Migrants, male, disruptive behaviour, education, truancy, career, guidance

SCHOOL
INVOLVED

Secondary Education, Vocational School Path: office administration

DETAILED
DESCRIPTION
OF THE
SITUATION

The school is situated in a multicultural and impoverished neighbourhood in a large Belgian city. The City Council sees the neighbourhood as one of its most problematic. Young people, who grew up in the neighbourhood, rarely leave it and, often, refuse to go to a school that is located physically and figuratively 'outside of their comfort zone', even when the school offers a study path that better fits with their strengths and interests.

This case study is about Youssef, a male adolescent (16 years old) with Moroccan roots. He attends a vocational school and follows the study path in "office administration". He says that he chose this study path because 'it's the easiest, with the least amount of work.' Next to study, Youssef plays football at a local football club. He trains two days a week and plays one match during the weekends. The club plays in the middle level competition; sometimes the better clubs will scout during their matches in order to find good players to move up to their teams. Like many football players of his age, Youssef dreams that one day he will be selected by a better club. When he was 12 years old, his trainer once told him that if he worked hard, he might one day become a great player.

Because Youssef is banking everything on football, school doesn't interest him. He feels that he needs to be rested before training and prefers to sleep in, arriving late at school, when he comes at all. He chose 'office administration', because he is still school-age and 'has to'. He never does his homework and makes life difficult for some of his teachers with his disruptive behaviour. He intervenes in the conflicts of other students in order to gain attention and is able to manipulate the entire class to go against the teachers. Youssef's case is followed up by internal guidance counsellors. After the consequences of a very difficult day, where he was consecutively sanctioned by three teachers and sent to the guidance counsellor, the school decided that he should receive a 'support card'. This means that in the future, he will be monitored more closely and will be given less autonomy. For example, students who receive a 'support card' need to get a signature from every teacher at the end of each lesson. The sanctioned students are encouraged to show positive behaviour in the class. When they refuse to do so, they can be suspended or receive more intensive instruction outside of school. The school follows a programme where both the guidance counsellors and teachers are trained in valuing the strengths of students and in incorporating them in the student's learning process.

WHAT WOULD YOU DO IN A SIMILAR SITUATION?

SHARE YOUR IDEAS AND SUGGESTIONS ON [TEACHMI ONLINE FORUM!](#)

Here are few questions for **self-reflection**:

- *Can you think of a situation where a student's negative behaviour prevented him/her learning?*
- *What strengths can you potentially see in this (negative) behaviour?*
- *Are there any interested parties outside the school, who can potentially help the young person to see things from a different perspective and help them to open up to learning?*
- *How is it possible for young people, based on the strengths of their negative behaviour, to use them (more) positively?*
- *What does this new learning process look like from the perspective of the implicated young person, their classmates and their teachers? Are there any possibilities to create a space to fail?*
- *Which initiatives are necessary to provide the young person with a new longer-term perspective?*

INITIAL
REACTION

After the abovementioned day, Youssef is sent to the school guidance counsellor. She compares Youssef's attitude at school with his football trainings: he manages to arrive on time, he always brings what he needs, he is able to listen to the trainer's instructions, even with football exercises that he doesn't like to do. Youssef agrees, but it doesn't really sink in. The counsellor asks him to *'do the same in school'*.

She tries to motivate him to look at his behaviour at school from the perspective of football and writes on his support card that from now on, he will make sure that he cooperates in school.

At first glance, and from the perspective of working with students' strengths, it seems that the guidance counsellor is using Youssef's strengths in football to motivate him in school. But in reality, she is not doing this. In fact, she is mapping out what the school needs in order for him to adapt his behaviour. During their meeting, he was rarely given the opportunity to speak and to be heard. His understanding of the conflicts in school and the reasons for his nonchalance with school work was actually not discussed. The school counsellor believes that he should 'already know' all that, given the previous discussions. Next week, Youssef is once again sent to the school guidance counsellor, because he has accumulated too many negative reactions from his teachers on his support card.

SUGGESTED
SOLUTIONS

Based on a discussion with an external support counsellor, two new initiatives are taken:

1. The school contacts the football trainer to speak to Youssef.

Teachers would like to know:

- Does Youssef really have a chance to become a professional football player?
- How does Youssef behave during football trainings? As a football trainer, what strengths do you see in Youssef?

2. The school organizes a new meeting with Youssef. The school counsellor will now attempt to map Youssef's strengths based on his negative behaviour in class and in connection with what he does during football trainings.

The football trainer lets the school know that Youssef is a very trustworthy and loyal player. He's able to motivate the team, especially when things are down. As to the question whether Youssef has the chance to become a professional, the trainer responds clearly: *"No, he is not strong or talented enough"*.

The counsellor says that Youssef thinks that he can have a professional career based on what the trainer told earlier. The trainer remembers when he told him that, but one uses another form of motivation with a 12-year-old than with a 16-year-old. It's agreed that they will speak openly to Youssef about the problem. In that way, the trainer will be able to speak to Youssef about his behaviour at school without needing to make a judgement or give him the impression that they are speaking 'behind his back'.

A new meeting is called with Youssef. Youssef explains that he really has a problem with teachers when they are unreasonable with students who make mistakes. He starts to feel really angry and has difficulties to control himself. That explains why with some teachers he's *difficult*, while with others he is not.

The counsellor notes that this is one of his strengths: he has an ability to stand up for his peer, who he feels are unjustly treated, as well as to motivate other students. In principle, there's nothing wrong with that. However, he is now using those strengths to prevent the teacher from continuing with the lesson. Now, the counsellor connects his behaviour in the lessons with football training. This time Youssef is able to see the parallels.

Talking about his future, Youssef tells her that he was very affected by what the trainer told him, but he had already anticipated it. Based on his negative, but especially positive, behaviour in football as in school, together, they begin to map out his strengths. They come to the conclusion that a more 'social study path' would suit him better for what he would like to become.

In the short term, the support card is totally re-evaluated. Youssef is asked to defend the other students when that is really necessary, but it must now happen in three steps:

1. **He informs the teacher** that he does not agree with their behaviour and then asks the teacher to speak with him about it at another time.
2. **After the lesson**, he checks with the affected student about how they estimate the teacher's reaction. With this information, he can go to the teacher (and eventually to other students) to discuss it. The condition is that he himself must be able to propose an attainable solution (one of his other strengths is his verbal abilities that he, until now, has only used negatively).
3. **He calls a meeting** with the teacher in order to calmly discuss the situation.

With respect to his incomplete tasks, it's been agreed that Youssef will first get two weeks of time to think about his future and whether he would now like to continue in this school. If he chooses for another study path, then, it will be determined for which courses he needs to put in more effort and for which courses he can do less in function of the new possible study path.

The guidance counsellor now limits the support card to the teachers who are involved in the case. She explains her analysis and asks for their assistance. She also requests some time for Youssef to 'practice' the new rules. When it doesn't work this time, it means that Youssef hasn't been able to gain control over his emotions. That is an area on which he will need to work.

After this discussion, Youssef's behaviour fundamentally changes. The number of conflicts in the classroom are dramatically reduced and, with respect to his peers, Youssef positions himself as a motivator and mediator.

Youssef decides to continue with the same programme. He sees a future in eventually starting a little business. The counsellor helps him to put this in perspective and in subsequent talks, if this is really his dream, she motivates him – after completing his 'office studies' – to continue with further studies. Thanks to his changed behaviour and attitude, he's able to find a good internship. He completes the year with strongly improved results for all courses and is able to catch up with the delay in other courses.

WHY IS THIS
CASE-STUDY
RELEVANT?

👉 This case study clearly shows that sometimes a student and a school have very **different understandings of the future**. When a school chooses for a more open and transparent approach with all of those involved, there is more of an opportunity that the student will be able to correct his or her own behaviour accordingly. For that reason, it's really important for youth, but also teachers, to see and acknowledge the potential strengths of their negative behaviour.

CASE
STUDY

5 – The Roma Boy •

*Bulgaria, College of pedagogy
Pleven, Veliko Tarnovo University*

KEY WORDS

Ethnicity, education, institutionalization, stereotypes, prejudices, social exclusion

SCHOOL
INVOLVED

School education

DETAILED
DESCRIPTION
OF THE
SITUATION

Mitko is 18 years old and is of Roma origin. His parents are uneducated and unemployed. The family lives in very poor living conditions and does not take care of their 6 children. None of them are covered in the education system. When he was 6 years old, Mitko was taken out of the family and placed in a specialized institution in order to provide a suitable environment for his development and upbringing. The initial assessment of the team of specialists found a visible lag in his cognitive and mental development, which they attributed to the influence of Mitko's family and origin. From first to third grade, Mitko attends mainstream education school, but has serious learning difficulties. He does not speak the Bulgarian language well; he fails to master the relevant curriculum - he has difficulty writing and reading. There is also a lag in social development. Teachers are guided by the prejudice that there can be no serious progress with him due to the fact that he is of Roma origin.

When Mitko is in the end of the third grade, he is examined by a medical commission, which diagnoses a "mild degree of mental retardation" (IQ from 50-55 to 70-75). This gives grounds for the specialists caring for him in the institution to move him to a helping school. This type of schools offers specific programs to provide conditions for children with intellectual disabilities and other developmental disorders and deficits to acquire basic knowledge and skills necessary for a relatively independent life as adults.

From fourth to seventh grade Mitko attends a helping school. The specialists at school, as well as those at the institution, take care of the boy, but without additional efforts to develop his potential. In the period when Mitko is in grades 5-7, for three consecutive years a project for educational support of the children from the institution is being implemented, which is a joint activity of her team, a non-governmental organization and young volunteers.

Different forms of extracurricular learning and activities are conducted with the children in order to overcome the learning difficulties. At the insistence and with the assistance of the NGO, the team of the specialized institution takes action to return the student to a general education school after passing the necessary procedures for equating the educational degree.

Mitko is currently completing his secondary education at a mainstream school. From the very beginning, he was very well received by the school community. Teachers are familiar with his history and show understanding and support. The students accept him as one of them. He continues to be supported by NGOs and young volunteers, who provide him with additional forms of pedagogical work to fill the educational deficits. At the same time, this helps him increase the motivation for personal growth and development.

WHAT WAS WRONG IN THE INITIAL REACTION? WHAT WOULD YOU DO?
SHARE YOUR IDEAS AND SUGGESTIONS ON [TEACHMI ONLINE FORUM!](#)

Here are few questions for **self-reflection**:

- *What would you say to people who are prejudiced against the boy and influence his development?*
- *Would you criticize or advise them? How?*
- *What do you think would be the appropriate forms of working with adults to overcome ethnic stereotypes and prejudices?*
- *Which of the proposed activities in the toolbox do you think may help you address similar situations?*

INITIAL
REACTION

Due to the stereotypes and prejudices against the marginalized Roma community, the specialists from the institution and the primary school teachers underestimated the boy's potential and did not fully assist in overcoming the learning difficulties at school, caused not by intellectual deficits but by social deprivation.

SUGGESTED
SOLUTION

- Training of teachers and pedagogical specialists for overcoming stereotypes and prejudices towards the ethnically different;
- Forms of additional qualification for work with students from ethnic minorities in order to more effectively support the learning process;
- Providing more hours in a school for intercultural education to increase the cultural sensitivity and intercultural competence of students;
- Individual work with students from vulnerable ethnic groups for psycho-social and pedagogical support in the process of their education and development;
- Providing conditions for inclusion of external participants (NGOs, voluntary organizations) in various forms of social pedagogical support of students from vulnerable groups at school and in specialized institutions for children deprived of parental care.
- Topic 4 of this toolbox offers some ideas and practical activities to help teachers manage diversity.

WHY IS THIS
CASE-STUDY
RELEVANT?

👉 **Basic human rights**, such as the right to education and personal development, can be taken away or restricted because of prejudices and stereotypes of people from ethnic minorities and vulnerable groups.

When people overcome these prejudices and have the appropriate cultural, they show understanding and empathy and are able to provide a supportive and inclusive environment for educational and social integration of children of different ethnic origins. It is necessary to carry out targeted activities for students and professionals working in a multicultural environment, to overcome prejudices and form positive attitudes in a cultural context.

CASE
STUDY

6 – Yaldaz's story •

*Bulgaria, College of pedagogy
Pleven, Veliko Tarnovo University*

KEY WORDS

Ethnicity, migration, prejudice, intolerance, stereotypes,
school, education, racism

SCHOOL
INVOLVED

School education

DETAILED
DESCRIPTION
OF THE
SITUATION

Yaldaz is 11 years old. She was born into a family of ethnic Turks who emigrated to Germany when she was 3 years old. After returning home twice and then going to Germany, in 2019 the family finally returned to Bulgaria. She settled in a small town with a predominant population of Bulgarian origin. Yaldaz is enrolled in 5th grade at a comprehensive school.

The girl's stay in school is accompanied by many difficulties and challenges. Yaldaz does not speak Bulgarian well. Her classmates do not accept her - she is ridiculed for not knowing the language, she has no friends, although there are different ethnic backgrounds in the class. Some of her classmates often abuse her mentally. Some of the teachers in the individual subjects also show intolerance.

During the first term, the student receives poor grades in several subjects. At the same time, Yaldaz showed good results in German, which her parents chose as their second foreign language. The teacher constantly encourages her and the girl enjoys attending German classes. The teacher also shows a positive attitude towards the student. From the very beginning, the teacher demonstrated understanding and readiness to support the child and the family for easier adaptation to the new environment.

Difficulties in the learning process and the negative attitude of the class demotivate Yaldaz and she goes to school with growing reluctance. After one of the consecutive days in which she was insulted by her classmates and humiliated by the Bulgarian language teacher for not coping with the task set in class. Yaldaz stated at home that she no longer wanted to go to school.

The girl's parents are very worried and talk to a teacher. The following actions have been taken:

- The class teacher informs the school management about the situation and seeks assistance in engaging the necessary pedagogical specialists with supporting functions;
- The school psychologist conducts several individual conversations with the student, thanks to which she changes her initial intention;
- The psychologist conducts individual conversations and consultations with students who systematically bully Yaldaz;
- Specialists from the Center for Social Support are invited, who conduct several sessions of group work with students from the class of Yaldaz in order to foster understanding and tolerance;
- The necessary procedural actions have been taken to include the student in additional forms of general support according to the Ordinance on Inclusive Education; additional classes and consultations in Bulgarian are provided;
- The school management organizes two trainings of the pedagogical team for increasing the intercultural competence and the skills for work in a multicultural environment;
- On the idea of the German language teacher, in one of the classes Yaldaz was invited to share in front of the group her memories from Germany and to show photos from her childhood there.

WHAT WENT WRONG? WHAT WOULD YOU DO?

SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- *Are you aware of such cases?*
- *What do you think are the most problematic moments in the presented case?*
- *Do you think the actions taken are adequate?*
- *What solutions would you suggest?*

INITIAL REACTION

Although all the necessary conditions are in place - regulations (Inclusive Education Ordinance), teachers, pedagogical specialists with supporting functions - there are also factors that hinder the success of the process. They are mainly reduced to stereotypes and prejudices against members of other ethnic groups, which are reflected in misunderstanding, intolerance and negative behaviour, manifested in various forms - neglect, insults, aggression, harassment, stereotypes, bias.

SUGGESTED SOLUTION

- Based on the information from the class teacher, the school management has taken adequate measures, covering all problem areas - individual work with the student; forms of pedagogical support for overcoming learning difficulties; individual and group work with the class for climate improvement; training for teachers to increase intercultural competence; initiatives aimed at encouraging the student and increasing her motivation for learning activities. The effectiveness and efficiency of these measures depends to a large extent on their systematic nature, which means that some of them should be of a permanent nature.

WHY IS THIS CASE-STUDY RELEVANT?

👉 This example provides information on some of the problem areas in educational institutions that hinder **the process of educational integration** for students of different ethnic backgrounds. It also offers specific solutions that could be developed and multiplied through the TEACHmi Project.

CASE
STUDY

7 – The girl with the hijab •

Cyprus, Enoros Consulting Ltd

KEY WORDS

Bullying, xenophobia, racism, stereotypes, barriers, conflicts, religion, education, school, teachers

SCHOOL
INVOLVED

School education

DETAILED
DESCRIPTION
OF THE
SITUATION

Elmira was born in 2001 in Cyprus and she was living in Nicosia with her parents. At the age of 5, she went to Syria with them and returned to Cyprus in 2011 because of the war happening in Syria back then. Now, she is 12 years old and she is attending a primary school in Nicosia.

On September, 2019, she was expelled from school by the school director because, he said, Elmira was wearing a hijab. The incident had enormous reactions in the public of Cyprus hearing that a school director asked a female migrant student to walk out of the school and remove her headscarf before coming back. More specifically, the director of the school said that his school was “not a place for Taliban sympathizers or nuns”.

Elmira had attended the same school in the two previous years, while according to some of her classmates, she never got into trouble because of her attire or her religion. But the school principal said that he was simply following the rules. “I only told her to remove anything she had on her head; I have no problem with her religion whatever that may be. I acted based on the rules set by the Education ministry, which call for students to leave their heads uncovered”. At the same time, the superintendent of secondary education said that there were no such rules. “Our schools are multicultural and school principals were not given any instructions to discriminate against students based on school dress code”. The father of the student went to the school where the school director told him that if he had a complaint, he could take it up with the ministry. After this unfortunate incident at school, Elmira and her father went to meet the Minister of Education and Culture after his invitation in his office along with the presence also of the school director.

Elmira reclaimed her right to wear hijab and the school director was removed from his position as he was expelled by the Ministry due to his bad behaviour against a migrant student. At the same time, the other students were ready to protest and support their classmate.

Elmira, who told media she was stunned and hurt over the incident, was initially thinking about changing schools. But Education Minister told media that a change of schools for the Cypriot-born Syrian refugee was out of the question. After the meeting with the Minister, the school director apologized to Elmira and the student replied she would go to her school again.

As Elmira and her father were deeply concerned over whether she would be allowed to enter school premises or whether the school director would still ask her to remove the hijab, organized groups in Cyprus, kept calling the Minister for action that would include blocking the school director from entering again his school.

The Minister announced another school director for the school (for the replacement of the school director) and the issue had stirred up controversy with users on social media debating pros and cons of the transfer decision but also the initial request by the school director to ban the student. Reports said that the school director had also pestered other students for wearing crosses and other items that he had taken to be violations of the dress code.

The Minister said regulations allow female students to wear the hijab under certain circumstances, essentially contradicting the existence of a ban due to dress code issues.

WHAT WENT WRONG? WHAT WOULD YOU DO?

SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- *Have you ever experienced something similar?*
- *How would you react in the same situation?*
- *What could teachers do to prevent similar happenings?*
- *What could you do to improve acceptance of and openness to other cultural symbols?*

INITIAL REACTION

Unacceptable behavior in a school in Cyprus where incidents of bullying and discrimination in general are very few. An internal investigation for the bad behavior of the school director was launched.

SUGGESTED SOLUTION

- Training to teachers on how to help the migrant student integrate more effectively in their schools.
- The Ministry of Education adopted policies for the Implementation of a reception phase for the educational inclusion of students with migrant background in schools in Cyprus.
- Training to teachers and students for empathy, compassion, respect to foreigners & multiculturalism.
- Monthly trainings or workshops for students and teachers for social inclusion and integration or/and Intercultural local events to raise awareness about integration and social inclusion of migrants.
- Interview with teachers to examine their beliefs and how they can help the students, set a code of conduct for teachers.
- Eliminate negative beliefs and stereotypes in schools.
- Organize multicultural and social school events.
- Create a guide for teachers to prevent discrimination, bullying or xenophobia.

WHY IS THIS CASE-STUDY RELEVANT?

👉 The incident with Elmira is a clear **incident of bullying/discrimination** of migrant students that face inequality in their schools and in everyday life and it is an example to reflect and find solutions for better integration of migrant students in their schools but also to find a way to train first the teachers to help towards this integration.

CASE
STUDY

8 – Policy Paper for the inclusion of migrant students

Cyprus, Enoros Consulting Ltd

KEY WORDS

Linguistic misunderstanding, Stereotypes, xenophobia, racism, education, school, teachers

SCHOOL
INVOLVED

School education

DETAILED
DESCRIPTION
OF THE
SITUATION

In May 2016, Cyprus Pedagogical Institute (which focuses on the development of all levels of educations and its main activities centre on in-service training of teachers, educational research, education documentation and educational technology) along with the Ministry of Education, Culture, Youth and Sports created a policy paper on the integration of pupils with a migrant background to the Cyprus Educational System as a reference framework for teachers and school leaders in the decision-making process concerning the integration of the specific pupils. The policy paper includes the following: 1) introduction, 2) description of the current situation in the public schools in Cyprus, 3) the new proposal on the reception of children with migrant background to the Cyprus educational system and teaching of Greek as a second language, and 4) concluding remarks.

The policy framework of the MoEC for the integration of pupils with migrant background into the Cypriot society falls within the following five priority axes:

1. Greek Language Learning
2. Reception of newly-arrived children with migrant background
3. Training of Teachers
4. Collection and analysis of data on the needs of pupils with migrant background
5. Intercultural approach of new curricula

The priorities set are the implementation rather than simply the formulation of policies, with emphasis on access, learning and integration of migrants into the school, and emphasis on supporting the education systems from the surrounding community. The basic principles are to ensure the quality of the education system, utilise diversity and heterogeneity in the school, and taking targeted measures for children with migrant background combined with integration strategies.

In line with the above, the new proposal for the smooth integration of pupils with migrant background into the Cypriot education system has the following goals:

- To map-out the migrant population by school unit (e.g. school units with a continuous flow of refugees/migrants and schools with resident migrants) in a uniform way to make possible the differentiation of the measures applied, with common axes for all levels.
- To gather information about the pupils' profile (communication with parent/guardian, social welfare services, exploration of the country's socio-political context), regarding their living conditions in the host country and their progress in a variety of skills
- To combat any racist incident they may be subjected to as victims, through the anti-racist policy of the MoEC "Code of Conduct against Racism and a Guide to the Management and Recording of Racist Incidents"
- To revise the terms used in the official rhetoric of the MoEC concerning pupils with migrant background

- To develop a network of "mentors" (mentor-classmate, mentor-educator, community mentor who can be involved, mainly during the first preparatory phase).
- The cooperation of the school unit with the local government to open the school to the community, with the aim of educating and involving parents.

It is specifically proposed to employ adults who come from the countries of the student population, who can work with specific work hours and tasks in school units at all levels of education. Most of their tasks will be related to translation, including of various forms, guides and circulars to pupils and parents, communication between school and parents, involvement in the learning process in the classroom and the support of pupils in general. They will be able to act as liaisons, providing information both on subjects that concern the individual, but also on general cultural issues, which should be taken into account by the school and the educational system.

Furthermore, in order to tackle the language barrier at schools, the Pedagogical Institute suggested to teachers to provide a keychain to student migrants. The teacher should prepare a keychain for example with various pictures (tap water, toilet, book, pencil, etc.) which will facilitate the child's operation in the school environment. If the child needs to drink water, she/he will be able to show the teacher the picture with the tap water. The teacher will say the word "water" or the word "tap water" in the host country's language so that the child begins to learn the host language.

 **ARE YOU AWARE OF SIMILAR MEASURES IN YOUR COUNTRY?**
SHARE YOUR IDEAS AND SUGGESTIONS ON [TEACHMI ONLINE FORUM!](#)

Here are few questions for **self-reflection**:

- *Do you have similar guidelines in your school?*
- *Would you change something? Are they respected?*
- *Are you informed about your TCN students? How do you collect information about their background and progress? Do you cooperate with your colleagues in this task?*
- *Does your school promote initiatives specifically aimed at integrating TCN students and their families? If yes, can you think about anything to change or improve? If not, how do you try to communicate with them? What are the main obstacles preventing you and your colleagues to do so?*


INITIAL REACTION

After a large influx of migrant children in Cyprus, the Ministry of Education and Culture (MoEC) along with the Pedagogical Institute in Cyprus adopted a policy paper and declared their commitment to the smooth integration of pupils with a migrant background into the Cyprus educational system. The policy paper aims at providing a framework for every action which falls within the Cyprus educational system in respect to the issue of the integration of pupils with migrant background. The ultimate aim is to utilise this document as a reference framework in the decision-making process concerning the integration of pupils. .

SUGGESTED SOLUTION

- The teachers use and follow the policy paper in schools in order to help with the inclusion of migrant students. This toolbox can offer practical guidelines for language teaching to migrant students and for the management of diversity in the classroom. See in particular Topic 1 and 4.

WHY IS THIS CASE-STUDY RELEVANT?

 This case study emphasizes some **guidelines for teachers**, that they should follow in schools according to the Ministry of Education, Culture, Youth and Sports.

CASE
STUDY

9 – Speech and Statements on Human Rights & Art •

Greece, University of Piraeus

KEY WORDS

Extremism, stereotypes, racism, bias, school


SCHOOL
INVOLVED

Higher education

DETAILED
DESCRIPTION
OF THE
SITUATION

The happening took place in the 2nd High School in Drapetsona, Greece. This school was one of the first accepting to organise special classes for refugee's students living in the hotspot of Schistos. Due to this, a number of racist actions took place in the schools in Drapetsona, by members of the fascist movement and party Golden Dawn, and a former MP of Golden Dawn, defendant for the murder of a musician, well known for his humanitarian action. In addition, some students' parents disagreed with the intention of including refugee's children in the school, because of their Muslim background.

Thanks to teachers' efforts promoting human rights, 15 refugees' children were included in the school environment and fully accepted by their peers, despite the continuous disturbances unsettling the school environment.

 *HAVE YOU EVER EXPERIENCED SOMETHING SIMILAR?
WHICH MEASURES WOULD YOU USE TO CONTRIBUTE TO CREATING INCLUSIVE ENVIRONMENTS?
SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!***

Here are few questions for **self-reflection**:

- *Have you ever used Arts as an instrument for social inclusion?
How can you integrate it in your work?*
- *Which other measures could you adopt in similar situations?*
- *What competences and resources do you need?*
- *How can you promote values of openness and interculturality in society? Can
you think of any methods to include parents and the entire community?*


INITIAL
REACTION

Supported by their teachers, the indigenous students realized that all this hate speech and the negative vibes against the refugee children would have a bad impact on them, with the risk to exclude them from the educational system.

SUGGESTED
SOLUTION

With the help of the teachers, the students arranged meetings in the classroom, in order to plan a small Festival about Greek and Afghan friendship. The students had the intention to spread the message of the Greek – Afghan friendship to all school stakeholders. Thus, they invited staff from the Ministry of Education, the Municipality etc. The festival, called Forbidden Art, saw Tariq, Habiba and the indigenous students working together to create the necessary material. The goal was to discover together the difficulties and the rights and freedom infringement stories in both countries and share them. After strong cooperation and searching together, they found that these stories are still alive in the two countries' music and poetry. They realized that the idea of Love and Peace were imprinted in Arts through the decades. Keep symbolizing the continuously fight of brave people can help promote these universal values. Topic 4 and 6 focus on the management of diversity and potential misunderstandings and conflicts that may arise in intercultural contexts, and they can therefore offer useful tips.

WHY IS THIS
CASE-STUDY
RELEVANT?

 *Working hand in hand to create friendly environment in school and in society, this good practice had great positive impact on this school in Drapetsona. Hopefully, it can become a source of inspiration for similar initiatives in school in the future.*

CASE
STUDY

10 – Twinning action between a refugee camp a Primary School

Greece, University of Piraeus

KEY WORDS

EU values

SCHOOL
INVOLVED

Primary School

DETAILED
DESCRIPTION
OF THE
SITUATION

The following fact, took place at Schistos refugee accommodation Camp, At Primary School of Neo Ikonio, and at the 9th school of Agios Dimitrios

The action was made of the following sub-points:

1. Communication between the teachers of the 9th grade of the Neo Ikonio Primary School and the Educational Coordinators working in the camp: They discussed about how the school could be connected with the children in the camp. At that time (2017-18) the educational coordinators working in the camp, organized a kindergarten and there were many shortages in school supplies.


2. (Neo Ikonio) Students' meeting for brainstorming about ways of Communication with the children in the camp. The teachers brought the issue to a class meeting and conveyed the desire for **twinning** with the children in the camp. It was suggested by the students to raise money through a **fundraiser, donation and a bazaar** in order to reach the amount required to purchase the missing school equipment. The parents of the students would also actively participate in the action. They suggested to make **DIY floor cushions**, to make kindergarten children use them for sitting on the ground in order to listen to the fairy tales from their teachers. As it turned out, the children bought tables, stools, school supplies and made one pillow each student, on which they painted or embroidered messages of love.

3. The Primary School students visited the children in the camp. Students from the 9th Primary School visited the camp and offered their gifts. In addition to the equipment and DIY pillows, they sang songs, wrote and read messages and performed a dance. In the open space of the camp, the students played. experiential games, introduced themselves and interacted in such a way that common language did not seem necessary.

4. Radio competition. The students decided to visit Agios Dimitrios Primary School, because there, at that time, **25 refugee students with Afghan origin**, were studying, who came from the camp. In that year, there were evening classes at the school, where the children interacted with the students only 2 hours. It seemed beneficial for the refugees' children to work together on a common project on human rights, with the Agios Dimitrios school students.

That time there was a school radio competition and students were invited to **create radio spots about human rights**. The refugee students collaborated with the indigenous students in a series of meetings; They made a spot with a humanitarian message, a song and music where all the children could participate equally in their own language. The spot was one of those that won an honour at the competition.

5. Refugees' visit to the school. There was a desire to continue the fraternization by constant visits to Agios Dimitrios Primary School and the camp, but unfortunately there were practical difficulties due to the long distance.

 ARE YOU AWARE OF SIMILAR INITIATIVES IN YOUR COUNTRY?
WHICH MEASURES WOULD YOU USE?

SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- *Are there similar situations in your city?*
- *Which activities would you suggest?*
- *Which obstacles do you think could arise in their implementation?*
- *How could you involve local students' families?*
- *And more generally the entire civil society?*

**INITIAL
REACTION**

The children at the camp had difficult times, lacking the necessary resources. Therefore, local teachers and students decided to help them by making them feel welcomed and creating a friendly environment, as much as they could. Through active cooperation and provision of equal opportunities, they managed to create a friendly connection to the youngsters of the camp.

**SUGGESTED
SOLUTIONS**

- Visits at the camp and at the school, inclusion of migrant students through local activities, organization of donation, bazar.
- Topic 2 and the good practice of storytelling can be a good starting point for activities aimed at the creation of a friendly and respectful environment. Moreover, Topic 5 faces the question of active citizenship so it can offer practical solutions.

**WHY IS THIS
CASE-STUDY
RELEVANT?**

 Similar initiatives can help **spread EU values** and promote social inclusion among students from non-native migrant backgrounds and indigenous students, by creating a friendly school environment.

CASE
STUDY

11 – Inclusion with affection

Portugal, University of Coimbra

KEY WORDS

Cultures, differences, non-verbal language, motivational speaker

INTRODUCTION

The case study is based on a testimony of a teacher on the reception of refugee children, published at Almeida, A.C. & Santos, E. (orgs.) (2019). Play: From concepts to practices (pp. 61-68). Coimbra, IPCDHSUC. Retrieved from: https://www.uc.pt/fpce/IPCDHS/Actividades/Livro_Brincar.pdf

SCHOOL
INVOLVED

1st cycle school

DETAILED
DESCRIPTION
OF THE
SITUATION

The case study is based on a teacher's testimony about the reception of refugee children in a primary school of Castelo Branco, Portugal, which has shown a great receptivity in their welcoming.

Castelo Branco is located in the inner part of mainland Portugal; it is a city with a good quality of life, with many social, educational and training offers, welcoming and, for all of this, attractive.

The teacher worked in a class of eight students from two Syrian families, with different ages, having the great objective of developing Portuguese as a non-native language.

The first family - JSM - spent three years in a refugee camp in Turkey. This family is composed of 9 members: father, mother and 7 children, having "left behind their city, Aleppo, their country, their family, and the fullness of their culture". The two youngest children (3 and 4 years old) entered a kindergarten and the other five brothers joined together the 1st school cycle (13, 11, 10, 8, 6 years old).

The second family - AA - includes five children: three of them (11, 13, 16 years old) were integrated in the same school and class of the children belonging to the JSM family. This family has two other sons, one of them (20 years old) was integrated in a professional course within a secondary school, while the other (22 years old), having a cerebral palsy, was accepted in an institution with specific support.

This school has about 40 students, most of the students are gipsy ethnic children.

There were several incidents that occurred inside the classroom and at school, many of which derived from issues related to adaptation, or dietary habits. As it was reported by the teacher *"Even though dishes were ordered that respected their cultural and religious habits, the lack of trust in our word led the children to reject lunch. There were many lunches between tears and enormous discomfort. Many days passed with snacks during morning and afternoon, and the fruit provided for lunch"*.

 WHAT WOULD YOU DO IN A SIMILAR SITUATION?
SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- *How can we promote the intercultural dialogue using the ludic-pedagogical component?*
- *How can we promote the involvement of the entire educational community in a work that needs to be collaborative?*
- *How can these individuals be supported at the level of true inclusion?*

INITIAL
REACTION

This group of schools in this city **showed great receptivity in welcoming these students.**

The teacher was responsible for a class composed of eight refugee children aiming to improve their knowledge in **Portuguese as a non-native language**. Initially, this group showed great interest in these learnings. However, the behavioural reactions of jealousy, of calls for attention, of longing often led to behaviours of agitation, revolt, depression.

The teacher didn't know Arab and the students didn't know Portuguese. So, the initial obstacle was the language, which could be overcome through non-verbal language and some online tools. As the teacher mentioned, *"At some point, I felt that we could even communicate with our eyes, perceiving the core through brightness, depth and deviation"*.

There were many critical incidents related to adaptation to **diet**. There were conflicts, moments of pressure that were dealt with using a **calm tone and examples of solidarity**. Also the involvement of **families** in some school activities facilitated the improvement of children's wellbeing at school.

SUGGESTED
SOLUTIONS

- Migration or mobility may not be a friendly or easy experience. When it does not depend on a free choice, it is not a deliberate option, sometimes it is an escape. In this sense, integration / inclusion in host cultures can be a painful, time-consuming and even impossible process.
- The measures must be concerted, with focused and individualized interventions. There are, of course, general needs, but also specific needs, and of various kinds, that should be cautiously considered.
- Open dialogue with children so to develop children's self-esteem and self-regulation
- Work on the socio-emotional skills of students
- Show openness and interest to understand the point of views of the foreign children
- Useful tools can be found in Topic 1,2,3 and 5 of this toolbox

WHY IS THIS
CASE-STUDY
RELEVANT?

👉 One of the main goals of the TEACHmi project is to promote social inclusion among students from non-native migrant backgrounds and minimize bias in the school environment and in the local society.

So, also the **language of love and affection** can be important, being a universal means of communication, a useful tool in the integration / inclusion of individuals, whether the beneficiaries are refugees, migrants or with other characteristics.

With affection, with systematic support, although difficult, the barriers are being overcome.

CASE
STUDY

12 – Narratives of three sisters

Portugal, University of Coimbra

KEY WORDS

Narratives, violence, persecution, flight, human rights, violations, ruptures, survival

INTRODUCTION

This case represents refugee stories, more specifically, narratives of three black sisters from Congo in the Federal District, Brazil. These are narratives collected in Santos, CA (2018). Uma história de refúgio: narrativas de três irmãs negras do Congo no Distrito Federal. Dissertação de Mestrado em Sociologia. Universidade de Brasília, Instituto de Ciências Sociais, Departamento de Sociologia. Retrieved from: <http://repositorio.unb.br/handle/10482/32721>.

DETAILED
DESCRIPTION
OF THE
SITUATION

This happening is about the narratives of **three sisters born in the Democratic Republic of Congo**, which are **asylum seekers**, black, have low income and are residents of the Federal District (Brazil). Since they left Kinshasa (capital of Congo), they faced violence, political persecution, human rights restrictions and ruptures conditioned by **forced displacement** as a condition of survival (due to politic persecution).

They experienced difficult moments before and during their escape, till their arrival and adaptation to the host country. They experienced ruptures and transformations (e.g., the death of the parents, determined the paths of the stories experienced by the sisters); trauma, fears and revolt (e.g., house burned, bank accounts blocked), and were constantly searching for stability and adaptation (e.g., employment, housing, education, health, access to rights, social relations, among other issues), having expectations to develop a project for their future life.

Considering the process of interaction and integration in Brazil, based on the analysis of the intersection of the categories of gender, race, class, migratory status (refugees) and nationality, it was observed that such categories have an impact in terms of inequalities. For the nationality category it was found that it does not disqualify treatment.

The three Congolese sisters arrived in Brazil and a new moment started, full of challenges.

WHAT WOULD YOU DO TO SUPPORT THEIR INCLUSION IN THE NEW SOCIETY?
SHARE YOUR IDEAS AND SUGGESTIONS ON **TEACHMI ONLINE FORUM!**

Here are few questions for **self-reflection**:

- *How can these individuals be supported at the level of true inclusion?*
- *What are the reasons for migration and consequent (or not), degree of vulnerability and / or needs or weaknesses?*

INITIAL
REACTION

Arrivals in Brazil were welcomed at the Migration and Human Rights Institute (IMDH) in Brasília. **They received support** from the Institute with basic baskets, diapers, personal hygiene items, etc.

In one of these deliveries, the author of the text, a volunteer at that Institute, met the three sisters, and "*They received me in their own way, very receptive and warm, with hugs, smiles and conversations. At that time, they still did not communicate well in Portuguese and the first conversations were conducted in French. We exchanged contacts, just as I did with other girls, and we kept on the phone*"(p.15).

As it was stressed in cases of forced migration, the impossibility of returning back influences the migratory experience specifically. So, it was noticed that that these women gathered efforts for their adaptation and integration into Brazilian society, considering that work is the main condition for the integration process within the receiving society.

It was observed by this study that these women had a greater need of becoming part of social groups. For their adaptation to Brazil and since their arrival, their interest was also in affective and friendship sharing.

SUGGESTED SOLUTIONS

- Active listening of the newcomers. They have a past, a present and often have no prospects for the future. Many, even accompanied are alone, homesick, with good and bad memories, but who need support, social, psychological and in several domains.
- Storytelling (Topic 2) can be a useful tool to create a more welcoming environment at school

The abandonment of a birth place/country in forced conditions is a traumatic experience that requires from hosting countries the ability to treat people with respect and dignity, guiding policies and interventions by the references of human rights, which means regarding the other as person in his integrity. The national country can be left back, but the individuals don't lose, ever, their condition of human beings. Considering the multidimensionality of active citizenship and to gather efforts allowing the participation of people like the refugees, imply to give opportunities, that can be a benefit for these publics as well as for hosting society (e.g., employment). Above all, the acknowledgement that refugees have the right to live decently, wherever they are, is the greatest challenge, that we, as society should overcome.

WHY IS THIS CASE-STUDY RELEVANT?

👉 **It allows thinking** about the inclusion / integration processes. It allows reflecting on experiences of violence, political persecution, flight, loss of human rights and ruptures conditioned by the need to escape as a condition of survival. This situation presented is important for this project as it permits us to reflect on:

- *Degree of variability in the motives for migratory movements;*
- *Analysis of the relationship between reasons for leaving countries of origin and integration capacities in host countries;*
- *Analysis of potential variables competing with the inclusion process: variables more linked to migrant subjects and variables of contexts in the host countries.*

These narratives allow us to reflect on several issues:

- *disruptions and transformations;*
- *trauma, fears, revolt;*
- *search for stability and adaptation;*
- *expectations for the future.*



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