

## HOPEFUL

### CAPACITY BUILDING CURRICULUM FOR TEACHERS



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## Objectives of the Project

“Hopeful- Extending Teachers’ Competences in the Effective Teaching of Literacy, Numeracy and Digital Skills to Refugee Children” aims at enhancing teachers’ skills in the teaching of numeracy, literacy and digital skills to refugee or migrant students in order to increase their school performance.

More specifically Hopeful aims at:

- Enhancing secondary school teachers’ skills and competences in the teaching of literacy, numeracy and/or digital skills to refugee and/or migrant children with learning gaps due to interrupted education and with minimal native (or English) language skills through online training;
- Providing a diagnostic tool for assessing the literacy, numeracy and digital competences, gaps and needs of refugee pupils;
- Promoting innovative practices, digital and non-digital, in teaching literacy, numeracy and digital competences to refugee (and/or migrant children) with interrupted education.

The project is funded by the European Union under the Erasmus+ KA2 scheme and the participant countries are Malta (Solidarity and Overseas Service Malta (SOS MALTA)), Greece (KMOP – Social Action and Innovation Centre), Cyprus (CARDET), Italy (CESIE) and Austria (COMPASS).



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### Objectives of the curriculum

The aim of this curriculum is to provide additional support to educators. More specifically, through the implementation of the capacity building program educators' already existing skills and abilities will be enhanced. The idea is for this training material to also serve as a support resource for their future references.

The concept of the training is based on the **constructive alignment theory**, which is characterized by participatory methods and experiential learning activities based on the international theoretical frameworks. It will then be subject to evaluation from teachers belonging to the target group for which it is intended. Teachers will evaluate various aspects of it like structure, clarity, effectiveness and overall relevance.

This curriculum will equip participants with the necessary skills to:

- Know their role and responsibilities;
- Be able to better adjust their activities in order to facilitate the knowledge of their students;
- Feel empowered to implement the activities and methodology of the training for their students;
- Know how to use the curriculum as a resource material.



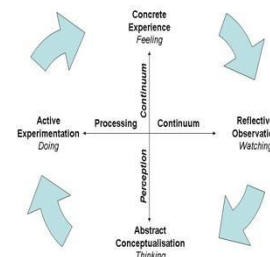
### Structure of the curriculum

The methodology used in the capacity building program is based on learner-centred approaches. Learner-centred methods are mainly focused on the participants being at the centre of the learning process. Developing a curriculum based on this methodology means that the focus is given on what the learner will be able to do after the completion of the course, in other words it is an outcome-based approach (Schreurs & Dumbraveanu, 2014). Learner-centered teaching styles are based on the constructivism theory, first introduced by John Dewey, Jean Piaget and Lev Vygotsky and it refers to the learning process that the learners themselves construct through everyday personal experiences and discovery. The constructivist theory favours methods that involve active learning, placing learners at the centre of attention and helping them acquire knowledge, develop concepts and skills by themselves while they are actively engaged with their environment, with the trainer acting as a facilitator and supporter (Westwood, 2008). Based on this approach trainers emphasize on the dialogue with their students helping them construct their knowledge. Activities are mostly in groups promoting the acquisition of knowledge through cooperation.<sup>1</sup>

Having the above in mind, the capacity building program will also base itself on the experiential learning approach.

Experiential learning is used to enhance the development of skills and competences. According to Kolb<sup>2</sup> learning is conceived as a holistic and continuous process based in experience than “involves transactions between the person and the environment”. In other words, is the process of “creating knowledge as a result of the transaction between social and personal knowledge”. According to this, the correspondence of knowledge and experience is considered to be an efficient approach to understand the correlation between theory and personal experience (Dedouli, 2014)<sup>3</sup>.

In addition, in order for learning to be successful four processes are required, concrete experience, reflective observation, abstract conceptualization and active experimentation. For experiential learning to happen all of these processes have to be present but they do not have to be sequential.



<sup>1</sup> <https://www.simplypsychology.org/constructivism.html>

<sup>2</sup> <http://www.nwlink.com/~donclark/hrd/styles/kolb.html>

<sup>3</sup> Dedouli, M. (2014). *Experiential exercises in context of educators' professional development programmes*. Retrieves from [http://www.diapolis.auth.gr/epimorfotiko\\_uliko/images/pdf/keimena/odigos/dedouli.pdf](http://www.diapolis.auth.gr/epimorfotiko_uliko/images/pdf/keimena/odigos/dedouli.pdf)



For example, if someone wants to learn a skill, according to experiential learning they will have to watch someone practicing that skill (reflective observation), practicing that skill themselves (concrete experimentation), observing other people implementing it (reflective experimentation) and reading about it or about how to improve it (abstract conceptualization). Activities that follow an experiential learning strategy can be role playing ones, project-based methods and discovery-oriented approaches.

### Abstract

This curriculum is the product of a short scale research involving teachers and educational authorities conducted in four countries, namely Italy, Greece, Cyprus and Malta.

The reports drafted by the countries overall seemed to highlight a strong discrepancy between the opinions of Educational Authorities and educators and teachers who are in regular contact with students. The common denominator is the distance between theory and practice. While in all countries some educational policies tackling inclusion are present, their implementation is not automatic.

The common issues highlighted by the teachers and that need tackling are:

- Availability of useful and appropriate material for teachers.
- Support materials that are specific for teachers teaching languages, including those who teach a L2.<sup>4</sup>
- Cultural awareness and sensibilization to the differences that are present among students of various cultural backgrounds.
- The need for mediation both in the cultural and linguistic field
- Careful consideration and the need for a particular attention for SEN students, who are even more penalized than others
- Overall educators feel that they do not receive the necessary support to adequately operate

It is therefore imperative that the capacity building curriculum equips teachers with the necessary skills to:

- Facilitate integration through interaction
- Promote cultural integration and celebrate diversity

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<sup>4</sup>A language that is not a person's native language, a second language

- Utilize a methodology that is student centred and that allows students to have a hands-on approach that allows them to feel as they are actively part of any activity

The curriculum is composed of three modules each having a specific focus. The modules are:

1. Team building activities
2. Intercultural dialogue
3. Experience sharing, culture and interculturality

It is presented in a practical way that allows teachers to experience first-hand the activities presented before putting them into practice and applying them in their educational context. The main aim of the curriculum is to provide teachers with an additional tool that will build on their existing experience to give them a more complete approach to multicultural classrooms.

Each module is relevant to the context of the project and tackles the gaps identified by the teachers through the research. It is accompanied by a description of the main focus alongside a set of practical activities that can be implemented by teacher at any time to facilitate integration and help create a sense of belonging.



## Module 1: Teambuilding

Through team building students learn to work together in social situations just as they would in the classroom, their daily lives, or in the future workplace. This ability is often given less importance than it should, not taking into consideration how often students are given tasks to do with others and are not able to do so. This is due to the fact that they do not actually know how to or are not taught how to work in these situations. Team building challenges students to problem solve and execute working with others. It allows them to learn how to be accountable, a valuable lesson for any students.

Often, this skill is tackled through different steps, all of which are fundamental for the process to occur and consolidate. It is important to consider the use of icebreakers. These are activities that break the silence and awkwardness when groups first come together. It is important to consider that even in the case of groups that have known each other for some time, team building exercises can be a great tool to purposely take students outside of their comfort zone, leading to great results but also sometimes bringing on some personal anxiety. Starting with icebreakers allows students to relax and introduces the idea of an upcoming challenge but assures them that the experience will overall be positive and useful.

Particularly in multicultural classrooms, team building allows students to develop stronger relationships and trust among each other, with activities specifically designed to limit conflict and improve communication. They can be a powerful tool that addresses the social dynamics of the classroom without specifically targeting any topics that may trigger a reaction in the participants. These activities allow for a secondary moment of reflection, where certain topics or issues may be addressed in a more introspective way, leading also to personal growth and development.



## Teambuilding activities

The following are activities that can be used to encourage team building.

### Activity 1

<p><b>1. Title:</b> The robot</p>
<p><b>2. Duration:</b> 20 minutes</p>
<p><b>3. Aim &amp; Objectives:</b></p> <ul style="list-style-type: none"> <li>-enhance the group communication and interaction</li> <li>-raise awareness about the different roles that each participant has in a group (leader, observer, follower)</li> <li>-improve the skills of non-verbal communication between the participants</li> </ul>
<p><b>4. Description (Steps):</b></p> <p><b>The main aim of the activity is the robot to find an empty chair to sit.</b></p> <p>1st step:</p> <p>Place the chairs randomly inside the room keeping the distance between them. The number of the chairs that aren't located in a specific order should be equal with the number of participants. Each participant is sitting in a chair and there is one (the robot) that is leaving the room.</p> <p>2nd step:</p> <p>Ask from the participants that are inside the room to discuss about the strategy that they will follow (in which way they will move, how they will communicate as when the robot will come inside they will not be able to communicate verbally). (5' minutes)</p> <p>Rules:</p> <ol style="list-style-type: none"> <li>1. The participants shouldn't speak during the activity but only before the robot entering</li> <li>2. The participants shouldn't touch the robot</li> <li>3. One only participant can sit per chair</li> </ol>





3rd step:

Call the robot to enter the room. The robot is trying to sit in a chair while the other participants try for 2 minutes to “save” the place by not letting him/her to sit.

If the robot finally manages to sit the participants will should give 5 minutes more to the group in order to create a new strategy as the previous didn't work well and trying for the second round to save the place.

3 rounds should take place until the team to manage to succeed the task.

**Debriefing questions:**

How was the experience for you?

What was your role in the team and why did you select to have this position?

**5. Materials:**

Chairs (the same number as the participants plus 1)



Activity 2

**1. Title:** Skiers

**2. Duration:** 45 minutes

**3. Aim & Objectives:**

-boost the working cooperation and communication

-increase the creativity, the sense of initiative and the thinking “out of the box”

**4. Description (Steps):**

**The main aim is to create an artificial ski that will manage “transfer” the team members from the one side to the other**

1<sup>st</sup> step:

Form different groups consist of 6 people and prepare the corresponding number of sets of materials

2<sup>nd</sup> step

Let the participant know about the main task to prepare two skis on which 5 people move together; 5 people from each group moving on skis; 1 person is technical support.

Rules:

1. Skis cannot be attached to the shoe or foot "permanently"
2. Time for groups to prepare skis: 20 minutes.
3. The teams should race on the track, at the same time.

3<sup>rd</sup> step:

Determine the starting line and finish line (route of approx. 15-20 meters)

4<sup>th</sup> step:

Set a prize. The winning group can receive a gift (e.g. chocolate) or simply reward the winners with a big round of applause from other groups.



**Debriefing questions:**

1. Are you satisfied with your team work?
2. How did you manage to communicate efficient with your team members?

**5. Methods:**

Group work, group dynamic, nonformal

**6. Materials:**

8 sheets of paper (format A0 - a flipchart), markers/crayons, 3 meters of a cord, scissors, wide tape.



Activity 3

**1. Title:** River Crossing

**2. Duration:** 30 minutes

**3. Aim & Objectives:**

-improve collaborative decision making

-enhance trust, familiarity and understanding

-enhance communication skills, collaboration, creativity, problem solving skills

**4. Description (Steps):**

**Aim: all of the team members should cross the river safely without touching at any time the ground with their feet and hands. The goal is not only to cross the river safely but also to assist the teammates in crossing.**

1<sup>st</sup> step:

Prepare the room in order to form a “river concept”. This could be done by placing two long carpets head to head or putting paper sheets or rope to mark the beginning and end of the river

2<sup>nd</sup> step:

Split the team to 2 subgroups and pretend that you are in a river with full of toxic waste. They need to cross without touching the “water” with hands or feet.

3<sup>rd</sup> step:

Provide cardboard squares as footholds that can be placed on the ‘river’ to cross. These cardboard squares can be moved as a person goes across the river. (Ensure that all the cardboard squares put head to head do not cover the entire length of the river.)

Rules:

1. If anyone in the team ‘falls’ into the river –loses his balance when trying to place his foot on the cardboard square – the entire team has to start over

4<sup>th</sup> step:



Keep the time for each group's effort and make some notes-comments for each team member

**Debriefing questions:**

1. Are you satisfied with the strategy that your group followed for crossing the river?
2. What was your role in your team?
3. What were your team's strengths and weaknesses?

**5. Methods:**

**Team building, cooperative learning**

**6. Materials:**

**Cardboards, paper sheets, rope**



Activity 4

**1. Title:** Five stations

**2. Duration:** 45 minutes

**3. Aim & Objectives:**

- boost the creativity and the communication between the participants
- help diversified team to cooperate and obtain the sense of a group with a same goal

**4. Description (Steps):**

**The main aim is to implement the tasks of each station.**

1<sup>st</sup> step:

Select five different corners/spots of room(s) and prepare each of them with different tasks

*Station one:* "Find Other uses"

Description: In a piece of paper a list of words represent objects. The participants are called to find 20 different, uncommon usages for each object.

*Station 2:* "Dice"

Description: Participants should through the dice and depend on die side and picture should create a group narration based on the following.

Round 1. Make a narration which describes a funny day.

Round 2. Make a narration which describes a catastrophic day.

Round 3. Make a romantic fairytale.

*Station 3:* "Dixit images"

Description: Participants pick randomly a different card for every question.

Questions:

1. What this card means to you?/how would you interpret the card?
2. Tell a short story behind this card.
3. Make a collective story joining your individual cards.



4. How would you connect the picked card with your current daily life?

*Station 4: "Question about one Self"*

1. If you would be a flower, which one would be? Why?
2. If you would be an animal, which one would be? Why?
3. If you would be a song, which one would be? Why?
4. If you would be a historical/famous person, which one would be? Why?

*Station Five " Synesthesia"*

Description: Participants should find new ways to describe senses.

1. How would you describe the sound of sea to a deaf person?
2. How would you describe the smell of homemade food to a person cannot smell?
3. How would you describe the color orange to a blind person?
4. How would you describe the taste of chocolate to a person can not taste?

2<sup>nd</sup> step:

Separate the participants is groups of 4-5 individuals. Try to split "equally" the group dynamic

3<sup>rd</sup> step:

Evaluate the dynamic of the group and set the duration that the groups should stay in each station

4<sup>th</sup> step:

Form a circle with all the participants and ask from the groups to sit close with their group

5<sup>th</sup> step:

Invite the groups to share the results of the station 1 and 2

**Debriefing questions:**

1. How was the experience to work in small groups
2. What was your role in the team?
3. Did you face any difficulty in the communication? How did you manage to solve it?



**5. Methods:**

Non formal, group division and building activity

**6. Materials:**

Tables and Chairs in 5 different corner/spots of the room, Papers, Pens, dixit cards,

Notes:



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Activity 5

**1. Title:** A and B

**2. Duration:** 15 minutes

**3. Aim & Objectives:**

- boost the observation between the participants
- help them realize the ways of communication between different people and the relations

**4. Description (Steps):**

**The main aim is to be as close as possible to the A and at the same time as far away from the B**

1<sup>st</sup> step:

Gather the whole team and form a circle with the participants

2<sup>nd</sup> step:

Ask from the participants to silently select two other people from the room and name them person A and person B. Invite them to do the selection randomly without having any specific selection criteria.

3<sup>rd</sup> step:

When everyone has chosen their A and B people you ask them to start moving around the room and trying to be as close as possible to A and at the same time as far as possible from B.

Rules:

1. Participants can move quickly in the space but without pushing or holding anyone from the group
2. Participants shouldn't speak during the activity

4<sup>th</sup> step:

After a while you ask from the participants to reverse the process and in this round they should try to avoid A and approach B.



You can repeat the process and ask the participants to change totally the selection regarding A and B.

**Debriefing questions:**

How was the experience for you?

In which criteria you based your selection regarding the A and the B participant?

How do you think that this activity is connected with the real life?

In your daily life, are there any cases that in order to achieve something you should avoid something else that is directly connected?

**5. Methods:**

Energizer, Team Building, Non formal

**6. Materials:**

Spacious room

Notes:



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Ice breakers

The following are activities that can be used as icebreakers.

Activity 1

<b>1. Title:</b> Puzzle
<b>2. Duration:</b> 20-30min
<p><b>3. Aim &amp; Objectives:</b></p> <p>Promoting the encounter between pupils, looking at each other.          Initiating the dialogue between pupils and between pupils and teachers.          Encouraging the connection and link.          Learning respect and kindness/benevolence each other to live together.</p>
<p><b>4. Description (Steps):</b></p> <p><b>4.1 Aim</b></p> <ol style="list-style-type: none"> <li>1. Creating something together.</li> <li>2. Listening to others.</li> <li>3. Fostering a collective spirit.</li> </ol> <p><b>4.2 Steps</b></p> <p><u>Step 01</u> : <b>preparation</b></p> <ol style="list-style-type: none"> <li>1. Bring a puzzle with 50 pieces.</li> <li>2. Put one piece in the center of the room.</li> <li>3. Distribute one or two pieces per person.</li> </ol> <p><u>Step 02</u> : <b>make the puzzle</b></p> <p>The group has to build the puzzle together. For that, they have to speak together.</p> <p><b>4.3 Debriefing questions</b></p> <ol style="list-style-type: none"> <li>1/ What do you think about this exercise ?</li> <li>2/ What do you retain from this exercise?</li> <li>3/ Would you like to do more thinking and creative group play exercises?</li> </ol>
<p><b>5. Methods:</b></p> <p>Icebreaker.</p>
<p><b>6. Materials:</b></p> <p>A puzzle of 50 pieces.</p>



Tables. Chairs.

Notes:



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Activity 2

<p><b>1. Title:</b></p> <p>The marshmallow</p>
<p><b>2. Duration:</b></p> <p>30-45min</p>
<p><b>3. Aim &amp; Objectives:</b></p> <p>Promoting the encounter between pupils, looking at each other.          Initiating the dialogue between pupils and between pupils and teachers.          Encouraging the connection and link.          Learning respect and kindness/benevolence each other to live together.</p>
<p><b>4. Description (Steps):</b></p> <p><b>4.1 Aim</b></p> <ol style="list-style-type: none"> <li>1. Learning to be worked together in a collaborative and non-powered way.</li> <li>2. Finding solutions together quickly and thus knowing how to listen to everyone's ideas.</li> </ol> <p><b>4.2 Steps</b></p> <p>Step 01 : <b>preparation</b></p> <ol style="list-style-type: none"> <li>1. The teacher forms groups of 4.</li> <li>2. The teacher distributes 20 spaghetti and one marshmallow to each group.</li> </ol> <p>Step 02 : <b>the game</b></p> <p>Each group must build the highest tower with the spaghettis and the marshmallow must be put at the end of the last spaghetti.          The group that won is the one with the highest tower and the marshmallow must be in good condition.</p> <p><b>4.3 Debriefing questions</b></p> <ol style="list-style-type: none"> <li>1/ How did you work in this game ?</li> <li>2/ Why do you work well or less well ?</li> <li>3/ What attitude was needed to succeed in this team exercise ?</li> </ol>
<p><b>5. Methods:</b></p> <p>Ice-breaker.</p>
<p><b>6. Materials:</b></p> <p>String [one per group].          Scissors [one per group].          Scotch [one per group].</p>



Marshmallow [one for each group].  
Tables and chairs."

Notes:



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Activity 3

**1. Title:**

The dixit images

**2. Duration:**

20-30min

**3. Aim & Objectives:**

Promoting the encounter between pupils, looking at each other.  
Initiating the dialogue between pupils and between pupils and teachers.  
Encouraging the connection and link.  
Learning respect and kindness/benevolence each other to live together.

**4. Description (Steps):**

**4.1 Aim**

1. Learning to listen, understand and respect others.
2. Establishing a benevolent state of mind in the group.

**4.2 Steps**

Step 01 : **installation**

*1° possibility* : spread out on several [2 to 4] tables gathered in the center of the room, the cards turned upside down and gathering all the participants around them, standing upright.

*2° possibility* : on one or more tables located in front of the whole class, lay out the cards of the game by turning them upside down.

Step 02 : **the emotional card of the day**

1. The teacher explains that there are 6 emotions : 1.fear 2.anger 3.sadness 4.disgust 5.surprise 6.joy
2. Each student comes to take a picture card that corresponds to his or her emotion of the day.

Step 03 : **sharing and listening**

One by one, everyone expresses their emotion and can add a few words around this emotion if they wish.

**4.3 Debriefing questions**

- 1/ What did you think of this exercise ?
- 2/ Is it difficult to talk about one's emotions in front of others ? in a classroom ?
- 3/ What are the benefits ?
- 4/ Do you agree to take 15min every at the beginning of each classroom ? or once a week to do this exercise again ?

**4.4 N.B**



Very good exercise to be done in 15 minutes at the beginning of the course or every beginning of the week to establish kindness/benevolence towards each other.

**5. Methods:**

"Adjusted/modified ide-breaker.  
Using a support/object to talk about yourself."

**6. Materials:**

"Tables. Chairs.  
Dixit game."

Notes:





Activity 4

<p><b>1. Title:</b></p> <p>Two truths and a lie</p>
<p><b>2. Duration:</b></p> <p>20-30min</p>
<p><b>3. Aim &amp; Objectives:</b></p> <p>Promoting the encounter between pupils, looking at each other.          Initiating the dialogue between pupils and between pupils and teachers.          Encouraging the connection and link.          Learning respect and kindness/benevolence each other to live together.</p>
<p><b>4. Description (Steps):</b></p> <p><b>4.1 Aim</b></p> <ol style="list-style-type: none"> <li>1. Learning facts about each other.</li> <li>2. Building trust by sharing short personal stories/adventures.</li> </ol> <p><b>4.2 Steps</b></p> <p><u>Step 01</u> : <b>groups</b></p> <p>The teacher forms groups of 5 people.</p> <p><u>Step 02</u> : <b>the game</b></p> <p>In each group, everyone in turn tells 2 truths and 1 lie.          The others must guess which is the lie told and therefore that they are both truths.</p> <p><b>4.3 Debriefing questions</b></p> <ol style="list-style-type: none"> <li>1/ What did you think about this exercise ?</li> <li>2/ Did you learn anything about your classmates ?</li> <li>3/ Would you repeat this game together when you know people well ?</li> </ol> <p><b>4.4 N.B</b></p> <p>This game is fun and personally involves the participants.          Can be played outdoor [example : in a park] to promote a climate of relaxation and trust.</p>
<p><b>5. Methods:</b></p> <p>Ice-breaker.</p>
<p><b>6. Materials:</b></p> <p>Tables. Chairs.</p>





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Activity 5

<p><b>1. Title:</b></p> <p>The world card</p>
<p><b>2. Duration:</b></p> <p>45-60min</p>
<p><b>3. Aim &amp; Objectives:</b></p> <p>Promoting the encounter between pupils, looking at each other. Initiating the dialogue between pupils and between pupils and teachers. Encouraging the connection and link. Learning respect and kindness/benevolence each other to live together.</p>
<p><b>4. Description (Steps):</b></p> <p><b>4.1 Aim</b></p> <ol style="list-style-type: none"> <li>1. To discover the different origins/nationalities of the students, the diversity of the class/group.</li> <li>2. Discovering, sharing and speaking about our differences but especially our common points between different countries and/or cities, what brings us together.</li> </ol> <p><b>4.2 Steps</b></p> <p><b>Step 01 : preparation</b></p> <p>Hang a large map of the world on a wall/board.</p> <p><b>Step 02 : representation</b></p> <ol style="list-style-type: none"> <li>1. Everyone puts down his pin/pastille where he was born or a place where he grew up.</li> <li>2. Everyone takes time to look at the map and read the pinned points.</li> </ol> <p><b>Step 03 : formation of the groups</b></p> <p>The teacher forms groups of 8 people, making sure that there are different nationalities and/or countries of origin and/or people who have lived abroad for years.</p> <p><b>Step 04 : discussion</b></p> <p>The participants of each group begin the conversation and must ask themselves about their nationalities and/or origins and/or backgrounds, and find differences and similarities between countries and/or cities and/or regions.</p> <p><b>Step 05 : shared presentation</b></p> <p>Each group has 5min to present to the others what they have learned from this exchange : divergences, convergences. And must draw a positive conclusion.</p> <p><b>4.3 Debriefing questions.</b></p>



- 1/ How did you communicate with each other ? a methode ? naturally without thinking ?
- 2/ What do you think of this exercise and what did you learn from it ?
- 3/ Propose to display this map as a symbol/representation of the class and therefore as a support/object that brings us together in our diversity and unites us.

**5. Methods:**

Adjusted/modified icebreaker.  
Division of the class into groups to find a unit at the end of the exercise in a single sharing group.

**6. Materials:**

A very large map of the world.  
Paste to fox or scotch to hang the map.  
Pins or partials to point on the map.  
Tables. Chairs.

Notes:

**Module 2: Intercultural dialogue**



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The [UNESCO Universal Declaration on Cultural Diversity](#) states that:

“In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity. Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life”

(Article 2, “From cultural diversity to cultural pluralism”)

Schools are places that should facilitate and promote both professional and personal development for each individual. This is true for both students and all professionals involved in education. What happens in school shouldn't only prepare students for a professional future but also for all the aspects that make the pluralistic and multicultural society that awaits them once they leave the school context. In order for this to happen diversity needs to be explored and managed in all its meanings, transforming it into a useful tool. Intercultural dialogue requires co-operation.

Diversity is a key issue to understand the present and to shape the future and to have the ability to interconnect and live and work harmoniously in multicultural spaces helps individuals understanding and leads to more responsible behaviour.

Intercultural dialogue is therefore a fundamental aspect to incorporate when teaching in multicultural classrooms.



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**Intercultural dialogue activities**

The following are activities that can be used to promote intercultural dialogue.

**Activity 1**

<p><b>1. Title:</b> Human Library</p>
<p><b>2. Duration:</b> 1.5hrs – 2 hrs</p>
<p><b>3. Aim &amp; Objectives:</b></p> <ul style="list-style-type: none"> <li>• To promote diversity and increase the level of tolerance</li> <li>• To facilitate intercultural dialogue among participants of different backgrounds</li> <li>• To develop the sense of belonging to global society</li> <li>• To introduce non-formal methods for promoting diversity</li> </ul>
<p><b>4. Description (Steps):</b></p> <p>This activity is good for participants to get to know each other and their own diversity, it can be used both at the beginning as a get-to-know activity, or later on to gain a deeper insight into each other’s cultural differences.</p> <ol style="list-style-type: none"> <li>1. You should arrange the room as a common library: librarians, books, tables for reading, catalogue with books, readers pass, etc. One person comes (a participant) and looks in the catalogue and chooses a book they want, and then read it at the table. After some time they bring the book back. The thing is that the books are humans, and the titles are usually related to the background of the people representing the books: Austrian, Spanish, lesbian, migrant, native, etc.</li> <li>2. Participants are asked to decide what kind of book they would like to be, they need to think about indicative, direct, short and self-explanatory title for the book (no metaphors or titles open for interpretations). The participants should think about aspects related to cultural sharing, dialogue, to their personal experiences in life. Participants are to write their name and their book title on a paper and give it to the facilitator.</li> <li>3. You should write their names and titles in a catalogue for the library.</li> <li>4. You should ask the participants to choose if they want to be readers first or books (everybody will have the chance to be a book and a reader by changing turns).</li> </ol>



5. The facilitator is to act as the librarian. They will keep the catalogue updates on which “books” are available, and organizing the reading sessions. The librarian (more than one if necessary) introduces the living book to the reader and keeps the timing of interaction and makes sure that the encounter takes place in a respectful and dignified manner. The reader is to ask the “book” different questions to basically “read” him/her.

If needed, there may be “dictionaries” involved in the interaction, who are people who will translate during the encounter between the book and the reader.

1. There will be an area where the “books” are sitting, the readers are invited in the room and asked to look in the catalogue and when they decide which book they want to read, they go to the librarian, who makes a reader pass for them: name, date, the book loaned and the hour of return of the book (a reader can loan only one book). Depending on the time available the readers can read a book for 20, 30 min and then they can borrow another book.

1. After the first round, the “books” are invited to go out and become readers and then the initial readers are now books.

1. The activity can be followed by a group discussion

**Debriefing questions:**

How was it to read a book?

How did you feel to be read?

Did you learn something surprising?

**Source:**

A.R.T Fusion Association, Youth with a Global Vision Organisation, Human Library Guide, available at:

<https://www.slideshare.net/artfusion/the-human-library-guide>

R. Pardasani, W. Rivera, Human Library: An Anti-Opressive Tool, available at:

<https://core.ac.uk/download/pdf/161417019.pdf>

**4. Methods:**

The Human Library is a good example of face-to-face communication aimed at reducing prejudice, as it facilitates the communication between different individuals in a familiar framework – a library.

Participants can easily understand the rules and have a clear structure to place themselves in.



The catalogue is crucial, as it contains a list of stereotypes, intentionally assembled to be provocative and produced by each “book” based on their experiences.

This method is based on non-violent communication, in order to overcome the fears the participants might have from unknown communities or minorities.

#### **5. Materials:**

Paper, markers, flipchart papers, readers pass (made in advance), table for book loans (models available in the toolkit link)

#### **ATTACHMENT: What a “book” must know**

Be authentic! You must be absolutely sure about the book you represent!

Be yourself, be honest, and open to speak and listen!

When you are with the reader, make sure you feel comfortable and the librarians know where you are.

Keep track of time, as you have limited time with your reader!

Be ready to share your personal experience. However, if the questions feel too intimate, you are free to refuse to answer!

You also can ask questions to your reader!

What you discuss with the reader is confidential, only between you two.

If you feel like the reader is attacking your dignity, you can stop the conversation whenever you feel.

Take into account, that the reader picked “you – the book” based on the title and they are interested in the specific dimension of your book represented by the title.

Remember that you may meet your reader only once in your lifetime and that you probably won't have the chance to ever meet them again.

Be ready that most likely you will keep repeating the same information over and over again, as probably different readers will have the same questions.

Each reader has their own reasons to “read you” so a good starting question you can ask is “Why did you choose me?”. This will give you a first impression of the learning wishes of the reader

The readers are generally ready to talk, to listen and to learn, but their questions may not always be clear, and it may be a good idea for you to help them formulate their questions.

Feel good to be a book! If you approach your role with the best motivation, you will create interesting experience for you and your reader.





ATTACHMENT: What a reader" must know

Be authentic and respectful!

Pay attention to how the book reacts and if they feel comfortable replying to your questions!

Try to engage in a conversation, rather than interrogative-style communication based only on you asking questions

Let the "book" ask questions as well

**Some guiding questions:**

Why did you choose this title?

Tell me something more why this title is so important for you?

What has been your experience that made you feel like this features manifests you so strongly?

Notes:



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Activity 2

**1. Title:** Cultural Lenses

**2. Duration:** 1-1.5hrs

**3. Aim & Objectives:**

To explore the concept of culture and its different aspects

To understand different layers of culture

**4. Description (Steps):**

1. Each participant receives a handout with the lenses (see Attachment), which needs to be filled individually for 15 min.

2. You can start a group discussion about “*What culture is?*” for the participants and write their answers on a flipchart.

3. Ask them to present their “lenses”.

**Debriefing questions for discussion (suggested not mandatory!)**

*Why did you choose these cultural aspects specifically?*

*Please specify which culture you talk about: it can be your national culture, your ethnic group, one subculture, or any other you feel more strongly about (e.g. French or Parisian, Volunteer or a student, etc.)*

*Is it surprising for the others what they wrote?*

*What new did you find out about other cultures?*

Your own positive perception about your own culture (list max 3 things)	Your own negative perception about your own culture (list max 3 things)

*Did (and if so how) your understanding of what culture is changed?*

ATTACHMENT: Handout



Positive global stereotype of your culture perceived by outsiders (list max 3 things)	Negative global stereotype of your culture perceived by outsiders (list max 3 things)

As the facilitator you can make “lenses” for yourself in order to give participants an example.

**Source:** activity has been adapted from Toolkit in Intercultural Dialogue, Service Civil International, available at: <https://www.salto-youth.net/tools/toolbox/tool/toolkit-on-intercultural-dialogue.2389/>

**5. Methods:**

Reflecting on what culture is, and how participants perceive their own culture, and what outsiders may think, will make them ask themselves more self-reflective questions, on why they themselves and the outsiders perceive and think the way they do. This activity is to encourage self-awareness and critical thinking on what culture is for everyone, and how different people focus in diverse aspects of culture depending on what is important for them individually.

**6. Materials:**

- One handout for each participant
- Flipchart

Notes:



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Activity 3

**1. Title:** Images Circle

**2. Duration:** 1hr – 1.5hrs

**3. Aim & Objectives:**

To develop the level of knowledge and awareness regarding stereotypes and prejudices.

To reflect on how different people perceive the same concepts.

**4. Description (Steps):**

1. You should ask the group to stand in a circle with their backs towards the inner side of the circle (basically everybody stays with their back and doesn't see anybody). You explain that you will name out different concepts or words and the participants have 1 min to draw their representation of the concept.

2. Having drawn their visualization participants are to turn around and show it to the rest of the circle.

3. You (or also the participants) themselves can ask clarifying questions about the drawings if needed.

This can go for 5-10 concepts, depending on the number of participants and time available.

4. You should arrange all drawings categorized depending on what the concept they visualize is so that they can be visible for everyone (on the wall, on the floor, or on a flipchart, etc.). It is important that participants can clearly see, how each one of them depicted the same concept/word in a different way.

Examples of concepts/words to draw (depending on your target group you can use concepts suitable and relatable for their experiences): *student, worker, mother, migrant, woman, gipsy, African, man, woman, villager, gay, Muslim, Christina, European, politician, etc.*

**Debriefing questions:**

*Why you draw the word in this manner?*

*What were your impressions when you were looking at the other drawings? How was it for you to see similar or different ideas?*

*Did you notice similarities with the drawings of some of the other participants? For which concepts?*

*Did you notice stark differences in the drawings of some of the other participants? For which concepts?*

*Why do you think this happened?*

*What is a stereotype?*

*Why we think in a certain way for a concept/word?*



*How stereotypes and prejudices affect our lives and behaviours?*

*How can we handle them? Should we try to overcome our own biases?*

**Source:** activity has been adapted from Toolkit in Intercultural Dialogue, Service Civil International, available at: <https://www.salto-youth.net/tools/toolbox/tool/toolkit-on-intercultural-dialogue.2389/>

**5. Methods:**

You can discuss with the group what a bias and prejudice is, in particular what hidden bias is. We are exposed to different experiences, social networks and roles which influence the way we interpret different situations, images and behaviour. We also reproduce our interpretations differently, as the associations we make are subjective and biased.

You should focus on how personal experiences and background shape our views and the way we act and react.

**6. Materials:**

Papers and colours for participants to draw

Chairs (to form a circle)

Notes:



Activity 4

**1. Title:** What is in a word?

**2. Duration:** 1hr-1.5hrs

**3. Aim & Objectives:**

To reflect on important values and principles embedded in proverbs from different cultures.

To highlight the challenges in connection with obtaining a mutual intercultural preconditioned knowledge and perception with regards to figurative and literal language

**4. Description (Steps):**

1. Create proverb cards. Ask the participants to come up with 2 or more proverbs from their own language and country, or region. Ideally, you should have the proverbs at least a day before the training, so that you can prepare the cards and become familiar with their origin, meaning, language, etc. On the card you should have the proverb and its' country/language of origin.
2. Team up the participants in pairs and hand a proverb card to each pair (not from their country or language).
3. Each pair is to reflect on the proverb: "what are the core values", "is there some specific meaning related to the culture it pertains to", "can you identify its universal application", "do you have similar proverb in you language, or a proverb for the same core values".
4. Each pair is to quickly present their proverb commenting on: potential context, origin and if possible its' duplicate from their own culture
5. Other participants are also to engage in a discussion and comment on the proverb. You can write down some of main points participants say to have them visualized.
6. In the end, the "source" of the proverb is to explain what it really means.
7. Conclude the activity by distributing a copy of the handout with all proverbs.

**Source:** *Toolkit for Intercultural Mainstreaming*, Grundtvig Project, available at:

[http://eurocircle.fr/wp-content/uploads/2017/05/timingtoolkit\\_en.pdf](http://eurocircle.fr/wp-content/uploads/2017/05/timingtoolkit_en.pdf)



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**5. Methods:**

For the purposes of the activity, it would be best if you have a heterogenous group representing different cultures and languages, so that there is a better diversity representation.

Participants are to find out different core values and cultural peculiarities through the proverbs, and maybe find core values shared by their own culture as well, thus becoming more aware and critical of where diversities in different cultures come from and how they are manifested in daily life.

**6. Materials:**

Papers with each proverb

Handout with all proverbs collected

Flipchart/blackboard

Notes:



Activity 5

**1. Title:** Importance of First-Hand Impressions

**2. Duration:** 45 min - 1hr.

**3. Aim & Objectives:**

To raise awareness of participants' own preconceptions and biases

To shed light on the way preconceptions influence the way we act and behave with other people

**4. Description (Steps):**

1. Prepare several pictures to share with the group. You can choose pictures that will feel relatable to your group (e.g if you want to focus on racism you can select pictures expressing different cultures and religions, if you want to focus on gender stereotypes or sexual orientation you should select pictures that could lead the discussion in that direction), you can use pictures of people, faces or situations provoking a conversation and different opinions.

2. Participants sit in a circle and they are given the pictures. Under the picture each participant has to write down the first impressions they have for the image, then fold the paper covering what they wrote and pass it to the next person.

3. Once everyone has commented on all images, you can either write down on an board or flipchart the comments from the pictures or read them out loud.

4. Group discussion

**Debriefing Questions:**

*How different/similar the comments were?*

*Were there any surprises?*

*What were the comments based on?*

*Why do you think the comments are different/similar?*

*What made you write this comment?*

*Do you find some of the other comments surprising, but still relevant and interesting for you to explore?*

**Source:** Toolkit for Intercultural Mainstreaming, Grundtvig Project, available at:

[http://eurocircle.fr/wp-content/uploads/2017/05/timingtoolkit\\_en.pdf](http://eurocircle.fr/wp-content/uploads/2017/05/timingtoolkit_en.pdf)



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**5. Methods:**

Becoming aware of different points of view, and how people see, perceive and react to the same things in a different manner, will make participants more critical of their own hidden biases, and what prompts their behaviours.

**6. Materials:**

Pictures of newspapers/printed from the Internet  
Paper and pen for each participant  
Flipchart/Blackboard

Notes:



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### Module 3: Experience sharing, culture and interculturality

Communities are formed by the coming together of people who share objectives, goals, values and experiences. In the classroom, students find themselves experiencing and living the very same dynamics that make up a community.

It is therefore important that students learn to share their personal experiences to bring their contribution to the classroom, much like they do in the everyday as part of a community. The purpose of experience sharing is to students in a meaningful way, in order to provide them with clearing environment and experience. Working on a sense of community can enhance different aspects of students' learning experiences. On a cognitive level, students share more ideas and through collaboration they help each other's understanding of content, improving learning. On a social level, experience sharing through the exploration of culture and interculturality, helps them feel more connected as people rather than as just students.



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Experience sharing, culture and interculturality activities

Activity 1

**1. Title:**

Intercultural Greetings

**2. Duration:**

40 minutes.

**3. Aim & Objectives:**

The aim is to highlight the common characteristics and signs of each country by highlighting how these differences may characterize each country separately, but may also be a common point with another country. For example, a country may not speak the same dialect but with the posture giving the hand to the other is a sign of recommendation that is acquaintance.

In addition, students will be asked to tell us the criteria by which they chose the country they have or even the reason they avoided choosing another country.

Then they will be divided into groups of 5 integrating the next activity whose purpose is to mobilize students to join and participate more actively in the actions of their school environment regarding the issue of intercultural. The recognition of the existence of individuals from the various countries mentioned in the previous activity, with the ultimate goal of mobilizing curiosity for acquaintance and interaction with the specific target group. The questions from the educator that will be the trigger of the discussion are as follows:

Questions:

- Have you ever met people from the presented countries in your school environment?
- If yes; who do you meet from the countries presented?
- What are your experiences you had interacting with people from a different intercultural background?
- How do you think your school can promote actions that you will get in touch with these people?



Students will be given A4 papers in which they will be able to record their ideas which can be used by the school as good practices.

#### 4. Description (Steps):

- 32 cards, on the front is depicted the flag of a country, and on the back is indicated the country's greeting and some useful information.
- The cards will be scattered to a point where the students will have access and within ten seconds they will have to choose from one tab each. Then each student will have 5 minutes to study the country, learn the greeting and the useful information of the country they will have.
- In the next stage, the identity of each student will be the country they have chosen. They will begin to roam the place and everyone will have to get acquainted with everyone in order to greet each other according to the greeting of the country they have.
- At the end of the day, when everyone will greet each other, we will create a small intercultural community to highlight the common points of each country through the help of specific questions from the animators.

Questions:

- Which countries have you noticed speak the same language?
- Which countries have approximately the same colors on their flag?
- Which countries have identical flags?
- Which countries have an identical greeting?

#### 5. Methods:



**6. Materials:**

**Notes:**



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Activity 2

**1. Title:**

Where do you stand?

**2. Duration:**

From 30 to 60 minutes according to the number of statements

**3. Aim & Objectives:**

To stimulate ideas, reflections and discussions on culture, interculturality and related issues

To empower students in topics selected

To stimulate critical thinking in students

**4. Description (Steps):**

**Step 1.**

The teacher prepares a number of statements (5-10) that touch various aspects of the topics/issues he/she would like participants to start thinking about, and write them in flipcharts (one per flipchart).

**Step 2.**

The teacher divides the students in small groups (5 to 10 per group) and settle each group in a room in which he/she will put the flipchart with the statement and two YES and NO signs each one attached in two opposite walls of the room.

**Step 3.**

Once explained the exercise, the teacher presents the statement to the group and the participants have to go to the "yes" wall or to the "no" wall according to their agreement or disagreement on the statement presented.

Note: Everybody has to choose a wall, no one can stand in the middle.



**Step 4.**

Once everybody has taken a position, they can voluntarily start to explain why they agree or disagree with the statement and everybody is free to change side of the room during the explanation of someone else's reasons, if they feel convinced by someone else argument.

Note: It is not the purpose of the exercise at this stage to reach a consensus, thus it's up to the teacher to decide when it is a good time to finish the discussion and move on to the next statement.

**Step 5.**

Move through all the statements following the same routine.

When all the statements have been discussed, the teacher can ask participants about how they felt and give space to solve any outstanding issues.

**Conclusion.**

At the end of the exercise, since the groups probably have not reached a general consensus, it could be good for the trainer to ask some questions, such as:

- Why was it so difficult to find agreement on some statements? Why was it easier with others?
- Do participants feel stronger about some of the issues/topics than about others? Why?
- Are there any issues people would like to spend more time exchanging ideas about?

**Tips.**

Designing of the statements:

- The teacher should focus in team on what may be important issues around a specific topic and choose a list of items to be discussed;
- Once the items have been chosen, the teacher should focus on what are the (two opposite) extreme points of view one could take on each item;
- Formulate one statement per item that puts one fairly extreme view into words (statements not too obvious and not too extreme, better to avoid words such as "maybe", "rather", etc.).



**Sample statements.**

- Human rights stand above culture;
- Everyone has to adapt his/her culture to the national culture of the country he/she lives;
- Some people have, naturally, more rights than others;
- People should be allowed to enter in a safe country if they are escaping from wars or poverty;
- People should be allowed to have, or not to have, whatever religious beliefs they wish;
- All people should be treated equally. It should not depend on such things as their gender, appearance, or the country they come from;
- People should be allowed to leave their country if they need;
- All human beings are born free and equal in dignity and rights;
- Culture is determined by the economic and social position;
- Culture is only about food, clothes and language;

**5. Methods:**

Through the exercise there will be a stimulation of critical thinking of students in the topic of culture, interculturality and everything connected; there will be an exchange of point of views among participants that will be able to change their minds. At the same time will be raised awareness among students in the topics.

**6. Materials:**

Flipchart

Marker pen

YES sign

NO sign

Tape

Statements

Enough rooms







Notes:



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Activity 3

**1. Title:**

Stuck in the back!

**2. Duration:**

20 minutes

**3. Aim & Objectives:**

Sharing information and increasing knowledge about cultures

Showing stereotypes and prejudices toward various cultures

Debunking prejudices and stereotypes about cultures

Mutual understanding and mutual respect

**4. Description (Steps):**

Step 1.

The participants write on a paper their cultural identity/nationality and stuck the paper on their own back.

Step 2.

The students start going around the room and write in the paper stuck on the back of the other students any stereotypes they have about this culture.

Note: The teacher can give examples to streamline the ideas – focus could be on food, drinks, music, clothes, etc..

Step 3.

The exercise finish when all the students have written in the back of all the other students.

Step 4.

Once finished, all the students can stop and comments the things written about his/her own culture.



**5. Methods:**

Through the exercise each student can raise awareness on existing stereotypes and prejudices towards his/her culture by sharing knowledge on his/her culture.

Each student will be more aware of his/her prejudices and will be able to distinguish the reality from the preconceptions.

**6. Materials:**

Paper

Tape

Pens

Notes



Activity 5.

<p><b>1. Title:</b></p> <p>Circle time</p>
<p><b>2. Duration:</b></p> <p>10 minutes – the activity may be adapted to last longer if needed</p>
<p><b>3. Aim &amp; Objectives:</b></p> <p>Reflecting on time spent together</p>
<p><b>4. Description (Steps):</b></p> <p><b>Walkthrough (the teacher or a designated speaker says this out loud to the group):</b></p> <ul style="list-style-type: none"> <li>Let's all stand in a circle, holding hands. Gently close the eyes and take a few deep inhalations. Look again in your imagination today's meeting and everything that happened. Pick something that was important to you, something that you learned about yourself, something that you would like to take with you on your way out.</li> <li>Whenever you are ready, you can open your eyes. Share if you wish to. We're done.</li> </ul>
<p><b>5. Methods:</b></p> <p>Through the exercise each student will reflect on the time spent together and take time to evaluate the experience.</p>
<p><b>6. Materials:</b></p> <p>None needed, chairs or pillows may be used to sit on</p>

Notes



Activity 6.

<p><b>1. Title:</b></p> <p>Deer valley</p>
<p><b>2. Duration:</b></p> <p>As long as needed</p>
<p><b>3. Aim &amp; Objectives:</b></p> <p>Critical thinking and opinion sharing</p>
<p><b>4. Description (Steps):</b></p> <p><b>Walkthrough (the teacher or a designated speaker explains the following to the group):</b></p> <p>You will board the train for a week-long journey from Lisbon to Moscow. You travel in a wagon. Choose, each on your own, your first three choices from the people with whom you want to travel the most and the three with whom you would not wish to travel.</p> <ol style="list-style-type: none"> <li>1. Swiss estate agent who is overweight</li> <li>2. Italian DJ who seems to have a lot of money</li> <li>3. African woman who runs leather goods store</li> <li>4. A young artist who is HIV positive (AIDS)</li> <li>5. Unemployed student of Gypsy origin</li> <li>6. A German nationalist who regularly travels to Russia</li> <li>7. Turkish barber who appears to be going to a football match</li> <li>8. An English rapper living a very alternative lifestyle</li> <li>9. A blind accordion player from Austria</li> <li>10. A Dutch feminist fanatic</li> <li>11. A Swede with many tattoos, seemingly under the influence of alcohol</li> <li>12. An 18-year-old single mother from Cyprus</li> <li>13. A French farmer who speaks only French and has a basket full of cheese with a strong smell</li> </ol>



14. A Syrian refugee math teacher now living in Russia
15. An IT Support Specialist from India
16. Ukrainian student who does not want to go home
17. A Romanian woman traveling with her one-year-old child in her arms.

**5. Methods:**

Through the exercise each student will be able to formulate an opinion, share it with the group and discuss it.

**6. Materials:**

None needed.

Notes



## Conclusion

This curriculum is the product of the collaboration between four countries in which the migration phenomenon has been in constant increase in the past years, leading to the existence of more and more multicultural classrooms and thus bringing about the need for teachers to implement new techniques and learn new skills to face the challenges that this comes with.

The collaboration itself was a great example of different cultures working through their differences, facing challenges and overcoming difficulties, united in the pursuit of a common goal: helping teachers create a more welcoming and inclusive environment for migrant and refugee students.

The hope is that this material, although it is a minor tool, will help teachers feel more confident in their work and provide adequate support in their daily work.

“We could learn a lot from crayons; some are sharp, some are pretty, some are dull, while others bright, some have weird names, but they all have learned to live together in the same box.”

— **Robert Fulghum**

Thank you,

SOS Malta, CARDET, CESIE, KMOP



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