



## Handbook II **Us & Them**

**One day in the shoes of “The Other”**

**Editura Universității din Pitești  
2017**





The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. [Project Number: 2015-1-RO01-KA204-015131]



#### Descrierea CIP a Bibliotecii Naționale a României

**Handbook II: One day in the shoes of “The Other”/** Coord:  
Georgeta Chirleşan. - Pitești: Editura Universității din Pitești, 2017

2 vol.

ISBN 978-606-560-556-5

**Vol. 2.** - 2017. - Bibliogr. - Index. - ISBN 978-606-560-558-9

## Contributors

---

### Grupul pentru Integrare Europeană (GIE), RO

Georgeta Chirleşan - Coordinator



### Centre for the Advancement of Research and Development in Educational Technology (CARDET), CY

Ourania Miliou

Eleni Xeni



### Fundación Universidad Empresa de la Región de Murcia (FUERM), ES

Consuelo García



### Louth and Meath Education and Training Board (LMETB), IE

Kiki Konstantinidou

David O'Connor



### Staff Consult S.r.l. (Staff Consult), IT

Raffaella Camarda

Valentina Iovenitti



### Associação Nacional Para a Acção Familiar (ANJAF), PT

Sofia Castro Pereira



### Çan İlçe Milli Eğitim Müdürlüğü (CIMEM), TR

Fatma Candan



### Coleg Cambria, UK

Karen Senior





## Table of Contents

Introduction .....	7
Ice Breakers.....	8
Chapter 1 - Religion.....	12
Introduction .....	13
Chapter Goals.....	13
Challenges for learners .....	14
Tips for Learners and Educators .....	14
Sample Lesson.....	15
Chapter 2 - Education .....	18
Introduction .....	19
Chapter Goals.....	19
Challenges for learners .....	19
Tips for Learners and Educators .....	20
Sample Lesson.....	20
Chapter 3 - Cultural Experiences .....	22
Introduction .....	23
Chapter Goals.....	23
Challenges for learners .....	24
Tips for Learners and Educators .....	24
Sample Lesson.....	25
Chapter 4 - Societal Experiences.....	27
Introduction .....	28
Chapter Goals.....	28
Challenges for learners .....	29
Tips for Learners and Educators .....	29
Sample Lesson.....	30
Chapter 5 - Interpersonal Relationships .....	34

Introduction .....	35
Chapter Goals.....	35
Challenges for learners .....	35
Tips for Learners and Educators .....	36
Sample Lesson.....	37
Chapter 6 - Multicultural Europe .....	40
Introduction .....	41
Chapter Goals.....	42
Challenges for learners .....	42
Tips for Learners and Educators .....	42
Sample Lesson.....	43
Chapter 7 - The advantages of living in a multicultural society.....	45
Introduction .....	46
Chapter Goals.....	46
Challenges for learners .....	47
Tips for Learners and Educators .....	48
Sample Lesson.....	48
References .....	51

## Introduction

This Handbook has been designed by AE educators who have participated in the training course *“Managing multicultural and multi-ethnic groups for tolerance and good coexistence”*, as part of the “Us&Them” project, under the supervision of project partners and with the support of partners’ staff.

It is designed with a practical approach in mind and thus contains less theory and lots of practical aspects (including debates, workshops, round tables, examples, case studies, exercises and role play) so as to achieve a motivating and stimulating effect.

This Handbook is addressed to adult learners, in order to help them understand other cultures and ethnicities, the societal diversity and the need for tolerance, acceptance of the others and rightful and peaceful coexistence. It also aims to support adult learners to acquire new skills, attitudes and behaviours that will allow them to live in harmony, peace and respect for democratic values and rights with citizens belonging to other ethnicities, religions, cultures. In the design of the project some areas were identified as being important for successful integration, and have, thus, all been given their own chapters.

When using this resource, it is important to realise that it is designed to allow you, the adult educator, to better bond the different cultures and backgrounds making up your group into one class capable of working together in a safe and respectful manner. The resources in this book are meant to support you by giving you tools, ideas and concepts. Use these as well as your intuition to highlight to the group the necessity to bond, explain to them the need to work at integration so as to better their educational experience and their ability to learn from one another. It is important to realize also that the different cultures and backgrounds that make up the group can also be a powerful resource and this is also explored through this book.

Use the resources contained here to begin your own development and your own exploration of the area of cultural integration and group development. It is a very rich and diverse area and this will heighten the educational experience of both the learner and the teacher.

We in the “Us&Them” consortium hope that you enjoy this resource and that you find it a benefit to your lives, both personal and professional. We learned a lot developing the resource and have used it in our organizations successfully.

Enjoy it and best of luck on your own journeys.

## Ice Breakers

To aid in integrating your class and to develop an atmosphere of trust and confidence it is suggested that you do an ice breaker before each and every session. It should be in your lesson plan. To aid you in this we have compiled a list of ice breakers that will get you started. Do not be afraid to experiment with different variations of the same activity and make sure that you research your own ones.

### Two truths and a lie

The educator welcomes participants and explains the game. Specifically, he/she asks each participant to think of three statements about themselves and write them down on a piece of paper. Two of these statements should be true and one should be false. Then each participant should bring the paper to the educator. Afterwards, the educator reads the statements and asks the group to determine who wrote these sentences and which ones are true and false. The group votes on which one they feel is a lie, and at the end the person reveals which one was the lie.

### The interviewer

The educator welcomes participants and asks them to get into pairs. It is important that participants in each group do not know each other. Afterwards, each participant should take the role of the interviewer and ask the other group member some questions about his/her life. For example, about his/her name, studies, the reason that he/she is there, where he/she comes from, etc. After five minutes, the roles are changing and now the interviewer takes the role of the interviewee and asks the same questions. After all groups have finished with their questions, the educator asks each participant to introduce his/her group partner to the whole team.

### Throw the ball

The educator is holding a ball on his/her hand. After welcoming participants, the educator explains that he/she is going to introduce himself/herself and then he/she will throw the ball randomly to the next person. Then, the person that will receive the ball will have to introduce himself/herself and then throw the ball to somebody else that didn't speak yet. This process continues until all participants have introduced themselves.

### Perception

Choosing an image that represents you as a member of society. Everybody in the group is given several magazines. They should select an image or a text that represents the role they think they have in their society. After 10 minutes, they will



present the image/text to the group, explaining why they choose that image/text. The facilitator initiates discussion among learners.

### Images

Pass a box through the group, with Cutouts/Images of different countries/cultures. Ask each of the participants to take one picture, with which they identify themselves more. After everyone has its own image, ask them to present themselves: name, and other information they would like to share, and then explain why they chose that picture.

### The Ball of Wool

The participants should make a circle in the middle of the classroom or in another place (outside; a garden, etc.) The educator should explain that each participant should present him/herself each time they receive the Ball of Wool. The issues that each participant should talk about can be free or defined by the educator. The Educator should begin with his/her presentation and then pass the line around the left indicator and throw the ball to a participant, the participant should do the same, and after everyone presents themselves with this system, the educator should ask if anybody wants to make a question, he/she is free to do it, but he/she has to send the ball to the person he/she is addressing the issue (The participant is free to answer). It's more interesting if the educator promotes this question space. In the end asks someone to take a "Sky" picture (above scenario) of the "Cobweb" and then use the picture during the session, analyzing it, and relating it with the theme.

### Birthplaces

Have all the learners sit in semi-circle in the classroom with a table in front of them. Learners write on a piece of paper their birthplace then fold it and place it in the box on the table located in front of the learners. Each learner will have to go to the table, pick one piece of paper folded and read it aloud in front of the other learners. They will try to guess who was born in that city/region. If the learner finds out the person whom the birthplace belongs to, it is the turn of that person to go in front of the classroom and to explain his/her birth story (where, when, what kind of celebration, etc.) and then pick another piece of paper folded in the box. If the learner does not guess whom the birthplace belongs to, the person who wrote the place gets up and goes in front of the classroom to explain his/her birth story and then picks another piece of paper folded in the box and so on.

### Welcoming Notes

Make all the learners stand up in the classroom. Then the participants have to pair up with a partner in the classroom and they have 2 minutes to present

themselves to the other learner and end their presentation by welcoming the other one: "It is nice to meet you + name of the person". And every 2 minutes they should find another partner in the classroom and present themselves to that person. At the end of the ice-breaking activity, all learners and the educator should say together and aloud: "it is nice to meet you all".

### Experiences

Learners write on a piece of paper a question linked to something special that they have experiences or done culturally (Have you ever...). Then they will have to stand up, circulate and walk towards another learner and ask the question they wrote on the paper and listen to the answer of the person in front of them. The goal is to ask the question to all learners from the classroom and find people who have experienced the same situation. The person that has experienced the (almost) same experience will have to sign next to the question. Then the other person will ask his/her question and the learner will have to answer that question. At the end, each learner will have to stand up and explain his/her special cultural experience to the classroom and interact with the other learners so as to talk about it.

### Speed Dating

In pairs you have got 5 minutes to ask your partner enough questions and get as much information about them as possible so that you can stand up and introduce that person to the group on their behalf.

### The Boat

There are 12 people stranded on a desert island and on the island there is only 1 boat that can get to safety of the mainland. The problem is only you (as you are the only person who can drive the boat) and 4 other people can get on the boat – no more, no less. You must pick 2 people from each group. The list of all 12 people is below. In small groups of 2 or 3 decide who will be getting on the boat and who will be left behind on the Island.



Group 1	Group 2
A pregnant woman	A thief
An orphan child	A racist
A teenager with cancer	A person with mental illness
A billionaire (Rich person)	A prisoner
A friends father	A doctor convicted of malpractice
A beggar	A kidnapper

Person 1 \_\_\_\_\_

Person 2 \_\_\_\_\_

Person 3 \_\_\_\_\_

Person 4 \_\_\_\_\_

### Bingo

Each person is given a 3 x 3 or 4 x 4 “bingo board” depending on size of group (example below).

Each box has a task/question in and the students have to mix and talk with each other to find a person who that question fits.

They have 10 minutes to complete the game.

The “winner” is the first person who can complete either a line (from left to right) or a Full House of names of people in their bingo board.

### Bingo Sheet Example:

Find a person whose name begins with G .....	Find a person who has Pet Fish at home .....	Find a person who is from a country beginning with F .....	Find a person who has been married in the last 3 years .....
Find a person who is learning to swim .....	Find a person who likes to eat Bananas .....	Find a person who is shy .....	Find a person with Red Hair .....
Find a Male who name has the letter L in it .....	Find a person who is wearing a green item .....	Find a person who is can speak 3 languages .....	Find a person you have never spoken to before today .....
Find a Female who has white Footwear on .....	Find a person who has travelled by train this week .....	Find a person who has got a Twin brother/sister .....	Find a person who is wearing a hat .....

## Chapter 1 - Religion

A word cloud graphic with various terms related to religion and culture. The words are arranged in a cluster, with 'empowerment' being the largest and most central. Other prominent words include 'respect', 'religion', 'culture', and 'communication'. Smaller words like 'beliefs', 'understanding', 'self-reflection', 'misunderstandings', 'religious', and 'issues' are also present.

communication  
culture  
misunderstandings  
religion  
empowerment  
religious beliefs issues  
understanding  
respect  
self-reflection

## Introduction



This chapter was built in regards to the multiethnic environments that exist in most European countries today. Specifically, according to the San Marino Declaration (2007) which was based on the European Conference "*The religious dimension of intercultural dialogue*", the religious dimension of education can elevate and enhance peaceful co-existence. This can be achieved through the

promotion of respect to certain essential conditions, namely the protection of dignity of every human being, the promotion of human rights, the strengthening of social cohesion and the mutual understanding between the different cultures that are present across Europe. From an intercultural point of view, the religious dimension of every culture should be reflected in an appropriate manner in education systems by allowing individuals to understand the freedom of expression as guaranteed by Article 10 and to respect the freedom of thought, conscience and religion as protected by Article 9 of the European Convention for Human Rights.

## Chapter Goals

As stated above, the religious dimension in intercultural education can enhance dialogue and thus promote interaction between cultures. In this regard, this Chapter aims to provide a way to **explore themes that are common to all religions** through the implementation of activities that introduce universal concepts such as the importance of being respected and heard, the right to religious expression, the value of family etc. This Chapter focuses mostly on raising awareness on the different religious beliefs and values rather than practicing religion. Taking into consideration the concept of "**respect**" this Chapter aims to:

- Provide a useful set of activities that focus on raising awareness about the existence of different religious practices rather than on promoting the acceptance of any religion.
- Encourage educators to understand the diversity of religious views and thus be able to educate learners about all religions without promoting or denigrating any religion.
- Promote the notion of "universal values" that can foster an understanding and mutual respect for the differences in values and beliefs.
- Encourage educators to develop an interest in their students' lives outside of the educational settings by allowing them to express themselves as members of a religious and a cultural community through activities related to community events and traditions.

### *Quick Tips for Planning Religious Holidays in Public Educational Settings from TeachHUB.com:*

Teach Hub is a good website by teachers for teachers demonstrating concepts that are beneficial to 21<sup>st</sup> Century teachers and learners. According to Teach Hub Before planning a religious holiday activity in a public educational setting, it would be useful to consider the following questions:

- Is this activity designed in any way to either promote or inhibit religion?
- Is the activity related to the educational goals of the course?
- Will any student be made to feel like an outsider, not a full member of the community, by this activity?
- Will you teach about the religious meaning of this holiday in a way that enriches students' understanding of history and cultures?

### *Challenges for learners*



When presenting religious matters, learners might find it difficult and/or stressful to speak truths and express their opinion in fear of being judged negatively. This is mostly the case when their religious beliefs are different from the state religion. In this regard, they might adopt a defensive stance. To avoid misunderstandings,

discomfort and disengaging the educator needs to establish a positive and open educational environment that will promote a sense of trust. Learners should be ensured that they will be equally treated and respected. The educator should also reassure them that their opinions and beliefs will be safely discussed in order to learn about different worldviews, philosophies, perspectives and values with the basic aim to promote self-reflection and intercultural understanding.

### *Tips for Learners and Educators*

The educator should advice learners to be open-minded, tolerant and pay attention to what other learners are trying to communicate. They should focus on finding common themes but also try to understand the differences between them in a way that can be enriching and empowering. All learners should be treated equally and with respect in an environment where everyone is free to express his/her opinions, beliefs and values in a non-judgmental way. As an educator, you need to remember that when it comes to highlight specific cultural and religious issues, you should select the appropriate culturally responsive materials. Additionally, regardless of the approach that you will follow (field trip, cultural fair, work in groups etc.), the goal is to expand your students' knowledge and interest and promote respect.

### Sample Lesson

Lesson Title
Respect-A Universal Value!
Materials
<p>Materials needed for the activity:</p> <p>A yearly calendar- A2 print size: 42.0 x 59.4cm, 16.53 x 23.39 inches</p> <p>Handouts [The real-life scenario]</p> <p>Markers of different colors</p> <p>Whiteboard</p>
Duration
2 Hours
Learning Objectives
<p>The proposed lesson plan aims to raise awareness of the different religious practices and beliefs that students in a multicultural classroom share. In this sense its objectives are:</p> <ul style="list-style-type: none"> <li>• To encourage dialogue and respect between different cultures and religions.</li> <li>• To combat prejudices and stereotypes about different religious practices.</li> <li>• To promote reflection and self-awareness about interreligious co-existence through the use of authentic scenarios.</li> </ul>
Activities
<p><b>Ice-breaking Activity:</b> Begin by having all students in a circle. Pick a random student and ask for his/her name. Then going clockwise ask the second student to tell the name of the first student and his/her name. Continue with the third student and ask to tell the name of the first and the second students and his/her name. Continue all along until you reach the end of the circle by having students say the name they hear before and add theirs at the end. This is a very funny ice-breaking activity that is used for introducing everyone in the class in a funny way, having built a nice and relaxing atmosphere.</p> <p><b>Activity 1: Religious Calendar Creation:</b> The educator places a calendar near the whiteboard. The calendar should be big enough in order for everyone to be able to see what others have marked on it (paper size A2). Next to the calendar and on the whiteboard he/she draws three columns. The first column will be named <b>“Religious Practice”</b>, the second column will be named <b>“Things that I respect”</b> and the third column will be named <b>“What I want other people to respect”</b>. Then the educator asks students one by one to come to the whiteboard and</p>

mark on the calendar three months and the dates of special religious practices and share some information with the class. After each student talks about the religious practice, the educator asks the following questions and notes the answers on the whiteboard very briefly: “According to what you said to us what is it that you respect?”, “What do you want from other people to respect?”. After the activity is completed, the educator briefly goes through some common themes that arise from the student’s answers. For example, some students may say: “I respect the nature”, others might say: “I respect the family or patience”, etc. This will serve as the starting point for the next activity. The teacher may decide to use a different color/ symbol for marking the special practices of each religion. The respective symbols/colors will be listed in the first column. The calendar would show better the diversity and the similarities.

**Activity 2: Respecting each other:** The purpose of this activity is to initiate discussion and reflection by presenting one real-life scenario to students. Specifically, students will be given a working sheet which will contain the following scenario. The scenario will also be read by the educator. Afterwards, students will be asked to work in groups of 2-4 people and try to reflect on this scenario upon a dilemma between a common religious practice and social life.

**Scenario:** *This role play refers to a case where an important religious practice of an immigrant may cause problems related to his/her social life.*

*Omar is a 25 year-old man from Syria. He left his country because of war conflict months ago and now he lives as an immigrant in Munich. Omar is working transportation company and is very pleased with the working conditions there. supervisor, Marco is very supportive and his colleagues are also friendly.*

*In a few days a big party will be held in the company, because of the retirement of an old employee and the supervisor informed that all workers are welcome. The problem for Omar is that, it is the Ramadan period and Muslims are not allowed to eat or drink during day-time. The party is going to be at 17:00 in the afternoon and there Omar is on a difficult position. He wants to be friendly and kind with his fellow partners but his religion is also a major priority in his life. How can Omar deal with this dilemma?*

**Wrap-up activity: How does respect look like?** The educator erases all that is written on the whiteboard and draws two big circles. On the first circle he/she adds the title “**Respect looks like...**” and on the second circle he/she adds the title “**Respect doesn’t look like...**”. Then the educator asks from each student to come to the whiteboard and write or draw something to each circle by reflecting on each title. Each student is free to do whatever he/she feels. After all students write something the educator initiates a discussion on the right to respect people with different religious beliefs. The educator should focus on the commonalities and place an emphasis on the empathy, sharing and active listening stating that “**Respect is a Universal Value**”.



## Assessment

**Group Assessment:** Taken from the real-life scenario activity that was previously presented to students the educator will divide learners in small groups and each group will decide about finding a common ending of the scenario on which both sides will show respect. The groups can present their findings to the rest of the class.

## Additional Activities

The educator can expand the lesson plan by conducting the following proposed additional activities:

The educator can ask students to bring to the class material related to a religious practice, such as power point presentations, traditional costumes, USBs that will contain religious/folklore music, YouTube videos, etc., and presented it to the class.

The educator can ask learners to bring pictures or draw themes related to the religious practice and make a poster that can be presented to the classroom. The educator can ask students to write their own real-life scenario (facing a similar situation) and discuss each individual case in the class by focusing on the concept of respect and self-reflection.



*"Our cultural strength has always been derived from our diversity of understanding and experience."*

*Yo-Yo Ma*

## Chapter 2 - Education



A word cloud featuring various terms related to education. The words are arranged in a roughly circular shape, with 'empowerment' being the largest and most central. Other prominent words include 'certificate', 'graduation', 'education', 'grad', 'university', 'school', 'right to learn', 'college', and 'group'. The colors of the words range from light green to dark red.

right to learn  
certificate  
graduation  
college  
group school education  
empowerment  
university  
grad

## Introduction

The following chapter is intended to allow the learner to explore the role of education within the local area which the learner is now living from early (Childhood) age through to Adult learning. It is intended to draw upon the participants past experience of their education system in their homeland and look at the differences and the similarities as well and the benefits/positive aspects of both systems.

In accordance to the European Convention on the protection of Human Rights and Fundamental Freedoms that was signed 20<sup>th</sup> March 1952 in Paris, everyone has the right to access education as stated in Article 2 (shown below).



### Article 2 - Right to education

*“No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.”* (Convention

for the Protection of Human Rights and Fundamental Freedoms Paris, 20.III.1952)

## Chapter Goals

In accordance to the European Convention on the protection of Human Rights and Fundamental Freedoms Article 2 – Right to education as laid out above, it is intended that this chapter will enable the learner to explore the education system and identify the processes involved in order for the learner and/or the learner’s family to access an education course or to enlist a child into a school.

This chapter focuses mainly on raising awareness of the education system within the locality and also environments in which education takes place. It is also intended that the Chapter explores the participants past experiences and to compare and contrast the two systems.

## Challenges for learners


The facilitator will explain the various options and also the expectations including “compulsory” subjects that are included within the education system. There will also be an explanation of the minimum requirement in relation to levels of “local language” in order to progress through the different levels of education. Within this explanation, advice on how to overcome any short comings that the learner may have. The facilitator of the session should emphasize the importance of gaining an understanding of the local language. He/she should also focus where

possible to qualifications in order to enhance their employment opportunities and also to fully integrate within the local community and to take full advantage of the opportunities that are available in the locality thus further enhance the integration into the new surroundings.

### ***Tips for Learners and Educators***

The educator should advice learners to be open-minded, tolerant and pay attention to what other learners are trying to communicate. They should focus on finding common themes but also try to understand the differences between them in a way that can be enriching and empowering. All learners should be treated equally and with respect in an environment where everyone is free to express his/her opinions, beliefs and values in a non-judgmental way when discussing their past educational experiences. It is also intended to give the learners the knowledge and understanding of the education systems within the locality and to give the learners the right information and skills in order to access education.

### ***Sample Lesson***

Lesson Title	
	Education
Materials	
Flip Chart paper & pens Application forms from a local School/College/ Education provider	
Duration	
2 Hours	

## Learning Objectives

To allow multiple perspectives and ways of thinking in the class. To enable learners to understand the education system as well as the importance of education. To strengthen cultural consciousness and intercultural awareness while creating a safe, non-judgemental, accepting and successful learning environment for all.

## Activities

**Ice-breaking Activity:** Exchanging Stories about learners' past educational experience in their country of origin? How old were you? If some people are unable to contribute as they have not had any education you could discuss what they think should have happened? Who was educated? What age groups received compulsory education? What environment? School? Place of worship? Outside?

**Activity 1:** Adult educator then gives a description of the school system in that country. Describing compulsory ages, application systems, subjects delivered, support available, costs, items needed such as stationery and uniform.

Adult education – Where can you go? What can you study? Who can help? What documents do you need? Fees.

**Activity 2:** In small groups students then complete a spider diagram either around how they would apply to get their child into a local school and the considerations around this, or how they themselves would apply to do an adult learning course.

**Activity 3:** Tutor to plan a visit to local College/University to have a look around and explore the learning environment.

**Activity 4:** Following visit to College/ University student to research education course they are interested in and explore the criteria needed for entry onto that course

**Activity 5:** Adult Educator to invite an ex-student (past student) to give a presentation on their experiences.

## Assessment

**Group Assessment:** Everyone will have an application form to fill in for a college course. The course will be selected by the tutor, for example, catering, engineering or horticulture.



*“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”*

*Albert Einstein*

## Chapter 3 - Cultural Experiences

(Including food and drinks, and clothing)



## Introduction



This chapter focuses on cultural experiences in the multi-cultural society we live in where people from different race, language, culture, ethnicity, etc. interact on daily basis. Culture defines people from all over the world as it is “the way of life, especially the general customs and beliefs, of a particular group of people at a particular time”. Indeed, culture defines to some extent how people behave, how people eat, how people dress, how people speak and so on. Consequently, it can come as a shock when two people or more meet for the first time as they may come from different cultures, ethnic groups and do not understand the other right away because of all these aspects. For instance, some might give a kiss; others shake hands while the rest would expect a hug as a greeting. Culture is a substantial factor when living in our society and strengthening cultural consciousness and intercultural awareness is of the utmost importance. Indeed welcoming, respecting and accepting people from other culture or ethnic group is the focus of this chapter so that people can positively come and live together.

## Chapter Goals

The main goals of this chapter is to raise awareness about cultural differences and to teach learners to welcome, respect, discover, listen to and accept the other in a tolerant and open-minded way so as to create and provide a safe, positive and constructive environment, and to ultimately embrace diversity. As a matter of fact, the promotion of culture differences through activities like the International Dinner (see Lesson Plan Template) allow learners to learn more about other cultures, traditions, food, clothing and so on, and to understand the other and his/her culture rather than exclude that person because of his/her differences. The key words of this chapter are “receptiveness”, “tolerance”, “effort” and “respect”. Indeed, learners should learn that even if someone is different from them, they should be receptive and tolerant of the other, try to understand that person, try to discover, try to accept, try not to judge too quickly, but ultimately respect the other as it is a fundamental value that should be promoted and respected by all.

In short:

- Educators provide a safe, positive and constructive environment in order to allow intercultural interaction about culture differences
- Educators place learners in a multicultural environment so as to make them discover other cultures in a safe and respectful manner

- Educators make them interact with each other about their culture differences while being open-minded and respectful
- Educators raise intercultural awareness and strengthen cultural consciousness through activities like the International Dinner (see Lesson Plan Template)
- Educators promote respect towards others and their identity, culture, traditions, beliefs, values...
- Educators lead by example and learners learn to embrace diversity

### ***Challenges for learners***

Educators should explain that the activity creates a safe place for learners where they can express themselves without being discriminated or interrupted by other learners and they should make sure that it is the case. However, learners can encounter challenges and difficulties to express themselves while participating in the activities as sensitive topics might be brought up by other learners. For instance, it could be difficult for a Jewish person to speak and interact with the group if someone makes a bad comment on his/her culture or religion; it could prevent him/her from sharing his/her views. Educators should thus demonstrate impartiality and should lead by example and intervene, if needed, so as to keep a safe, positive and constructive dynamic in the group in order to allow a non-stressful, but rich intercultural interaction about culture differences.

### ***Tips for Learners and Educators***

Learners should try to understand the others and their point of view without being discriminative and prejudicial. Respect should be the number one priority and educators should make sure the dynamic of the group is consequently respectful and safe. Educators should also highlight that learners should listen to one another and not interrupt the others when they are talking, that assumptions should be avoided and questions should be asked if the point of view is not fully understood in order not to offend anyone. For example, learners should not interrupt someone speaking when they disagree with what the speaker is saying. And ultimately learners should be tolerant, respectful and receptive towards the others.



## Sample Lesson

### Lesson Title



International Dinner: Food, drinks and clothing differences of a multi-cultural society.

### Materials

A classroom; a table; chairs; plates, knives, forks and spoons at disposal; learners will bring traditional drinks and meals from their culture that they prepared at home and will wear traditional clothes.

### Duration

2 Hours

### Learning Objectives

To experience cultural differences by entering the culinary and clothing world of each learner and discovering traditional meals, drinks and clothes from their culture with an open-mind. Be able to meet people from different cultures and/or ethnic groups and discover their way of eating and dressing in a tolerant and receptive manner without being discriminative and prejudicial.

### Activities

**Ice-breaking Activity:** Learners will present themselves (name, age, country they are from and present the two positive things about themselves. Then the person that just presented him/herself identifies the next person that has to present him/herself. After each presentation, learners should welcome the person by saying: "hello + name of the person".

**Activity 1:** Learners are told in advance to bring a traditional meal, drinks and clothes from their culture to the classroom. The activity consists of discovering other cultures by tasting a traditional meal and by seeing traditional clothes worn by the members of the group. For instance, a Japanese person could wear a kimono and bring ramen so as to present his/her culture. Learners should form a semi-circle with the chairs and a table should be placed in front of the chairs so that the person introducing his/her traditional meal, drinks and clothing is able to see everyone while presenting the meal and drinks on the table. Each learner will

bring to the table his/her traditional meal and present it historically and culinary. Then that same person will describe his/her clothing and explain the history/meaning behind it and what it means to him/her. Each learner will come forward and present the meal and clothing he/she brought so as to make the others discover something about his/her culture. Learners can interact with the person presenting after he/she is done with his/her presentation because it is better not to interrupt the speaker. The presentations should take place in a friendly environment so as to be able to learn and understand further about other cultures as food is a great unifier across cultures. The interaction of other learners is welcome during presentations.

At the end of presentations, all learners and educators will share meals and drinks of different cultures/countries in a friendly atmosphere.

### Assessment

**Group Assessment:** the group will be divided in two small groups and learners will talk about the different meals, drinks and clothing they have just discovered (what they liked, what they found about, what they learnt, and so on). Then in each group learners will explain how the importance of food and clothing is different in every culture. Moreover each learner will explain what is the most interesting meal and clothing they have discovered and why.

### Additional Activities

The activity can be followed by a class about misconceptions that exist about cultures, especially regarding food, drinks and clothing. For example, it could be qualified as rude when someone burp when eating despite being a sign of good manner in the Chinese culture. Learners could share stories about cultural misconceptions that they experienced or heard and explain what they have learned from that and what people should and shouldn't do when interacting with someone from another culture.



*"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences"*

*Audre Lorde*

## Chapter 4 - Societal Experiences



A word cloud featuring various terms related to societal experiences. The words are arranged in a cluster, with 'equality' being the largest and most central. Other prominent words include 'values', 'ethnicity', 'diversity', 'anti-oppressive', 'beliefs', 'tolerance', 'experiences', 'status', and 'policy'. The words are colored in shades of orange, green, and yellow.

anti-oppressive  
beliefs tolerance  
experiences status  
equality diversity  
policy  
ethnicity  
values

## Introduction

In the process of integration of people coming from different cultures, the point of great difficulty seems to be the understanding of other people's habits and behaviors. In fact, each one has the tendency to see and to report according to his own models of behavior, learned in the country of origin. What is missing is the understanding of other people's differences. To do this, it is necessary to harmonize the different ways of communication. A necessary harmonization, with the purpose for everyone to coexist anywhere by enriching oneself through meeting with people who are different from us.



One of the first ways of communication that needs to improve concerns everyday life. It is necessary to focus on the exploration of the local environment to allow participants to move in autonomous way, independent and fully integrated inside the place in which he lives.

Social skills and the knowledge of social relations in society are necessary for the development of this dimension. Doing practical things, for example to go to the supermarket, the cinema, the bank, the bookstore and any other place in which verbal communication is required. It is necessary to be able to feel himself completely at ease and to achieve this, it is useful to make some experimentations in advance, to understand if our way to intend the surrounding reality coincides with some others, if we are able, through our different ways of understanding by bringing a surplus to the society in which we live.

## Chapter Goals

- Involve the participants in the development of the lesson goals, this should be based on the context identified previously. The objective that the participants should be able to reach is a great integration during the carrying out of their own social life to the outside of the class. It is easy that the class can be identified as a protected place by an environment on purpose created for favoring the integration. The destination that the learners must be able to reach concerns the practical and concrete experience of everyday life also outside the formative context.
- This means that inside the class, the educators must be able to furnish some tools that could be used any moment by the learners. A need for training emerges that will ensure facing the obstacles of the learners' daily life. Finally, participants should be able to recreate and to reach a flood and complete integration inside a social life with the purpose to totally be independent and sure to stir.

- This is the base that points out how important the direct and substantial involvement of the participants are in this phase of the learning. And it doesn't deal with the contribution of one person, but of the concrete activity of everybody.

### ***Challenges for learners***

The challenges that learners are found to face are manifold. First of all they strive to overcome the communicative obstacle given by the scarce knowledge or not total mastery of the language. For a total and correct integration in the social dynamics it will be necessary to act so that this gap comes as reduced as possible.

- In second place, the educators will be found to have to resolve some problems of behavioural nature. It is possible that there are differences among the behavioural models learned in the country of origin and the carrying out of the social life inside the country in which they live. It is necessary that they understand whether to integrate their own models with those proposed by the others, in absence of judgment and through a constructive comparison. To accept therefore different social models, to understand its rules and to do the proper thing.
- Finally they must put in them into practice as emerged in class through comparison. What they must realize is the own autonomous ability to live in any social contests.

### ***Tips for Learners and Educators***

- Being part of a multicultural class demands a constant appointment. This can seem very difficult but with some tips everything will become easier.
- The most important thing is to understand what exists behind the concept of difference. If we depart from the statement that *"my idea is correct and the others are wrong, only because they're different"*, we will whet the social barriers that we are trying to demolish. It is of extreme importance to understand that the concept of difference is not correlated with some adjective that classifies it. Being different is not either correct or wrong, it is different. And above all, it allows us to become richer in knowledge. In fact, we already know the model that we have learned and therefore to know a different one can just add some value to what we already know.
- To gather the wealth that is hidden behind the different cultures with which we come in contact we must listen and pay attention to the others. We must respect all the ideas expressed and not to judge. Before we choose that something is not right for us we must put ourselves in the other's shoes. We don't know his/her history and the reason he/she has a different way to

understand the reality. We need to listen and abandon each stereotype that our beliefs impose on us.

- To see our beliefs again will bring us to mentally be more open and therefore more receptive and able to enrich ourselves with new experiences. Nobody will impose us to adopt a different idea from ours. The belief of somebody else must not become ours. But we must enrich ourselves with some knowledge that with a mere judgment we would never have.

### Sample Lesson

Lesson Title
Being aware of potential criticalities in intercultural communication – interact with the ‘other’.
Materials
<p>A computer with speakers and an internet connection, projector and screen.</p> <ul style="list-style-type: none"> <li>• Video resources to present scenarios of cultural incidents in real life. Videos can be different, depending on the interests and background of the learners. Here are a few examples of short videos, taken from YouTube, which have one thing in common: they all use a slightly humorous approach, while maintaining respect for diversity. This approach is useful not to stiffen the participants and facilitate the performance of subsequent activities.</li> </ul> <p>HSBC Cultural Differences Ads  <a href="https://www.youtube.com/playlist?list=PLAEKUX2eV4jJEgwQnxJjXjlz09G7GGk7f">https://www.youtube.com/playlist?list=PLAEKUX2eV4jJEgwQnxJjXjlz09G7GGk7f</a></p> <p>10 Surprising Ways To Offend People In Other Countries  <a href="https://youtu.be/UTE0G9amZNk">https://youtu.be/UTE0G9amZNk</a></p> <p>Cross-cultural Couples Share Misunderstandings  <a href="https://youtu.be/OOdJ4l5IRFk">https://youtu.be/OOdJ4l5IRFk</a></p> <p>Western vs Eastern - Cultural Perception  <a href="https://youtu.be/GyRVgKWD0uM">https://youtu.be/GyRVgKWD0uM</a></p>

Duration
2 Hours
Learning Objectives
<ul style="list-style-type: none"> <li>• To manage intercultural communication competence;</li> <li>• To handle communication differences in a multicultural workplace;</li> <li>• To handle communication common cases in real life common scenarios;</li> <li>• To contextualize language skills and connecting them with everyday communication behaviours;</li> <li>• To allow students to test their communicative creativity</li> </ul>
Activities
<p><b>Ice Breaker:</b> Icebreakers can play an important role in helping young people integrate and connect with one another in a group environment. Icebreakers can also enhance your teaching by helping to stimulate cooperation and participation. All participants introduce themselves from the point of view of the families and their family heritage. This will allow them to explore their own cultural heritage with their families before they bring it to the group.</p> <p><b>Activity 1:</b> The teacher/facilitator introduces the critical incident technique, explaining how it is designed to: raise students' sensitivity about potential intercultural clashes; foster the ability to see intercultural situations in the 'shoes' of the other; negotiate successful strategies of dealing with culture incidents. The teacher/facilitator can pick examples from existing materials (e.g. the selection of YouTube videos), or tell new ones based on their own experiences.</p> <p><b>Activity 2:</b> The experiential learning cycle  Teacher/facilitator asks learners to describe a personal encounter that was less than satisfactory. This encounter could be with someone from your own culture or with someone from another culture. This meeting, however, must have occurred in a public place (post office, supermarket, school, workplace, ...). Learners are provided with a pen and a piece of paper, and a reasonable amount of time to describe their experience in a few sentences.  Students will read their stories, and the whole group will choose by mutual consent 2 stories (A and B), which are closest to their experiences.  Teacher/facilitator divides the class into two groups—A and B. Learners of each group will be asked to share their opinion about the story, fill in details they may have missed, and help each other clarify points that may have been confusing;  Teacher/facilitator tells groups that he would like them to participate in a role-playing activity. Each group will prepare the setting and perform the story they already analysed. Learners will be given a reasonable amount of time to prepare</p>

the role-playing scenario.

The group "Story A" perform the role-playing scenario a first time, from the beginning to the end. Teacher/facilitator will ask the group "Story A" to perform again the role-playing, but this time learners of the group "Story B" will be asked to stop the play when they deem necessary, in order to replace one or more of the "actors" and recite an effective communication strategy to solve the critical incident.

The Story teams then swap around and repeat the exercise.

**Activity 3:** This game is recommended for mid-level students.

By helping you from class, write to the board a series of 4/5 questions about "Presentations" (How do you call it, What do you do, Sports, etc.).

In pairs, students ask questions. When they're done, they change partners but ... beware! With the new partner they will have to impersonate the previous partner - and then answer the questions by trying to remember their answers (or reading them if they've taken notes).

When they are over, they change their partner again: always taking the personality of the former.

After a bit of trading, he blocks everything. Everyone now has to answer the questions by impersonating the last partner they have and the others will have to guess who it is.

You can conclude with a lap of short "normal" presentations: each one is yourself.

**Activity 4:** Flags is a get-to-know-you activity, helping young people express what's important to them or more about themselves. Provide large sheets of paper, crayons, markers and paints. Ask each young person to draw a flag which contains some symbols or pictures describing who they are, what's important to them or what they enjoy.

Each flag is divided into 4 or 6 segments. Each segment can contain a picture i.e. favourite emotion, favourite food, a hobby, a skill, where you were born, your family, your faith. Give everyone 20 minutes to draw their flags.

Ask some of the group to share their flags and explain the meaning of what they drew.

## Assessment

In a plenary session, teacher/facilitator will guide the group in a reflection focused on following focal points:

It is hard to find two people having same experiences and interpreting them in exactly the same way. This situation becomes even more complex when the two people come from different cultures. How it is possible for two or more people to experience the same events and interpret them completely differently?

How did it feel to step into the shoes of another person with a different point of view?



## Additional Activities

Teacher/facilitator may ask students to respond to the following question: *Have you ever had the experience of not being sure what rules were more appropriate in a daily life situation?*



*"No culture can live if it  
attempts to be exclusive."*

*Mahatma Gandhi*

## Chapter 5 - Interpersonal Relationships



A word cloud centered on the page, featuring various terms related to interpersonal relationships. The words are arranged in a cluster, with 'values' at the top in green, 'social' in yellow, 'permission' in green, 'interpersonal' in yellow, 'interpretations' in large red letters, 'tolerance' in green, and 'differences' in red. Smaller words like 'expectations', 'development', and 'understanding' are also visible.

values  
social  
expectations  
development  
permission  
understanding  
interpersonal  
interpretations  
tolerance  
differences

## Introduction



“Intercultural Relations” involves, at a fundamental level, learning how to see oneself and the world through the eyes of another. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendships, and marriage, relations with

associates, work, clubs, neighborhoods, and places of worship. Relationships and interactions between people from culture have developed. For this reason, the cultural, ethnic, racial and religious diversity in our classes have become inevitable. (Kirkwood, 2001; Cappon, 2004).

In today’s globalized world, it has become very simple to meet people from all kinds of cultural backgrounds – and, sometimes, to fall in love. Partners in mixed marriages may be supportive of each other’s religious beliefs but still often run into unexpected issues. Differences in the way people in these marriages celebrate certain holidays or have dietary restrictions are to be expected. They often face additional struggles and challenges in the field of parenting. Raising a child always leads to conflicts if the parents are not on the same page. For parents in mixed marriages, these conflicts often multiply issues.

## Chapter Goals

This chapter aims to the following:

- to bridge differences (race, culture, class, gender, religion, opinion...etc.) and manage intercultural conflicts effectively
- to address religious diversity on mutual respect and human rights to characterize good practices of intercultural education facing religious diversity
- to accept and embrace your partner's beliefs while staying true to your own. Variety is the spice of life, and as long as you respect one another's decisions, the odd disagreement shouldn't stand in the life, and as long as you respect one another's decisions, the odd disagreement shouldn't stand in the way of happiness.

## Challenges for learners

The problems in intercultural communication usually come from problems in message transmission. In communication between people of the same culture, the person who receives the message interprets it based on values, beliefs, and expectations for behavior similar to those of the person who sent the message. However, when the receiver of the message is a person from a different culture, the receiver uses information from his or her culture to interpret the message. The message that the receiver interprets may be very different from what the speaker

intended. If learners are open-minded they can accept other's interpretations without difficulty. If they are close-minded they reject every proposition that differs from theirs (ALEF-VAHID, 2011).

Particular challenges faced by people in cross cultural relationships include:

- Coping with religious differences
- Loss of identity
- Daily disagreements over small things - cooking, hygiene, standards, rituals etc.
- Different ideas about the meaning of love, family and relationships
- Different methods of dealing with conflict
- Unsupportive families

Some of the main religious issues in cross cultural relationships include:

- Incompatible beliefs - Two people might love each other for other reasons, but if a couple can't agree on fundamental values, conflicts can arise.
- Bringing up children - When two people with two different religions have a child, they have to come to some kind of agreement about how they bring up this child. Do they teach them about both religions and let the child decide when they're old enough? Or, do they choose one religion?
- Guilt - The ideologies we grow up with never really leave us. Even if you reach a point in life where you lose or change your faith, those core principals you grew up with can leave their mark. Guilt is a big part of letting some or all of your beliefs and practices go, and this guilt can quickly lead to one partner resenting the other for leading them away from their relationship.

### ***Tips for Learners and Educators***


Every relationship has a conflict, how healthy the relationship is depends on how we handle the conflict, positively or negatively. Conflict, which is utilized in a positive manner, can help clarify rights, establish power within roles, distinguish boundaries, give an "open door" policy to communication, and provide an emotional outlet for the expression of negative feelings (Noller & Fitzpatrick, 1993).

Intercultural conflict requires us to be sensitive to the differences and similarities across a wide range of cultural and situational factors that affect the intercultural conflict episode (Ting-Toomey). To effectively negotiate conflict demands, participants must be mindful of their own ethnicity. Like all cross-cultural communication, it requires compassion, flexibility, and patience, as well as the effort to understand the context-centric biases when making hasty judgments of other people's conflict styles.

The following strategies are recommended to help couples with different belief systems:

- Communication skills—Research has shown that open communication about one’s culture and faith, as well as partner support for the other’s culture and faith, were related to lower relationship distress.
- A strong, cohesive relationship bond—this is a strong predictor of marital success
- Respect and tolerance for differences—Love comes first. This strategy is designed to maintain separate and unique beliefs with the understanding that it isn’t acceptable to deny someone’s identity.
- Flexibly connecting with the two systems while also keeping them separate. Find common elements of belief and practice. This strategy requires that the couple negotiate the meanings of their religious practices to build understanding and connection. They cross religious boundaries and celebrate both faiths.
- Reconstructing new rituals, traditions, and symbols of faith and identity of your blended systems—these couples oblige their families through the disestablishment and often domestication of religion so that their new form of blended faith accommodates their faith needs without offending anyone in the family.

### *Sample Lesson*

Lesson Title	
	Interpersonal relationships (including marriage and implications of religion, culture, ethnic on it)
Materials	
Materials needed for the activity:	
<ul style="list-style-type: none"> <li>▪ White board drawings</li> <li>▪ Handouts</li> </ul>	
Duration	
2 Hours	

## Learning Objectives

The learning objectives are the following;

- to draw the attention of the learners on the implications of the culture, marriage, religion, ethnic on interpersonal relationships;
- to respond appropriately, effectively and respectfully;
- to establish positive and constructive relationships with the “others” to think comparatively and without prejudice about cultural differences.

## Activities

Ice-breaking activity: The teacher asks simple icebreaker questions that help learners feel part of a group and allow them to express their personality or interesting things about them such as: What is one goal you’d like to accomplish in your life? When you were little who was your favourite hero and why? Who is your hero now? What is your favourite thing to do in summer? Are you a morning or night person? If someone made a movie of your lifetime, would it be a drama, romantic comedy, action, science fiction film? What’s one food you’d never want to taste again? If you had an opportunity to change something in your life, what would you change?, etc.

Next the teacher prints handouts with question ideas and let them choose from the list. First the teacher introduces himself/herself and then he/she asks the first person. Example:” My name is Fatma. I want to know if you rather speak to a large group or hold a snake”. After the person answers, he or she should give their name and ask the next person another question. And so on. (If some answers are remarkable, a few can be chosen to discuss). Some example questions: Would you rather walk on the moon or visit the bottom of the sea? Would you rather drive a really nice car or have a gorgeous house? Would you rather have supernatural hearing abilities or be able to see great distances? Would you rather attend a big party or have a private dinner with just one person?, etc.

Afterwards, the teacher asks each person to reveal one true thing and one false when introducing themselves. The others have to guess which is which.

Finally, the teacher divides the class into partners. Each person talks about himself to the other. After switching, the partners introduce each other to the class.

## Assessment

**Group Assessment (20 minutes):** The learners from different cultures are asked to write questions to help them get to know each other and bring something important in their culture for the next day.

### Additional Activities

The educator can expand the lesson plan by conducting the following proposed additional activities:

Meetings and mutual visits - Exchanging of information on culture and lifestyles - Culture day



*"We will surely get to our destination if we join hands"*

*Aung San SuuKy*

## Chapter 6 - Multicultural Europe

understanding  
diversity friendship  
ethnic  
development race coexistence  
multicultural  
group  
intervention



## Introduction

Religious and cultural diversity is a reality and characterizes contemporary Europe. Building a multicultural Europe is a great challenge and requires that the different national states consider and present themselves as "multicultural", recognizing the national heritage as multicultural, also recognizing the inputs of any individual and group.

With the aim of building inclusive and democratic societies, we must work together to promote the respect for pluralism, as part of human rights, requiring mutual understanding and promoting social justice, equal opportunities and equity policies.



Nowadays, the way societies deal with diversity and multiculturalism is multifaceted. It is possible to identify different policies and measures about multiculturalism around the current EU member States. Immigration and the present refugee crisis are putting in the centre of the debate the way each European country promote the integration of migrants, ethnic minorities and refugees. It is a big challenge to develop and put into practice inclusive measures in order for the society to evolve in this dynamic process of integration and peaceful coexistence.

Castles (2005; 2006) identifies three different approaches related to the integration of migrants and ethnic minorities in contemporary societies. Thus, *assimilation*, *differential exclusion* and *multiculturalism* represent different strategies of intervention. The following table summarizes the main idea of each strategy.

ASSIMILATION	DIFFERENTIAL EXCLUSION	MULTICULTURALISM
Migrants are encouraged to learn the national language and cultural practices of foster communities. It implies transference of loyalty, guiding to the incorporation of migrants and their descendants as new citizens.	Implies a temporary integration of migrants in some subsystems, as labour market and social security system, but excluded from others, as political and cultural participation in host community.	Implies dropping out the myth of the existence of homogeneous and mono-cultural nation-states, recognizing the cultural and religious rights and the formation of communities. It should make possible the right to the difference.

But, in spite of dealing with cultural and religious diversity differently, these European societies must promote a dialogue in which every culture and religion

recognize the others as different, but not as inferior or superior. Promoting respect is the key to build multicultural communities based on intercultural approach.

As Perotti (1997) said, in spite of being a positive thing, it is not enough that different cultures achieve a harmonic coexistence based on mutual respect and solidarity: It should have significant interaction between the cultures in presence. Interculturalism may be seen as a model that allows the growth and the multiplication of perspectives, conducting not only to a cultural and social enrichment, but also to the creation of ties between people and groups.

In this regard, building a multicultural Europe must include:

- non-discriminatory legislation and practices at national level;
- equal opportunities for all groups to participate in the society;
- freedom of expression which includes access to media, and tolerance;
- redefining the "national heritage" as a "multicultural national heritage"; and
- recognition of contributions of different groups.

The first step is to look at our values - as individuals, but also as a community -, to observe and to analyze how we deal with diversity. Self-consciousness is the key element to mix different ways of living everyday life.

### ***Chapter Goals***

The main aim of this chapter is to think about the concept of multiculturalism with all its applications and implications, having as a starting point our own community. In order to achieve this goal, adult learners should:

- observe reality from different perspectives;
- recognize the importance of intercultural paradigm in multicultural societies;
- know which are the three different approaches of migrants and minorities integration implemented at a European level and identify each one characterizes the national strategy adopted in their own country.

### ***Challenges for learners***


As adult learners, carry different cultural and religious backgrounds, working on multiculturalism, you should keep an open mind attitude and you must also remember that there is not ONE truth, there are SEVERAL ways of living and giving sense to everyday life!

### ***Tips for Learners and Educators***

- Creating multicultural projects/exercises that require learners to choose a background outside of their own

- Encourage a critical thinking, but always preventing prejudice and discrimination
- Create a secure and accepting learning environment to all
- Strengthening cultural and intercultural consciousness
- Encourage community participation and social activism
- Build your lesson plan around topics and concepts you hope to cover, then design or choose activities that can lead to an exploration of those topics or concepts.
- Every time you are going to introduce a topic, make open questions to your group, to know their opinion. Use the white board or the flipchart to write down their contributions and try to give feedback about their answers.
- Whenever possible and appropriate, you must model a willingness to be vulnerable by participating in class exercises and activities. This can be particularly effective when activities call for story-sharing or personal narratives.
- Be creative. Too often, educators and facilitators become dependent on one or two activities or exercises. Try to get to know your group better and adapt and modify exercises or activities if necessary.

### Sample Lesson

Lesson Title
 <p><i>Speaking about multiculturalism - What kind of society is mine?</i></p>
Materials
<p>A summary of three different approaches related to the integration of migrants and ethnic minorities in contemporary societies.</p> <p>Some pictures which illustrate the current cultural and religious diversity in Europe.</p> <p>A YouTube video about multiculturalism: <b><i>Living in a multicultural society</i></b> (<a href="http://www.youtube.com/watch?v=QQARbiH0lwo">www.youtube.com/watch?v=QQARbiH0lwo</a> )</p>
Duration
2 Hours

## Learning Objectives

To identify different ways of dealing with cultural and religious diversity, encouraging critical thinking about its own society;  
To point out the positive and the negative aspects of its own society when dealing with multiculturalism;  
To strengthen cultural consciousness and intercultural awareness while creating a safe, accepting and successful learning environment for all.

## Activities

**Activity 1:** Ask the group about what they know about multiculturalism in Europe. Right down their answers.

**Activity 2:** The trainer will briefly present the three approaches that generically characterize the integration of migrants and ethnic minorities around Europe, supported by the presentation of pictures collected in different European countries (try to relate their answers to this presentation).

In small groups, adult learners will reflect about their own community in terms of dealing with multiculturalism, pointing out the positive and the negative elements. The small groups can then present their findings to the group.

## Assessment

Group Assessment: all groups must create a poster about the ideal multicultural Europe.

## Additional Activities

Outdoor Activity: Visit a local institution that deals with multiculturalism on a daily basis

Invite a guest speaker from a different community in your class. Prepare your trainees in advance and ask them to write questions for an interview with the speaker.



*"If we cannot now end our differences, at least we can help make the world safe for diversity."*

*J.F. Kennedy*

## Chapter 7 - The advantages of living in a multicultural society



## Introduction



The 21st century has witnessed the surprisingly increasing formation of multicultural societies where a varying number of ethnic people stay together. The society members mainly benefit from this co-existence but they can also face challenges. From boosting the economy to culturally enriching the hosting country, the advantages are numerous and vary depending on the attitude of people. In this chapter we will analyse the advantages of living in a multicultural society, by taking into consideration the challenges and also providing advice for learners in an inclusive and practical way.

**IRENE MOSS** (New South Wales Ombudsman, and former Race Discrimination Commissioner, Human Rights and Equal Opportunity Commission)

*'It's important to note that just because a country has people of many cultures doesn't mean it's multicultural. So it means a lot more than just seeing a whole lot of different faces...But multiculturalism goes, of course, deeper than that. We're talking about people who have equal rights: we're talking about non-discrimination of people of other nations or races, you're talking about full utility of the skills and services which the person of another background or culture has got to offer and a full encouragement of that use..'* [Interview for Making Multicultural Australia, 1996]

## Chapter Goals

- To challenge stereotypes and racist behaviour
- To create a positive learning environment for everyone by encouraging interaction among learners.
- To increase cultural awareness and promote social integration
- To teach students to be tolerant and respectful of other cultures
- To make students aware of the advantages of a multicultural society
- To give students the advice and skills to tackle any challenges they might face in a multicultural society

## The Advantages

Multiculturalism brings a range of benefits to the society not just at personal level but also at a societal level. It allows people to experience different ways of life, for example other languages, religions, art forms, behaviours and traditions. By getting to know 'the other', we get to know more about ourselves, we become tolerant and open-minded. Multicultural neighbourhoods enrich our communities by making

them diverse and bridging differences. Multiculturalism enables different beliefs and value systems to co-exist, which means that positive aspects of one culture may be adopted by others to create a better society. In a globalised world, there is no place for isolation and discrimination and in order to get ahead in life, individuals have to recognise both the similarities and differences that exist between various peoples.

Multiculturalism makes a society more open to change, more curious and tolerant, as its social make-up is often in flux and individuals move between societies. Young people who are brought up in a multicultural community, get the chance to familiarise with different types of music and art forms, get to taste other cuisines, learn more about traditions and religion practices. They accept that diversity is normal no matter what language people speak in their neighbourhood, what religion they practice or what clothes they wear. They learn how to embrace cultural differences while they condemn racist behaviours.

In particular, the advantages of a multicultural classroom according to TeachHub are the following:

- Helps students develop positive self-image.
- Offers students an equitable educational opportunity.
- Allows multiple perspectives and ways of thinking.
- Combats stereotypes and prejudicial behaviour.
- Teaches students to critique society in the interest of social justice.

### *Challenges for learners*

In modern societies, cultural diversity poses a challenge trying to understand how it might be possible for people of different ways to live together. The same challenge takes place in a modern multicultural classroom where students from different cultural backgrounds come together to learn.

#### **Language Barriers**

It goes without saying that new students with a different linguistic background face many difficulties when they emerge in a class as they have no strong knowledge of the dominant language. There is a risk they will feel isolated and disengaged. It is important for the educator to make them feel welcomed and integrate them in the school community. The educators, in the beginning, are also advised to use visual material instead of written ones in order to explain something.

#### **Misunderstandings and different behaviours**

It is common when you are a member of a multicultural class that misunderstandings can happen due to different behaviours. A specific word, facial or hand gestures, expressions can be socially acceptable in one culture but not in another one. The learners should be open-minded, patient and eager to learn about new communication codes. The educator is there to facilitate, set rules that are



commonly accepted and deal with misunderstandings in a humorous but also inclusive way.


### **Media Representation and dealing with Prejudice**

The most challenging problem that learners and educators face in a multicultural classroom is prejudice based on different religions, social behaviours and beliefs. Learners can be bullied and discriminated because of their ethnic or religious background. Racist behaviour and bullying should not be tolerated in class. It is necessary that the educator will learn about the learners' cultural backgrounds and represent them in class in an inclusive way. It is difficult to challenge stereotypes, but being aware of them, will make it easier. The educator will use a variety of authentic material for example newspaper articles, videos, documentaries etc., that celebrate multiculturalism and diversity.

### ***Tips for Learners and Educators***

Both learners and educators need to keep an open mind and be respectful and willing to learn about new cultures. It's also imperative that they take into consideration the students' background and potential traumatic experiences (e.g. war trauma). Assumptions about religion, culture and values that create room for many forms of differences and misunderstandings should not be allowed. If induction and language classes are available in the school environment then the new learners are encouraged to join them. The educator has to encourage dialogue, make everybody feel well integrated in class and embrace all cultures.

### ***Sample Lesson***

Lesson Title	
	<p>The advantages of a multicultural society- Understanding the 'other'.</p>
Materials	
<p>A Hand out of 'The circles of my multi-cultural self' (check below at <i>Additional Activities</i>). A computer with speakers or a CD player in order to play songs. Songs that talk about discrimination to be used: 'War' by Bob Marley, 'Sunday Bloody Sunday' by U2, 'Mississippi Goddam' by Nina Simone.</p>	



### Duration

2 Hours

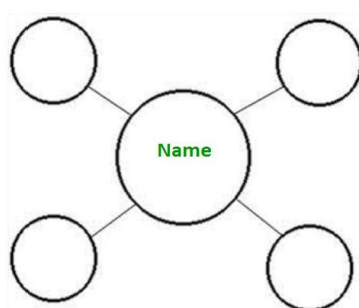
### Learning Objectives

To allow multiple perspectives and ways of thinking in the class. To encourage critical thinking by challenging stereotypes and prejudicial behaviour. To strengthen cultural consciousness and intercultural awareness while creating a safe, accepting and successful learning environment for all.

### Activities

Ice-breaking Activity: Exchanging Stories about everybody's name (Who gave you your name? Why? What is the ethnic origin of your name? What does it mean? What are your nicknames, if any?)

Everybody is given a sheet with the Circles of my multi-cultural self. This activity highlights the multiple dimensions of our identities. The learners will place their name in the central circle of the structure. Then they will write an important aspect of their identity in each of the satellite circles. They will share a story about a time they were especially proud to identify with one of the descriptors they used above. They will share a story about a time it was uncomfortable to be identified with one of the identifiers or descriptors. They will name a stereotype associated with one of the groups with which you identify that is not consistent with who they are. The facilitator initiates discussion among learners.



The teacher will play the 3 songs mentioned above that talk about discrimination and he/she will analyse the lyrics together with the students. They will then make a connection and discuss about different groups in society that face discrimination today in the country they live in.

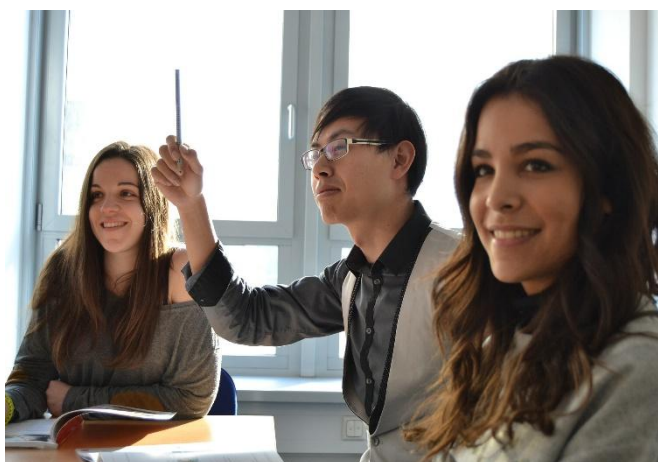
### Assessment

Group Assessment: The learners will be divided in small groups. Each group will write a poem or a song with a strong anti-racist message.

## Additional Activities

Potential Activities that will continue the lessons and sessions in relation to the needs of the specific group and or the expected duration of the course.

- Outdoor Activity: Do some research about community cultural centres that are based in your area and organise a visit with your students.
- Invite a guest speaker from a different community in your class. Prepare your students in advance and ask them to write questions for an interview with the speaker.



*"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their colour"*

*Maya Angelou*

## References



A word cloud featuring various terms related to references and citations. The words are arranged in a cluster, with 'online' at the top in green, 'cited' in the center in orange, and 'publications' in yellow. Other terms include 'work', 'citation', 'inclusion', 'reference list', 'resources', and 'bibliography' in green. The words vary in size and color, creating a dynamic visual representation of the topic.

online  
work  
cited  
citation  
inclusion  
reference list  
resources  
publications  
reference list  
bibliography

## Publications

BÄCKSTRÖM, B. & CASTRO-PEREIRA, S. (2012). *A questão migratória e as estratégias de convivência entre culturas diferentes em Portugal*. In: *Revista Internacional de Mobilidade Humana*, 38, pp. 83-100.

Banks, J. A., & Banks, C. A. M. (2009). *Multicultural education: Issues and perspectives*. Indianapolis: John Wiley & Sons.

CASTLES, S. (2005). *Globalizacao, Transnacionalismo e Novos Fluxos Migratorios dos Trabalhadores Convidados as Migracoes Globais*. Portugal: Fim de Século

Daniela Vadacca (2014) - *Dall'esclusione alla partecipazione. Donne, immigrazioni e organizzazioni sindacali*, Armando Editore. pp. 144; EAN: 9788866778141

FAYSSOUX, M. (2016). *Differences Are Normal-And We Should Celebrate Them*. Retrieved from <https://www.freshu.io/marie-fayssoux/differences-should-be-celebrated>

HUDDLESTON, T. (2014). *Labour Market Integration of Immigrants and their Children: Developing, Activating and Using Skills*. In: *International Migration Outlook 2014*, OECD Publishing, Paris.

IOM (2015). *World Migration Report 2015 - Migrants and Cities: new partnerships to manage mobility*. Geneva: IOM.

Journal of Intercultural Communication. Available at: <https://immi.se/intercultural/>

PEROTI, Antonio (1997) - *A Apologia do Intercultural*; Lisboa; Secretariado Entreculturas.

SCHIERUP, C., HANSEN, P., CASTLES, S. (2006). *Migration, Citizenship and the European Welfare State: A European Dilemma*. United Kingdom: Oxford University Press.

Seljak, D. (2009). Education, multiculturalism, and religion. In Bramadat, P. & Seljak, D (Eds.) *Religion and ethnicity in Canada*. Available at: Education, Multiculturalism, and Religion. Canada: University of Toronto Press, pp. 178-200

## Online Resources

Alampi G., Pepe D., & Serreri P. (2014). *Un progetto per la formazione e l'orientamento dei giovani: "Porta Futuro"*. Available at: <http://isfoloa.isfol.it/handle/123456789/807>

Awad, H. (2015). *The influence of religion on Intercultural Communication, with a case study: Egypt & Malaysia intercultural communication*. Available at: <https://www.linkedin.com/pulse/influence-religion-intercultural-communication-case-study-hossam-awad>

Boundless.com (n.d.). *Culture, Race and Ethnicity*. Available at: <https://www.boundless.com/communications/textbooks/boundless-communications-textbook/analyzing-the-audience-7/demographic-factors-to-consider-38/culture-ethnicity-and-race-169-8389/>

TeachHUB.com (n.d.). *How to Handle Religious Holidays in Public Schools*. Available at: <http://www.teachhub.com/how-handle-religious-holidays-public-schools>.

Cocozza A. (2014). *Modelli di innovazione e inclusione sociale*. Available at: <http://isfoloa.isfol.it/handle/123456789/791>

Counselling Directory (2016). *Cross Cultural Relationships*. Available at: <https://www.counselling-directory.org.uk/counsellor-articles/cross-cultural-relationships>

Council of Europe (2007). *Final Declaration of the European Conference on “The religious dimension of intercultural dialogue”*. Available at: <http://www.intercultural-europe.org/site/database/publication/final-declaration-european-conference-on%C2%A0%E2%80%9Creligious-dimension-intercultural>

Cambridge Dictionary (n.d.). *Culture*. Retrieved from <http://dictionary.cambridge.org/es/diccionario/ingles/culture>

EPAL (n.d.). *Electronic Platform for Adult Learning in Europe*. Available at: <https://www.ec.europa.eu/epal/enblog>

Internations (n.d.). *International Marriage and Relationships*. Available at: <https://www.internations.org/magazine/international-marriage-and-relationships-15294>

Malory Nye (2007) *Culture and Religion*. Retrieved from: [http://www.academia.edu/753275/The\\_Challenges\\_of\\_Multiculturalism](http://www.academia.edu/753275/The_Challenges_of_Multiculturalism)

Maura Striano (2017). *Pedagogia sociale e della marginalità*. Available at: [https://www.francoangeli.it/Ricerca/risultati\\_ricerca\\_class.asp?argomento=D05.15](https://www.francoangeli.it/Ricerca/risultati_ricerca_class.asp?argomento=D05.15)

Maura Striano (2017). *Pedagogia e Didattica speciale*. Available at: [https://www.francoangeli.it/Ricerca/risultati\\_ricerca\\_class.asp?argomento=D10.20](https://www.francoangeli.it/Ricerca/risultati_ricerca_class.asp?argomento=D10.20)

Theguardian.com (2012). *Teaching in Multicultural Classrooms: tips, challenges and opportunities*. Available at: <https://www.theguardian.com/teacher-network/teacher-blog/2012/nov/07/teaching-multicultural-classroom-advice-challenges>

Milan Podunavac (2012). *What is Good about Multiculturalism?*. Retrieved from:  
<https://rs.boell.org/sites/default/files/multikulturalnost.pdf>

Multicultural Australia.edu (1996). *Interview with Irene Moss for Making Multicultural Australia*. Available at:  
<http://www.multiculturalaustralia.edu.au/library/media/Audio/id/528.What-is-a-multicultural-society>

PitlaneMagazine.com (n.d.) *Benefits of being a Multicultural Society*. Available at:  
<http://www.pitlanemagazine.com/cultures/benefits-of-being-a-multicultural-society.html>

Rivombo, A.M. (2014). *A study of challenges of adult learning facilitation in a diverse setting*. Available at:  
<https://uir.unisa.ac.za/bitstream/handle/10500/14198/dissertation>

TeachHUB.com (n.d.). *Multicultural Education in Your Classroom*. Available at:  
<http://www.teachhub.com/multicultural-education-your-classroom>

Vallati M., Calciosociale (2014). *Un sole sulle periferie*. Available at:  
<http://isfoloa.isfol.it/handle/123456789/810>