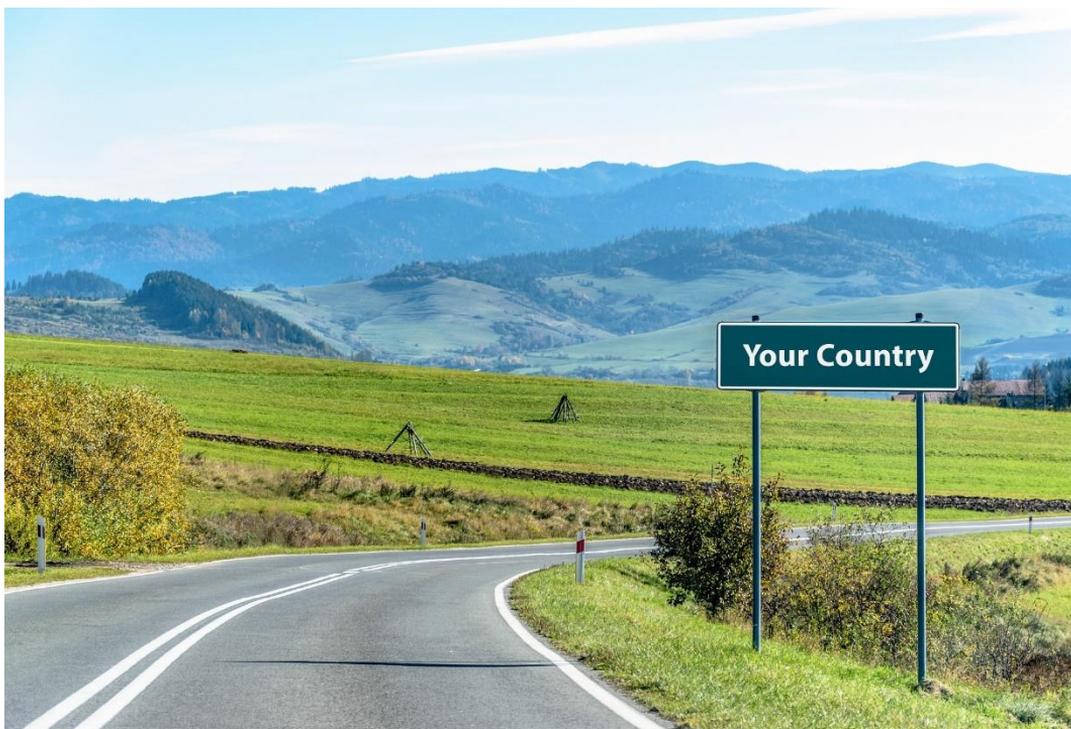


# Remigrant children in European schools

Optional course for primary education





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# Chapter 1

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## General information about the curricula

**Title of the optional course:** *Education for diversity*

**Type:** optional course

**Number of hours each week:** 1

**Curricular area:** counselling

**Target groups:** pupils in primary education (6 to 10 years old)

### 1.1. Information about the necessity and utility of the course

The analysis of the educational issues associated with remigration<sup>1</sup> and potential solution that schools could implement in order to facilitate the integration of the remigrant pupils (research conducted within the Education 4 Remigrants project) showed that teachers and pupils in 4 countries (Romania, Italy, Portugal and North Macedonia) are receptive to the specific needs of the remigrant pupils and agree on the educational solutions.

In terms of educational effects of remigration, the respondents are more receptive to the immediate and visible effects (limited involvement in

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<sup>1</sup> Centrul Județean de Resurse și Asistență Educațională Vrancea. *Remigrant children in European schools. Research on methodological aspects of reintegrating the remigrants*. Odobești: Editura Alternativă Educațională.

extracurricular activities, limited skills and competencies and limited academic performance) compared with the potential long-term effects (skipping classes and eventually quit school).

In integrating the remigrant pupils in education, the most important activities are perceived to be the linguistic preparation classes and integration of cooperative learning in the teaching methodology (as this is, probably, the only teaching methodology that can facilitate the integration and participation of the pupils not fluent in the language used in teaching). Also, additional classes and activities for remigrants and using group work and group activities are highly evaluated by both teachers and native pupils.

In terms of the needed action for the institutional development of the schools to better respond to the specific needs of the remigrant pupils for their reintegration, the most important activities are perceived to be the training of the teachers and the development of an adapted curriculum.

*The research results clearly show that there is a need for an adapted curriculum that proposes additional activities based on the cooperative learning methods that will tackle the main issues of the remigrant pupils: limited involvement in extracurricular activities, limited skills and competencies and limited academic performance, but will also increase their interest in education and minimizing their tendencies of skipping classes.*

This optional course, focusing on the education for diversity, will answer the identified educational needs through some activities to be implemented with the whole class (remigrant and native pupils) as a big group, working together and learning together. Consequently, teachers interested in implementing such activities in their classes now have an efficient tool and the didactic resources to help him plan its activities.

Each teacher could adapt our proposed curriculum according to the specific needs of his pupils and the context of its educational intervention in order to enhance the results.

Different competencies can be addressed, different activities can be added (for instance, evaluation activities, if the specific implementation context asks for evaluation), different objectives can be set for specific activities so that the educational objectives in a specific context can be reached.

This optional course can be implemented by all teachers working with remigrants to assist them into their efforts for the social and educational reintegration, but the activities are designed to be used with the whole class (remigrants and natives) as it can have a positive impact on all the children, irrespective of their migration background.

## 1.2. Competencies to be developed to the pupils

### General competencies

1. awareness (self-awareness) & acceptance of diversity in education
2. intercultural competence & communication skills

### Specific competencies

- ☞ decreased assessment anxiety, especially for remigrant children
- ☞ ability to express positive emotions
- ☞ self-esteem, especially for remigrant children
- ☞ self-confidence, especially in educational activities
- ☞ awareness to stereotypes and prejudice
- ☞ ability to think beyond the stereotypes
- ☞ self-awareness
- ☞ abilities of self-evaluation
- ☞ abilities to integrate in multicultural groups
- ☞ decreased social anxiety, especially for remigrant children
- ☞ awareness to the importance of career planning
- ☞ abilities to make informed career decisions
- ☞ intercultural skills
- ☞ decreased anxiety of communication and integration in diverse groups

## 1.3. Values and attitudes to be developed

- ☞ respect for human dignity and human rights
- ☞ openness and respect for cultural diversity
- ☞ positive attitude for diverse others, irrespective of their values, opinions, culture or migration background
- ☞ empathy
- ☞ interest in intercultural communication and dialogue

## 1.4. The educational contents

**Module 1.** Academic anxiety and positive emotions

**Module 2.** Self-esteem

**Module 3.** Stereotypes

**Module 4.** Self-knowledge

**Module 5.** Group cohesion

**Module 6.** Career development

**Module 7.** Benefits of diversity

## 1.5. The correspondence between the specific competencies and the contents

General competence	Specific competences	Content
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> <li>☞ decreased assessment anxiety, especially for remigrant children</li> <li>☞ ability to express positive emotions</li> </ul>	Module 1. Academic anxiety and positive emotions
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> <li>☞ self-esteem, especially for remigrant children</li> <li>☞ self-confidence, especially in educational activities</li> </ul>	Module 2. Self-esteem
2. intercultural competence & communication skills	<ul style="list-style-type: none"> <li>☞ awareness to stereotypes and prejudice</li> <li>☞ ability to think beyond the stereotypes</li> </ul>	Module 3. Stereotypes
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> <li>☞ self-awareness</li> <li>☞ abilities of self-evaluation</li> </ul>	Module 4. Self-knowledge
2. intercultural competence & communication skills	<ul style="list-style-type: none"> <li>☞ abilities to integrate in multicultural groups</li> <li>☞ decreased social anxiety, especially for remigrant children</li> </ul>	Module 5. Group cohesion
1. awareness (self-awareness) & acceptance of diversity in education	<ul style="list-style-type: none"> <li>☞ awareness to the importance of career planning</li> <li>☞ abilities to make informed career decisions</li> </ul>	Module 6. Career development
2. intercultural competence & communication skills	<ul style="list-style-type: none"> <li>☞ intercultural skills</li> <li>☞ decreased anxiety of communication and integration in diverse groups</li> </ul>	Module 7. Benefits of diversity

## 1.6. Methodological suggestion for practical activities

As the research data<sup>2</sup> showed, the methodology for implementing the activities for integrating the remigrants in education should be focused on group activities and cooperative learning, so most of the activities that we propose through this optional course are using this methodology.

Specific methodological suggestions for the practical activities are presented for each activity, but there are some general suggestions:

☐ the teacher should ask the pupils to repeat all the requirement, so as to make sure that all the pupils have understood what to do and their behaviour does not reflect misunderstandings of their tasks;

☐ the teacher should use a simple language, which the pupils will understand, and to adapt their vocabulary to the specific of the pupils, including the remigrant ones;

☐ the teacher should use predominantly questions that do not involve yes / no answers, questions that make pupils think and give elaborate answers;

☐ the teacher sets the rules of communication, negotiating them with the pupils (i.e. “we do not interrupt” and “announce when we want to say something by raising our hand”);

☐ the teacher should organize the activities in ways that involve pupils who do not speak in public, enable them to say what they have felt in certain situations, but without putting pressure on them; the teacher underlines the importance of everyone participating to the activities;

☐ the teacher should state from the beginning what the goals of the activity are, so that children know what is about to happen and what is expected from them;

☐ the teacher should encourage critical thinking and pupils’ self-evaluation skills, as well as their ability to evaluate the activities and the results;

☐ the teacher should encourage group work, collaboration and communication between pupils in all the activities;

☐ the teachers should keep in mind the limited life-experience of their pupils and adapt the activities according to their level of understanding;

☐ the teacher should encourage pupils to speak up when and if an activity is not reaching its results, so that he could adapt the future activities in order to develop the competencies that should be acquired through this course.

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<sup>2</sup> Centrul Județean de Resurse și Asistență Educațională Vrancea. *Remigrant children in European schools. Research on methodological aspects of reintegrating the remigrants*. Odobești: Editura Alternative Educaționale.

## **1.7. Methodological suggestions for evaluation**

As this optional course is focused on the development of specific skills and competencies, and not on a specific content, the authors consider that the evaluation process should be focused more on the evaluation of the activities and the learning process.

For countries that impose an evaluation of pupils, portfolio can be used for evaluating the competencies that pupils acquired or developed; this portfolio can include all the worksheets and other results of activities that pupils participated during the semester / school year, as a measure of pupils' implication in tasks and the results they obtained.

For countries that don't impose an evaluation of pupils, the authors consider that rubrics<sup>3</sup> can be used for evaluating the implemented activities and the effects of those activities. Rubrics can be used after each activity (in the debriefing and evaluation stage of the activity) or after each module / at the end of the course. It is important that teachers should elaborate the rubrics in collaboration with children (both remigrants and natives) so that pupils can easily understand what is expected from them and how will the results be measured.

For evaluation, it is important that teachers note what went well, what went less well, possible changes for future delivery, student feedback etc. after each activity, so that he has a quick evaluation of the activity and its results, but also ideas about improving future activities. Teachers should value all the ideas from self or from students on how to improve the future sessions. Also, the individual work submitted by pupils should help teachers to understand where any deficits lay and how future activities with that class could be improved.

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<sup>3</sup> Brebuleț, S.D. *Remigrant children in European schools. Methodology for teachers training*. Odobești: Editura Alternative Educaționale.

## 1.8. Proposed planning of the activities per school year and per semester

This proposed planning is based on the structure of the school year in Romania (35 school weeks, 15 in the first semester, 20 in the second semester), but it can be adapted to the specific structure of the school year in the school it will be implemented or to the specific rules in that school (to include specific evaluation activities, for instance).

First semester			
Learning unit	Specific competencies	Content	Week
<b>Module 1.</b> Academic anxiety and positive emotions	<ul style="list-style-type: none"> <li>📖 decreased assessment anxiety, especially for remigrant children</li> <li>📖 ability to express positive emotions</li> </ul>	Introduction & theoretical input	Week 1
		Practical activities	Week 2
		Practical activities	Week 3
		Practical activities	Week 4
		Evaluation	Week 5
<b>Module 2.</b> Self-esteem	<ul style="list-style-type: none"> <li>📖 self-esteem, especially for remigrant children</li> <li>📖 self-confidence, especially in educational activities</li> </ul>	Introduction & theoretical input	Week 6
		Practical activities	Week 7
		Practical activities	Week 8
		Practical activities	Week 9
		Evaluation	Week 10
<b>Module 3.</b> Stereotypes	<ul style="list-style-type: none"> <li>📖 awareness to stereotypes and prejudice</li> <li>📖 ability to think beyond the stereotypes</li> </ul>	Introduction & theoretical input	Week 11
		Practical activities	Week 12
		Practical activities	Week 13
		Practical activities	Week 14
		Evaluation	Week 15

Second semester			
Learning unit	Specific competencies	Content	Week
<b>Module 4.</b> Self-knowledge	<ul style="list-style-type: none"> <li>📖 self-awareness</li> <li>📖 abilities of self-evaluation</li> </ul>	Introduction & theoretical input	Week 16
		Practical activities	Week 17
		Practical activities	Week 18
		Practical activities	Week 19
		Evaluation	Week 20
<b>Module 5.</b> Group cohesion	<ul style="list-style-type: none"> <li>📖 abilities to integrate in multicultural groups</li> <li>📖 decreased social anxiety, especially for remigrant children</li> </ul>	Introduction & theoretical input	Week 21
		Practical activities	Week 22
		Practical activities	Week 23
		Practical activities	Week 24
		Evaluation	Week 25
<b>Module 6.</b> Career development	<ul style="list-style-type: none"> <li>📖 awareness to the importance of career planning</li> <li>📖 abilities to make informed career decisions</li> </ul>	Introduction & theoretical input	Week 26
		Practical activities	Week 27
		Practical activities	Week 28
		Practical activities	Week 29
		Evaluation	Week 30
<b>Module 7.</b> Benefits of diversity	<ul style="list-style-type: none"> <li>📖 intercultural skills</li> <li>📖 decreased anxiety of communication and integration in diverse groups</li> </ul>	Introduction & theoretical input	Week 31
		Practical activities	Week 32
		Practical activities	Week 33
		Practical activities	Week 34
		Evaluation	Week 35

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Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

Online resources:

[www.funzo.co/games/my-identity/](http://www.funzo.co/games/my-identity/)

[https://aspira.org/sites/default/files/U\\_III\\_M\\_1\\_SA.pdf](https://aspira.org/sites/default/files/U_III_M_1_SA.pdf)

<https://pjp-eu.coe.int/documents/1017981/10762748/Act4.pdf/72056fbc-a9cb-fa09-9a18-263a9d1b6b93>

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[www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf](http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf)

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[www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-4-diversity](http://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-4-diversity)



## Chapter 2

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### Proposed activities, with methodological details for Module 1. Academic anxiety & positive emotions

**Activity 1:** *Emotion box*<sup>4</sup>

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**Overview** through this activity, primary school pupils are in a position to identify and raise awareness of their emotions

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**Objective:** to identify the emotions experienced in certain contexts and situations

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**Materials:** cardboard boxes, cards with positive and negative emotions (joy, anger, sadness, fear, surprise, disgust, etc.)

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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#### Instructions for teachers

The teacher asks the pupils to repeat the requirement, so as to make sure that all the pupils have understood what to do.

It is recommended to use a simple language, which the pupils will understand.

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<sup>4</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

It is recommended that the teacher take responsibility for what he has stated ("was it clear what we should do?" Instead of "did you understand?")

The teacher asks questions that do not involve yes / no answers.

The teacher sets the rules of communication (we do not interrupt and announce when we want to say something, raising our hand).

Involve pupils who do not speak in public to say what they have felt in certain situations, but without putting pressure on them. Underline the idea that it is important for each student to correctly identify the emotions experienced in certain situations.

Reformulate and summarize periodically what the pupils are saying or invite the pupils to do so.

State, from the very beginning, what the goals of the activity are, so that children know what is about to happen.

Take care that this activity does not put pupils in embarrassing situations in the classroom or attract undesirable consequences at home.

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## Tasks and procedure<sup>5</sup>

### 1. Say how you felt when...

The teacher puts cardboards with different positive emotions in a box and different negative emotions in the second box.

The pupils are placed in a semicircle, and the two boxes are in the middle of them. In turn, each student comes and extracts from the box with positive emotions a card with a positive emotion and from the box with negative emotions a card with a negative emotion. The student will keep in one hand the card with the positive emotion and in the other the card with the negative emotion. Each student will state the two emotions extracted and give examples of two situations where he / she felt happy / sad ... relaxed / restless ... etc.

### 2. How I feel today

The teacher offers the pupils, placed in their benches, sheets of paper and coloured pencils. The requirement is to draw how they feel on the current day. In the end, pairs are formed and each student shares with the colleague which is the dominant emotion of the current day and why this emotion is present. Also, each student will also expose a situation in which the same emotion or a similar emotion was experienced.

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<sup>5</sup> adapted from Council of Europe. (2008). *Compassio – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

Finally, the sheets are reversed in pairs and each student presents in front of the class how his / her colleague feels and why he / she feels this way.

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### **Debriefing and evaluation**

At the end of the activity the following aspects will be discussed with the pupils: When did you have positive emotions in this activity? What did you learn about emotions? What was the most difficult part of the activity and why? Are we always experiencing positive emotions? Why? Do we always have negative emotions? Why? What have you learned from your colleagues' stories?

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### **Suggestions for follow-up activities**

The teacher tells the pupils that any activity is accompanied by one or more emotions. Thus, they are encouraged to think over the next few days what emotions they are experiencing in various situations. At the end of each day of school activity, each child will draw, write or tell which emotions were dominated from the previous day. These will be collected in the box with emotions. Weekly, the emotions in the box are inventoried, in a short activity about ... what we feel in our class.

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**Activity 2:** *What happens when I feel ...*<sup>6</sup>

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**Overview** this activity causes pupils to become aware of the reactions that accompany certain emotional states, but also to discover and diversify the ways of emotional rebalancing

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**Objective:** to develop pupils' abilities to raise awareness of the reactions that accompany certain emotional states and to identify the modalities of emotional regulation

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**Materials:** drawings with different emotional expressions

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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**Instructions for teachers**<sup>7</sup>

The teacher asks the pupils to repeat the requirement, so as to make sure that all the pupils have understood what to do.

It is recommended to use a simple language, which the pupils will understand. It is recommended that the teacher take responsibility for what he has stated ("was it clear what we should do?" Instead of "did you understand?")

The teacher asks questions that do not involve yes / no answers.

The teacher sets the rules of communication (we do not interrupt and announce when we want to say something, raising our hand).

Involve pupils who do not speak in public to say what they have felt in certain situations, but without putting pressure on them. Underline the idea that it is important for each student to correctly identify the emotions experienced in certain situations.

Reformulate and summarize periodically what the pupils are saying or invite the pupils to do so. State at the outset what the goals of the activity are, so that children know what is about to happen.

Take care that this Activity does not put pupils in embarrassing situations in the classroom or attract unwanted consequences at home.

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<sup>6</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

<sup>7</sup> adapted from Council of Europe. (2008). *Compassito – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

## Tasks and procedure

### 1. Warm-up activity

Group Still Life<sup>8</sup>: Ask children to bring an object from home that has special significance to them. Each child explains the object as it is added to a group display.

### 2. Activity- what happens when I feel...?

The teacher presents to the pupils, in turn, drawings with different emotional expressions; pupils state the type of emotion identified.

Pupils are invited to present situations where they felt angry, ashamed, happy, sad, afraid, proud, surprised, etc. and also to present what reactions they had at those times (what they did, what they felt, how they acted).

Then the teacher discusses with the pupils and identifies with them the positive and negative aspects of their reactions, by establishing the possible consequences.

For reactions deemed inappropriate, pupils are encouraged to find as many suitable alternatives as possible.

### 3. Activity – How would I feel if...?

The teacher presents to the pupils the following examples of situations:

- Your mother asks you to take care of your younger brother, even though all your friends are out there playing.
- You're not invited to a classmate's day because you quarrelled a few days before.
- Mom forbids you from playing computer games for a week.
- The teacher asks you to help your colleague in mathematics.
- You take guitar lessons, which you wanted for a while.
- A colleague accidentally breaks your favourite pen.
- You are not accepted into football in the team you would like to be on.

Pupils are invited to present how they think they would feel if they were in those situations; what reactions they would have in those moments (what they would do, what they would feel, how they would act).

Then the teacher discusses with the pupils and identifies with them the positive and negative aspects of the possible reactions, by establishing the possible consequences.

For reactions deemed inappropriate, pupils are encouraged to find as many suitable alternatives as possible.

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<sup>8</sup> taken from Council of Europe. (2008). *Compasito – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

### **Debriefing and evaluation**

- What happens when we feel joy, sadness, fear, anger, shame, pride, surprise, etc.?
  - What reactions do we have in those moments?
  - What are the positive consequences of our reactions?
  - What are the negative consequences of our reactions?
  - What alternatives can we find for our negative reactions?
- 

### **Suggestions for follow-up activities**

Pupils are invited to analyse the following week's situations in which they felt angry, ashamed, happy, sad, afraid, proud, surprised, etc. and to write them down. They are also invited to write down what reactions they had at those times (what they did, what they felt, how they acted).

Then they will write down the positive and negative aspects of their reactions, by establishing the possible consequences. For reactions deemed inappropriate, pupils are encouraged to find and rate as many suitable alternatives as possible.

The notes made are discussed with the teacher, in a subsequent Activity in the classroom or in an individual Activity, if the student feels embarrassed and does not want to discuss these aspects with the whole class.

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**Activity 3:** *What happens when others feel...*<sup>9</sup>

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**Overview** this activity causes pupils to become aware of the reactions that accompany certain emotional states but also to discover and diversify the ways of emotional rebalancing

---

**Objective:** to develop pupils' abilities to raise awareness of the reactions that accompany certain emotional states and to identify the modalities of emotional regulation

---

**Materials:** drawings with different emotional expressions

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

**Instructions for teachers**<sup>10</sup>

The teacher asks the pupils to repeat the requirement, so as to make sure that all the pupils have understood what to do.

It is recommended to use a simple language, which the pupils will understand. It is recommended that the teacher take responsibility for what he has stated ("was it clear what we should do?" Instead of "did you understand?")

The teacher asks questions that do not involve yes / no answers.

The teacher sets the rules of communication (we do not interrupt and announce when we want to say something, raising our hand).

Involve pupils who do not speak in public to say what they have felt in certain situations, but without putting pressure on them. Underline the idea that it is important for each student to correctly identify the emotions experienced in certain situations.

Reformulate and summarize periodically what the pupils are saying or invite the pupils to do so. State at the outset what the goals of the activity are, so that children know what is about to happen.

Take care that this Activity does not put pupils in embarrassing situations in

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<sup>9</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

<sup>10</sup> adapted from Council of Europe. (2008). *Compasito – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

the classroom or attract unwanted consequences at home.

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## Tasks and procedure

### 1. Warm-up Activity

Musical Chairs<sup>11</sup>: Arrange chairs in a close circle and ask children to sit down. Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g. “I am X and am left-handed,” “I am X and I have a cat” or “I am X and I dislike eating \_\_\_”). Try to get a chair for yourself. The person left without a chair then makes a similar statement about herself or himself. Continue until most children have had a chance to introduce themselves in this way.

### 2. Activity – What happens when others feel...?

The teacher divides the class into groups of 4 (by counting).

Each group receives a sheet of paper, a situation:

- a. The parents send George to school, although he wants to stay home with his cousin who came to visit for 1 day.
- b. Cosmin was not invited to classmate's birthday.
- c. Corina's mother forbids her to watch her favourite cartoons because she has not finished her homework for the next day.
- d. The teacher praises Cristi for the drawing he made.
- e. Elena lost a book she had received as a gift from her best friend and started reading it.

Pupils discuss in groups about how the children have felt in the given situations and what reactions they have had at those times. He then discusses the positive and negative aspects of their reactions, by establishing the possible consequences. For reactions deemed inappropriate, pupils are encouraged to find as many suitable alternatives as possible.

Each group presents the situation in plenary and the teacher moderates the discussion.

### 3. Pair Activity

The teacher resumes the requirements of the previous Activity, this time in pairs, and each pair receives a situation:

- George takes a toy from Marian without asking.
  - Maria wins for the first time the race at the sports class.
- 

<sup>11</sup> taken from Council of Europe. (2008). *Compassito – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

- A colleague runs past your desk and your pencil-box falls. The pen is breaking. You shout at him.
- Irina helps her mother wash the dishes.
- Cristi played on his older brother's computer, though he is not allowed. The brother realizes and asks if it's true that he used his computer.
- One of Maria's friends draws very ugly but she wants to participate in a drawing contest. Maria tells her that she has no chance of being accepted into the competition.
- Cristina's friend fell and got hit.
- George played ball in the living room and broke my mother's favourite vase.
- George didn't clean his room, though he promised his mother he would.
- Maria goes to the pool to learn to swim although she is afraid of water.

Each pair presents the situation in plenary and the teacher moderates the discussion.

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### **Debriefing and evaluation**

- What happens when the people we know feel joy, sadness, fear, anger, shame, pride, surprise etc.?
  - What are their reactions at those times?
  - What are the positive consequences of their reactions?
  - What are the negative consequences of their reactions?
  - What alternatives can we find for their negative reactions?
- 

### **Suggestions for follow-up activities**

Pupils are invited to review the following week's situations in which some classmates or friends of theirs felt angry, ashamed, happy, sad, scared, proud, surprised and so on. Also, they are invited to write down what their reactions were at those times (what they did, what they felt, how they acted).

Then they will write down what they think are the positive and negative aspects of the reactions of their colleagues / friends, by establishing the possible consequences. For reactions deemed inappropriate, pupils are encouraged to find and rate as many suitable alternatives as possible.

The notes made are discussed with the teacher, in a subsequent Activity of the class, without specifying the names of colleagues / friends.

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**Activity 4:** *Express the emotion*<sup>12</sup>

**Overview** through this activity pupils are placed in a position to mimic the basic emotions, but also to correctly associate the verbal etiquette with the facial expression of the respective emotion

**Objective:** to develop pupils' abilities to correctly identify emotions, by decoding facial expressions

**Materials:** mirrors, cards with different emotional expressions  
videos with children experiencing different emotions

**Time:** 45 minutes

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### Instructions for teachers

Appreciate the quality of the portraits.

Praise pupils for the answers they provide and for how they mimic certain emotional expressions.

If pupils confuse certain emotional expressions, offer them help, mimicking that emotion.

Give help when they fail to properly identify the emotions in the film, highlighting what the character in the movie sequence is experiencing and trying to find out if the student has experienced a similar situation.

Do not criticize or label the inappropriate emotional reactions of the pupils during the activity.

Praise pupils for the correct identification of emotions;

Provide help in correctly identifying alternatives in situations where pupils have negative emotional experiences.

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<sup>12</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

## Tasks and procedure

### 1. Warm-up Activity

Portraits<sup>13</sup>: Divide children into pairs and give each plain paper and a pen. Explain that each person is to draw a quick sketch of the other and to ask some questions (e.g. name, hobby, a surprising fact) that will be incorporated into the portrait. Allow only a short time for this and encourage everyone to make their portraits and names as large as possible. Then ask each child to show his or her portrait and introduce the 'original' to the group. Hang the portraits where everyone can see.

### 2. Mirror game

The teacher explains to the children that they will play with the mirrors and demonstrates how they will play. The teacher takes a card with an emotional expression (A4) and asks the pupils to identify and name the respective emotion. Then pupils are invited to mimic that emotion, looking at each other in their mirror. If necessary, the teacher demonstratively mimics the respective emotion.

Repeat the scenario for each mentioned emotion (joy, happiness, surprise, anger, anxiety, fear, shame, worry, upset).

### 3. Video examples

Identify the emotions of characters in the following projected films  
<https://www.youtube.com/watch?v=iKMFKiTaF5s>  
<https://www.youtube.com/watch?v=RN4fTb5292M>

Pupils watch movies and identify emotions. It is discussed where pupils fail to correctly identify emotions.

### 4. Pair activity

Pupils are divided into pairs. Each pair analyses the following situations and will practice emotional expressions.

- a. You are angry because a colleague does not invite you to his birthday. You think nobody likes you. What else could you do?
- b. A group of children play. You want to play with them but they tell you that they do not receive you in the team because you do not play football as well as them. You think you're a weak player and you don't do anything right. What else could you do?
- c. One of your classmates hits you. You're angry and you want to hit him too. What else could you do?
- d. One of your friends refuses to share a toy with you, you think that he is not a good friend and you will never play with him again. What else could you do?

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<sup>13</sup> taken from Council of Europe. (2008). *Compassio – a manual on human rights education for children!*. Strasbourg: Council of Europe Publishing.

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### **Debriefing and evaluation**

- How did you feel about this activity?
  - Were the requirements difficult? Why?
  - What do you think about the importance of correctly identifying emotions?
  - What have you learned about emotions?
  - Were you unable to decode your emotions correctly? Why?
  - What are the consequences when we do not correctly identify emotions?
- 

### **Suggestions for follow-up activities**

Ask pupils to identify emotions in different everyday contexts. Also, reflect on the situations that generated the respective emotions. They will be presented succinctly at the end of the school program.

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**Activity 5:** *How do we express emotions?*<sup>14</sup>

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**Overview** this activity is designed to raise awareness of the differences between the proper expression of emotions and their inadequate expression and to identify alternative solutions to the inappropriate expression of emotions

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**Objective:** to develop pupils' skills for the proper expression of emotions and identifying alternative solutions in situations of inadequate expression of emotions

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**Materials:** case studies files

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### Instructions for teachers

Some pupils may be more reluctant to play certain roles in front of their peers.

Encourage pupils to opt for roles in which they feel comfortable. Make sure that in all 3 groups, each student's opinions are taken into account when designing the script.

Remind pupils that there is no good role play and less good role play. It is important to illustrate the situation and to express the emotions of the characters as well as possible.

If negative emotions predominate, encourage pupils to build the script so that the happy ending role play ends. Appreciate everyone's efforts and make sure the discussion ends in a positive way.

---

### Tasks and procedure

**Role play.** The teacher presents to the pupils the following situations:

1. George and Ionelia meet in front of the block after hours. George is disappointed that his favourite football team did not score any goals. Ionela is disappointed because she has not found a dress that she likes for her cousin's wedding ...

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<sup>14</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori.* Cluj-Napoca: Editura ASCR

2. The 2<sup>nd</sup> grade pupils wait for the results of the mathematics contest to be displayed. George is sure to get a good score, while Maria is worried because she is not doing well in math. Cristi is upset that he made mistakes because he was not paying enough attention. Cosmin is afraid of his father's reaction if he doesn't take a high mark. When finding out the results, George smiled discreetly ... Mary jumped up with joy ...

3. One of your friends comes to your mother and tells her about an incident at school that was supposed to be kept secret. You then go and talk to another friend, who in turn does not know how to interpret the situation. You meet all 3 and discuss the whole situation. Your parents are also present.

The class of pupils is divided into 3 groups. Each group receives a form with a description of a situation in the statements. Pupils are invited to stage the situation, emphasizing how each character felt, what they did to eliminate the discomfort in the case of negative emotional experiences, to whom they called for help.

The 3 groups have 10 minutes to prepare their script, to identify the key characters and to build the script. The teacher supports the design of the script from the shadow. Each group has 5 minutes for the role play.

Subsequent to each role play, for 5 minutes, the essential aspects of what happened in the role play are discussed and analysed.

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### **Debriefing and evaluation**

- Ask pupils to discuss their experience in this activity.
  - How was it for a small group to stage a given situation?
  - How did the tasks divide into groups?
  - What do you think was difficult to achieve?
  - What did they feel when they played the established roles?
  - Were there ideas that not all the members of the group liked?
  - What did they feel in that situation?
  - What were the predominant emotions within the group?
  - Which are the predominant emotions now, at the end of the activity?
- 

### **Suggestions for follow-up activities**

Set up other situations, identified with you in the classroom or in the circle of friends, so that you can best capture the emotional experiences of those involved and the consequences of the emotions experienced (one role play per month). Ask the teacher's help for a final discussion.

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## Chapter 3

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### Proposed activities, with methodological details for Module 2. Self-esteem

**Activity 1:** *No one likes me...*<sup>15</sup>

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**Overview** this activity encourages the pupils to analyse the situations in which they found that they are not loved by some people and to realize that it is natural to have people who love us, and that it is natural to have people who do not love us

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**Objective:** to develop pupils' abilities to realize that it is natural for people to love them as well as people not to love them

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**Materials:** the story "Nobody likes me"

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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#### Instructions for teachers

Ask pupils to listen carefully to the story and analyse whether or not they

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<sup>15</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

identify with the characters in the story. After the teacher tells the story, s/he discusses it with the pupils.

The pupils are then encouraged to present situations in which they find, in their opinion, that there are people who do not accept / like / love them (colleagues, neighbours' children, relatives, teachers, etc.). These situations are discussed and analysed, underlining the idea that not everyone can love us, accept us.

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## **Tasks and procedure**

### **1. Storytelling**

Ligia returned from her break and sat quietly at her desk. She felt absolutely terrible because, as she was about to enter the school, she had heard Raluca and Andreea talking about the fact that they too had been invited to the Camellia's party. Why wasn't she invited? And she was friends with Camelia.

“What did I do to her? Why doesn't she like me anymore?” These questions have bothered Ligia all afternoon. The teacher was really upset about her, because she wasn't paying attention.

When she got home from school, Ligia went straight to her room. She tried to do her homework, but she was too upset to concentrate. Finally, he decided to go and eat an apple. When she entered the kitchen, her brother, David, asked her,

“Hey, what are you upset about?”

“Oh, nothing,” said Ligia, “I had a bad day.”

“Well, come on,” said David, “you will feel better if you talk about what is bothering you. What happened?”

So Ligia told her that she had not been invited to Camelia's birthday party and did not know why, because they were friends.

“Look,” David said, “just because she didn't invite you to the party doesn't necessarily mean she doesn't like you. Maybe she doesn't like you, but have you ever thought she might be allowed to invite only a few colleagues? You can't be sure she doesn't like you.”

“Well, I think you may be right, but I still don't feel better”

“It's natural not to feel good,” David said, “but it's not helpful to keep thinking you're not good at anything or you have done something wrong.”

Ligia thought of what David told her, and although she would have liked to be invited, she felt better. “At least there's nothing wrong with me”, she said.

### **2. Analysis of situation described**

- 1) Why did Ligia think Camelia doesn't like her?
  - 2) What was the real reason why Camelia didn't invite Ligia to the party?
-

3) Suppose Camelia didn't really like Ligia. Would that have meant something was wrong with the Ligia or that she was a bad person?

### **3. Pair activity**

In pairs, pupils are invited to present situations in which they felt that some people do not love / accept them and to analyse these situations from the perspective of previous discussions.

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### **Debriefing and evaluation**

- Have you ever been in a similar situation, in which you assumed that someone didn't like you, but in fact it wasn't like that? Give examples.
  - Just because someone is not careful with you, does not invite you somewhere, or does not show interest in what you do, does that mean he/she does not like you? What does it really mean?
  - Suppose someone doesn't really like you. Do you think it is possible that everyone should like you?
  - You are a good person or not if someone does not like you?
- 

### **Suggestions for follow-up activities**

Individually, pupils are invited to write a similar situation in their diary, concluding that not being loved by everyone does not turn us into bad people and that it is natural for people to love us as well as people not love us.

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**Activity 2:** *It's said that...*<sup>16</sup>

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**Overview** through this activity, primary school pupils are able to learn that there is a difference between what those around them are saying and what they really are

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**Objective:** to develop pupils' abilities to correctly identify how they are, regardless of what the children around them say

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**Materials:** datasheets with the script "It is said that..."

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### Instructions for teachers

Help pupils make a distinction between what they are and what some kids say about them, just for the sake of teasing them.

Helping pupils understand that being different is not a bad thing, but that these differences are visible to other children and sometimes lead to a series of consequences (nicknames, teasing).

The teacher establishes the rules during the role play (both for the actors and for the observers) and ensures that all participants in the activity know very clearly which needs to be followed.

Involve pupils who do not speak in public to say what they have felt in certain situations, but without putting pressure on them.

Underline the idea that it is important for each student to identify situations in which they have been teased, nicknamed, as well as situations in which they have staged such scenes.

Reformulate and summarize periodically what the pupils are saying or invite the pupils to do so.

State from the outset what the goals of the activity are so that children know what is going to happen.

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<sup>16</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

## Tasks and procedure

### 1. Individual activity

Think and write down the situations where you have been teased / nicknamed. Write them down.

### 2. Debate

Can teasing be avoided between colleagues or friends? How did you react when you were teased? But are you the kind of person that gives nicknames? How did you react when you witnessed a scene where another child was teased or nicknamed? What's worse? To be tainted or to remain silent when another child is teased or nicknamed?

How can we prevent these situations? Is it important to consider whether or not these teasing or nicknames represent us? Who we could discuss these situations with?

### 3. Role play

Four volunteer pupils receive the script and instructions about the roles. Then they perform it, according to the scenario.

The "It is said that ..." scenario

Scene: The bus that goes to school. Child A has just put on a dental appliance. Child B gets on the bus, sees his colleague's device and shows it to his friends, child C and child D.

Child A starts talking to the friend next to him/her.

Child B bends over the interval between seats, smiles broadly and zigzags indicating his teeth. Child C laughs and says to child A: "Hey, wire face, how are you doing?" Child A is quiet and doesn't answer. Child D stands up and announces aloud "Everyone, attention: we have a new face wire in the bus. If anyone needs a piece of wire, you know where to get it." Child A starts talking to his friend again. Child B says aloud to his friend "I think it's best that he doesn't talk too much; he could get his tongue in those wires." Child A becomes irritated, but tells his friend: "It doesn't help me to get upset with them. I know I'm not wired, so it doesn't affect me what they say".

### 4. Debate

- 1) Child A, to what extent did the comments affect you?
- 2) Do you think there is any way to prevent the children on the bus from teasing child A about his dental device?
- 3) What do you think about the way the teased child decided to deal with the situation?

### 5. Individual activity

Remember how many times you were teased / nicknamed ...

Remember how many times you teased / nicknamed ...

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### **Debriefing and evaluation**

- When you were teased / nicknamed why did those around you do this? What was being said about you?
  - When did you tease / nickname why did you do this? What was said about the teased / nicknamed?
  - What does it really mean when people tease you / give you a nickname? Are they what they say you would be? Are you less valuable because of what they say? Are you less valuable because of what other people say?
  - What conclusions do we draw from this activity?
- 

### **Suggestions for follow-up activities**

Make an essay, based on the following ideas: Although we cannot control the behaviour and attitude of others, we can control our reactions to certain behaviours or attitudes. We are not what others say we would be.

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**Activity 3:** *May I try?*<sup>17</sup>

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**Overview** through this activity, primary school pupils are in a position to learn that it is important to do everything you need to do to achieve something, to reach an objective, regardless of the end result

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**Objective:** To develop pupils' abilities to analyse life situations in which action is more important than the end result

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**Materials:** a book on each pupil's desk

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### Instructions for teachers

Students are encouraged to remember how they learned to ride a bicycle or swim; how long it took and how many times they fell during the learning phase of the respective skill.

The idea that failure occurs in any learning activity, which is a natural stage of the learning process, is underlined; without this we cannot achieve what we have set for ourselves. It also analyses the idea that failure in a learning sequence does not transform us into good or less good pupils, into smart or less clever children, but transforms us into people determined to go through all the natural stages to learn and to reach a goal.

Also, the teacher insists on the importance of encouragement and appreciation of those around us in order to pass more easily on the sequences in which we do not get out of the activity as we wish, as well as on the importance of self-encouragement at those times.

Some children, for fear of failing, give up getting involved in an activity. Encourage students to express their views on this. What would they do if they saw a child act like this? What would he do? If they were in a position to give up an activity for fear of failure, how would they encourage themselves? What would he say? What would he do?

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<sup>17</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

## Tasks and procedure

### 1. Individual activity

Each student will write down two situations in which they tried to take an action that they considered difficult to perform or which they considered impossible to perform.

### 2. Pair discussions

The situations written down by each pupil are presented and analysed.

### 3. Plenary discussions

Some of the situations reported by the pupils are presented. Aspects of what happened are discussed when they tried to do that and how they felt when they tried.

### 4. Individual exercises

Students participate in a few short experiments:

- just sit on the left foot, holding it straight in the air for 30 seconds (without other support);
- just stand on your right foot, holding the left one in the air for 30 seconds (without other support);
- you walk through the classroom for 30 seconds, holding a book on your head.

### 5. Plenary discussions

- a. in the 3 situations given, who did you think would succeed in doing all 3 exercises?
  - b. who thought he would not be able to solve the 3 tasks? Why?
  - c. if you couldn't do them, would you have wished you hadn't tried?
  - d. what do you think is the good part of trying to do things like these?
- 

## Debriefing and evaluation

- Give an example of something you tried to do, but failed.
  - What does it mean when you try to do something and fail?
  - What do you think is best: trying and probably not succeeding or not trying at all?
  - Can you give an example of a situation where you didn't try to do something and then you felt sorry that you didn't try?
- 

## Suggestions for follow-up activities

Comment in pairs the following statement: It is important to carry out an activity, regardless of the result obtained!

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**Activity 4:** *Perfect, perfect*<sup>18</sup>

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**Overview** through this activity, primary school pupils are in a position to learn that perfection is impossible to achieve and that not being perfect does not mean being incompetent

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**Objective:** to develop pupils' abilities to realize that perfection is impossible to attain and not being perfect does not mean being incompetent

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**Materials:** 9 tennis balls

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### Instructions for teachers

It is important for students to recognize the impossibility of attaining perfection and to avoid equating their personal value with performance in carrying out tasks.

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### Tasks and procedure

#### 1. Plenary discussions

What does it mean to be perfect? Have you seen people doing perfect activities? Have you ever done perfect activities? Is there anyone who has ever done something perfect?

#### 2. Practical activity

Select 3 volunteers and ask them to juggle perfectly with three tennis balls. Ask the other 3 students to be observers to see if the task is completed perfectly. Stop the activity after a few minutes. Resume the requirement for 3 other volunteer pupils and 3 observers, so that each pupil is either a volunteer or an observer.

#### 3. Debate

For observers: Has anyone been able to fulfil the task perfectly?

For volunteers: How do you feel about not doing exactly what you were supposed to do?

Are there people in the world who can juggle balls perfectly? Do you get them

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<sup>18</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

every time you try?

How many of you think that those who did not go out with juggling are less intelligent or unable to do something right? What is the connection between achieving a perfect activity and the level of intelligence or value of a student? What is important to remember from this activity?

---

### **Debriefing and evaluation**

- When did you try to do something perfect? Did you manage? How did you feel?
  - When did you notice a colleague who wanted to do something perfect? Did he succeed? How do you think he felt?
  - What did you learn about doing something perfect?
- 

### **Suggestions for follow-up activities**

Pair activity. Discuss with your colleague about at least two situations in school, in which you tried to be a perfect student. What happened? How did things go? How did you feel? What were the consequences? But what about the conclusions? What is the connection between these situations and your level of competence? What is the connection between these situations and your value as a human being?

---

**Activity 5:** *Glad to be me!*<sup>19</sup>

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**Overview** through this activity, primary school pupils are put in a position to learn that being rejected by others does not mean not being good at anything

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**Objective:** to develop pupils' skills to understand that being rejected by others does not mean that you are good at nothing

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**Materials:** the bookmark "Glad to be me"

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### Instructions for teachers

Through the proposed activities, the teacher puts the pupils in the situation to realize that the opinions of others are not directly proportional to the quality of an individual, what he knows to do or what he can do.

Each platform is unique, it has different features and qualities compared to the other people, which does not make us better or worse people. The teacher encourages students to work in pairs or small groups so that students have the opportunity to express their opinions; at the same time, through these forms of organization students are encouraged to present personal experiences (more difficult to present and analyse in front of the pupils in the class).

---

### Tasks and procedure

#### 1. Story telling

The teacher tells the students the story "The Ugly Duckling", adapting the language to the appropriate level of the pupils in the class.

#### 2. Plenary discussions

The story is discussed with all its aspects. The teacher coordinates the discussion, concluding on the moral of this story.

#### 3. Group activity

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<sup>19</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

Groups of 3 pupils are formed. Pupils are given handouts with questions to be answered after discussing with each other and reaching a consensus. The answers are recorded and presented in plenary.

The questions in the files are:

- a. Why didn't he feel well about himself?
- b. What was wrong in the opinion of the other ducklings about the appearance of the ugly duckling?
- c. Was the ugly duckling really ugly or was it just different?

#### **4. Individual activity**

Each pupil colours the bookmark with the title "Glad to be me". Subsequently, all of them are displayed in the classroom.

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#### **Debriefing and evaluation**

- Have you ever felt bad about who you are and wanted to be different?
  - Do the opinions of others influence the way we feel?
  - Are the opinions of others always true?
- 

#### **Suggestions for follow-up activities**

In the pair, describe a situation where you didn't feel comfortable because you were different from the others. How did you come to the conclusion that you are different? What did you do in that situation? If you were still in a similar situation, how would you act?

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## Chapter 4

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### Proposed activities, with methodological details for Module 3. Stereotypes

**Activity 1:** *Dance with me*

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**Overview** through dance, children learn to accept themselves as they are, to appreciate each other and to receive what each of them has to offer

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**Objective:** to achieve a positive atmosphere and to harmonize with the emotional experiences experienced by the group members

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**Materials:** audio device or computer & speakers

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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#### Instructions for teachers

The educator will participate in this activity in order to establish with the children both closer relationships but also to give them extra security. The presence of the educator aims, to break the ice, to break all the prejudices that cause retentions and to supervise the good conduct of the activity.

Children are aware that in the classroom each one is accepted, appreciated for what he offers, for what he is. Also, children realize that they are given freedom of expression, without being condemned, criticized for what they propose, for what they achieve.

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### **Tasks and procedure**

Shaking hands, the children stand up and sit in a circle. At the same time, each child proposes a dance movement. The proposed movement is exemplified by each student, and will then be executed by all at the same time. It is compulsory for children to hold their hands permanently during the exercise.

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### **Debriefing and evaluation**

At this activity, encouragement is offered and received. The atmosphere achieved is a relaxing, cheerful and good mood, based on a total involvement of all the members of the class, perceived by the children as a real game. In this activity, the timider have a good opportunity to take the initiative and to show spontaneity. The teacher must aim for all the children in the group to have at least one intervention.

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### **Suggestions for follow-up activities**

After a week, students are asked to write on a piece of paper, how they felt and to suggest another dance activity.

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**Activity 2:** *Statue*

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**Overview** the statue is a movement exercise that aims at self-knowledge of each of the students

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**Objective:** to focus pupils' attention on one's own body, awareness of the relationships between certain physiological reactions and some mental states

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**Materials:** -

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### **Instructions for teachers**

The teacher must explain the work tasks, help the pupils to focus on their own personalities. For the psychological comfort and safety of the pupils, the educator must participate in the activity of the pupils.

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### **Tasks and procedure**

Children move through the classroom, or the school yard. At a signal from the educator, they stop and make a statue from their body. During this time, they have the task to self-observe and self-evaluate, physiological experiences, thoughts, emotions. In turn, each statue receives a "voice" and must verbalize its internal state, correlated with the statue it made.

---

### **Debriefing and evaluation**

Each child self-assesses their physiological experiences, thoughts, emotions, and then by expressing them, he/she realizes them. The class can give feedback, if the expressed feelings are felt in the position of the statue.

---

### **Suggestions for follow-up activities**

It is a chance to train the capacities of exploration and awareness of one's own experiences, emotions, managing to make correlations between the physiological and the mental states. E.g.: "I am glad that I can be imposing and watch over the valleys, like a fir tree on the mountain" Feeling important through the game offered, the children will be fully involved. They will formulate ideas, express opinions, and collaborate at the group level.

---

**Activity 3:** *Hello!*

---

**Overview** this activity aims with the help of the greeting to facilitate the free manifestations that will lead to the creation of positive affective states, creating a contact between the students of the class, verbal or nonverbal (through corporal touch)

---

**Objective:** to reduce pupils' anxiety, eliminate inhibitions, relieve stress

---

**Materials:** -

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

The teacher must explain the tasks of the activity until all the students understand what they have to do and also moderate the activity itself.

---

### Tasks and procedure

The activity is divided into two parts: In the first part the students are placed in a circle. Each student must propose a form of greeting, either verbal or nonverbal. Then the students greet each other with the formula proposed above.

The second part is for experimenting each form of greeting that was previously proposed. The children walk around the room and when they meet, they are greeted according to the proposed method.

---

### Debriefing and evaluation

Relaxation occurs. Kids laugh, they feel good. From their mimicry it can be seen that they are curious about what will happen next.

---

### Suggestions for follow-up activities

The proposed activity helps to create positive affective states, increase the motivation for the following activities. This can be done before an activity that requires more concentration and work.

---

**Activity 4:** *Reporter*

---

**Overview** this exercise is a good opportunity for each child to increase their confidence in their own strengths, thus implicitly optimizing their self-image, as each present something to the others, while everyone else listens carefully, showing respect and acceptance. It is set the foundation for a positive motivation for future activities

---

**Objective:** to develop pupils' ability to express, to relate some facts in the presence of others, achieving an open, secure atmosphere, conducive to authentic communication

---

**Materials:** chairs  
notes & writing tools for each child

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### **Instructions for teachers**

Critical, accusatory interventions are not allowed. The teacher communicates this rule and discourages critical interventions, if they occur.

---

### **Tasks and procedure**

In pairs, children are seated face to face in pairs. One member becomes A and the other B. For 5 minutes, A is a reporter and asks B questions trying to find out as much information about him. Then the role reversal takes place, B becomes a reporter, and A is the one who provides information. Then, each reporter presents to the other information about his or her partner.

---

### **Debriefing and evaluation**

In the end, everyone has the right to give the others information about him, information that he thinks others should know. They are also allowed to ask questions.

---

### **Suggestions for follow-up activities**

At the next meeting, the teacher asks the students to write down on a note which role (reporter or interviewee) he liked more and the reason.

---

**Activity 5:** *Three important moments*

---

**Overview** this exercise is a good opportunity for each child to optimize their self-image, as each of them presents something to the others, while listening carefully, showing respect and acceptance. This creates a secure, open climate that allows authentic communication in the future

---

**Objective:** to develop pupils' ability to express, to relate some facts in the presence of others, achieving an open, secure atmosphere, conducive to authentic communication

---

**Materials:** paper & pencil

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

**Instructions for teachers**

The information is made public only with the permission of the members concerned.

---

**Tasks and procedure**

In small groups (of 4 or 5) each member draws an axis of time (past, present, future), which he marks, writing his name, three important moments in his past life and three in present.

Each member presents in the small group important events in his life. A member of the designated / elected group will present important events of their lives, to the entire group, making the necessary comments.

---

**Debriefing and evaluation**

In the small group, the students identify common events and absolutely particular events.

Then, it identifies the group with which it most resembles and the group with which it is most distinguished.

---

**Suggestions for follow-up activities**

In a future activity, in small groups (of 4 or 5) each member draws a time axis (past, present, future), which he marks, writing his name, three important moments in his life, which he also wishes in the future.

---

## Chapter 5

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### Proposed activities, with methodological details for Module 4. Self-knowledge

**Activity 1:** *My Identity*<sup>20</sup>

---

**Overview** this activity uses group work to explore identity and self-knowledge

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**Objective:** to enhance pupils' awareness about their self-knowledge

---

**Materials:** 6 previously filled cards per group & dices  
device with speakers, to play music in the background (optional)

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

#### Instructions for teachers

Make 6 cards per group with the following unfinished statements:

- |             |                 |                                   |
|-------------|-----------------|-----------------------------------|
| 1. I am...  | 3. I believe... | 5. I am learning to...            |
| 2. I can... | 4. I enjoy...   | 6. Places where I spent my day... |
- 

<sup>20</sup> adapted from <https://www.funzo.co/games/my-identity/>

You can choose whether to use music or other techniques to signal students to walk and stop walking.

If you want to make it competitive, you can tell that they will be competing against the other groups and each finished statement will be one point. You can make a rule that repeating a statement that has already been said, will not bring points.

---

### **Tasks and procedure**

1. At the very start of the workshop, tell pupils that this will be an activity where they will be thinking and sharing things about themselves. After that, split pupils into groups of 6.

2. Place the cards on the ground in a circle and create as many circles as there are groups of pupils. Instruct pupils to stand behind the cards, so as each pupil will be standing behind one card.

3. Tell pupils that they will hear some music and while the music is on, they will have to walk around the circle of cards, making sure that their feet are always behind one card and they are not stepping into empty spaces. Tell pupils that when the music stops, they will have to stop walking and stand behind only one card. Then, tell them that you will roll the dice, and the pupils with the same number of the card will have to finish the statement and share something about them. For example, if you roll a 2, the pupil whose feet are behind the card number 2. I CAN, will have to finish the statement and share something that they can.

4. Repeat this after each pupil has finished all six statements at least once.

5. Ask pupils to come back to plenary. Ask them to share if they found some interesting information about their partners and continue to debriefing and evaluation.

---

### **Debriefing and evaluation**

- Did pupils like the activity? Was it fun?
  - Was it easy to finish the statements? Was it difficult to finish a same statement more than once or thrice?
  - Did they learn something new about their classmates and what?
  - Did they find similarities with their classmates and which ones?
  - What did they learn about themselves?
- 

### **Suggestions for follow-up activities**

This activity can be done before “Identity Sculpture”

---

**Activity 2:** *Inside/Outside Mask*<sup>21</sup>

---

**Overview** this activity helps pupils in building a sense of identity

---

**Objective:** to develop pupils' sense of identity

---

**Materials:** two masks per pupil & coloured pens & markers  
device with speakers, to play music in the background (optional)

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

**Instructions for teachers**

Print masks outline, and prepare two masks per pupil.

You can choose to play some calm music in the background while pupils are thinking and drawing.

---

**Tasks and procedure**

1. Distribute two masks per each pupil and tell them that they have to draw two masks: one depicting what they look like on the outside, and the other depicting what they “look” like on the inside. Tell them that the first mask is more of how other people see them, and the second one is how they see themselves.

2. Play some calm music and allow enough time for students to finish their masks.

3. Ask students to share and explain their masks.

---

**Debriefing and evaluation**

- Did you like the activity?
  - Which mask was more difficult and why?
  - Was it difficult to draw yourself?
  - What have you learned about the whole class?
  - What have you learned about yourself and other?
- 

**Suggestions for follow-up activities**

This activity can be done before “Identity Sculpture”

---

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<sup>21</sup> adapted from [https://aspira.org/sites/default/files/U\\_III\\_M\\_1\\_SA.pdf](https://aspira.org/sites/default/files/U_III_M_1_SA.pdf)

**Activity 3:** *Do you see what I see?*<sup>22</sup>

---

**Overview** this activity helps pupil think about their identity and how can it be differently perceived from different aspects

---

**Objective:** to develop pupils' understanding that two perspectives can be true at the same time in a context of identity

---

**Materials:** sticky notes of different colour

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

Stick two different-coloured sticky notes together, back to back. Make at least three of these.

If you wish, you can use pictures instead of sticky notes.

---

### Tasks and procedure

1. Tell pupils that you will stand in the middle of the circle and you will show them one sticky note. When they see the sticky note, they will have to shout out the its colour.

2. Show the pupils the sticky note so that half the room sees one side and the other half the other side. When the pupils shout out different colours, tell them that you are confused and ask them to shout again. When they shout different colours again, tell them you will try this with another sticky note of another colour. Do this until pupils don't figure out why they are shouting different colours.

---

### Debriefing and evaluation

- What did you think when you heard people shouting out different colours?
  - How did your place in the room influence what you saw?
  - How can we compare this to a real-life situation?
- 

<sup>22</sup> adapted from <https://pjp-eu.coe.int/documents/1017981/10762748/Act4.pdf/72056fbc-a9cb-fa09-9a18-263a9d1b6b93>

- 
- Has something similar to this ever happened to you?
  - What should we have on mind when thinking and interacting about other people?
  - Can we compare the sticky note to ourselves?
  - What can we do to avoid conflicts caused by different perspectives?
- 

### **Suggestions for follow-up activities**

This activity can be followed up by “Man/Mouse”. If the time allows, these two activities could be combined together.

---

**Activity 4:** *Identity sculpture*

---

**Overview** this activity is to help pupils think about the aspects of their identity

---

**Objective:** to deepen pupils' self-knowledge

---

**Materials:** play dough and some plastic tools for moulding  
one sheet of paper per pupil  
coloured pens & markers  
device with speakers, to play music in the background (optional)

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

Prepare some paper, play dough and moulding tools, enough for each pupil. You can tell pupils that they could find a place in the classroom where they feel most comfortable to work on their sculptures.

---

### Tasks and procedure

1. At the very start of this activity, instruct pupils that they will have to be thinking about themselves and about the aspects that are part of them. Distribute one sheet of paper per pupil, some play dough and plastic moulding tools and enough coloured pens and markers. Tell them that they will have to make a sculpture out of play dough that represents them. Tell them to think about the things that they want to share which are important for them, and not to focus on physical characteristics.
  2. Ask pupils to present their sculptures and elaborate what it represents.
  3. After this, move on to discuss what pupils have discovered about themselves and the others.
- 

### Debriefing and evaluation

- Did you like the activity?
  - How was it to create a sculpture that will represent you? How was it to decide on the sculpture?
-

- 
- What did you discover about yourself or about the others?
  - How similar do you think you are from each other?
  - What should we be aware in interaction with others?
- 

**Suggestions for follow-up activities**

This activity could be done after “My Identity” and “Inside/Outside Mask”.

---

**Activity 5:** *Man/Mouse*<sup>23</sup>

**Overview** this activity touches the topic of perspective in order to raise awareness of the ways we perceive others and vice versa

**Objective:** to increase pupils' awareness about out different ways of perceiving reality and people

**Materials:** printout of the three pictures (man, mouse, man/mouse)  
paper for each participant  
coloured pens & markers

**Time:** 45 minutes

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

**Instructions for teachers**

Print out three pictures (man, mouse and man/mouse).



It is important to ensure that only half of the participants see the pictures.

You could orientate the discussion towards the idea that we often believe that “we see the same thing”, although what we perceive is different, and that the reality might be also different from our perceptions.

---

<sup>23</sup> adapted from <https://pjp-eu.coe.int/documents/1017981/10762748/Act12.pdf/91190b7f-1ced-934c-59a8-8b6f669191c1>

### **Tasks and procedure**

1. Ask all the participants to group in pairs at a table and provide each pair with a sheet of paper and a pencil.
  2. Explain that participants will be shown an image and will then be asked to draw the image together, holding the same pencil simultaneously.
  3. In each pair, ask participants to identify who is “A” and who is “B”.
  4. Ask all the “As” to close their eyes. Show all the “Bs” the mouse image for about 30 seconds, then put the image aside.
  5. Now ask all the “Bs” to close their eyes. Show all the “As” the man image for about 30 seconds, then put it aside.
  6. Now tell all participants that you will show them the image again for 30 seconds before they start drawing together. Show all participants the man/mouse image.
  7. Ask them to start drawing.
  8. When all groups have finished, return to a circle for debriefing.
- 

### **Debriefing and evaluation**

- What happened?
  - What did you see (let A and B describe what they saw and show the man/mouse image again)?
  - How did you proceed to draw together?
  - How did co-operation and communication work?
  - What could have been done differently?
  - What does it have to do with intercultural learning?
  - What is the role of predefined images in the process of seeing something in daily life? How can we translate this to daily situation?
  - Do you face similar situations in your daily life? When? How can we deal with those situations?
- 

### **Suggestions for follow-up activities**

This activity can be done after “Do You See What I See”. If the time allows, these two activities could be combined together.

---



## Chapter 6

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### Proposed activities, with methodological details for Module 5. Group cohesion

**Activity 1:** *Let`s make the world closer to us...*

---

**Overview** this activity intends to promote intercultural dialogue and develop pupil`s openness to others

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**Objective:** to develop pupils` awareness to cultural diversity and intercultural education by establishing a common dialogue

---

**Materials:** paper & pencil

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

#### Instructions for teachers

The teacher should provide students with information about the places where the students can find information about the interviewed person, at the school library or links in the internet.

---

### **Tasks and procedure**

1. Students are provided with various sources of information, before the invited person arrives in the classroom. The task for groups/pairs is to find information about the country from where the participant is coming, at the school library or/and in the internet.
  2. Students prepare questions that they would like to ask to the invited person.
  3. Students will be prepared to take notes about what the invited person says.
  4. As a conclusion they will try to find similarities among different cultures.
- 

### **Debriefing and evaluation**

Reflection: did we learn anything new about this interview? What`s new for us? What similarities and differences between our cultures?

If possible, the teacher can prepare a formative test about the participant`s country

---

### **Suggestions for follow-up activities**

Who can be the next person to be interviewed in our classroom?

Why it can be interesting to all the class?

---

**Activity 2:** *Let`s make it closer with world music*

---

**Overview** this activity intends to promote intercultural dialogue and develop pupil`s openness to others

---

**Objective:** to develop pupils` awareness to cultural diversity and intercultural education by establishing a common dialogue

---

**Materials:** music, folklore, and ethnography from another country

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

The teacher should provide students with information about the places where the students can find information of the suggested music, at the school library or links in the internet. The song can be suggested by the remigrants students.

---

### Tasks and procedure

1. Students are provided with various sources of information, before they listen to the music. The task for groups/pairs is to find information about the music from where the participant is coming, at the school library or/and in the internet. They must find the music text also.
  2. They listen the music and reflect about the meaning of it.
  3. Each group draw in a A4 sheet about what the music suggests.
  4. Students give their opinion about the music that they were listening.
- 

### Debriefing and evaluation

Reflection: did we learn anything new about this lesson? What`s new for us? What similarities and differences between our cultures?

---

### Suggestions for follow-up activities

Homework: investigation about possible similarities between the remigrants` musical preferences and those from native pupils.

---

**Activity 3:** *Train adventure*

---

**Overview** this activity intends to focus on tolerance and intercultural openness

---

**Objective:** to develop pupils' readiness to recognise other people's rights to their individual opinions, traditions, and everyday life norms

---

**Materials:** laptop and/or paper

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

The teacher prepares five pictures about persons from different cultures. Also, a small train movie from you tube can be used for the introduction, to motivate the students. Then, is ready to promote reflection and dialogue among all the students in the classroom.

A digital book can be produced with the students' final work.

---

### Tasks and procedure

The teacher tells the students, already organized by groups: "You just have started a week train trip from ... to ... (choose locations familiar to your students). You are sharing a compartment with five other passengers who are unfamiliar to you."

Three pictures will be presented with persons from different cultures. Questions:

1. What would you like to ask each one of them?
  2. How did you feel when you found somebody near you that you still don t know?
  3. Was it interesting to know new things about those persons? Why?
  4. Write your conclusions, illustrate it and let`s organize a class portfolio about the adventure in a train.
- 

### Debriefing and evaluation

A class portfolio in a digital book as formative evaluation

---

### Suggestions for follow-up activities

Discussion on tolerance, decision making skills, and ability to coexist with different people.

---

**Activity 4:** *Discover me... in the map*

---

**Overview** this activity intends to promote intercultural dialogue and develop pupil's openness to others

---

**Objective:** to develop pupils' awareness to cultural diversity and intercultural education by establishing a common dialogue

---

**Materials:** laptops, paper & maps  
geographical maps of the world, photos, encyclopaedias, internet resources

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### **Instructions for teachers**

The teacher prepares photos with people from different countries in the world, closer to those remigrants students having in the classroom.

---

### **Tasks and procedure**

1. Each group/pair receives six photos and a world map where they must find the place to put each photo.
  2. Next step: writing what they know about each country where they put the photos.
  3. Next step: presenting their work to the class and discussing with the other groups about their conclusions.
  4. Final step: trying to find similarities/differences with the native student's country.
- 

### **Debriefing and evaluation**

Reflection: did we learn anything new about this lesson? What's new for us? What similarities and differences between our cultures?

If possible, the teacher can prepare a formative test about the participant's country.

---

### **Suggestions for follow-up activities**

Homework: composition about the title "We can be friends"

---

**Activity 5:** *Class illustrated dictionary*

---

**Overview** this activity promotes intercultural education resources as a tool to develop pupils' knowledge in different cultures

---

**Objective:** to develop pupils' awareness to cultural diversity and intercultural education by establishing a common dialogue

---

**Materials:** laptops and/or papers

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### **Instructions for teachers**

The teacher starts the lesson with a question:

1. What languages we can learn based on the different cultures of our class?
  2. Let`s make an illustrated dictionary in each group
- 

### **Tasks and procedure**

1. Each group discuss about the student's familiar origins and what different words each one knows that the others still don't know.
  2. Next step: writing the words that they discovered and its meaning, separated by different languages.
  3. Next step: creating an illustrated dictionary based on the different words that they could find.
  4. Next step: Presenting their work to the class.
  5. Final step: linking the groups work in order to create a digital/paper illustrated book.
- 

### **Debriefing and evaluation**

Formative evaluation based on the final work: an illustrated dictionary.

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### **Suggestions for follow-up activities**

Presenting their illustrated dictionary to their family and friends in order to enrich it, if possible.

---

## Chapter 7

---

### Proposed activities, with methodological details for Module 6. Career development

**Activity 1:** *Interview a professional*

---

**Overview** this activity represents a powerful way to promote pupils' understanding of different professional profiles and to offer evidence of contro-stereotypical role models

---

**Objective:** to develop pupils' knowledge of the world of work and careers while fighting career stereotypes

---

**Materials:** the ID form for the students to fill in (Appendix 1)

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

## **Instructions for teachers**

The activity requires the presence (live or recorded) of a professional who is willing to share her/his story. This might happen during a specific activity at school (e.g. inviting a parent or a professional at school) or during a school trip. The structure of the activity can be also used in the form of a group work to be done at home.

It is recommended that the teacher liaises with the professional prior to the interview and shares the structure of the interview.

Regardless of the setting of the interview, teachers are invited to be particularly cautious not to strengthen career stereotypes and are recommended to plan the calendar of interviews at the beginning of the school year as this might help plan interviews that cover several areas of work.

During the session, students will be provided with an ID form (Appendix 1) which they will be invited to fill in. The teacher is invited to allocate specific responsibilities to different children according to the section suggested in the ID form.

The teacher should coordinate the interviewers in the interview process.

It is recommended to save 5 minutes at the end of the activity for thanking the professional and asking children to summarize what heard during the interview.

---

## **Tasks and procedure**

Prepare the setting and allocate a visible place to the professional.

Give the students the ID form and instruct the pupils about the different roles some of them will have:

- 2 students can be the official interviewers and can chair the session.
- 1 student can be the tools expert (“which are the main tools?”)
- 1 student can be the curiosity expert (“curiosity”)
- 1 student can be the context expert (“where can she/he work? who are her/his colleagues?”)
- 1 student can be the “important ingredients” expert (“what skills does she/he need? What things should she/he like to be able to do this job?”). The pupil responsible for this section can be invited by the teacher to ask specific questions regarding intercultural skills.
- 1 student can be the future expert (“the future of this career” – in the section together with “curiosity”).

The teacher invites the responsible students to ask questions to the professional and invites all the students to take notes to fill in the ID form. The 2 official interviewers are invited to coordinate the session together with the teacher.

---

### **Debriefing and evaluation**

In the last five minutes of the activity, children are invited to summarize the professional profile met (activity led by the teacher who will ask pupils to share what written in the different sections of the ID form).

Few minutes should be given to the pupils to reflect on aspects of interest discovered during the activity. Pupils are invited to fill in a dedicated session on the ID form and to draw a little portrait of the expert.

---

### **Suggestions for follow-up activities**

This activity can be repeated with different professional profiles throughout the school year and each pupil can create a personal encyclopaedia of professional profiles.

The information collected during the interview can also be used to create a class encyclopaedia/diary (e.g. posters or in a digital format). Professional profiles can be grouped according to different sectors or areas of work.

It is recommended to plan in advance the type of professional profiles which the pupils will meet in order not to offer a biased range of experiences (e.g. only science professions).

---

### Appendix 1. Interview with a professional

What does he/she do in his/her job? Which are the main features of this job?

Which are the main tools?

How many hours does he/she work per day? What is the usual daily shift?

What thing should he/she like to be able to do this job?

What skills does he/she need?

Where can he/she work?

Who are his / her colleagues?

How can a person become .....

Curiosity and the future of this career.

**Note to myself**

**Activity 2:** *Guess who!*

---

**Overview** this activity represents a gamified way to present careers to students. This enriches their understanding of the world of work and highlights the importance of intercultural skills

---

**Objective:** to develop pupils' knowledge of the world of work while highlighting the value and importance of intercultural skills

---

**Materials:** supporting material for teachers, possibly a projector and a computer

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

The teacher is invited to print out or to have access to the supporting material (Appendix 1, printed or on a computer).

Children can work individually or in groups. It is recommended to have small groups. The teacher should read out loud the features of the professional profile to be guessed and the first who gives the correct answer receives a point. The use of a PowerPoint presentation projected might help students see the list of features presented. If the projector is not available, children can be invited to take note or remember the features listed. The team who correctly guesses the job profiles more wins.

The game can also be done without listing the features but asking children to ask questions to which the teacher can only answer yes or no.

This version of the game could be done after the “Interview a professional”. In this case, pupils would be familiar with the description of a professional profile and would be better at asking specific questions. If considered a valuable plus for the activity, the teacher can add more intercultural competences in the list of features.

At the end of the game, the teacher can ask pupils to review the professional profiles they have seen in the game and to list the features they remember.

---

### Tasks and procedure

Prepare the setting and, in case of playing in groups, divide children into small groups.

Decide together how many points are needed to win (decide it according to the number of groups or of pupils in the class, if played individually).

---

Explain the rules of the game to the pupils and start reading the list of features as in the supporting material.

---

### **Debriefing and evaluation**

Once the game is over, ask the children to review the professional profiles and ask children to list the features of each of the profile mentioned in the game.

If there is still time, ask pupils to describe the area of work the different professionals come from.

---

### **Suggestions for follow-up activities**

This activity can be repeated with different professional profiles. Once pupils get to know the game, they can be invited to lead it and to create the professional profiles with their features for the guessing part.

The information collected during the game can also be used to create a class encyclopaedia/diary (e.g. posters or in a digital format). Professional profiles can be grouped according to different sectors or areas of work.

This activity can be done after Activity 4. Discover types of work or can be matched with Activity 1. Interview a professional.

---

Appendix 1

 GUESS WHO!

- Being physically active or on your feet
- Using a computer
- Explaining ideas and information to people
- Organising or supervising people
- Speaking in front of groups of people
- Dealing with people from different cultures
- Working with babies, children or teenagers
- Teaching or training

TEACHER

 GUESS WHO!

- Solving problems
- Being interested in physics
- Working with technical drawings and diagrams
- Working with electricity or electronics
- Using maths to solve technical or scientific problems
- Being creative
- Understanding the uses of computers

COMPUTER ENGINEER

 GUESS WHO!

- Being physically active or on your feet
- Organising or supervising people
- Being creative
- Being accurate with numbers
- Working under pressure
- Working with different cultural tradition
- Working in a noisy place
- Working evenings or weekends
- Working with food

CHEF

 GUESS WHO!

- Being accurate with numbers
- Being accurate and paying attention to detail
- Providing a service to members of the public
- Using your hands in a skilful way
- Being aware of different styles and different cultures
- Understanding how colours and shapes are used
- Working with technical drawings and diagrams
- Working with clothes or textiles

DRESSMAKER

 GUESS WHO!

- Providing information
- Understanding the use of computers
- Presenting ideas and information in writing
- Using a foreign language
- Dealing with people who might have different background
- Providing a service to members of the public
- Organising and storing information
- Working with books and magazines

LIBRARIAN

 GUESS WHO!

- Teamwork
- Organising or supervising people
- Being physically active or on your feet
- Working under pressure
- Making decisions that affect other people
- Facing dangerous situations
- Being interested in aircraft or air transport
- Being part of the Army

ARMED FORCED PILOT

 GUESS WHO!

- Using maths to solve technical or scientific problems
- Making decisions that affect other people
- Deciding on the best way to use resources, e.g. people, money or equipment
- Being interested in the science and uses of materials
- Protecting or improving the environment
- Understanding the uses of computers
- Working with technical drawings and diagrams
- Working with buildings and infrastructures

ARCHITECT

 GUESS WHO!

- Understanding how colours and shapes are used
- Being accurate with numbers
- Working in a studio
- Teamwork
- Using the technical and creative skills of photography
- Being creative
- Designing or styling

ILLUSTRATOR

 GUESS WHO!

- Using your hands in a skilful way
- Being interested in human biology
- Being physically active or on your feet
- Keeping accurate records or reports
- Dealing with distressing situations
- Working evenings or weekends
- Understanding and taking into account people's feelings, views or behavior (sometimes dealing with people from different cultures)
- Dealing with sick people

NURSE

 GUESS WHO!

- Lifting or carrying heavy things
- Dealing with paperwork
- Working evenings or weekends
- Being away from home regularly
- Understanding how machinery or equipment works
- Local travel
- Working with vehicles

LORRY DRIVER

 GUESS WHO!

- Dealing with paperwork
- Providing information
- Making agreements through negotiating and bargaining
- Keeping accurate records or reports
- Influencing people's decisions or actions
- Being interested in aspects of law (eg. business, personal, criminal)
- Being able to work with people with different backgrounds
- Working sometimes in tribunals

LAWYER

 GUESS WHO!

- Being interested in chemistry and biology
- Predicting what is going to happen
- Finding and using information
- Being able to speak and write in English
- Observing things
- Paying attention to details
- Being interested in and working with animals
- Understanding and analysing written information

ZOOLOGICAL SCIENTIST

 GUESS WHO!

- Understanding how businesses and organisations work
- Planning how work is carried out
- Working outdoors in any weather
- Being interested in the biology of animals or plants
- Deciding on the best way to use resources, eg. people, money or equipment
- Making decisions that affect other people
- Being interested in farming

FARM MANAGER

 GUESS WHO!

- Being physically active or on your feet
- Handling money
- Providing a service to members of the public
- Being respectful to different cultures and different taste
- Working evenings or weekends
- Providing information
- Working in a shop
- Selling or encouraging sales

SALES ASSISTANT

 GUESS WHO!

- Working in an office
- Being accurate and paying attention to detail
- Dealing with paperwork
- Organising or supervising people
- Being creative
- Using a computer
- Choosing and preparing material for publication
- Working with books, magazines and journals

EDITOR

**Activity 3:** *Skills cards*

---

**Overview** this is an introductory activity to skills and to the link between skills and professional profiles

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**Objective:** to develop pupils' awareness of the link between skills and professional profiles

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**Materials:** the skills deck of cards  
form for the description of the professional profile & results

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### **Instructions for teachers**

The teacher is invited to print out the skills deck and to cut it. It is recommended to have a deck each 4 pupils.

Pupils will work in groups of 4. It is recommended to have small groups to allow each pupil to actively contribute to the activity.

Each team should have a deck of card and the supporting material.

The game can be structured in different phases and the teacher is free to follow the instructions or to skip some activities according to the situation.

The teacher is invited to share the solution of each sub-activity at the end of each game.

It is important to give space to each group and give specific roles to pupils in each sub-activity in order to promote active engagement.

---

### **Tasks and procedure**

Prepare the decks and the supporting material.

Divide children into small groups.

Task 1. Ask children to group the skills in categories, 5 minutes. Review the results collectively.

Task 2. Ask now children to choose all those skills which are, for example, about:

- communication
  - technical skills
  - intercultural skills
  - organisational skills
-

The categories proposed are just an example and the teacher can freely decide which categories to focus on.

Teachers are invited to propose several categories. As there are different classifications, children will need to be notified that the same skill can sometimes be in more than one group, 5 minutes.

Task 3. The teacher briefly presents a professional profile and pupils are invited to choose the skills associated to that profile. They can follow the supporting material or do it freely. The chosen skills will need to be divided into “essential” and “desirable” skills. The teacher gives a limited time for each professional profile and evaluates the correctness of the groups’ choices. It is important to highlight that some skills are essential and desirable for many jobs. This represents a chance to introduce the concept of soft skills. Another point which is worth mentioning regards the importance of intercultural skills. The supporting material includes a section where each professional profile is also described with intercultural skills. In the lists of skills provided to the teacher to assess the students’ work, there is a proposal for the intercultural skills associated with each professional profile. The teacher is invited to amend and review the list according to the setting, the profile and the focus of the activity.

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### **Suggestions for follow-up activities**

At the end of Task 3, pupils can be asked to regroup the skills and to define the categories chosen.

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### **Suggestions for follow-up activities**

This activity can be repeated with different professional profiles.

The information collected during Task 3 can also be used to create a class encyclopaedia/diary (e.g. posters or in a digital format) of professional profiles which can be enriched with the skills profile.

If this Activity is done after Activity 1, pupils can be asked as extra Task to create the skills profile of the professional interviewed.

---

### Appendix 1. The skills deck of cards

 I can use my hands in a skillful way	 I can do small and detailed tasks	 I can fix things	 I can safely use machines or equipment
			
 I can explain things	 I can give a presentation	 I can listen to other people	 I can ask questions to find things out
			
 I can understand how people behave	 I can teach and train	 I can care for people	 I can provide a service for people
			
 I can deal with people in difficult situations	 I can give people advice	 I can persuade people	 I am able to reach agreement with other people
			
 I can record and store important information	 I understand how computers work	 I can use a computer	 I can predict what is going to happen
			
 I can think of new ideas and use my imagination	 I can find and use information	 I can solve problems	 I can make evaluations
			

 I can check and edit	 I can organise and store information	 I am good at maths	 I am good at statistics
			
 I have writing skills	 I can understand and analyse written information	 I can complete forms	 I have reading skills
			
 I speak a foreign language	 I can plan events or actions in advance	 I can make important decisions	 I can manage people and projects
			
 I can do things in the right order	 I can lead and motivate people	 I can support people	 I can pay attention to details
			
 I can observe things	 I have drawing skills	 I can design things	 I can care for animals
			
 I can drive			
			

### Intercultural skills

 <p>I am aware of different cultural expressions</p> 	 <p>I can relate with people from other cultures</p> 	 <p>I can manage conflicts</p> 	 <p>I am curious about other cultures</p> 
 <p>I can be culturally sensible</p> 	 <p>I am open to cultural otherness, others' beliefs, world views and practices</p> 	 <p>I can adjust my habitual way of thinking due to changing circumstances</p> 	 <p>I can clearly communicate</p> 
 <p>I can view and interpret the world from other cultures' point of view and identify one's own</p> 	 <p>I can establish positive and constructive relationships with foreign people</p> 	 <p>I recognise the value of cultural differences</p> 	 <p>I can act as a mediator in intercultural exchanges</p> 
		 <p>I know other cultures</p> 	 <p>I am empathetic</p> 

**Appendix 2**

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**Essential skills**

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**Desirable skills**

---

**Intercultural skills**

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**Activity 4:** *Discover types of work*

---

**Overview** the activity explores different types of work with a simple cards game

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**Objective:** to widen pupils' overview of the world of work

---

**Materials:** the deck of features (some features are more frequent in the deck; this is foreseen by the game). 14 forms for each of the 14 types of work.

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

Prepare the deck (Appendix 1) and the supporting material. One deck is needed per class.

Divide children into small groups and allocate to each group a specific type of work (providing the supporting type of work forms – Appendix 2). The total number of types of work is 14. The teacher can decide if allocating all the types of if deciding to focus on a specific subgroup. The teacher will divide children into groups and the size of the group will depend on the number of types chosen. Each team is given a type of work form and each student is given a specific number of cards (divide the total number of cards by the number of students).

Children will be invited to visit the other groups in order to exchange cards and collect those which are relevant for their type of work.

The teacher is invited to monitor this part of the activity (children are usually very active) and to set the duration of the activity which should be at least 20/25 minutes. Time should be defined according to the number of types of work (the more the longer the session).

At the end of this part of the activity, pupils are invited to prepare the summary form for each type of work and to list some professional profiles.

---

### Tasks and procedure

Print out the deck, cut it out. Print the 14 forms about the types of work.

Define how many types of work to investigate and divide pupils in groups accordingly. Give each group a type of work form and give each student some cards (the number depends on how many types of work used).

Explain the instructions to the pupils: they will need to fill in their group's form

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with the right features of work. The cards they were given might or might not be relevant for that type of work and pupils will need to move around the groups to find and exchange the relevant cards. Allow pupils to move freely and monitor the activity.

Once the time is over, ask pupils to review the cards they collected and ask them to think of professional profiles which might be related to that type of work.

---

### **Debriefing and evaluation**

Review the results collectively asking groups to present their type of work and to list the examples of professional profiles associated.

---

### **Suggestions for follow-up activities**

This activity can be enriched during further sessions by adding more detailed information regarding the professional profiles of each type of work.

This activity can be propaedeutic to Activity 1. Interview a professional and Activity 2. Guess who! which might provide further material to be added to the different types of work.

---

Appendix 1. The features deck of cards

Managing and influencing	Service to the Public	Scientific and technical	Nature and environment
			
Verbal communication	Practical skills	Social	Active
			
Analysing and Presenting Information	Numeric	Paperwork	Practical work
			
Sport, Leisure and Entertainment	Art and Design		
			
Being physically active or on your feet	Working outdoors in any weather	Lifting or carrying heavy things	Selling or encouraging sales
			
Being interested in using history	Working with babies, children or teenagers	Being interested in the biology of animals or plants	Understanding how businesses and organisations work
			

Presenting ideas and information in writing	Designing or styling	Protecting or improving the environment	Organising or supervising people
			
Being interested in aspects of law (eg, business, personal, criminal)	Using the technical and creative skills of photography	Being interested in the science of rivers, lakes and oceans	Deciding on the best way to use resources, eg, people, money or equipment
			
Preparing and using maps and charts	Understanding how colours and shapes are used	Being interested in Earth science	Planning how work is to be carried out
			
Explaining ideas and information to people	Working with animals	Solving problems with innovative ideas	Using statistical methods to find, analyse and present information
			
Drawing accurately	Working with plants	Making agreements through negotiating and bargaining	Finding and analysing information
			
Working with clothes or textiles	Being interested in farming	Co-ordinating people or activities	Providing information
			

Being creative	Being interested in geography	Influencing people's decisions or actions	Forecasting
			
Using your hands in a skilful way	Doing practical work	Making decisions that affect other people	Programming computers
			
Working with food and drink	Operating machines	Working with financial information	Understanding how machinery or equipment works
			
Providing a service to members of the public	Using maths to solve technical or scientific problems	Using the technical and creative skills of photography	Driving vehicles
			
Checking that people are following laws or regulations	Being interested in economics	Drawing accurately	Working with babies, children or teenagers
			
Being interested in household organisation and activities	Working out how much things are worth	Working with wood	Making agreements through negotiating and bargaining
			

Treating people carefully	Being accurate with numbers	Repairing things	Being interested in chemistry
			
Using statistical methods to find, analyse and present information	Being accurate and paying attention to detail	Being interested in buildings and other structures, and how they are built	Handling money
			
Working with metal	Providing health care or treatment to people	Being responsible for controlling or adjusting equipment	Dealing with paperwork
			
Working with vehicles	Understanding and taking into account people's feelings, views or behaviour	Working with technical drawings and diagrams	Keeping accurate records or reports
			
Doing small and detailed tasks	Repeating the same short tasks	Being interested in the science and uses of materials	Organising and storing information
			
Providing health care or treatment to people	Local travel	Being interested in human biology	Using keyboard skills
			

Cleaning or clearing up	Working with electricity or electronics	Being interested in physics	Helping people who have personal or social problems
			
Being responsible for other people's safety or well-being	Working with sound	Working with people with physical disabilities	Working with older children or teenagers
			
Being involved with music, drama or dance	Using the telephone	Working with people with learning disabilities	Working with older people
			
Being involved with sport or leisure activities	Speaking in front of groups of people	Helping people who have problems with their emotional well-being or mental health	Teaching or training
			
Asking questions to gain information	Teamworks	Giving advice	Working with babies or young children
			
Dealing with distressing situations			
			

## **Appendix 2. Types of work**

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### **Managing and influencing**

1. planning how work is to be carried out
  2. organising or supervising people
  3. understanding how businesses and organisations work
  4. making decisions that affect other people
  5. selling or encouraging sales
  6. making agreements through negotiating and bargaining
  7. influencing people's decisions or actions
  8. solving problems with innovative ideas
  9. deciding on the best way to use resources, eg, people, money or equipment
  10. forecasting
  11. co-ordinating people or activities
- 

### **Practical skills**

1. using your hands in a skilful way
  2. being accurate and paying attention to detail
  3. understanding how machinery or equipment works
  4. drawing accurately
  5. working with food and drink
  6. repairing things
  7. doing small and detailed tasks
  8. working with vehicles
  9. using the technical and creative skills of photography
  10. working with metal
  11. working with wood
- 

### **Service to the public**

1. providing a service to members of the public
  2. checking that people are following laws or regulations
  3. treating people carefully
  4. being interested in household organisation and activities
-

### **Paperwork**

1. dealing with paperwork
  2. keeping accurate records or reports
  3. using keyboard skills
  4. organising and storing information
- 

### **Scientific and technical**

1. being responsible for controlling or adjusting equipment
  2. being interested in chemistry
  3. being interested in buildings and other structures, and how they are built
  4. being interested in the science and uses of materials
  5. working with technical drawings and diagrams
  6. being interested in human biology
  7. being interested in physics
  8. working with electricity or electronics
  9. working with sound
- 

### **Analysing and Presenting Information**

1. explaining ideas and information to people
  2. finding and analysing information
  3. being interested in aspects of law (eg, business, personal, criminal)
  4. providing information
  5. presenting ideas and information in writing
  6. using statistical methods to find, analyse and present information
  7. forecasting
  8. preparing and using maps and charts
  9. being interested in using history
- 

### **Active**

1. being physically active or on your feet
  2. working outdoors in any weather
  3. lifting or carrying heavy things
-

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### **Nature and environment**

1. being interested in the biology of animals or plants
  2. being interested in geography
  3. working with animals
  4. protecting or improving the environment
  5. working with plants
  6. being interested in farming
  7. being interested in Earth science
  8. being interested in the science of rivers, lakes and oceans
- 

### **Numeric**

1. working with financial information
  2. using maths to solve technical or scientific problems
  3. being accurate with numbers
  4. handling money
  5. using statistical methods to find, analyse and present information
  6. forecasting
  7. working out how much things are worth
  8. programming computers
  9. being interested in economics
- 

### **Verbal communication**

1. explaining ideas and information to people
  2. making agreements through negotiating and bargaining
  3. giving advice
  4. teaching or training
  5. asking questions to gain information
  6. using the telephone
  7. speaking in front of groups of people
- 

### **Sport, leisure and entertainment**

1. being involved with music, drama or dance
  2. being involved with sport or leisure activities
-

### **Art and design**

1. working with babies, children or teenagers
  2. designing or styling
  3. being creative
  4. understanding how colours and shapes are used
  5. drawing accurately
  6. working with clothes or textiles
  7. using the technical and creative skills of photography
- 

### **Social**

1. working with babies, children or teenagers
  2. providing health care or treatment to people
  3. being responsible for other people's safety or well-being
  4. understanding and taking into account people's feelings, views or behaviour
  5. giving advice
  6. teamworks
  7. helping people who have personal or social problems
  8. treating people carefully
  9. helping people who have problems with their emotional well-being or mental health
  10. dealing with distressing situations
  11. working with older people
  12. working with older children or teenagers
  13. working with people with physical disabilities
  14. working with babies or young children
  15. working with people with learning disabilities
- 

### **Practical work**

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. operating machines          | 7. repeating the same short tasks |
| 2. doing practical work        | 8. repairing things               |
| 3. driving vehicles            | 9. working with vehicles          |
| 4. local travel                | 10. working with metal            |
| 5. cleaning or clearing up     | 11. working with wood             |
| 6. working with food and drink |                                   |
-

**Activity 5:** *This is me!*

---

**Overview** the activity promotes self-exploration and self-awareness via a simple game

---

**Objective:** to develop pupils' self-awareness of strengths and interests

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**Materials:** "This is me!" form & skills deck

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

The teacher is invited to print out a "This is me!" form for each student.

The activity offers a moment for pupils to explore themselves and reflect on their strength and interests. It presents a structured activity where pupils are invited to create a character out of their own person. The metaphor used is that of a super hero with hidden super powers.

The activity focuses on positive aspects of self, but it might be possible that some pupils would struggle to find and highlight positive aspects. In this case, the teacher is invited to ask pupils to work in pairs. The two members will be asked to highlight each other's positive aspects, respectively.

The activity combines different methodologies which help children find the way to express themselves which suits them the most.

---

### Tasks and procedure

Print out the material and give one form to each pupil (Appendix 1).

Present the activity to the pupils and present the metaphor of the super hero with the uniqueness of a series of skills (super powers) and interests.

Invite pupils to write a brief introduction of self in the dedicated space. Then ask them to write 3 strengths or "super powers" and 3 things they like (interests). Guide them in the exploration of things they like while inviting them to consider school subjects, hobbies and other aspects of their life.

If needed, provide children with the skills deck of cards to help them explore the set of skills. Invite them to pick three skills they think are their strengths (or super powers).

---

Invite pupils to draw a portrait of self in the dedicated space and ask them to highlight the uniqueness of the character in the drawing.

To conclude, ask children to create a short presentation/motto/tagline for their character to be shared with the class.

---

### **Debriefing and evaluation**

In the last 15 minutes of the activity, ask children (the “superheroes”) to share the presentation of their character. Make sure that positive aspects are valued and suggest an applause to each pupil. Make sure that intercultural skills and diversity are presented as positive elements of uniqueness.

---

### **Suggestions for follow-up activities**

The activity can be followed up adding:

- Weaknesses in order to define room for improvement.
  - Dreams and aspirations.
-

**Appendix 1**

<b>Name:</b>	
<b>Introduction</b>	
<b>Interests</b>	<b>Strengths</b>

## Chapter 8

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### Proposed activities, with methodological details for Module 7. Benefits of diversity

**Activity 1:** *Listening skills*

---

**Overview** through this activity, learners will undertake a practical activity to highlight and train listening skills. They will then interview their talk partner, take notes and switch.

---

**Objective:** to develop pupils' intercultural and academic skills, to practice listening and attention, communication and speaking

---

**Materials:** chairs and tables in U shape. Pairs (or 1 three if odd numbers).  
pens & paper & flipchart or board  
instruction statements 1 for each learner

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### **Instructions for teachers**

Make sure you have equipment etc in the room in order to carry out the tasks on the statements.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session. Sufficiency of explanations and times.

---

### **Tasks and procedure**

1. Give each learner a statement (Appendix 1) to read but not to share or show others.
  2. Explain that they must listen and follow the sequence of events.
  3. Carry out task.
  4. If errors made backtrack.
  5. On completion discuss need to listen and attend and the impact of not doing so - Draw on real life situations where not listening can lead to problems.
  6. Talk partners to interview each other – 2.5 mins each total 5 mins (topic can be age dependent) ‘What is your favourite animal and why’.
  7. All learners report back which was their partners animal and one reason why. If there is time you can calculate the classes top animals.
- 

### **Debriefing and evaluation**

Active participation throughout allows for a simple evaluation. A quick “thumbs up or down” at the end of the session to a specific question “Did you learn how important it is to pay attention” will suffice.

---

### **Suggestions for follow-up activities**

The interviews could be linked to an academic area being studied (i.e. who is your favourite character in x and why). Data collected could be made into a simple graph.

---

**Appendix 1**

---

When the teacher says ‘Go’ stand up and say ‘Hello everyone’

---

When someone says ‘Hello everyone’ go to the board and write your name on it

---

When someone writes their name on the board go and shake the teacher’s hand

---

When someone shakes the teacher’s hand, turn off the light

---

When someone turns of the light stand up and say ‘It is dark in here’

---

When someone says ‘It’s dark in here’ turn on the light

---

When someone turns on the light stand up and turn around three times

---

When someone turns around three times pick up a book and say ‘I’m reading’

---

When someone says ‘I’m reading’ go to the board and write ‘I’m writing’

---

When someone writes ‘I’m writing’ on the board stand up and say ‘Good for you’

---

When someone says ‘Good for you’ go to the window and say ‘It’s a lovely day’

---

When someone says ‘It’s a lovely day’ walk to the door and open it

---

When someone opens the door go and close it

---

When someone closes the door get up and bark like a dog

---

When someone barks like a dog stand up and say ‘Feed the dog’

---

When someone says ‘Feed the dog’ go to the teacher’s desk and take a pen

---

When someone takes a pen from the teacher’s desk say ‘I need a pen’

---

When someone says ‘I need a pen’ take them a pen and say ‘Here is a pen’

---

When someone says ‘Here is a pen’ stand up and hop three times

---

When someone hops three times go and write ‘Great hopping’ on the board

---

When someone writes ‘great hopping’ on the board stand up and say ‘Hear hear’

---

When someone says ‘Hear hear’ go to the board and write ‘Nearly done’

---

When someone writes ‘Nearly done’ on the board stand up and count to five

---

When someone counts to five stand up and wave at everyone

---

When someone waves at everyone stand up and say ‘Great Job everyone’

---

**Activity 2:** *Its ok to be different*

---

**Overview** the aim of this activity is for learners to use a structured way of thinking (DeBonos Hats) in discussion of the topic “Its ok to be different”. The goal is to help learners appreciate and respect the diversity in their class (and community). This activity can be used as a building block for more complex cooperative activities

---

**Objective:** to develop pupils’ understanding of the different areas of thinking and to activate thinking as a key learning tool/skill

---

**Materials:** Tables and chairs set for each of the groups.  
Hats or badges, pens & paper  
Resource Card 1 per group & Envelope with prompt cards (Appendix 1)

---

**Time:** 45 minutes

---

**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

---

### Instructions for teachers

Groups to be made prior to task considering group mix i.e. skill levels. Also consider this when allocating roles. Ideally learners should be prepared in terms of use of roles, working in groups etc.

Try to make the hats fun in different designs rather than just use labels.

Remind learners about respect for others and listening, taking turns.

You can make groups smaller than 6 members by making smaller groups with fewer hats maybe three types per group in groups of 3 or allocate new hats half way through.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session. The individual work submitted should help trainer understand where any deficits lay.

---

### Tasks and procedure

1. Introduction to activity and reminder about respect, turn taking and listening. Get the pupils into pre-set groups and distribute hats (random distribution) and 1 resource card per group (Appendix 1).

---

2. Trainer led discussion – ask each “hat group” to give examples of the types of thinking their hat represents and give guidance or examples where needed.
3. Learners follow instructions for discussion on their resource cards.
4. Tutor led debrief about discussion.

### Debriefing and evaluation

Active participation throughout allows for a simple evaluation. A quick “thumbs up or down” at the end of the session to a specific question “Did you learn how important it is to understand other way of thinking?” will suffice.

### Suggestions for follow-up activities

Individual work – learners are given a statement which relates to an idea in their wider curriculum and should think and record their thoughts in each of the areas represented by the Thinking Hats. They should also note which style of thinking they found most difficult and which they found easiest with at least one idea on how they can improve their thinking in the area they found most difficult.

## Appendix 1



1. Each member of your group has a different hat and must think about the topic in the way indicated by their hat.

2. **Task 1 – Individual task:** Think about the topic in the way indicated by your hat. Take notes if you wish. You have 5 minutes to do this.

3. **Group Task – Discussion.** You have 20 minutes to do this

- in turns share the thoughts about the topic you have already had.

- keep going around the group in turns to see if any of the thoughts are added to or changed.

- if you get stuck at any point and you all agree you can take one of the cards from the envelope which should help you continue your discussion. Make sure you randomly pick the card.

At the end of this time there will be 5 minutes discussion with your teacher where you can share something with the whole class if you think it is useful.

**Discussion Prompt Cards.** These cards should be cut out and placed in a sealed envelope and extracted randomly. Learners should not choose the cards.

Is there only one way to be a female?	Can a vegan love a vegetarian?	Does it matter where we are born?
Is it a good idea to try and 'stand in someone's shoes to try and understand them better?	Is it better if all your teachers come from the same town as you?	Is it better to sit with an interesting stranger or a boring person you know on a long bus ride?
Is it an advantage to speak more than one language?	Does it matter if we have curly or straight, short or long hair?	Do you think most humans have more in common than they have differences?
Should all our friends be similar to us?	Is there only one way to be a male?	Are we all unique in some ways?
Can we learn things from people who have had different experiences than us?	Do you care if the doctor that saves your life is male or female?	Which is the best indicator of who might be a friend in the future – their nationality or their values?
Should we decide things about people without really knowing them?	Can you be short and good at sports?	Which is more useful – a kind person who is not beautiful or a beautiful person who is not kind?
Are all rules and laws good?	Is it possible that every single person in a country agrees with the laws of that country?	Is it possible to communicate with others who do not speak the same language?
Are there situations where it is a problem if everyone has the same skills?	Is it likely that everyone living in the same village has the same kind of life?	If we only have a few resources spare is it best to share them or fight to keep them?

**Activity 3:** *Plasters*

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**Overview** this activity helps prepare learners for group work and introduces them to the difference between equality and equity, appreciate and understand diversity and practice empathy

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**Objective:** to develop pupils' awareness on the fact that treating everyone the same in a class is not always appropriate

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**Materials:** tables and chairs  
injury cards (Appendix 1) & one plaster per learner

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### **Instructions for teachers**

It is a good idea to have an ongoing rubric to help learners develop IC skills and improve on them.

Think about possible comments and questions that the learners might have before you carry out the activity. Think about any sensitive issues and how you might deal with them – for example how to avoid a specific student becoming the subject of discussion in a negative way.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session. Be aware of monitoring changes in levels of empathy within the class and use the activity as a back reference for any issues arising that might relate. 'It's not fair that x gets y' – you can refer back to this activity.

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### **Tasks and procedure**

1. Each learner is given an Injury card (Appendix 1).
  2. Learners act out their injury and the others try to guess what it is.
  3. Each learner is given a plaster by the trainer and is told "this will cure you".
  4. Learners are asked to tell "How has the plaster helped your injury".
  5. Show cartoon on Equality/Equity (Appendix 1) and discuss how treating learners differently or providing different resources/support is fair referring back to the plaster activity and how they felt/what they thought.
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### Debriefing and evaluation

The discussion at step 5 should ascertain the understanding that learners have reached.

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### Suggestions for follow-up activities

This activity can be linked to other intercultural skills activities which could work towards things such as class norms and values posters etc.

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### Appendix 1

Cut out and give one to each participant. Instruct them not to show others.

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Broken leg

Dislocated shoulder

Broken arm

Broken finger nail

Black eye

Bee sting

Nosebleed

Snake bite - poison

Cut finger

Dog bite

Bump on head

Broken ankle

Unconscious

Bitten tongue

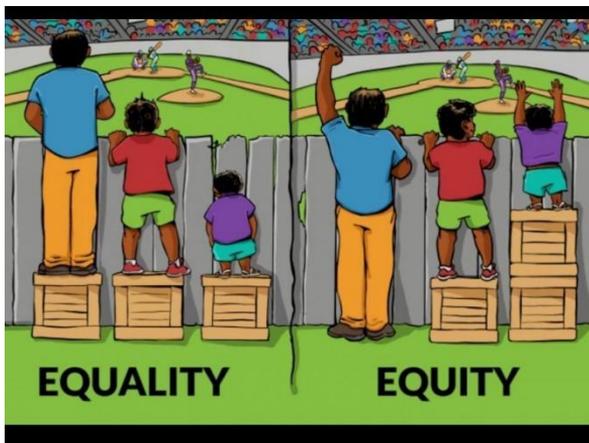
Broken toe

Swallowed a marble

Tooth knocked out

Sat on a nail

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**Activity 4:** *Diversity bingo*

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**Overview** this activity prepares students to work together in a positive way through bringing deeper knowledge of one another, recognising the diversity within the group and understanding that there may be connections between them previously not apparent. Useful at the start of a group to get to know one another and learn names

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**Objective:** to develop pupils' cooperation skills by working together in a team and associated intercultural skills

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**Materials:** bingo cards 1 per person (Appendix 1) & pens  
sufficient room to move about.

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**Time:** 45 minutes

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**Target group:** primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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### **Instructions for teachers**

Trainer should join in the activity. When done with a new group it can give information about their interests etc which are useful when creating class activities. It quickly illustrates those who are confident and those who are less confident. It is useful to note specific skills or interests that individuals have to enable these to be reflected at some point in class activities. Example: X is shy and unconfident but is an expert on busses. You could improve the learners' confidence and status by ensuring an activity arises where her knowledge of busses becomes important.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session.

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### **Tasks and procedure**

1. Trainer issues bingo cards to participants (Appendix 1) and explains the activity.

2. Explanation of activity – 'The aim is to find a person who can say yes to the comment. in each box. Once you have a line you can shout Bingo (the only prize is the honour of reaching a Bingo). Once you have a line you carry on until the whole of your sheet has a name in each box. When you meet with another, ask them one of the box questions and if they can say yes write their name in the box and then they ask you a question. If the answer is no, continue to ask questions until you find a yes. You can

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only have one yes per person.

3. Carry out the activity.

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### **Debriefing and evaluation**

Discussion based on the following questions:

- Did you find out anything new?
  - Did you find things in common?
  - Were there any surprises?
  - How did you feel?
  - Why did we do this?
  - What are the advantages of knowing and understanding group members?
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### **Suggestions for follow-up activities**

Ask learners to think about the activity and what it meant to them. Incorporate question “How did you like this activity?” into discussion.

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**Appendix 1**

Plays a musical instrument	Has a dog and a cat	Rides a bike to school	Knows a poem by heart
Does not eat meat	Has a sister	Has lived abroad	Would like to go into space
Loves to read	Likes cartoons	Loves singing	Favourite subject is maths
Can run fast	Plays football	Eats fruit every day	Has a hobby they do most weeks
Has lived in more than 3 different places	Speaks two languages	Likes to walk in nature	Likes to read books
Supports a sport team	Has cooked something for another person	Would like to visit Rome	Has been to a theme park

**Activity 5:**      *The quilt of us*

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**Overview**      learners will explore the nature of working together to complete a small project. Introduced to the history of quilts and their role in social bonding/activity.

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**Objective:**      to practice observation and drawing skills by completing individual and group work

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**Materials:**      tables & chairs  
pens & paper  
crafting materials

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**Time:**            45 minutes

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**Target group:**   primary education (6/7 to 10/11 years old)  
whole class, remigrants and native pupils

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**Instructions for teachers**

Links to reading for trainer. Links to video or other resources. Highlight possible problems or sensitive areas and how to negate. Highlight possible teaching points or wider links to learning program. Highlight possible local or current incidents.

Teacher notes what went well, what went less well, possible changes for future delivery, student feedback etc. Ideas from self or students on how to improve session.

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**Tasks and procedure**

1. Introduction to session – teacher shows images of quilts (Appendix 1) and explains their role in various social contexts: friendship quilts, marriage quilts, quilting societies (teacher can research this simply and obtain images or actual quilts if possible). Symbolism in quilts could be examined for older learners in primary education.

2. Each learner produces a single square of the quilt by drawing a picture that represents them – their hobby, family, things they like, places etc.

3. The class helped by the teacher construct their quilt by taping all the squares together.

4. The teacher reviews the quilt pointing out that each square is different but when they are put together, they make a new and (hopefully) lovely thing. Try to extrapolate to other contexts via prompts in discussion.

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### Debriefing and evaluation

Use simple “faces” rubric for each to self evaluate.

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### Suggestions for follow-up activities

Learners could be asked to examine their rubric and set goals to improve on their ratings.

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## Appendix 1

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- quilting is where pieces of fabric are stitched together to form a larger piece
  - many countries have a long history of quilting and they can be traced back as far as the 12th Century
  - often used for decorative bedding today but have been used for clothing
  - the oldest quilt thought to exist in the world is from Russia and was found in a cave in Mongolia (maybe useful to show map when discussing this aspect)
  - a good way to use scraps of fabric
  - often use symbols in quilts to indicate their reason (a quilt made by people in a community to give to a newly married couple or a quilt made to celebrate a birth)
  - due to their construction they were often made by groups as a social event ‘Quilting Bees’
-