

Remigrant children in European schools

Handbook for teachers





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Chapter 1

Practical instructions for teachers

Some of the teachers may be lucky enough to have time and space to really get to know our learners, but others may only have sparse information about them. Knowing about their interests and skills allows teachers to ensure that lessons and resources enthuse and motivate them.

Teachers can use class time to engage in activities which allow learners to share this information with their peers and teachers. Some may see these activities as just games or a waste of time – however, during the activities they will be practicing a range of skills both academic and intercultural. In terms of time, think about how much time would be saved if the learners are a harmonious group who have the norm of respecting and helping one another.

Teachers cannot demand that diversity is seen as a benefit – they have to demonstrate it through learning activities and practice so that the learner experiences and decides.

This asks for serious efforts from teachers, in all phases of the educational process: planning, implementing, post-implementing, evaluation, but teachers willing to do this extra efforts will observe not only an improvement of their pupils' academic performance, but also in their class climate, in the integration off all pupils in the group and involvement of all pupils in the educational activities, in the development of the communication and intercultural skills.

1.1. Planning and preparing for the activities

Planning the activities is as important as implementing them, the success of any didactic activity being directly correlated with the careful planification.

Look critically at any start of school year for “Icebreaker” activities. Do they exclude some learners? Are they discussed afterwards? Are the learners clear what it was about? Do they have purpose? Is everyone learning something? If the activities do not meet these criteria, substitute them for activities that do.

Learn the names of your pupils as soon as you can after the start of the academic year, as well as learning important key facts about them (for instance, in the context of this handbook, if any of them is remigrant). Addressing pupils by name is not only facilitating communication, but also creating a positive, safe environment, makes every pupil feel important, integrated, part of the group and part of the learning experience.

Before you carry out any activity with learners:

- 📖 note down the names of the group and any things you already know that might be relevant – hobbies, interests, skills, personal information;
- 📖 establish a clear objective of the activity and select the most adequate tools to evaluate if you achieved the objective;
- 📖 decide on the methodological approach and prepare everything: establish the groups / pairs (if group / pair work is planned) or, at least, establish a clear criteria for putting pupils in groups / pairs, plan the activities so you have time to do all the phases of the activity, including debriefing and evaluation;
- 📖 prepare all the materials that you will need during the activity (worksheets, videos, presentation, didactic materials etc.);
- 📖 if the activity is completely new to you, try it (for instance, with other teachers) before implementing it in the class;
- 📖 be prepared for all the scenarios, try to anticipate the potential answers and reaction from the pupils and prepare an efficient reaction;

Whenever possible, try to do your activities in a “different way”, so that you will keep your pupils motivated and engaged in the learning experience. For instance, you can use one of these methods:

- 📖 *do it outside*. Use materials and resources already there. This could include buildings. Examples: Sociology: pre research local area where expensive housing and facilities are located and where poorest housing is located. Learners find a way of comparing and contrasting the areas. This lends itself to photo essays, action research or academic posters and more complex work in terms of economy, social demography, urban design, social exclusion.
- 📖 cooperative learning. Learners have to be prepared for this type of work, as must teachers, but this method is extremely effective when done well.
- 📖 *student designed*. Allow the learners to construct their own rubric with guidance from the teacher and to decide how they want to learn the material and how to evidence their learning. The teacher asks the students what they require from them.
- 📖 *problem solving*. Learners are given a problem and resources and must resolve or address the problem in pairs or teams. This could be to resolve a fictitious crime, examine a social problem, find out about a building, balance a budget, plan an event.
- 📖 *create an experience*. Make the class a meeting or a tv discussion or another event. Learners are given roles they research and then play the part. Using a rubric ensures that

they use factual information rather than simply “play act”. An example of this might be a meeting (or tea party) of people from the past discussing an important event and taking different roles (for or against etc)

📖 *a moment of calm*. Start the class with a short session of guided meditation – good if it is a Friday. If the class is after lunch start with some activity and movement.

📖 *timed, share, pair*. Pose a question and in pairs ask learners to discuss each partner having a set short time (2 mins each plus 1 min for clarifications). This allows all class members to contribute rather than those who are willing to put their hands up.

📖 *jigsaw*. In groups learners have text or image-based resources one per member. Each group has the same collection of resources. In their home group they read and make notes on their own resource. Next, they join the members of the other groups that had the same resource and discuss it with them (this is now the expert group for resource A, B etc). Next, they return to their home group who all share their individual resource with the whole group. Once all the resources have been shared and all learners are familiar with them, they move on to a task which evidences the learning they have undertaken.

📖 or other methods that facilitate the involvement of all learners in the didactic tasks – for further reading and more in-depth descriptions and additional methods, see “Diverse Society, Diverse Classrooms” by Guðrún Pétursdóttir.

1.2. Implementing the activities

One of the most important the most important aspects of implementing the activities in our curriculum¹ is that teachers should be a part of the activities, should be involved in all phases of the didactic activity while supervising it in the same time; “learning from the teachers” should be replaced by “learning with the teachers”.

📖 *make everything understandable*: 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?”);

¹ Mihai, L.J., Brebuleț, M. *Remigrant children in European schools. Optional course for primary education*. Odobești: Editura Alternative Educaționale.

Mihai, L.J., Brebuleț, M. *Remigrant children in European schools. Optional course for lower secondary education*. Odobești: Editura Alternative Educaționale.

Brebuleț, S.D. *Remigrant children in European schools. Optional course for upper secondary education*. Odobești: Editura Alternative Educaționale.

☞ *make everything very clear*: state, from the very beginning, what the goals of the activity are, so that children know what is about to happen. Reformulate and summarize periodically what the pupils are saying or invite the pupils to do so, in order to be sure that everyone (including yourself) understood correctly;

☞ *use creative questions*: the teacher asks questions that do not involve yes / no answers, questions that make pupils think, create and elaborate an answer;

☞ *set the rules*: the teacher sets the rules of communication, usually by discussing them with the pupils (i.e. we do not interrupt and announce when we want to say something, raising our hand);

☞ *get everyone involved*: 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 actively participate to the learning experience (and lead by example by involving yourself in that learning process);

☞ *create positive experiences*: take care that this activity does not put pupils in embarrassing situations in the classroom or attract undesirable consequences at home;

☞ *reward the positive behaviours*: praise pupils for the answers they provide and for the effort they put into the specific tasks; do not criticize or label the inappropriate behaviour or answers in any situation.

☞ *transform the class into a group*: make children aware that in the classroom each one is accepted, appreciated for what he offers, for what he is. Also, make children realize that they are given freedom of expression, without being condemned, criticized for what they propose, for what they achieve.

There are a wealth of learning resources, techniques and equipment which are IT based and can be used to enhance learning however this section does not specifically address these.

☞ *the Booklist*. This should be subject to continuous audit to ensure that information is current. Older learners should be aware that text books are often out of date by the time they have been printed and to obtain the most current information journals are needed. However, these may be overly complex for learners and anything significant should be “translated” by the teacher. For younger learners who may uncritically read fiction gender and other audit forms should be undertaken and care made to ensure that learners see themselves reflected in fiction. Research shows that even children books featuring animals which have been anthropomorphized are often gendered with male animals having adventures and female animals making tea. Occupations are also often gendered ‘Policeman’ rather than Police Officer and Fireman rather than Firefighter.

☞ *wikipedia*. Alongside all internet-based material learners need to be aware of the nature of facts and opinions and be able to critically evaluate material. Class activities such as correcting a Wikipedia entry can demonstrate how this works and activities can be designed to support this important aspect of learning.

📖 *graphic novels*. Some learners may find these more accessible than condensed texts. Whilst the goal is likely to be that learners eventually are able to read and understand complex information there is little point in asking them to read such material without taking them toward it in smaller steps and generating interest and enthusiasm to find out more. Many graphic novels concern academic, historical and political material – such as Jo Sacco’s book Palestine. Far from being a modern phenomenon they have their roots in ancient Japanese scroll stories.

📖 *choice*. Involve learners in selecting texts, activities, tasks, learning experiences, rather than just the teachers.

📖 *suitcase of surprises*. Keep a box or suitcase of ‘stuff’ that learners can use for presentations, role play etc. This can be card, glue, post its, shapes, hats, scarfs, juggling balls, containers – just a collection of bits and pieces that might spark imagination.

📖 *the environment*. As previously discussed, going outside or accessing local facilities is a good resource. You may not have museums or galleries but houses, shops, farms and simply nature can be a useful resource with some imagination.

1.3. Evaluation of pupils

Most teachers are aware of the ideas around reliability and validity of assessments be they formative or summative. However, many learners undertake assessments from a position of fear and stress, particularly if they are exam based, in silence and time bound. It can even be the case that they have no prior knowledge of the form or basic content of such assessments. We may have no choice in centrally devised summative assessments but most teachers have some choice in formative assessment. Taking an exam after furious revision then being handed a grade does not encourage or motivate all learners and a stand-alone grade with no feedback should have no part of the learning process because it fails to give an opportunity to improve or know where improvements are needed.

Rubrics are a clear way of indicating what evidence of learning the learner must produce and should include both academic and intercultural skills. They can be used to give feedback and to set goals in a way a disembodied grade cannot. Further they contain descriptions of standards which in turn are teaching the learner how to learn with goal setting as part of them planning their own learning. There is a section on Rubrics in the Handbook which you should read if you have not undertaken the training.

Using your own formative assessment paper as a reference consider the following options of method for learners to evidence their learning:

📖 produce an academic poster – free use templates for these are available on the internet and they are frequently used at university level but can be as simple or complex as is appropriate. This method will include additional skills including IT, image

selection, synthesis of information, selection of key points – in addition to the content of the learning being assessed

📖 make an installation – learners use objects, text and images to make an installation which they then can present to the class or host elsewhere (library, common areas). This method includes the skill of verbal communication.

📖 film – this does not have to be complex. A simple ‘talking heads’ or interview. Puppets could be used or cartoon characters if a learner is nervous about appearing on camera.

📖 photo essay – a display with captions

📖 Power point or Prezzi – presented to the class or teacher with skills of IT, image selection, information synthesis etc

📖 guided walk – this could be used to evidence learning in science, biology, history

📖 portfolio – online or paper based which includes narrative of how the assessment was executed by the learner i.e. learning diary. An online version can contain a range of materials such as vocal and image recordings, research, reading lists etc

It could be argued that these assessment formats bear much closer resemblance to how people operate in the workplace and further education than a traditional examination does – and in carrying out these forms of assessment learners will accrue a range of additional skills that are never present in traditional formats. If you go to a job interview with ten A grades but are not confident enough to communicate with the employer you are unlikely to get the job.

A further benefit of the combination of the rubric and more diverse forms of assessment is that they involve a degree of creativity not found in traditional methods and creativity begets creativity. These products can also be peer reviewed or assessed giving a new and different perspective. They also form part of the peer learning process and all learners can interact with them in a way they cannot with an exam, thus they learn from one another’s assessment product as they view and peer assess it. The products can also be shared with significant others which can impact positively on self-esteem. If there are intranet facilities some of these examples can be used as learning materials for future classes.

The assessment feedback is entered onto the rubric and returned to the learner who can then make changes and improvements as directed.

1.4. Reflection & evaluation of the activities

Reflecting on the past activities should always be not only a way to evaluate the degree in which you reached your goals, but also the first step of your future activities, as part of the constant interest in making future activities better than the past ones.

📖 *make time for reflection.* Reflect on the activity, the results, the objectives, the general response of pupils regarding the tasks, interest and participation etc. as soon as possible, while everything is still present in memory;

📖 *reflect on the task.* What went well? What went less well? Any changes or notes for next time? What did the learners think about it (make sure you ask them as part of the discussion or use a simple form of evaluation such as thumbs up)? Did they “get it”?

📖 *learn about your learners.* Now return to your list of information about the learners and add to it anything you think is important. Look out for things that could be utilized in other lessons – for example you may have a low status student who struggles with academic work but you find they won a prize for playing piano. You can raise their status by including things that they will have good knowledge about in other classes. Look for examples like this.

📖 *discuss with your learners.* It is very important that you allow time for the discussion after the activity. These explanations and explorations are really important because they underline to the learner the point of the activity. This discussion at the end of the activity, stating its objectives and the conclusions, make the difference between games and learning experiences.

1.5. Leading by example

Nevertheless, the most important part of implementing successful activities is leading by example, promoting what you teach by your own behaviour; it’s impossible for a teacher to combat stereotypes if he is acting according to some stereotypes, it’s hard to teach about diversity if your own intercultural skills are not developed etc.

That is the main reason why we focus, on the next pages, on activities that can be individually done by the teachers in order to prepare themselves for implementing the activities for and with pupils.

Chapter 2

Individual activities for teachers - Academic anxiety & positive emotions

Used in a broad sense, the term anxiety can refer to the feeling of fear or tension felt by a person, as they appear as reactions to a stressful situation (Stănculescu, 2003) or a vague and unpleasant emotional state, accompanied by apprehension, sometimes fear, distress and feelings of discomfort (Reber, 1985).

Test anxiety, a concept used in specialized literature, and under the name of exam anxiety, has set the foundation for a wealthy literature, which highlights the importance of studying causes, characteristic manifestations and the effects of this phenomenon, often encountered among pupils, students or adults who present themselves for professional or psychological testing.

The first and most important of the effects of the increased manifestation of anxiety regarding the test is the decrease of the performance that the person obtains in the test or tests, which can lead to the failure to fulfil the objectives that he proposes (Salamé, 1984; Hembree, 1988).

According to Sieber, O'Neil and Tobias (1977), anxiety about testing is a concept whose content refers to the presence of some people, who are going to take an exam or face the exam situation, of a suite of physiological, cognitive, emotional and behavioural responses that accompany the fear of the respective persons regarding the possible negative consequences of a failure (apud Hall, 2005). In short, the anxiety about testing present in a person, designates a suite of manifestations, in which there is excessive fear, negative cognitions regarding their own competences to cope with the evaluation situation or with failure and apprehension before, during and / or after the test situation they are facing.

Zeidner (1998) concludes that pupils or students with a high level of anxiety about testing are very sensitive and less resistant to the anxiogenic stimuli, represented by the evaluation situations, which they tend to see as threatening (Robu, 2011).

Activity 1: *Mini interview for identifying anxiety in evaluation situations*

Overview This activity supports the teachers in order to approach in a profound way the theoretical and practical aspects of the anxiety generated by the educational evaluation (various evaluation tests, test papers, theses, exams, school competitions, etc.) with the purpose of designing and carrying out didactic activities that can support pupils/students who express academic anxiety / prevent anxiety about evaluation.

Objectives:

- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the prevention of the development of academic anxiety / diminishing the level of academic anxiety
- 📖 to increase the awareness of the need for designing and carrying out curricular and extracurricular activities to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: ½ hours

Activity type: individual activity

Instructions

A. Individual exercise

Read each statement carefully and determine if you feel / felt that way during the evaluation / examination situations. Write T for statements that are true for you and F statements that are not true for you.

- a. During the tests, I feel very tense.
- b. I wish the exams would not disturb me so much.
- c. During important tests, I only think about failure.
- d. During an important test, I feel panicked.
- e. During exams, I become so agitated that I forget what I really know.

B. Reflect and elaborate!

Now, after reflecting on how you feel in exam situations, think about and reflect on how you think your students are feeling in assessment situations (oral, written, current, periodic, at the end of the school cycle, at the end of the semester, at the school Olympics, school competitions, etc.).

Conduct a mini interview for the students in your class (in order to identify the students who express evaluation anxiety), starting from the following benchmarks:

- ☞ the thoughts on the final grade I will get prevent me from concentrating during the exams / tests;
- ☞ the thought that I will get a poor result prevents me from concentrating during exams / tests;
- ☞ even when I am well prepared for an exam / test, I am very agitated;
- ☞ during exams / tests, I feel very tense;
- ☞ during important exams / tests, I only think about failure;
- ☞ during an important exam / test, I feel panicked;
- ☞ during exams / tests, I am surprised thinking about the consequences of failure;
- ☞ during important exams / tests, I feel my heart beating strongly;
- ☞ during an exam / test, I become so excited that I can no longer put my thoughts in order;
- ☞ during an exam / test, my hands begin to shake;
- ☞ during exams / tests, I have the unpleasant sensation of knot in the throat;
- ☞ during exams / tests, my emotions overwhelm me and I can react. During exams / tests, I start having a sore stomach ache.

Discuss the questions with a colleague in the teacher room. Ask for feedback!

Debriefing and evaluation

- ☞ What did you learn from this activation?
 - ☞ Reflect on how you can use what you learned in the activity with remigrant pupils!
 - ☞ Think of at least one extracurricular activity where you could capitalize on and apply what you learned from this activity!
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Suggestions for follow-up activities

Design a didactic activity for the category of students you work with in your class. In the projected practical activity, put the students in the situation to answer the questions of the mini-interview that you have elaborated. Students can respond individually (note the answers) or work in pairs. Make sure you have a group discussion that facilitates the development of a proper attitude towards evaluation.

Activity 2: *I work with students to prevent and ameliorate anxiety-specific symptoms*

Overview In this activity, the teacher will identify the best methods to reduce the stress level of the pupils/students in assessment situations, because a high number of students show a high level of anxiety during the testing / verification of knowledge. Also, in this activity the teachers will be put in the position to identify allies and collaborators to support the student who manifests evaluation anxiety.

Objectives:

- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the prevention of the development of academic anxiety / diminishing the level of academic anxiety
- 📖 to increase the awareness of the need for designing and carrying out curricular and extracurricular activities to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

A. Individual exercise

Read the following recommendations for students, developed to improve and prevent anxiety-specific symptoms from tests and exams (Robu, 2011).

- a. The student should be accustomed to communicating to the parents and teachers the anxiety symptoms they are experiencing, when they are going to face an evaluation situation or during it.
 - b. The student should be accustomed to congratulate himself for the performance and to analyse his possible strengths that have contributed to the achievement of the performance.
 - c. The student should be accustomed to analysing his weaknesses, in order to control them and turn them into resources that will contribute to the improvement of the performance in future tests or exams.
 - d. During the test or exam, the student must implement a simple relaxation technique, which will help prevent the onset and manifestation of distressing somatic and neuro-vegetative symptoms, which are usually associated with stress in the face of assessment situations.
 - e. The student must constantly strive to keep his / her attention on the test or exam.
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f. Students should be advised on the optimal preparation strategies for an exam or test. Of these we mention: the constant preparation in one study discipline or another (not only for the evaluation at the end of the chapter, for example); elaboration of a plan to go through the matter; recovery activities for missed lessons / unrealized topics; the balanced alternation of the periods of preparation of the matter with those of rest; quality sleep, balanced meals, avoiding coffee, energizing or other substances considered to improve concentration and stress.

B. Reflect and elaborate!

Make, based on the above recommendations, an action plan tailored to the students in your class. It will be applied from the following school year. The action plan must contain all the aforementioned dimensions. You can add other dimensions. It is important to mention the action, when it will take place, how it will be evaluated, with whom you will collaborate.

Debriefing and evaluation

- ☞ What did you learn from this activity?
 - ☞ Reflect on how you can use what you learned in the activity with remigrant pupils!
 - ☞ Think of at least one extracurricular activity where you could capitalize on and apply what you learned from this activity!
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Suggestions for follow-up activities

Design a didactic activity for the categories of students you work with in your class. The results of the projected activity are: a plan for the recovery of the contents that requires resumption / deepening and a plan of the weekly activities in which the activities of relaxation with those of rest are alternated. Apply in your class!

Activity 3: *I work with parents to prevent and ameliorate anxiety-specific symptoms*

Overview Through this activity the teacher will identify the best strategies for involving parents in the activities aimed at improving and preventing the symptoms of anxiety specific to tests and exams. Also, through this activity the teachers will be put in a position to raise awareness of the importance of collaboration with the parents in order to support the student who is anxious about the evaluation.

Objectives:

- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the prevention of the development of academic anxiety / diminishing the level of academic anxiety
- 📖 to increase the awareness of the need for designing and carrying out curricular and extracurricular activities to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

A. Individual exercise

Read the following recommendations for parents' involvement in activities aimed at alleviating and preventing anxiety-specific symptoms from tests and exams (taken from Robu, 2011).

- a. Discuss with parents about the need for involvement in efforts to ensure all optimal conditions for the tests and exams that their children have to take, implicitly the conditions for preventing the annoying symptoms of anxiety.
 - b. Discuss with parents the necessity of their involvement in the child's preparation period for an important test or exam; parents must establish with the student the plan for the course of the subject to be evaluated and be actively involved in organizing the time in which the student learns and the one in which he / she rests, the feeding program, in identifying the sources of information, as well as in ensuring an optimal physical and socio-emotional (family) environment for the preparation in order to take the respective test or exam.
 - c. Discuss with parents the need for permanent encouragement of the student to concentrate on the lessons in the classroom, to solve their homework, to independently
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seek sources of information, to logically structure their subject matter they have to go through and communicate all the difficulties they face.

d. Discuss with parents the importance of enhancing education, personal, academic and professional development.

e. Encourage parents to discuss openly and in positive terms with the student about the objectives of the test / exam, about the expectations regarding his performance.

f. Discuss with parents about the importance of rest, nutrition, elimination of the consumption of substances to stimulate concentration or control of stress, about the importance of punctuality when organizing a test / evaluation.

g. Analyse with the parents the importance of encouraging and moral-emotional support of the student to participate in a test, competition, exam. Encourage parents to discuss with the child after the completion of the test or exam, to analyse with the student the strengths and weaknesses, which influenced his behaviour in the preparation phase of the test but also in the evaluation phase itself. Thus, the student will know how to act and prepare for future evaluation situations.

h. The pupil / student will be encouraged to talk openly about the cognitive-intellectual and emotional difficulties that he / she encountered during the test or exam, about the ways in which he / she overcame them, as well as what he / she can do to prevent them when faced with new evaluation situations.

B. Reflect and elaborate!

Make, based on the above recommendations, an action plan adapted for parents and implicitly the pupils/ students in your class. It will be applied from the following school year. The action plan must contain all the aforementioned dimensions. You can add other dimensions. It is important to mention the action, when it will take place, how it will be evaluated, whom you will collaborate with.

Debriefing and evaluation

☞ What did you learn from this activity?

☞ Reflect on how you can use what you learned in the activity with the parents of the remigrant pupils!

☞ Think of at least one extracurricular activity where you could capitalize on and apply what you learned from this activity!

Suggestions for follow-up activities

Design an activity for the parents of the students you are currently working with, taking into account the previous recommendations. Organize a meeting with your parents and apply what you have designed. Request feedback!

Activity 4: *Individualized intervention - student with evaluation anxiety*

Overview Through this activity, the teacher will identify concrete ways of intervention in the situation in which a student manifests evaluation anxiety

Objectives:

- ▣ to develop the teachers' skills to design and carry out educational activities that lead to the prevention of the development of academic anxiety / diminishing the level of academic anxiety
- ▣ to increase the awareness of the need for designing and carrying out curricular and extracurricular activities to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

1. Identify a student in your class who is experiencing evaluation anxiety.
 2. Write down everything you know about the manifestation anxiety of evaluating this child.
 3. Answer the following questions:
 - ▣ How is the evaluation anxiety in this child manifested?
 - ▣ How will you act in class to support this student?
 - ▣ How will you work with parents to support this student?
 - ▣ How will you organize the evaluation tests in order not to increase the student's anxiety level?
 - ▣ What support strategies can be used?
 - ▣ Who can be involved to support the student in overcoming this situation?
 - ▣ How can the teacher obtain detailed data and information about the student to help him / her overcome the assessment anxiety?
 - ▣ What other strategies or support services can you try?
 - ▣ What is the major reason why the student manifests the evaluation anxiety?
 4. Describe, in concrete terms, how you will work with parents to teach them how to support their child in order to reduce evaluation anxiety.
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Debriefing and evaluation

- 📄 What have you learned from this activity?
 - 📄 Reflect on how you can use what you learned in the activity with remigrant pupils!
 - 📄 Think of at least one extracurricular activity where you could capitalize on and apply what you learned from this activity!
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Suggestions for follow-up activities

Talk to a colleague who teaches your class about the action plan initiated to support the student with anxiety about evaluation. Establish what concrete ways of intervention you can take to support him/her in reducing the level of evaluation anxiety. Involve the family in the planned intervention! Apply what you have designed, then analyse the results, during the intervention and at the end of it, with both the family and the colleague with whom you collaborated. Share your experience with colleagues in the teacher room.

Activity 5: *I know and act to reduce academic anxiety!*

Overview This activity is designed to achieve a synthesis of all the content elements about academic anxiety. The activity invites us to reflect on what we know about ways to prevent and combat academic anxiety. It also puts us in a position to reflect on the necessity of coherence of the frontal and individual educational intentions for desirable results in the concrete situations of manifestation of academic anxiety.

Objectives:

- 📖 to develop teachers' skills to reflect on the causes & consequences of academic anxiety, on intervention strategies and methods
- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the prevention of the development of academic anxiety / diminishing the level of academic anxiety

Materials: paper & pencil

Time: ¼ hour

Activity type: individual activity

Instructions

1. Complete the sentences!

- I know about academic anxiety ...
- I learned about academic anxiety ...
- I would like to learn more about academic anxiety ...
- I can work with my students like this ...
- I can work with the parents of my students like this ...
- I can work concretely with a student with academic anxiety in the following ways...
- I can collaborate to support the student with academic anxiety with ...
- At this moment I know that you ...
- At this moment I hope that ...
- I understood ... and I wish ...
- I have more confidence that you ...

2. Reflect on what you have noted!

Debriefing and evaluation

- 📄 What have I learned about academic anxiety?
 - 📄 How can I use what I have learned in the activity with the remigrant pupils, in the current didactic activity?
 - 📄 What do I suggest to do in extracurricular activities, so that I can act effectively to prevent / combat anxiety about evaluation?
-

Suggestions for follow-up activities

Write a 5-minute essay describing how you will act to prevent / combat academic anxiety among the students you work with in the class / among the remigrant pupils!

Chapter 3

Individual activities for teachers - Self-esteem

Self-esteem is a complex concept which has attached variable definitions. Băban A. indicates that self-esteem refers to how we evaluate ourselves and how good we think we are by comparison with our own expectations or others. Albu G. considers self-esteem as individuals' confidence in their own ability to think and to face the challenges of human life and success. Self-confidence, the ability to achieve the objectives set, the reaction to failures are related attitudes that can influence self-esteem and the quality of life. The emphasis on the subjective side of oneself enables us to consider self-esteem as an indicator of the subjective side of the quality of life (Vasiliu, 2015).

Baumeister, Campbell, Krueger and Vohs (2003) identify a link between low self-esteem and happiness, meaning that a person with high self-esteem is considered happier than a person who has low self-esteem (Vasiliu, 2015).

(<http://www.analefefs.ro/anale-fefs/2015/i2s/pe-autori/v2/53.pdf>)

Activity 1: *Observation grid for identifying students with low self-esteem*

Overview Through this activity, the teacher is invited to reflect on the general aspects involved in developing self-esteem, as well as to analyse what is meant by low self-esteem / high self-esteem. Also, the teacher is placed in the situation of constructing an observation grid of the behaviours of the students who he works with in the classroom, in order to identify the students with low self-esteem.

Objectives:

- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the development of the positive self-esteem of the students
- 📖 to increase the awareness of the need to adapt curricular and extracurricular activities to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: ½ hour

Activity type: Individual

Instructions

A. Read carefully!

Students, just like many people in society, struggle with self-esteem issues on a daily basis, since our self-esteem can affect almost everything we do. Self-esteem is the opinion we develop about ourselves in terms of our ability to meet the many challenges of life, and achieve happiness and success. Self-esteem relates to so many areas of our life that we can have high self-esteem in one aspect, and low self-esteem in another. High self-esteem also makes us somewhat “immune” to psychological distress and therefore, we can't have too much of it. Some people believe that if our self-esteem is too high, we will become arrogant, but this is not the case. With true self-esteem comes humility. The following describes common characteristics of people with high and low self-esteem.

People with high self-esteem tend to:

- 📖 love themselves, and feel worthy of love by others;
 - 📖 act in an independent fashion;
 - 📖 achieve greater success in life;
 - 📖 assume responsibility for their lives, and their choices;
-

- ☞ take more risks in life;
- ☞ be more creative artistically, and as problem solvers;
- ☞ feel proud of their accomplishments;
- ☞ accept who they are, flaws and all;
- ☞ not be self-centred or egotistical;
- ☞ deal with problems using healthy coping strategies;
- ☞ tolerate greater levels of frustration;
- ☞ be excited by the future, and meet it with a sense of optimism.

On the other hand, **people with low self-esteem** tend to:

- ☞ feel unworthy of love and respect;
 - ☞ avoid attempting new activities for fear of failure;
 - ☞ constantly fear rejection;
 - ☞ put down their own abilities and skills;
 - ☞ achieve less success in life (or become over-achievers);
 - ☞ be passive in their interactions with others;
 - ☞ blame others for their problems and mistakes;
 - ☞ constantly seek out the approval of others;
 - ☞ have poorly defined self-identities, and instead change to fit in to the situation;
 - ☞ be anxious and insecure around others;
 - ☞ use addictive behaviours (i.e., drugs, alcohol, food, sex, gambling, smoking, shopping, work, etc.) to cope with their painful feelings;
 - ☞ be filled with many kinds of fears, particularly about the future.
- (https://www.mcgill.ca/counselling/files/counselling/self-esteem_helpful_hints_0.pdf).

The students with positive self-esteem: take responsibility; behave independently; are proud of their achievements; achieve new tasks without difficulty; express both positive and negative emotions; offer help and support to others.

The students with low self-esteem: are unhappy with the way they are; avoid to achieve or get involved in new tasks; feel unloved and without any value; blame others for their unfulfillment; pretend to be emotionally indifferent; cannot tolerate a medium level of frustration; are easily influenced; do not take responsibility; seem rebellious, uncaring (Băban, 2001).

B. Reflect and elaborate!

Based on the above information, compile a grid of observation (for instance, based on the template in Appendix 1) of the behaviours of the students in your class, to identify the students with a low self-esteem.

- How often will you complete / revise this grid?
- How can you use the observation grid in activities with parents?
- But in the activities with other teachers working with students in your class?
- Can the observation grid be used to collect data and information from students?
- How can you use the collected data?

Debriefing and evaluation

- What have you learned from this activity?
- Reflect on how you can use what you learned in the activity with remigrant pupils!
- Think of at least one extracurricular activity where you could capitalize and apply what you learned from this activity!

Suggestions for follow-up activities

Design an action plan to identify students with low self-esteem in your class!
Apply to class!

Appendix 1

Behaviour	existence of manifestation		frequency of manifestation		
	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> never	<input type="checkbox"/> rarely	<input type="checkbox"/> often
Take responsibility	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> never	<input type="checkbox"/> rarely	<input type="checkbox"/> often
Behave independently	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> never	<input type="checkbox"/> rarely	<input type="checkbox"/> often
Achieve new tasks without difficulty	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> never	<input type="checkbox"/> rarely	<input type="checkbox"/> often
Offer help and support to others.	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> never	<input type="checkbox"/> rarely	<input type="checkbox"/> often
Are unhappy with the way they are	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> never	<input type="checkbox"/> rarely	<input type="checkbox"/> often

Activity 2: *I work with students to develop self-esteem*

Overview In this activity, the teacher will identify the best methods to develop the authentic self-esteem of the students. Also, in this activity, the teacher will be able to identify allies and collaborators for specific interventions to develop a positive self-esteem.

Objectives:

- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the development of the positive self-esteem of the students
- 📖 to increase the awareness of the need to adapt curricular and extracurricular activities to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

A. Individual exercise

Read the following recommendations for developing students' self-esteem.

A student's self-esteem has a significant impact on almost everything she/he does - on the way she/he engages in activities, deals with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, his/her ability to focus, and his/her willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.

The challenge in working with children with low self-esteem is to restore their belief in themselves, so they persevere in the face of academic challenges. You do not need a formal program to promote self-esteem, however. Educators shape self-esteem every day, in the normal course of interacting with their students.

What you can do?

📖 *Praise the student in a specific and genuine way.* Students are experts at distinguishing genuine feedback from empty compliments. They learn to dismiss vague words of praise as insincere, and perhaps even phony. Comments that suggest thoughtful appreciation of their work, on the other hand, are meaningful to them. Toward that end, let the student know in specific terms what you like about his/her work or behaviour. If she is progressing slowly, praise him/her for the small steps

forward. If you sense that he/she's uncomfortable being praised in front of his/her classmates, tell her in private or in a note.

☞ *Show the student tangible evidence of progress.* Expressing confidence in a student's ability is important; pep talks alone might not be enough, however. Help the student appreciate her own improvement by pointing to concrete signs of growth -- perhaps by taping an oral reading at the beginning of the year and comparing it to a later performance, by showing him/her papers from earlier in the year and contrasting them with later papers, or by demonstrating that the math problems he/she struggled with during the first marking period now come easily to her.

☞ *Show his/her accomplishments.* You might read one of the student's compositions to the class, display his/her artwork on a bulletin board, have his/her demonstrate how to do a math problem, etc. If the student has a particular hobby or interest, suggest that she talk to the class about it. If necessary, have his/her rehearse his/her talk in advance.

☞ *Help the student feel important in class.* You might give the student an important classroom job or find ways in which he/she can help others. Tell her you are giving him/her the responsibility because you are confident she can do it well. For example: have the student take care of the class rabbit, deliver lunch money to the office, collect homework, help another student with a computer problem, read aloud the school's morning announcements, answer the school phone while the secretary is at lunch, or tutor a student in a lower grade.

☞ *Engage the student in conversation about her interests.* A student can gain self-esteem from involvement in activities she cares about. Find a few minutes every day to talk with her about his/her favourite hobbies, sports, television programs, or musical groups. If necessary, ask his/her parents for the information you need as a basis for talking with him/her. Suggest to the student ways in which she can pursue her interests in greater depth. You might even bring in a book or item from home related to one of her interests.

☞ *Help the student deal with adversity.* If the student encounters academic difficulties, help him/her appreciate that failure is a normal part of learning and that everyone experiences disappointment or frustration at some point.

☞ *Encourage a sense of belonging.* Students with low self-esteem often are isolated from their classmates. You can promote a student's peer involvement with others by finding ways to integrate him/her into activities that are take place both in and out of school. You might organize a group activity that includes him/her. Or ask a couple of friendly and accepting students to spend time with him/her during recess or lunch. If students pair up for class activities, assign the student a kind and easy-going partner. You also might want to encourage the student's parents to arrange additional social contacts with classmates, perhaps suggesting potential playmates.

☞ *Inform parents of their child's successes.* Teachers are quick to let parents know

when their child has a problem. They are not nearly as diligent about notifying parents when their child is successful. Consider sending home a note or calling parents when their child does something noteworthy. Tell the student you are doing it. The gesture might take only a couple of minutes, but it can brighten the student's day and engender positive responses from the parents to their child. (https://www.educationworld.com/a_curr/shore/shore059.shtml)

B. Reflect and elaborate!

Make, based on the above recommendations, an action plan tailored to the students in your class. It will be applied from the following school year. The action plan must contain all the aforementioned dimensions. You can add other dimensions. It is important to mention the action, when it will take place, how it will be evaluated, with whom you will collaborate.

Debriefing and evaluation

- ☞ What did you learn from this activity?
- ☞ Reflect on how you can use what you learned in the activity with remigrant pupils!
- ☞ Think of at least one extracurricular activity where you could capitalize on and apply what you learned from this activity!

Suggestions for follow-up activities

How do you intend to build your students' self-esteem all day, every day?

(ex. Greet every child at the door with a smile and say his or her name; Ask a question of the day to kick start your morning and touch base with every child; Encourage students to advocate for themselves; Provide opportunities to give feedback to students—not just grades; Let students fix mistakes; Offer experiences for students to show off their talents etc...)

Design a didactic activity that aims to develop self-esteem for the categories of students you work with in your class! Apply! Discuss what you have designed and achieved with a colleague!

Activity 3: *I work with parents to develop the self-esteem of their children / my students*

Overview Through this activity, the teacher will identify the best strategies for involving parents in activities aimed at developing the self-esteem of children / students. Also, through this activity, teachers will be put in a position to raise awareness of the importance of collaborating with parents in developing positive self-esteem.

Objectives:

- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the development of the positive self-esteem of the students
- 📖 to increase the awareness of the need to adapt curricular and extracurricular activities to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: ½ hour

Activity type: individual activity

Instructions

A. A. Read and reflect!

Parents can tell if children have healthy self-esteem by observing their actions. Pay attention to what your child does and says. Is he or she a leader or follower or somewhere in between? Having a balance would reasonably suggest that healthy self-esteem is developing. (<https://www.thoughtco.com/improving-self-esteem-3110707>)

To evaluate this, ask the following questions:

- 📖 Does your child have an independent mind?
 - 📖 Is s/he willing to act on his/her knowledge?
 - 📖 Does all learning have to be highly structured or does s/he accept sudden change?
 - 📖 Can your child willingly accept difficulty, or deal with failure?
 - 📖 When confronted by failure, does s/he blame somebody else?
 - 📖 Does your child take responsibility for his or her own learning experiences and results?
 - 📖 Is your child content just to get by with average achievement (so as not to stand out from his peer group) or does s/he try to excel?
-

Tips for Building Self Esteem (<https://www.thoughtco.com/improving-self-esteem-3110707>)

Self-esteem is important in and out of the classroom. Teachers and parents can support self-esteem by remembering some of the following:

Always accentuate the positive: Do you ever notice those suffering from a low self-esteem tend to focus on the negative? You'll hear statements like: 'Oh, I was never any good at that. I can't keep friends'. This actually indicates that this person needs to like themselves more!

Give children the opportunity to tell you 10 things they like about themselves: Prompt them to state things they can do well, things they feel good about. You will be surprised at how many children suffering from low self-esteem have difficulty with this task — you'll need to provide prompts. (This is also a great beginning of the year activity)

Avoid criticism: Those suffering from low self-esteem struggle the most when given criticism. Be sensitive to this. Always remember that self-esteem is about how much children feel valued, appreciated, accepted, loved and having a good sense of self-worth. Having a good self-image. Understand that as parents and teachers, you play one of the biggest roles in how good or bad a child can feel about themselves. The influence of a parent or teacher can make and break a child's sense of self-esteem. Don't abuse it.

Expectations must always be realistic: This goes along with setting children up for success. Differentiated instruction is the key and goes a long way to ensure that teachers know their students and ensures the types of tasks/expectations match the child's strengths and ability levels.

See the learning in errors or mistakes: Turn mistakes inside out and focus on what was or will be learned from the mistake. This helps a child focus on the positive, not on the negative. Remind students that everyone makes mistakes but it's how those mistakes are handled that makes the difference. We need to see them as learning opportunities. Powerful learning can often be the result of a mistake made.

Self-esteem is an important component to almost everything children do: Not only will it help with academic performance, it supports social skills and makes it easier for children to have and keep friends. Relationships with peers and teachers are usually more positive with a healthy dose of self-esteem. Children are also better equipped to cope with mistakes, disappointment, and failure, they are more likely to stick with challenging tasks and complete learning activities. Self-esteem is needed life-long and we need to remember the important role we play to enhance or damage a child's self-esteem.

B. Reflect and elaborate!

Make, based on the above recommendations, an action plan adapted for parents and, implicitly, for students in your class. It will be applied from the following school year. The action plan should reflect all the above dimensions. You can add other dimensions. It is important to mention the action, when it will take place, how it will be evaluated, who you will collaborate with.

Debriefing and evaluation

- ☞ What did you learn from this activation?
 - ☞ Reflect on how you can use what you learned in the activity with the parents of the remigrant pupils!
 - ☞ Think of at least one extracurricular activity where you could capitalize on and apply what you learned from this activity!
-

Suggestions for follow-up activities

Design an activity for the parents of the students you are currently working with, taking into account the previous recommendations / suggestions. Organize a meeting with your parents and apply what you have designed. Request feedback!

Activity 4: *Individualized intervention - student with low self-esteem*

Overview Through this activity, the teacher will identify concrete ways of intervention in the situation in which a student manifests low self-esteem

Objectives:

- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the development of positive self-esteem
- 📖 to increase the awareness of the need to design and carry out curricular and extracurricular activities in order to facilitate the socio-educational reintegration of remigrant children

Materials: paper & pencil

Time: ½ hour

Activity type: individual activity

Instructions

1. Identify a student in your class with low self-esteem.
 2. Write down everything that led you to conclude that this student has a low self-esteem.
 3. Answer the following questions:
 - 📖 How does low self-esteem manifest in this child?
 - 📖 How will you act in class to support this student?
 - 📖 How will you work with parents to support this student?
 - 📖 How will you organize extracurricular activities to develop the positive self-esteem of this student?
 - 📖 What support strategies can be used?
 - 📖 Who can be involved to support the student in developing a positive self-esteem?
 - 📖 How can the teacher obtain detailed data and information about the student to support him / her in the process of developing a positive self-esteem?
 - 📖 What other strategies or support services can you try?
 - 📖 What is the main reason for which the student shows low self-esteem?
 4. Describe concretely how you will work with parents to teach them how to support their child in the process of developing a positive self-esteem.
-

Analyse and think about what you have scored!

- 📖 Re-read regularly and note the progress made in the activity with the student.
 - 📖 What can you improve?
 - 📖 Who can you work with for support??
-

Debriefing and evaluation

- 📖 What did you learn from this activity?
 - 📖 Reflect on how you can use what you learned in the activity with remigrant pupils!
 - 📖 Think of at least one extracurricular activity where you could capitalize on and apply what you learned from this activity!
-

Suggestions for follow-up activities

Think of a student in your class with low self-esteem (migrant/remigrant student). Design some directions of action, which you will apply in the current didactic activity of the following school semester, so that you contribute to the development of the self-esteem of the respective student. Consult with a colleague on the methods to select / apply.

Activity 5: *I know and act for the development of a positive self-esteem!*

Overview This activity is designed to make a synthesis of all the content elements about self-esteem. The activity invites us to reflect on what we know about the ways of developing positive self-esteem. It also puts us in a position to reflect on the necessity of coherence of the frontal and individual educational intentions for desirable results in the concrete situations of manifesting the negative self-esteem.

Objectives:

- 📖 to develop the teachers' skills to reflect on the causes and consequences of negative self-esteem, strategies and methods for developing positive self-esteem
- 📖 to develop the teachers' skills to design and carry out educational activities that lead to the development of a positive self-esteem

Materials: paper & pencil

Time: ¼ hour

Activity type: individual activity

Instructions

1. Complete the sentences!

- 📖 I know about self-esteem ...
- 📖 I learned about self-esteem ...
- 📖 I would like to learn about self-esteem ...
- 📖 I can work with my students like this ...
- 📖 I can work with the parents of my students like this ...
- 📖 I can work concretely with a student who shows negative self-esteem like this ...
- 📖 I can collaborate to support the student with low / negative self-esteem with ...
- 📖 At this moment I know that you ...
- 📖 At this moment I hope that ...
- 📖 I understood ... and I wish ...
- 📖 I have more confidence that you ...

2. Reflect on what you wrote down!

Debriefing and evaluation

- 📄 What have I learned about self-esteem?
 - 📄 How can I use what I have learned in the activity with the remigrant pupils, in the current didactic activity?
 - 📄 What do I propose to do in extracurricular activities so that I can act effectively to develop positive self-esteem?
-

Suggestions for follow-up activities

Make a 5-minute essay describing how you will act to develop the positive self-esteem of the students you work with in the class / the remigrant pupils!

Chapter 4

Individual activities for teachers - Stereotypes

Stereotypes are category-based reactions to people in groups perceived to be significantly different from our membership group, says Fiske (Gilbert, D., Fiske, S., The Handbook of Social Psychology 2, 1998). According to this definition, when we are put in the hypothesis of real or imagined interaction (it may be a discussion) with someone who is part of a group other than the one we belong to, we will have a reaction. This can be a positive or negative one. The positive one is of genuine interaction, carrying understanding and openness, preserving the verticality of the individualities. The negative is generating tension, violence and discrimination.

There is a turning point in this discussion. Many times, when we meet new people, we experience a feeling of unease. It's natural. Instinctively we are programmed to defend ourselves in front of the unknown. In the rush to look for information about the one we interacted with or not (again, it may be a discussion about someone), to know how to relate to him or her, we quickly get to the negative information passed from word to word, which they may or may not apply to the person concerned.

In the good intention, to deal with stereotypes through education, there is talk of multiculturalism and interculturalism. In the first concept, the differences between people from different cultural backgrounds are noticed. These differences are seen with positive nuances, which can bring a nice extra in diversity. In the second concept, respectively in interculturalism, the similarities between people are noticed and strengthened, with the intention of establishing beneficial connections. Although both concepts have a good intention, at a closer look we will realize that multiculturalism generates separation and is a fertile ground for stereotypes. Interculturalism does not.

Social mobility is a current reality, faced by the school, generically taken. Today, with all the information we have so easily available, school is more than ever an accumulation of attitudes. If these attitudes are calibrated, learning will occur. It is therefore important for teachers to have a proper, knowledgeable attitude regarding stereotypes. The approach must start from the similarities, to really bring together students of different nationalities, ethnicities, religions, etc. It is a continuous exercise and a challenge that the first teacher must answer in order to launch it to students.

Activity 1: *Daily diary*

Overview This activity can be carried out individually by teachers in order to raise awareness of the susceptibility of stereotypes and their intended or unintentional appearance in relation to the students they come into contact with.

The activity aims to develop the capacity to raise awareness of human differences and variety. With their own awareness, teachers will participate more authentically in developing the awareness capacity of the students with whom they interact.

Objectives:

- 📖 to build an accurate understanding of stereotypes by noticing their intentional or unintentional occurrence in everyday situations, such as a conversation.
- 📖 to raise awareness of their own stereotypes, especially those for which they have no information to argue with.

Materials: diary & pencil

Time: one week

Activity type: individual activity

Instructions

Make a note throughout a week in a journal that you will keep handy. The challenge of the activity will be to write impressions about the new acquaintances that week.

The notes are done according to the instructions below:

- 📖 each new acquaintance will have at least one descriptive page and at most two.
 - 📖 you will specify the name of the new acquaintance or give a name, if it is not known.
 - 📖 you will specify the date you met the person, the interval of the day or time, which was your first impression and other beliefs regarding clothing, behaviour, the state created in the interaction with the respective person or in the absence of the interaction.
 - 📖 it is good that the marking is done immediately after knowing the person, in order not to lose from opinions and reactions, but if it is not possible, it can be written at the end of the day.
-

The idea of scoring in a minimum and maximum space is to raise awareness of the limits that teachers have in interacting with students. Most of the time the interaction happens or is absolutely necessary in the school context. The teachers are asked to provide feedback on the students, they are the ones who evaluate their school activity and participate consciously or unconsciously, voluntarily or involuntarily in the development of the students' personality. And most of the time they are not aware of the echo of the stereotypes they carry with them in relation to the students, especially in relation to the minorities from one point of view or another.

Debriefing and evaluation

- 📖 What have you learned from this activity?
- 📖 How can this activity help you in working with remigrant pupils?

At the end of the week you will read the diary and retroactively evaluate the opinions noted.

You will try to notice the opinions that are found with some recurrence in the ones noted. From these opinions you can synthesize stereotypes of age, gender, ethnicity, nationality, religion etc.

Suggestions for follow-up activities

It causes one of your colleagues to consider the same journal as fundamentally different from you. Then exchange journals and reflections, also for the purpose of raising awareness of differences of opinion.

Reflects on the question:

- 📖 How did I behave in relation to person X if my first impression was ...?
 - 📖 How do I behave with the students I interact with based on my first impression?
-

Activity 2: *Behind the scenes of press*

Overview This activity can be carried out individually by the teachers in order to provoke the participant to interpret some statistical data, based on which to issue general judgments, on which to reflect.

The activity aims to create knowledge on the situation of the different member nations of the European Union. The accumulation of knowledge in this area will allow the teacher to respond informally and consciously in various multicultural situations in the school. Also, information can contribute to breaking stereotypes and prejudices.

Objectives:

- 📖 to increase the awareness of the nature of the information underlying the formation of stereotypes.
- 📖 to dismantle stereotypes through statistical realities that contradict them.

Materials: newspapers & magazines
Laptop / PC & internet connection & TV
paper & pencil

Time: 2 hours

Activity type: individual activity

Instructions

Read for one and a half hours five magazines / newspapers online or on-paper, official websites of the European Union, or European television stations.

You will do the selection of the reading materials in advance. They must cover socio-economic problems in the European space.

If you do not know the language of international circulation, you can analyse five national newspapers / magazines.

After reading try a grouping of information to answer the following two questions:

- 📖 Which information could generate stereotypes?
 - 📖 What data was surprising and could counter stereotypes if they were better known or promoted?
-

Debriefing and evaluation

- 📄 What have you learned from this activity?
- 📄 How can this activity help you in working with remigrant pupils?

In the end, try to find explanations for the appearance of stereotypes, but also for information that contradicts especially the prejudices about a certain population.

Suggestions for follow-up activities

Elaborate a newspaper article that brings together the information you have just acquired, but also the conclusions after reflection. The title of the article is *Behind the numbers about the students in my country*.

Activity 3: *Daily role*

Overview This activity can be carried out individually by teachers in order to raise awareness of the emotions arising from discrimination based on stereotypes.

The activity aims to develop the capacity for empathy. With their own awareness, teachers will participate more authentically in developing the empathy of the students with whom they interact and which they can train in calibrating their own relationships with colleagues whom they may voluntarily or involuntarily discriminate against.

- Objectives:**
- 📖 to experience the emotions of a person discriminated against on the basis of stereotypes.
 - 📖 to increase the awareness of the impact of collective behaviour on a discriminated person.
-

Materials: Depending on the chosen role, appropriate clothing.
If you choose virtual gaming, you need a laptop / PC and internet connection.

Time: 2 hours

Activity type: individual activity

Instructions

You are challenged to play for two hours the role of a person who can be discriminated against. The game begins by asking a reflective question, respectively: *Who is discriminated against in my city / country?*

Make a list of at least three possible variants from which to choose one. Try to transform yourself through clothing, behaviour, moments directed at that person and live the emotions that the situations experienced in that role make them appear.

The game can also be played online, by creating a profile of the discriminated person. The profile can be left active for a few days.

Another variant of the game, much less invasive, but with smaller effects on the authentic living plan, is the imaginary game. In this variant, you create an imaginary scenario, with a concrete situation in which you are discriminated against on the basis of a stereotype, then you can record your answer to the question: *How did I feel?* In this last variant, for more authenticity it is recommended to record voice and play the recording, and not the simple notation with a writing instrument.

Debriefing and evaluation

- ☞ What have you learned from this activity?
- ☞ How can this activity help you in working with remigrant pupils?

A reflection will be made following the chosen game variant (even on the chosen game variant). The key question for this activity is: *How did I feel?*

Suggestions for follow-up activities

Keep a diary of your own biases and stereotypes discovered and aware in the relationships with the students you interact with.

Activity 4: *Concepts in a drawing*

Overview This activity can be carried out individually by the teachers in order to approximate the meaning of certain concepts by representing them in drawings, having the characteristics of some people.

Objectives: 📖 to reflect on the concept of *stereotype or prejudice* by visualizing it in the form of a drawn person.

Materials: A3 sheets & markers
other tools / materials for painting, drawing, collage, mosaic

Time: 2 hours

Activity type: individual activity

Instructions

Choose one of two concepts: *stereotype or prejudice*.

On the chosen medium and during the given time (which can be overcome if necessary), you will make the face / figure / body of a person that contains the characteristics of the chosen concept. You will try to harmonize the meaning of the concept with the appearance of the person represented by the technique and materials available.

Debriefing and evaluation

📖 What have you learned from this activity?

📖 How can this activity help you in working with remigrant pupils?

Exhibit the work in a visible place in the living space and reflect on the creative product. Complements can be made if you consider it appropriate.

Suggestions for follow-up activities

After a week, you are challenged to compose a quintet that describes the character in the product made.

The quintet will be built as follows:

📖 the first verse will be the title, respectively *Stereotype or Prejudice*,

📖 second verse, two adjectives that describe the character

📖 third verse, three verbs at the geranium that describe the character's action

📖 fourth verse, a phrase about the reflection of the concept in the realized character

📖 the last verse, a synthesis word on the problem of stereotype or prejudice.

Activity 5: *Live broadcast (Live and life)*

Overview You will record audio or video with a monologue in which to present the accumulated information, but also the emotions experienced as a result of the activities. If you do not have a smart phone available, the activity can be done in the form of a 5-minute essay, on which you can reflect by reading it aloud.

Objectives: ☞ to reflect on the accumulated knowledge of stereotypes and prejudices.

Materials: phone
A4 sheets & writing instruments

Time: ¼ hour

Activity type: individual activity

Instructions

Monologue recording / writing the essay without stopping and spontaneous exposure of opinions.

Debriefing and evaluation

- ☞ What have you learned from this activity?
 - ☞ How can this activity help you in working with remigrant pupils?
Reflection on those recorded after the material revision.
-

Suggestions for follow-up activities

Start an anti-discrimination action in the school you teach in the current school year.

Chapter 5

Individual activities for teachers - Self-knowledge

“In the social jungle of human existence, there is no feeling of being alive without a sense of identity.” – Erik Erikson²

Who are we? How do we identify ourselves? What do we identify with? Which things are important to us? What style do we assign to ourselves? What kind of people do we seek to spend our time with? These are some of the questions that could give us the answers to who we are.



For every single person in this world, the sense of identity is of a crucial importance in a sense of being successful humans in the society where we live. If we narrow the context to the school, and limit the people to remigrant pupils, then we can understand how important the sense of identity and self-knowledge is for these pupils. We, as teachers, could play a great role in their lives, by giving the support that they might need.

The question is how do we work with these pupils? How do we offer the proper support that they might need? In this module, we will focus on putting emphasis on the terms such as identity, self-knowledge and self-awareness and we will try to understand these areas on a deeper level and then put them in school context. You will find activities that will require certain research on the topics and also, activities that you could do individually in order to better understand the concept of identity in school context, in order to offer the required help and support to remigrant pupils.

² https://www.goodreads.com/author/quotes/31652.Erik_H_Erikson

Activity 1: *Name story activity*³

Overview This activity can be realized individually by teachers in order for them to get a better understanding of a person's name in aspect of their identity

Objectives:  to improve understanding of the role of a person's name in the context of identity
 to widen self-knowledge







Materials: paper & pencil

Time: ½ hour

Activity type: individual activity




Instructions

Read the following questions and take some time to contemplate about them.

-  Who are you named and why?
-  Where does your name originate from?
-  Who named you? Who chose the spelling of your name?
-  Does your name hold any special meaning for you or your family?
-  Do you have any memories or stories about your name?
-  Do you like your name? Why or why not?

Take as much time as you need and on a sheet of paper answer the questions.

After you have finished, think about the following questions:

-  What is the role that your name plays in your life?
-  Do you identify with your name?
-  Would you choose another name for you? If yes, why and which one?

³ <https://sites.lsa.umich.edu/inclusive-teaching/2017/08/23/name-story/>

Debriefing and evaluation

- 📄 What have you learnt about yourself?
 - 📄 What have you learnt about identity and self-knowledge?
 - 📄 How could you implement this activity in your classroom?
-

Suggestions for follow-up activities



This activity could be used as an ice-breaker especially when meeting with a class for the first time. Additionally, you could make pupils share their name story in pairs and present their partner's name.

This activity could be followed up by “The Spectrum Activity, Questions Identity”⁴

⁴ <https://sites.lsa.umich.edu/inclusive-teaching/2017/08/16/1213/#more-1213>

Activity 2: *Aspects of identity*

Overview This activity can be realized individually by teachers in order to understand on a better level the concepts of identity and self-knowledge.

Objectives:  to widen knowledge on the aspects of identity and self- knowledge
 to look deeper into personal layers of identity

Materials: paper & pencil
access to library or Internet



Time: 1 hour

Activity type: individual activity



Instructions

Think about what identity means to you and define it 5 times using only word. Write this down on a sheet of paper.

Now, write down the following aspects of identity: ethnic identity, racial identity, gender identity, socio-economic identity, class identity and migrant identity. Try to do a little research about the definitions of these aspects of identity using library or online resources. After that, try to define each aspect with your own words.

-  How was it to define the term “identity” and then define its aspects?
 -  What is the importance of this activity in terms of your role as a teacher in the school life of the remigrant pupils?
-

Debriefing and evaluation

-  What have you learned from this activity?
 -  How can this activity help you in working with remigrant pupils?
-



Suggestions for follow-up activities

Do additional research of the aspect of identity.

This activity could be also done with a class of pupils, preferable high-school pupils.

Activity 3: *Social identity wheel*⁵

Overview This activity helps teachers to identify and reflect on the various ways one can identify socially and how those identities impact the ways other perceive and treat them.

Objectives:  to encourage critical consideration of identity in a social context.
 to improve understanding of identity in a social context.

Materials: sheet with “Social identity wheel” model
writing materials

Time: 1 hour





Activity type: individual activity

Instructions



Print out the following “Social identity wheel” (Appendix 1) or just draw it on a sheet of paper. Take time to fill in the empty spaces in the wheel and answer the questions in the middle of the wheel.

After you have finished, take a look at the completed wheel and write a short summary retelling your answers.

Try to answer these questions:

-  Was it difficult to fill certain spaces of the wheel? Which ones and why?
 -  Did you learn something new about yourself?
 -  What is the importance of this activity in your role as a teacher of remigrant pupils?
 -  How could you implement this in your work with remigrant pupils?
-

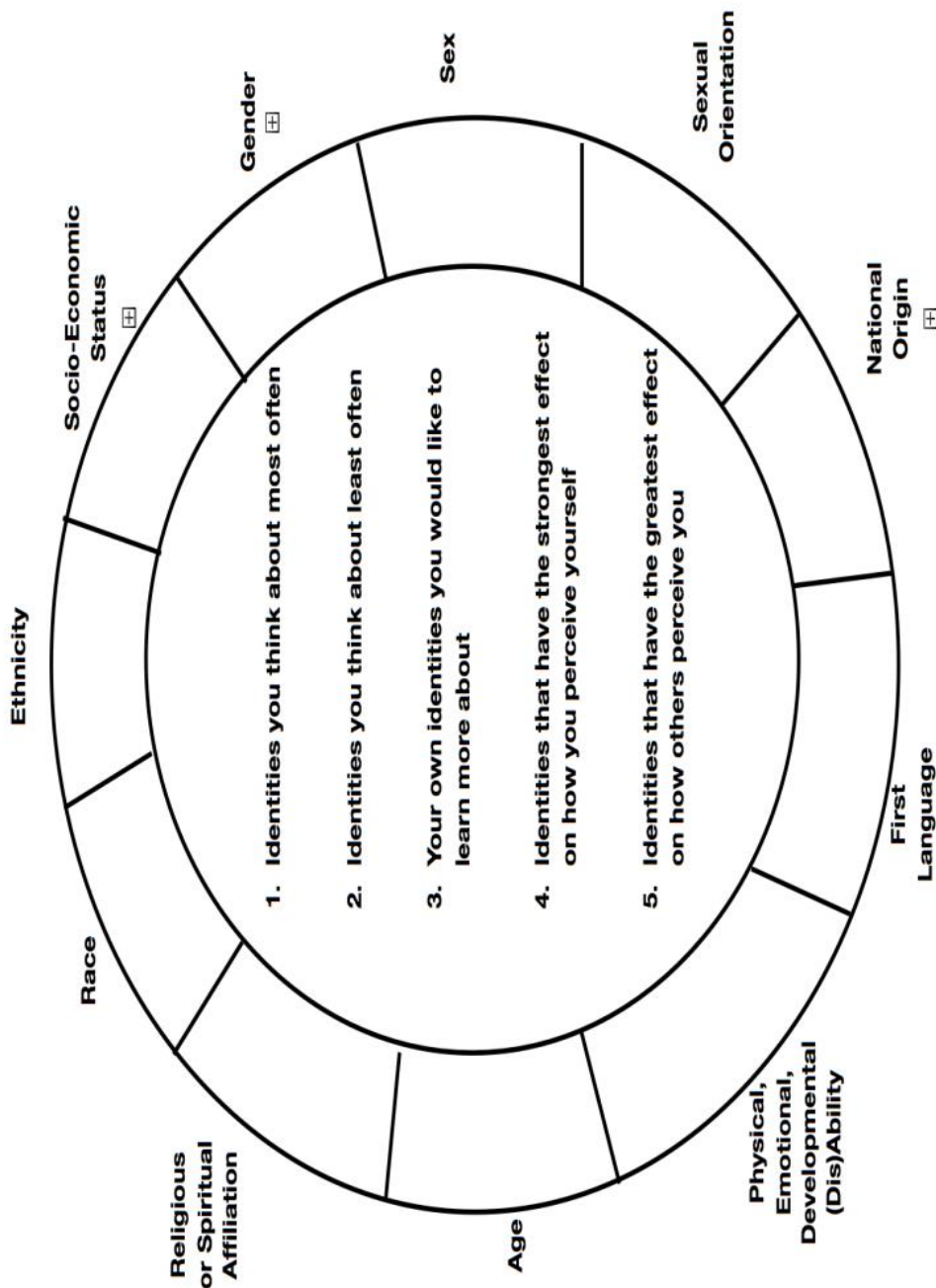
Debriefing and evaluation

-  What have you learned from this activity?
 -  How can this activity help you in working with remigrant pupils?
-

Suggestions for follow-up activities

This activity could be done with a class in combination with the “Personal identity wheel”⁶



⁵ <https://sites.lsa.umich.edu/inclusive-teaching/2017/08/16/social-identity-wheel/#more-1206>



⁶ <https://sites.lsa.umich.edu/inclusive-teaching/2017/08/16/personal-identity-wheel/#more-1197>

Activity 4: *Johari window*⁷

Overview This activity helps teachers to develop their perspective on identity and self-knowledge and understand how others perceive them

Objectives:  to contemplate on the aspect of identity that is perceived by oneself and by the others
 to cultivate better self-knowledge

Materials: one sheet of paper with the Johari Window or Internet access
one sheet of paper with 55 adjectives or Internet access

Time: 2-3 hours

Activity type: individual activity

Instructions





Print out the following handouts (Johari Window – Appendix 1, list of adjectives – Appendix 2) or simply copy them on a sheet of paper.

If you have access to the Internet, you could use this link as an online alternative for the activity: <https://kevan.org/johari?>

Take a look at the list of adjectives and choose 5 of them that you think best describe you. Write them on a separate sheet of paper.

After you are done with that, ask couple of people that you feel comfortable with to do the same for you, which is to choose 5 adjectives from the list that they think best describe you.

After you are done with that, write the adjectives in the Johari window following these criteria:

-  Public self – Adjectives that are circled by you and others are placed here.
-  Other self – Adjectives that are circled only by the others are placed here.
-  Hidden self – Adjectives that are circled only by you are placed here.
-  Unknown self – Adjectives that are not circled by anybody are placed here.

⁷ <http://www.ventureteambuilding.co.uk/johari-window-team-building-activity/>

After you have written down all the adjectives, review your window.

Try to answer the following questions:

- 📖 How easy or difficult was it to select the adjectives to describe you?
 - 📖 How easy or difficult was it to select the adjectives to describe your classmates? Why?
 - 📖 After reviewing your complete Johari Window, what were you surprised by?
 - 📖 What can you do to reduce your Blind Spot and/or Facade, and move those traits into your Arena instead?
 - 📖 How can you apply what you learned about your personality into your everyday work?
-

Debriefing and evaluation

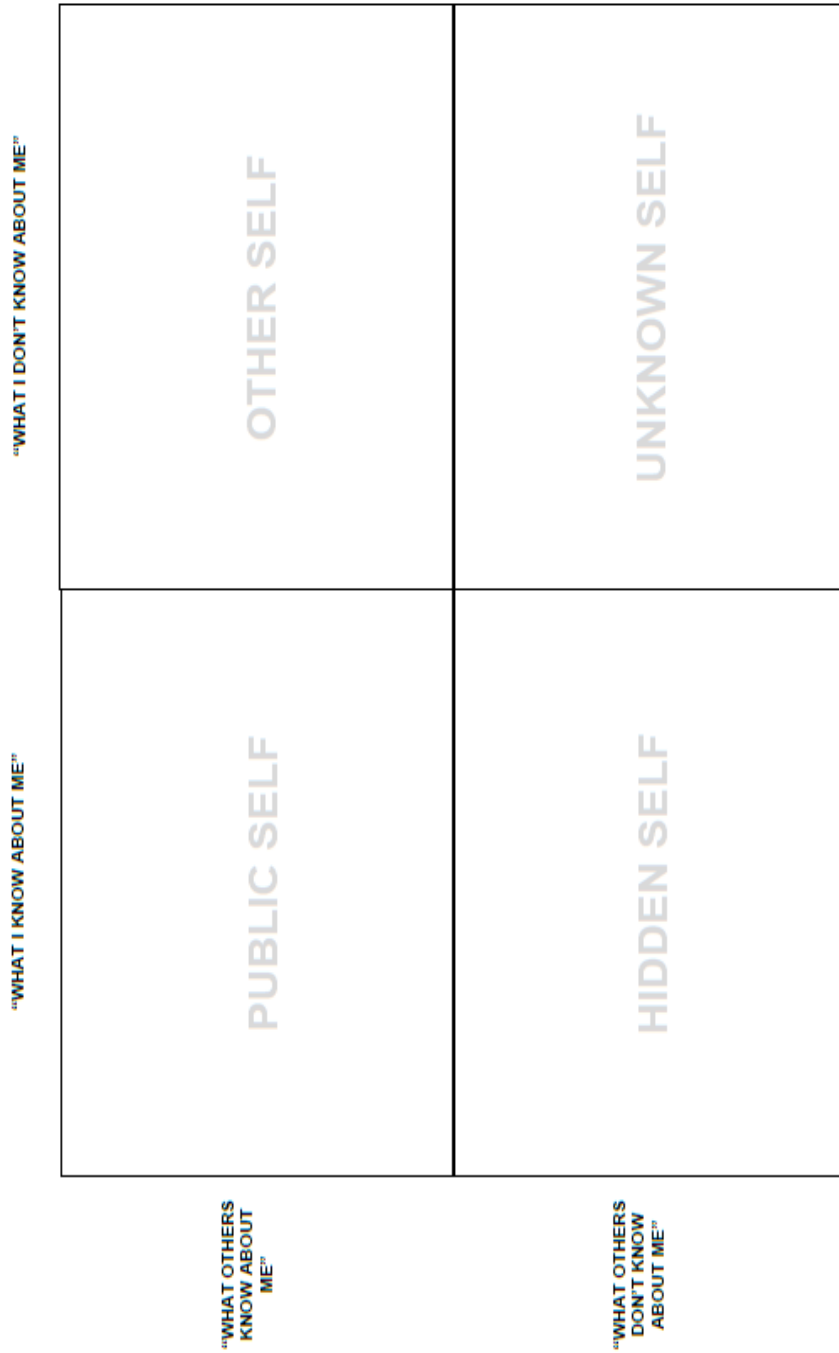
- 📖 What have you learned from this activity?
 - 📖 How can this activity help you in working with remigrant pupils?
-

Suggestions for follow-up activities

Think about organizing a lesson plan where you could implement this activity.

Appendix 1

JOHARI WINDOW WORKSHEET





Appendix 2

able	dependable	intelligent
accepting	dignified	introverted
adaptable	energetic	kind
bold	extroverted	knowledgeable
brave	friendly	logical
calm	giving	loving
caring	happy	mature
cheerful	helpful	modest
clever	idealistic	nervous
complex	patient	sensible
confident	powerful	sentimental
independent	proud	shy
ingenious	quiet	silly
observant	reflective	spontaneous
organized	relaxed	sympathetic
self-assertive	religious	tense
self-conscious	responsive	trustworthy
wise	searching	warm
witty		

Activity 5: *Review*

Overview This activity is used to briefly go over what happened in the module, and make you think about the activities that the teachers can implement in their classes

Objectives:  to reflect on the activities and the individual achievements
 to develop new strategies to be implemented in the schools

Materials: paper & pencil

Time: ¼ hour

Activity type: individual activity


Instructions


Write a short summary of the things that you learnt about identity, self-knowledge and self-awareness in this module and pay specific attention to the aspects of identity.

Think about what is the importance of this module in your work as a teacher of remigrant pupils? How can you implement this into your work with remigrant pupils?

What should be your next steps?

Debriefing and evaluation

 What have you learned from this activity?

 How can this activity help you in working with remigrant pupils?

Suggestions for follow-up activities

Further research on the topic of identity, self-knowledge and self-awareness.

Chapter 6

Individual activities for teachers - Group cohesion

As a teacher, the most important thing is to understand how to build and manage a classroom, mentioning respect, tolerance, and engagement as key elements of the community.


The key factor of engaging students to be part of a classroom community is to create a series of “shared values, beliefs and attitudes about learning”, which constitute the classroom culture (Brown-Wessling, 2012).


Remigrant students come with the behaviour that they used to have in the countries from where they started living and now they need to adapt to another society. The teacher can give a very important contribution to the inclusion of these students if he/she starts by learning and understanding from where they come, what they are used to do and the way they live.

Activity 1: *Learning through literature around the world*

Overview This activity can be performed individually by teachers in order to better understand the remigrant students.

This activity helps teachers to develop their competences in what concerns class cohesion and inclusive classroom.

Objectives:  to increase the awareness of the benefits of positive classroom climate

 to develop teachers' social interaction skills

Materials: books & papers & internet

Time: 2-3 days

Activity type: individual activity

Instructions

If you are trying to create a true learning environment in your classroom, it comes down to developing cohesion and empathy among students. The best way to be successful in the classroom is to encourage divergent thinking on the part of the students and to build cohesion by providing students an opportunity to listen to each other and accomplish a work goal together. It is important, for a student, to respond to problems with fresh and novel approaches rather than allowing themselves to respond in conventional, and sometimes automatic, ways. Attitude begins with teacher's belief. Inclusion of remigrant students in a classroom can be easier for a teacher if the methods require an appreciation of the atmosphere and an emotional setting, taking students to accept responsibility and that the teachers' actions are closely related to the manner in which the students respond.

1. Observe yourself during your lessons: do you lean forward, make eye contact, and show interest in your students? It is an indicator of listening.

2. Observe yourself: do you give your students nonverbal feedback when they talk to you? Your nonverbal posture is the only way they can determine if you really heard and understood what they said. Also observe whether you reinforce students for listening to one another.

3. Try to get information about the culture and the countries from where your students came. You can understand better their behaviour. If possible, it can be interesting to learn a bit about the educational systems there. It can help you to prepare your methodology of teaching in the classroom.

4. Something that students always accept very easy is to talk about **a famous world writer**. It can be an easier way for inclusion. They need to know that you understand them and you can communicate with them about things that interest them.

5. The book **“Captains of the Sand” from Jorge Amado**, Brazilian writer, can take you to your students’ reality and you can use it to explore in the classroom.

Objectives:

- 📖 Read and analyse Jorge Amado's “Captains of the Sand”;
- 📖 Relate current facts (such as street children, urban violence, etc.) with the situations portrayed in the literary work;
- 📖 Analyse and interpret the following aspects of the work: physical and psychological characterization of the characters; determination of narrative time and space; identification of the characteristics of the journalistic language used in the first part of the work.

Depending on the students you have in the classroom, you can choose different writers from the countries from where they come.

Debriefing and evaluation

- 📖 What have you learned from this activity?
 - 📖 How can this activity help you in working with remigrant pupils?
-


Suggestions for follow-up activities


Deeper investigation about different cultural aspects of the countries from where the students came, especially reading books and listening to music.

Activity 2: *Learning through music around the world*

Overview This activity can be performed individually by teachers in order to better understand the remigrant students.

This activity helps teachers to develop their competences in what concerns class cohesion and inclusive classroom.

Objectives:  to increase the awareness of the benefits of positive classroom climate

 to develop teachers' social interaction skills

Materials: books & internet & music

Time: 2-3 days

Activity type: individual activity

Instructions

If you are trying to create a true learning environment in your classroom, it comes down to developing cohesion and empathy among students. The best way to be successful in the classroom is to encourage divergent thinking on the part of the students and to build cohesion by providing students an opportunity to listen to each other and accomplish a work goal together. It is important, for a student, to respond to problems with fresh and novel approaches rather than allowing themselves to respond in conventional, and sometimes automatic ways. Attitude begins with teacher's belief. Inclusion of remigrant students in a classroom can be easier for a teacher if the methods require an appreciation of the atmosphere and an emotional setting, taking students to accept responsibility and that the teachers' actions are closely related to the manner in which the students respond.

1. Observe yourself during your lessons: do you lean forward, make eye contact, and show interest in your students? It is an indicator of listening.

2. Observe yourself: do you give your students nonverbal feedback when they talk to you? Your nonverbal posture is the only way they can determine if you really heard and understood what they said. Also observe whether you reinforce students for listening to one another.

3. Try to get information about the culture and the countries from where your students came. You can understand better their behaviour. If possible, it can be interesting to learn a bit about the educational systems there. It can help you to prepare your methodology of teaching in the classroom.

4. Something that students always accept very easy is to talk about **a famous world musician**. It can be an easier way for inclusion. They need to know that you understand them and you can communicate with them about things that interest them.

5. The morna is a typical music from Cabo Verde island, which is an independent country but with official Portuguese language. It can take you to your students' reality and you can use it to explore in the classroom.

6. The singer Lura, in her song, wrote: "There is a warm that enchants me. It has a smile and magic. Cape Verde you are the blanket that covers pain and gives joy".

7. Cape Verde, nestled in the middle of the Atlantic, amidst the rare beauty of sparse islets in the blue ocean, is one of the prominent geographical points between America and Europe. The African island country, which extends from Cape Branco to the Bigajós Islands, is an archipelago of volcanic origin, made up of ten islands, located west of Senegal and close to other neighbours such as Mauritania and Guinea Bissau, all western coast countries. from Africa.

8. Within the artistic scene and the cultural richness that the country presents it is possible to perceive a new direction in relation to Cape Verdean art, especially its current music. Listening to the music of the island is to feel the mix of Kriolu with the resonant lightness of the Portuguese language, where miscegenation highlights the charm of this people. The sound scene is one of the great attractions of the country where rhythms such as warm, "quizomba", "funaná" and "coladeira" stand out.

9. Listen different musicians from Cabo Verde and you will better understand your African students and their culture.

10. Link: <http://www.afreaka.com.br/notas/sonoridade-cabo-verdiana/>

11. Read the text of the song "Sodade" by Cesária Évora and you can explore it in the classroom with your students, especially the relationship between the kids, the parents and the grandparents.

Debriefing and evaluation

📄 What have you learned from this activity?

📄 How can this activity help you in working with remigrant pupils?


Suggestions for follow-up activities


Deeper investigation about different cultural aspects of Cabo Verde throughout history.

Activity 3: *Learning through art around the world*

Overview This activity can be performed individually by teachers in order to better understand the remigrant students.

This activity helps teachers to develop their competences in what concerns class cohesion and inclusive classroom.

Objectives:  to increase the awareness of the benefits of positive classroom climate

 to develop teachers' social interaction skills

Materials: Suggested book: "Good Picasso, Bad Picasso, Great Picasso"

Time: 2-3 days

Activity type: individual activity

Instructions

If you are trying to create a true learning environment in your classroom, it comes down to developing cohesion and empathy between students. The best way to be successful in the classroom is to encourage divergent thinking on the part of the students and to build cohesion by providing students an opportunity to listen to each other and accomplish a work goal together. It is important, for a student, to respond to problems with fresh and novel approaches rather than allowing themselves to respond in conventional, and sometimes automatic, ways. Attitude begins with teacher's belief. Inclusion of remigrant students in a classroom can be easier for a teacher if the methods require an appreciation of the atmosphere and an emotional setting, taking students to accept responsibility and that the teachers' actions are closely related to the manner in which the students respond.

1. Observe yourself during your lessons: do you lean forward, make eye contact, and show interest in your students? It is an indicator of listening.

2. Observe yourself: do you give your students nonverbal feedback when they talk to you? Your nonverbal posture is the only way they can determine if you really heard and understood what they said. Also observe whether you reinforce students for listening to one another.

3. Try to get information about the culture and the countries, where your students came from. You can understand better their behaviour. If possible, it can be interesting to learn a bit about the educational systems there. It can help you to prepare your methodology of teaching in the classroom.

4. Something that students always accept very easy is to talk about **a famous world arts painter**. It can be an easier way for inclusion. They need to know that you understand them and you can communicate with them about things that interest them.

5. Explore Picasso' life and try to understand his genius. This text⁸ could help:

Pablo Picasso (1881–1973) is probably one of history's most famous names. He was a Spanish painter and sculptor and perhaps the most recognized figure in twentieth-century art. He is best known for starting the Cubist style. Among his most famous works is the painting of the German bombing of the Spanish city of Guernica during the Spanish Civil War.

Picasso was born into a middle-class family. He took after his father, who was also a painter and a professor of art. From the age of seven, Picasso had formal art lessons from his father. Picasso threw everything into art and his school grades went down. Aged 16, the family sent Picasso to study at Madrid's Royal Academy of Art.

Picasso moved to Paris in 1900. It was difficult for him to make a living. In 1911, he was questioned by the police for stealing the Mona Lisa. In the summer of 1918, Picasso married ballerina Olga Khokhlova. She introduced him to the rich people of Paris in the 1920s. He became a celebrity and a very respected artist.

Picasso also acted in movies and always played himself in his film appearances. He became famous for his anti-war views. His painting Guernica showed the horror of war. He publicly opposed America's involvement in the Korean War. After his death, the French state kept many of his paintings. Today, much of his work hangs in a collection at the Musée Picasso in Paris.

6. Explore Picasso paintings, trying to find some which you can use in the classroom success to explore faces and similarities among people.

7. Using the paintings you can explore it in the classroom with your students, in very different subjects, according the curriculum, specially the relationship among people from different places of the world in order to come to a key conclusion: "All different, all equal".

Debriefing and evaluation

📖 What have you learned from this activity?

📖 How can this activity help you in working with remigrant pupils?

Suggestions for follow-up activities


Deeper investigation about different cultural aspects of art and its contribution for the cohesion of the people in the world. It would be interesting to look for the museums where Picasso has his paintings exposed to the public.


⁸ https://en.wikipedia.org/wiki/Pablo_Picasso

Activity 4: *Learning through traditional Portuguese culture*

Overview This activity can be performed individually by teachers in order to better understand the remigrant students.

This activity helps teachers to develop their competences in what concerns class cohesion and inclusive classroom.

Objectives:  to increase the awareness of the benefits of positive classroom climate

 to develop teachers' social interaction skills

Materials: books & internet & newspapers

Time: 2-3 days

Activity type: individual activity

Instructions

If you are trying to create a true learning environment in your classroom, it comes down to developing cohesion and empathy between students. The best way to be successful in the classroom is to encourage divergent thinking on the part of the students and to build cohesion by providing students an opportunity to listen to each other and accomplish a work goal together. It is important, for a student, to respond to problems with fresh and novel approaches rather than allowing themselves to respond in conventional, and sometimes automatic, ways. Attitude begins with teacher's belief. Inclusion of remigrant students in a classroom can be easier for a teacher if the methods require an appreciation of the atmosphere and an emotional setting, taking students to accept responsibility and that the teachers' actions are closely related to the manner in which the students respond.

1. Observe yourself during your lessons: do you lean forward, make eye contact, and show interest in your students? It is an indicator of listening.

2. Observe yourself: do you give your students nonverbal feedback when they talk to you? Your nonverbal posture is the only way they can determine if you really heard and understood what they said. Also observe whether you reinforce students for listening to one another.

3. Try to get information about the culture and the countries from where your students came. You can understand better their behaviour. If possible, it can be interesting to learn a bit about the educational systems there. It can help you to prepare your methodology of teaching in the classroom.

4. Something that students always accept very easy is to talk about a **cultural tradition of the Portuguese people**. It can be an easier way for inclusion. They need to know that you understand them and you can communicate with them about things that interest them.

Most Portuguese bullfights (*corridas de touros*) are held in two phases: the spectacle of the *cavaleiro*, followed by the *pega*. In Portugal, the main stars of bullfighting are the *cavaleiros*, as opposed to Spain, where the *matadores* are the most prominent bullfighters.

Some southern and central regions of Portugal, such as Ribatejo and parts of the Alentejo, as well as Terceira Island in the Azores, are traditionally more interested in the *corrida de touros*. In Portugal's northern regions, bullfighting has a much lower presence, except for Póvoa de Varzim where bullfighting arenas are known to exist, at various locations, since the 18th century.

In Northern Portugal, this tradition can be interesting to explore in order to promote a better understanding of the Portuguese culture.

5. Explore the reasons of the “Tourada” in Portugal and why the Portuguese people like it so much, especially in the southern regions.

6. Prepare some pictures of the events in order to use it in the classroom, especially with the objective of taking students to take care of the nature and the animals but respecting the culture of the people,

7. You can also investigate the “associations of defence of animals”. You can think about a debate in the classroom, which can take you to interesting conclusions.

Debriefing and evaluation

📄 What have you learned from this activity?



📄 How can this activity help you in working with remigrant pupils?

Suggestions for follow-up activities

Deeper investigation about the origins of this cultural tradition in Portugal, in order to better promote a debate with your students.

Activity 5: *Learning through Surfing as an important sports activity*

Overview This can be an interesting learning activity which can contribute strongly for the cohesion of the classroom. Social cohesion is said to be high when nearly all members of a society voluntarily “play by the rules of the game” and when tolerance for differences is demonstrated in the day-to-day interactions across social groups within that society.

Objectives:  to increase the awareness of the benefits of positive classroom climate
 to develop teachers’ social interaction skills

Materials: books & internet & newspapers

Time: 2-3 days

Activity type: individual activity

Instructions

If you are trying to create a true learning environment in your classroom, it comes down to developing cohesion and empathy between students. The best way to be successful in the classroom is to encourage divergent thinking on the part of the students and to build cohesion by providing students an opportunity to listen to each other and accomplish a work goal together. It is important, for a student, to respond to problems with fresh and novel approaches rather than allowing themselves to respond in conventional, and sometimes automatic, ways. Attitude begins with teacher`s belief. Inclusion of remigrant students in a classroom can be easier for a teacher if the methods require an appreciation of the atmosphere and an emotional setting, taking students to accept responsibility and that the teachers’ actions are closely related to the manner in which the students respond.

1. Observe yourself during your lessons: do you lean forward, make eye contact, and show interest in your students? It is and indicator of listening.
 2. Observe yourself: do you give your students nonverbal feedback when they talk to you? Your nonverbal posture is the only way they can determine if you really heard and understood what they said. Also observe whether you reinforce students for listening to one another.
 3. Try to get information about the culture and the countries from where your students came. You can understand better their behaviour. If possible, it can be interesting to learn a bit about the educational systems there. It can help you to prepare
-

your methodology of teaching in the classroom.

4. Something that students always accept very easy is to talk about **surfing sports activity in Portugal**. It can be an easier way for inclusion. They need to know that you understand them and you can communicate with them about things that interest them.

5. Explore the reasons why Portugal is so interesting to learn how to surf.

6. Prepare some pictures of the events in order to use it in the classroom, especially with the objective of taking students to take care of the nature and use it as a sports pleasure.

7. You can also prepare some pictures about events in different parts of the world and compare with what happens in Portugal. This can be a useful activity to develop with your students in the classroom.

Debriefing and evaluation

📄 What have you learned from this activity?

📄 How can this activity help you in working with remigrant pupils?

Suggestions for follow-up activities

Deeper investigation about the different sports connected with the ocean and the use of water for it.

Chapter 7

Individual activities for teachers - Career development

Building a personal identity is a major developmental task. Starting from our personal story, we define who we are and project ourselves in the future. This future dimension becomes particularly relevant during late childhood and adolescence when students start to face for the first time the complex and lifelong task of defining a life plan.

The process of building their future is, however, particularly challenging for the diverse group of children who often face a variety of difficulties which might put them in a disadvantaged position vis-à-vis native children.

Supporting children with a migrant background in their career development is therefore a main priority.

In this module, we will specifically focus on the potential role of career guidance interventions to help students with a migrant background find their way and build their future in the host country.

A great wealth of literature supports the strategic role of effective career development interventions to help students successfully manage their career journey. These interventions aim at offering each student the conditions to reach their full potential with the mission of leveraging social disadvantage and promoting social mobility.

The module will start with an overview on career development to offer a first theoretical and methodological framework to the module. This will help us understand the complexity of the developmental context for career development today and will offer precious elements to guide interventions.

The second part of the activities will then provide some practical tools to help teachers plan interventions to equip students with those skills which will help them manage their career.

Activity 1: *Career development today*

Overview This activity is aimed at offering a broad overview on career development. It presents the theory behind career development interventions in a multicultural society.

Objectives:

- 📖 to widen teachers' knowledge on the importance of career guidance activities for all pupils.
- 📖 to develop teachers' understanding of the complex career journey of students with a migrant background and to enable teachers to analyse the factors which impact the career development of students with a migrant background

Materials: paper & pencil

Time: 2 hours

Activity type: individual activity

Instructions

This activity will guide you in the exploration of the main factors which are known to impact students' developmental journey. Life choices and career development have in fact to be considered as "acts-in-context" with a systemic approach where internal and external factors (at different levels) are deeply interconnected and interacting. Development is influenced by sources that can be thought of as nested systems, one inside the other forming the ecological context where the individual tries to thrive.

Please try to think of your students' career journey and list on the illustration the various factors which you reckon might influence their developmental pathways. The illustration (Appendix 1) comes from the work by Bronfenbrenner who proposed a useful framework to help us better understand and identify this complex process of development and career development.

Please locate the different factors at different levels of proximity to the individual.

With this premise, we invite you to reflect on the Bronfenbrenner's model thinking of factors and aspects which might be particularly salient for the career development of students with a migrant background.

Please write at least 20 words to reflect on this topic. Think of your experience in the classroom and refer to the different levels of influence according to the Bronfenbrenner model.

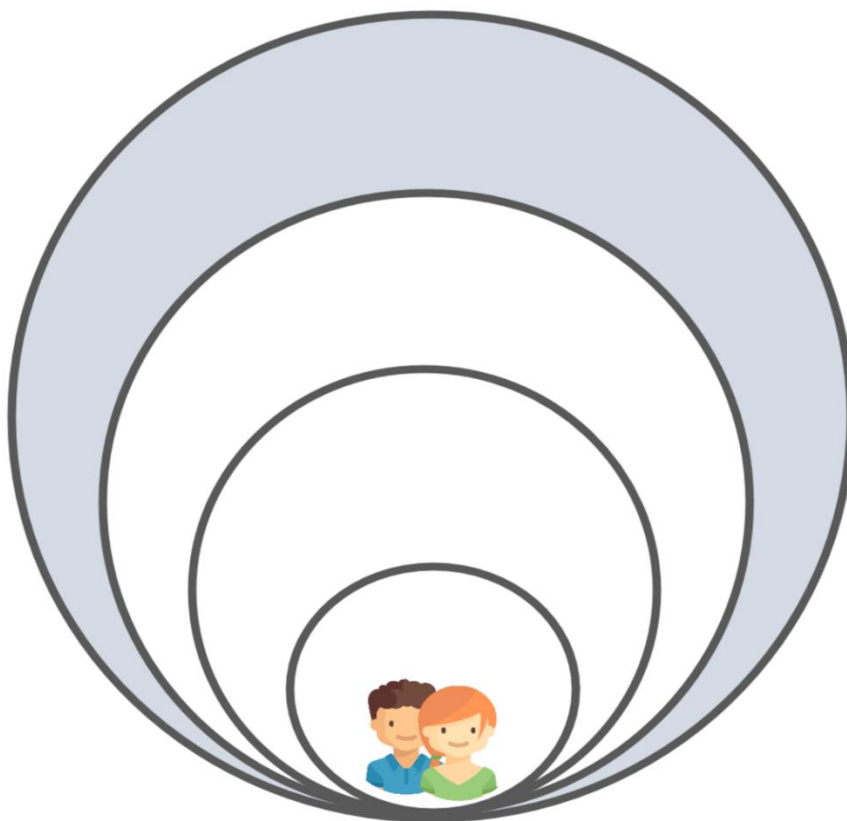
Debriefing and evaluation

- 📖 What have you learned from this activity?
 - 📖 How can this activity help you in working with remigrant pupils?
-

Suggestions for follow-up activities

Further references and insights on the topic can be found in our resources⁹
The Bronfenbrenner model can be used to analyse case stories.

Appendix 1



⁹ Mihai, L.J., Brebuleț, M. *Remigrant children in European schools. Optional course for primary education*. Odobești: Editura Alternative Educațională.

Mihai, L.J., Brebuleț, M. *Remigrant children in European schools. Optional course for lower secondary education*. Odobești: Editura Alternative Educațională.

Brebuleț, S.D. *Remigrant children in European schools. Optional course for upper secondary education*. Odobești: Editura Alternative Educațională.

Activity 2: *Defining career guidance in a changing world: the Career Management Skills framework*

Overview This activity presents the European methodological framework of the Career Management Skills (CMS) and provides a useful framework for planning career development interventions in the school context.

Objectives:

- 📖 to develop teachers’ understanding the methodological framework of the Career Management Skills
- 📖 to familiarize with the current definition of Career Guidance

Materials: paper & pencil

Time: 2-3 hours

Activity type: individual activity

Instructions

This activity will introduce you a useful guide for planning career guidance interventions.

We will start now reflecting on major changes undergone in the last decades.

For each area, please list a series of factors, aspects, innovations which have significantly changed in the last decades.



Transportation:



School:



Health:



Work:

Starting from this, we would like now to shift our attention to the near future.

We would like you to reflect on the major factors which are shaping contemporary society. Please fill in the box with a word cloud (a collage of words written with different sizes according to the importance of each word) on the main trends and features of contemporary society. Describe how these features are shaping and will shape lives and careers of today's students.

The future of society

This preliminary investigation sets the stage for defining the mission of career guidance in contemporary society.

Please try to write below a definition of “career guidance”.

Here some insights from some of the world experts. Tristram Hooley defines “career guidance” as “a wide range of activities which support people to think about and progress into their futures” (Hooley, 2015). The main aim of these activities is to develop “individual and community capacity to analyse and problematise assumptions and power relations, to network and build solidarity and to create new and shared opportunities” (Hooley, Sultana & Thomsen, 2017). Career guidance is therefore aimed at empowering individuals and groups to “struggle within the world as it is and to imagine the world as it could be”.

This definition takes into account the features of contemporary society and underpins a paradigm shift in lifelong guidance. This model moves away from a limited view of career guidance as activities focused on choice making in a circumscribed moment of transition. While in the past career guidance was guided by a matching paradigm: “the right man in the right place”, in this view, guidance activities are considered learning opportunities, a process of learning and development which goes on throughout life.

The skills required to enable individuals to function in this fluid environment are called “Career management skills”. These are “are competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers”. Careers are constructed rather than chosen and individuals need the exercise of these skills to carefully coordinate their life, work, learning choices and experiences, at all ages and stages throughout their lives.

A number of career management frameworks have been developed in different countries and we report below the framework developed and validated by a European consortium in a recent project (LEADER project, www.leaderproject.eu).

This model reports five main areas of competences.

We invite you to reflect on this model and to list a set of competences for each Career Management Skill area:

1. Self-effectiveness: this area focuses on skills and attitudes that support individuals to effectively manage themselves and to progress their career.

-
-
-

2. Managing relationships: this area acknowledges that our relationships with others are an important factor in how we manage our careers. Individuals need to recognize that we have different relationships with others depending on the context and these can help us build a career.

-
-
-

3. Understanding the world: this area recognizes that work and learning are influenced and impacted on by wider issues in society. As such individuals need to acknowledge that they will not always have control over their work but they can develop the skills, knowledge and behaviours which will help them to navigate and manage continual change.

-
-
-

4. Finding and accessing opportunities: this area focuses on the need to engage in learning and to develop the skills that enable individuals to effectively navigate into and onto further learning and work opportunities.

-
-
-

5. Managing life and career: this area focuses on the relationship between work and life and supports individuals to effectively progress their career while achieving a balance with their commitments.

- -
 -
-

Debriefing and evaluation

- 📄 What have you learned from this activity?
 - 📄 How can this activity help you in working with remigrant pupils?
-

Suggestions for follow-up activities

For each area of the Career Management Skills, please associate career guidance activities you have heard of.

Here some references for further studying the topic:

Hooley, T. (2015). *Emancipate yourselves from mental slavery: self-actualisation, social justice and the politics of career guidance*. Derby: International Centre for Guidance Studies, University of Derby.

Hooley, T., Sultana, R.G., & Thomsen, R., (2017). The neoliberal challenge to career guidance – mobilising research, policy and practice around social justice. In T. Hooley, R.G. Sultana & R. Thomsen (eds) *Career guidance for social justice: Contesting neoliberalism*. London: Routledge.

Activity 3: *Planning career development activities – part 1*

Overview This activity uses the theoretical and methodological foundations learnt in the previous Activities to start familiarizing teachers with career guidance activities to be done with students. The units will be specifically tailored to target students with a migrant background.

Objectives:

- 📄 to develop teachers’ understanding of the methodologies and techniques for planning career guidance activities
- 📄 to test activities focused on the career management skills area: understanding the world

Materials: paper & pencil

Time: 3 hours

Activity type: individual activity

Instructions

This activity draws upon the previous theoretical and methodological introductory activities and offers some practical insights on the area of the Career Management Skills called “Understanding the world”.

This area focuses on the understanding of the world of work and its professional profiles. The area highlights the changing nature of work and the relationship between work, society and the economy. This entails the development of a vocabulary to talk about professions and has the objective of promoting reflections on how work and learning are impacted on by wider issues in society.

We would like you to familiarize with and test activity prototypes which can then be done with the students. The prototypes provided in this activity aim at helping students learn about careers and antistereotypical professional profiles.

Students are, in fact, reported to have an extremely limited knowledge of occupations and the world of work. Children begin to understand the world and their roles within it from a young age and the process that defines careers aspirations is strongly influenced by their exposure to the world of work. Jobs children aspire often depend on the ones of their closer community or networks, or on what they see on the TV and/or social media. This exposure shapes expectations with the serious risk of biased and narrow aspirations that might restrict children’s futures by limiting what they believe they can do and the jobs they might end up pursuing.

We propose here two activities to help you reflect on how to support career learning in the class.

The first set of exercises aims at exploring careers. Please write as quick as possible as many careers as you can for each area or context of work:

Careers in STEM	
Careers in Agriculture	
Careers in the education system	
Careers in the hospital	
Careers in IT	

Now test yourself answering the career quiz:

1. In my job, I am creative. Sometimes I work evenings or weekends. I can work under pressure and I can supervise people. I work with different cultural traditions. I work with food.

CAREER:

2. In my job, I use maths to solve problems. I work with technical drawings and with electronics. I understand the uses of computers.

CAREER:

3. In my job, I provide a service to the public, I work with people who might have different backgrounds and offer information. I work with books and magazines.

CAREER:

4. In my job, I pay attention to details, I observe things and predict what is going to happen. I am interested in chemistry and biology. I work with animals.

CAREER:

5. In my job, I am physically active, I handle money and I am respectful to different cultures and taste. I work in a shop and I sell/encourage sales.


CAREER:

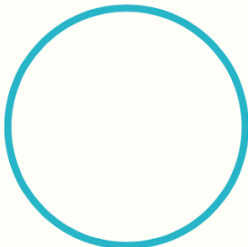
As you can see, we often know very little about careers in fields we are not exposed to. This is an important risk for children with a migrant background. Family roles and the role models in their surroundings might differ according to the ethnicity. It is reported, in fact, that different ethnicities in Europe tend to occupy specific niches of the labour market and that different cultures might have different work values and career stereotypes. This might restrict the children's exposure to professions and might lead students rule out future options for themselves and enter career paths that reproduce intergenerational cycles of disadvantage.

It is therefore important to organize activities to widen the child's exposure to the world of work. They can provide children with role models and real-life, authentic experiences that can tackle stereotypes and raise aspirations.

One simple and easy activity is to organise interviews to professionals.


We invite you to describe your professional profile using the form below. Please pay attention to contra-stereotypical aspects of your career and try to highlight the intercultural aspects of it.






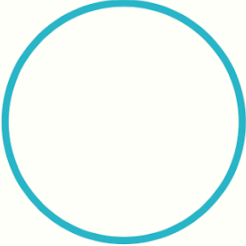
.....

<p>WHAT DOES HE/SHE DO IN HIS/HER JOB? WHICH ARE THE MAIN FEATURES OF THIS JOB?</p>	<p>WHICH ARE THE MAIN TOOLS?</p>	<p>HOW MANY HOURS DOES HE/SHE WORK PER DAY? WHAT IS THE USUAL DAILY SHIFT?</p>
<p>WHAT THINGS SHOULD HE/SHE LIKE TO BE ABLE TO DO THIS JOB?</p>	<p>WHAT SKILLS DOES HE/SHE NEED?</p>	<p>WHERE CAN HE/SHE WORK?</p>
<p>HOW CAN A PERSON BECOME _____ ? (EDUCATIONAL AND PROFESSIONAL JOURNEY)</p>	<p>CURIOSITY AND THE FUTURE OF THIS CAREER</p>	<p>WHO ARE HIS/HER COLLEAGUES?</p>
		<p>NOTES TO MYSELF</p>




Use now then the same form to interview another professional. While you fill the form in, reflect on how the interview it is structured and try to add as many details as possible for all those aspects of a career which are often stereotypical or poorly known.





<p>WHAT DOES HE/SHE DO IN HIS/HER JOB? WHICH ARE THE MAIN FEATURES OF THIS JOB?</p>	<p>WHICH ARE THE MAIN TOOLS?</p>	<p>HOW MANY HOURS DOES HE/SHE WORK PER DAY? WHAT IS THE USUAL DAILY SHIFT?</p>
<p>WHAT THINGS SHOULD HE/SHE LIKE TO BE ABLE TO DO THIS JOB?</p>	<p>WHAT SKILLS DOES HE/SHE NEED?</p>	<p>WHERE CAN HE/SHE WORK?</p>
<p>HOW CAN A PERSON BECOME ----- ? (EDUCATIONAL AND PROFESSIONAL JOURNEY)</p>	<p>CURIOSITY AND THE FUTURE OF THIS CAREER</p>	<p>WHO ARE HIS/HER COLLEAGUES?</p>
		<p>NOTES TO MYSELF</p>



Debriefing and evaluation

- 📄 What have you learned from this activity?
 - 📄 How can this activity help you in working with remigrant pupils?
-

Suggestions for follow-up activities

You can now try to develop further parts of the career quiz or to structure the listing exercise according to specific needs you might have in your classroom (e.g. all those careers where the professional has to be able to speak another language; all those careers which require traveling; all those careers where the professional gets in touch with different cultures). Changes can be specifically done for exploring the intercultural components of careers and job sectors.

Activity 4: *Planning career development activities - part 2*

Overview This activity uses the theoretical and methodological foundations learnt in the previous Activities to start familiarizing teachers with career guidance activities to be done with students. The units will be specifically tailored to explore the intercultural elements of careers.

Objectives:

- 📄 to develop teachers’ understanding of the methodologies and techniques for planning career guidance activities
- 📄 to test career guidance activities focused on skills with specific attention to intercultural skills associated to careers.

Materials: paper & pencil

Time: 2 hours

Activity type: individual activity

Instructions

This activity draws upon the previous one and focuses now on the skills associated with specific careers.

In this activity, we would like you to read the list of skills provided in Appendix 1 and to group them according to labels proposed below (remember that the same skill can be part of more the one category):

- 📄 transversal/soft skills
- 📄 technical skills
- 📄 digital skills
- 📄 communication skills
- 📄 intercultural skills

First, read the definition of Intercultural skills:

“Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.” (Deardorff, D. K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, *Journal of Studies in International Education* 10:241-266).

Now, we would like you to list more skills in the category of Intercultural skills.

--

In light of these first exercises, try to list 5 skills at which you excel and 5 skills you could improve.

My strengths	Skills to improve

Now think of your professional profile, review the skills box you have completed in the previous activity and try to rewrite it picking the essential and desirable skills required in your professional profile from the list of skills provided above. Please pay attention to the role of intercultural skills.

Which skills do you need in your job?

Essential:

Optional:
















































Debriefing and evaluation

- 📄 What have you learned from this activity?
- 📄 How can this activity help you in working with remigrant pupils?

Suggestions for follow-up activities

This introduction to skills can be used as a starting point for different follow-up activities. The identification of essential and desirable skills for other professional profiles represents a powerful exercise to highlight the role of intercultural skills and other transversal skills which are required in several careers.



Appendix 1. The skills deck of cards

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

 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 recognise the value of cultural differences	 I have drawing skills	 I can be culturally sensible	 I can care for animals
			
 I can drive	 I can relate with people from other cultures	 I can observe things	 I can design things
			

Activity 5: *What have I learnt?*

Overview This activity is used to briefly go over what happened in the module, and make you think about the activities that the teachers can implement in their classes

Objectives:  to reflect on the activities and the individual achievements
 to develop new strategies to be implemented in the schools

Materials: paper & pencil

Time: ¼ hour

Activity type: individual activity



Instructions

In light of the work done in the module, try to rewrite the definition of career guidance.

To test the knowledge and skills developed in the module, try to develop your own career guidance activity following the format/canvas provided in Appendix 1.

Be careful defining the objective of the activity and remember to highlight intercultural elements.

Debriefing and evaluation

-  What have you learned from this activity?
 -  How can this activity help you in working with remigrant pupils?
-

Suggestions for follow-up activities

Further references and insights on the topic can be found in our resources¹⁰

Try to develop other career guidance activities with different types of objectives and areas of focus from the career management skills framework.

Appendix 1

Name of the activity:	
Career management skill area:	<input type="checkbox"/> Self-effectiveness <input type="checkbox"/> Managing relationships <input type="checkbox"/> Understanding the world <input type="checkbox"/> Finding and accessing opportunities <input type="checkbox"/> Managing life and career
Target group:	
Objective:	
Activity type:	Individual/group
Description of the activity:	
Materials required:	
Time:	
Evaluation:	

¹⁰ Mihai, L.J., Brebuleț, M. *Remigrant children in European schools. Optional course for primary education*. Odobești: Editura Alternative Educațională.

Mihai, L.J., Brebuleț, M. *Remigrant children in European schools. Optional course for lower secondary education*. Odobești: Editura Alternative Educațională.

Brebuleț, S.D. *Remigrant children in European schools. Optional course for upper secondary education*. Odobești: Editura Alternative Educațională.

Chapter 8

Individual activities for teachers - Benefits of diversity

This section discusses the nature of diversity associated with teaching and learning. It will cover the following areas:

▣ diverse classrooms – the diversity of learners and how this should be seen as a benefit to teaching and learning;

*▣ diverse assessment methods – how assessment should be **for** learning rather than **of** learning;*

▣ diverse teaching methods – how using a range of methods to reach and teach learners and equip them with the skills and competencies required to thrive in our diverse societies;

▣ diverse resources – how to use people, places, objects and other non-traditional classroom resources.

It may be that every pupil in your class or school was born in the area to parents that were also born in the area, they speak the language, have similar experiences and the same ethnic background as one another. Yours may not be what is considered a multicultural school. However, using the ideas and terminology of multiculturalism makes us focus on ethnicity and the praxis of multiculturalism tends to operate at the level of difference with celebrations of ‘different’ foods, clothing or songs. It separates groups into ‘us’ and ‘them’ and whilst it may come from a well meaning standpoint fails to address the fact that what unites us – our similarities – are much greater than what divides us. Using ethnicity as an indicator of where differences lie is problematic because it frequently uses stereotypes and makes assumptions about people. In the classroom this can lead to labelling of students based on these ethnic stereotypes and assumptions.

Shared experiences can be found at the intersection of class, gender, religion, sexuality, health and disability, political ideologies and ethnicity and to take one of these categories (which multiculturalism does) fails to deal with the reality and complexity of our learners. A wealthy male Italian student may have far less in common with a poor female Italian student than a poor Romanian student and a poor Italian student have. Further, to focus on difference means that the things we have in common may not be highlighted – and it is these things that bind us to one another.

It is better to take an Intercultural approach – where every classroom can be seen as Intercultural with learners who differ in terms of wealth, health, religion, gender, ethnicity etc. They are all individuals and we need to learn about them from themselves rather than place a label of expectation upon them.

This approach shows us that all our classrooms are diverse and has implications for both teaching methods and methods of assessment. We are preparing learners for a changing and diverse society and world of work. The diversity in society means that one key skill our learners need is the ability to work with and value others. We need to bear in mind:

▣ globalization and the movement of people and employment;

▣ the importance of Intercultural Skills such as critical thinking, empathy, resilience, communication, acceptance of others, problem solving, team working and flexibility;

▣ learning as a life long process – teaching our learners how to learn, how to plan and manage their learning and how to be active advocates and participants in their learning.

We cannot achieve these goals by sitting learners in silent rows with the teacher talking. This model of education has its focus on obedience and conformity which fails to fit with the need to progress as a society and fails to equip our learners with the skills they need for the 21st Century.

Using methods such as cooperative learning, involving learners in planning and executing their learning, giving opportunities to problem solve and think critically will not only provide Intercultural Skills but will contextualise the academic curriculum and reveal the range of skills – not simply the traditional ones – that our learners already have. Further it activates the process of peer learning and support. Attention is paid to the class atmosphere and learner status which will lead to greater co operation between learners and better management of conflict where and if it arises.

Using traditional methods of teaching and assessment does not impact positively on all with a diverse group of learners. Certain ‘ideal types’ of learner arise – they get As in tests, are punctual, get on well with the teacher and never cause ‘extra work’. They are good at reading, writing and mathematics and can pass tests. However, if they are not resilient, creative, flexible, empathetic or accepting of others they are unlikely to succeed either in employment or society. What of the learner that we know is able to produce brilliant work but is very nervous about tests? What of the learner who cannot attend on time because they have home responsibilities? What of the learner that is able to express ideas well in images but not words? These learners

could have bright futures but the traditional classroom has a tendency to impact negatively on their self esteem and they may give up or become 'disruptive'. If we as teachers passively accept the idea that only a proportion of our learners have potential and others are 'lost causes' we pay a huge price in individual misery and the social implications of people who have nothing to lose.

None of this means we abandon the skills of reading, writing, mathematics but rather we must have awareness of how low self esteem is a barrier to obtaining and refining these skills. Bringing together opportunities to develop them in a context that is familiar and interesting to the learner and including intercultural skills means that every learner has the chance to shine. Adopting a 'not quite there yet' rather than 'failed' attitude removes barriers and making assessments for rather than of learning removes the fear and stigma from assessments and allows the learner to plan for improvements rather than see themselves as a failure. There should be a possibility for every learner to end the school day feeling they have done something well and having received feedback to this effect. They may not have spelled all the words correctly but they helped another student with some IT problem, made a great image or communicated an idea well.

If we only value a narrow set of skills and enforce competition, we cannot be surprised that a number of our learners see learning as a problematic and unhappy experience. Seeing our learners as a diverse group, with diverse skills and competencies and diverse needs but having many more things that join them than divide them should produce a classroom with a great teacher attitude and a great learning atmosphere.

Further Reading

- Petursdottir, G. (2018). *Diverse Society, Diverse Classrooms*. Intercultural Iceland.
- Thompson, K. (2017). *Teacher labelling and the self fulfilling prophecy*. *Rev Sociology*.
- Gorski, P. et al. (2014). *Case Studies on Diversity and Social Justice Education*. Routledge.
- Claxton, R.G. (2015). *Educating*. Crown House Publishing.
- Perotti, A. (1994). *The Case for Intercultural Education*. Council of Europe.
- Spendlove, D. (2009). *Putting Assessment for Learning into Practice*. Bloomsbury Publishing.

Activity 1: *Then and Now*

Overview This activity encourages learners to think about the social changes that have led to the need to develop a new and diverse range of skills and attributes

Objective: 📖 to develop teachers' skills to compare and contrast past and present lives and competencies needed then and now

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

A. Read the following 2 stories and pay attention to the details.

Past Story. Jon lives in a small village. His father is a carpenter. They have a small area of land where they grow most of their food. He has a sister. The family work together and are mostly self-sufficient. There is a teacher that comes to the village to teach reading and arithmetic. Jon helps his father with work and his sister helps his mother with her work. Mainly the females work in the house and the males outside the house. They make most of what they use including clothes, food and entertainment. A small amount of money is earned and used to buy things they cannot make. They will all spend their lives in and around the village. Jon and his sister will marry people from the village and live the same lives as their parents. They have very little knowledge about life outside the village and will never meet any one from another country. They can only read and write a little but this is the norm in their village.

Present Story. Maria lives with her mother in a block of flats in a large town. Her brother is studying engineering in another country. Her father is a nurse and has remarried and her mother is an accountant. Maria hopes to become a doctor. For the last six years they have lived outside of the country because it was possible to earn much more than in the birth country. Half of Marias time in education has been outside her birth country. Maria keeps in touch with her old school friends online. At her school there are people from several different countries, with different religions and lots of different experiences and ideas.

B. Reflection

Now you have read the two stories make a list of what things Jon needs to learn and what things Maria has to learn in order to be part of their society and to thrive. Include social skills – things like empathy, resilience, managing conflict – as well as academic skills.

Debriefing and evaluation

- 📄 What have you learned from this activity?
 - 📄 How can this activity help you in working with remigrant pupils?
-

Suggestions for follow-up activities

Your two lists should have some things in common. Find these and explain in what ways these skills and attributes differ for Maria and Jon. For example, they both need to be able to read but for Maria this is more important and needs to be learned at a much more complex level than for Jon.

Activity 2 *New world island*

Overview Learners explore the relative value and contribution of a number of social roles and skill sets

Objective: 📖 to develop teachers' critical thinking and ability to compromise to complete the task

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

A. Read the passage below and pay attention to the details.

You are in a boat out at sea. It is about to sink and there is only one lifeboat with room for 5 people. In the distance is an Island. You know that you will not be found quickly and may have to survive on the Island for some months even years. Luckily the Island has fresh water and enough resources to survive although there are dangers such as venomous snakes, and you will have to be resourceful enough to hunt and build shelters and plan for rescue.

There are 10 people on board and 10 objects. However, you only have room for 5 people and 5 objects.

People

1. the captain – a 37 year old woman who is an experienced sea captain and a good and fair leader who works very hard. She has overcome many difficulties in her career and is strong and healthy. She is afraid of snakes.
 2. the cook – a 55 year old man who is a great cook but known for his short temper. He is very strong but only has one arm.
 3. the nurse – a 26 year old man who is a very capable nurse. He is meticulous about his clinic and the equipment and takes great pride in the hygiene of his clinic. He is a vegan.
 4. the millionaire – owner of the shipping company. Is 68 years old and is a sibling of the President of the country.
 5. the millionaires partner – is 35 and has had some health problems but is now fully recovered. One of their many hobbies is sailing.
 6. the engineer – 40 year old man. Single. Has worked on the ship since he was 20. He does not like socialising and has no friends. He is an avid reader of all subjects. He told
-

the nurse that he cannot swim.

7. twin 1 – a passenger. 24 years old and travelling to an outpost to study the wildlife as part of a post graduate course. Very practical and outdoorsy. Strong and healthy.

8. twin 2 – a passenger. Twin to twin 1, so also 24s year old. An artist travelling with her sister to the outpost to draw and photograph the wildlife. Has impaired mobility since an accident some years ago and can only walk short distances.

9. the stowaway – escaping her country where she is a political dissident. She was found a few days ago hiding in the lifeboat. No one speaks her language but the twins have taken time to communicate with her and they are able to reach understanding to an extent. She is in her 30s, she was weak when found but is now much stronger. She was a doctor in her country and has worked in refugee camps along the border during her escape from her country.

10. the poet – a philosophical 35 year old man from Iceland. He has lived a solitary life as an adult writing and living in nature.

Objects

- | | |
|--------------------|---|
| 1. a first aid kit | 6. water container with 24 hours' worth of water for 5 people |
| 2. a gun | 7. a spade |
| 3. a bow and arrow | 8. six assorted rabbits male and female |
| 4. a smart phone | 9. a broken radio transmitter |
| 5. an axe | 10. rope |

B. Reflection

You must decide which 5 objects and people you will take to the Island for the best chance of survival. When you have chosen your people and objects note down your reasons for choosing them.

Debriefing and evaluation

- ☞ What have you learned from this activity?
- ☞ How can this activity help you in working with remigrant pupils?


Suggestions for follow-up activities

What if we add some new information?

- ☞ The tool box is empty
 - ☞ The poet is the only one that knows how radio transmitters work
- How does this new information impact on the choices you made?

Activity 3: *Thinking hats*

Overview An activity to assist structured thinking

Objective:  to develop teachers' skills to introduce learners to De Bono's concept of thinking hats

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

Edward De Bono suggested that there are several ways of thinking about things. He calls these 'Thinking Hats'. For any concept or topic if we try out these different ways of thinking about it, we are more likely to understand and make conclusions.

Imagine you are looking at a mountain and you try to describe it. Then you climb to the top of it and describe it. Then the other side and describe. Now up close and describe again. After you have tried all these perspectives you have a much better informed idea about the mountain. Think of "Thinking Hats" in the same way but for ideas.



Six Thinking Hats® Quick Summary

PROCESS		Blue Hat - Process Thinking about thinking. What thinking is needed? Organizing the thinking. Planning for action.
FACTS		White Hat - Facts Information and data. Neutral and objective. What do I know? What do I need to find out? How will I get the information I need?
FEELINGS		Red Hat - Feelings Intuition, hunches, gut instinct. My feelings right now. Feelings can change. No reasons are given.
CREATIVITY		Green Hat - Creativity Ideas, alternatives, possibilities. Provocations - "PC". Solutions to black hat problems.
BENEFITS		Yellow Hat - Benefits Positives, plus points. Logical reasons are given. Why an idea is useful.
CAUTIONS		Black Hat - Cautions Difficulties, weaknesses, dangers. Logical reasons are given. Spotting the risks.

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Below are a selection of ideas and statements. Pick some and then think about the statement and note down your ideas from each of the different thinking hats styles.

- 📖 Is it a good idea to try and “stand in someone’s shoes” to try to understand them better?
 - 📖 Is it an advantage to speak more than one language?
 - 📖 Do you think most humans have more in common than they have differences?
 - 📖 Should all our friends be similar to us?
 - 📖 Are we all unique in some ways?
 - 📖 Can we learn things from people who have had different experiences than us?
 - 📖 Should we decide things about people without really knowing them?
 - 📖 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?
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Debriefing and evaluation

- 📖 What have you learned from this activity?
 - 📖 How can this activity help you in working with remigrant pupils?
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Suggestions for follow-up activities

To use the technique for an idea or concept in class and note how/if it helps you understand the issue more clearly.

Activity 4: *Nature poems*

Overview This activity explores a range of poetic styles and language use

Objective: 📖 to develop teachers' skills to value diversity by exploring the diversity of poetic form

Materials: paper & pencil

Time: 2 hours

Activity type: individual activity

Instructions

A. Read the following resources and pay attention to the details.

Following you will find 4 resources which discuss 4 different forms of poetry. They are all on the theme of nature. After reading each of the resources note down two things you find positive about the form and one thing you find negative. Do this for each of the resources.

1. Haiku

A Haiku is a Japanese form of poem. In the traditional form it consists of 3 lines and 17 syllables. The first line has 5 syllables, second line 7 syllables and the 3rd line has 5 syllables.

Haiku do not have titles, don't use abstract nouns, don't rhyme and are always in the present tense. They use few adjectives. Most of the Haiku poems are the observations of the writer around subjects such as love or nature.

The Haiku is considered to be more than a poem and more a way of looking at the physical world and seeing something deeper, such as the very nature of existence. It should leave the reader with a strong feeling or impression so the words are chosen with great care.

Syllable – the “building block” of a word. Usually the longer the word the more syllables. WE – has one syllable. WAT/ ER – two syllables. WAT / ER / ING – three syllables. Abstract noun – a word indicating an idea, quality or state rather than a concrete object e.g. danger, happiness. Present tense – relating to now, the present. E.g. “I am walking in the rain”. (Past tense would be “I walked in the rain”).

An example of a Haiku:

Sand scatters the beach
Waves crash on the sandy shore
Blue water shimmers

2. Limerick

A limerick is a form of verse, usually humorous and sometimes rude. (It is also a City in Ireland).

It has a specific structure with 5 lines in which the 1st, 2nd, and 5th line rhyme. The 3rd and 4th lines are shorter and share a different rhyme.

Limericks were popularised in the 18th Century and were seen as transgressive – generally a kind of response to more ‘scholarly’ work which might be overblown and long. They are frequently used to criticise people, places and are rooted in folk culture.

Often, they start with the sentence “There once was a woman from Bucharest” (or any place) but as long as the structure is maintained it is a Limerick so any sentence can start a Limerick.

An example:

Nowt can compete with Romanian Roses
The scent magnificent, enters our noses
Red, Pink, Orange and White
Every shade a total delight
Water them daily with buckets and hoses

Or

There once was a young man from Rome
Whose garden surrounded his home
He planted some seeds
And took out the weeds
So, butterflies and insects could roam

3. Rap

Rapping is one of the elements of hip hop. It is a form of rhyming lyrics delivered rhythmically over a musical background of sampling, scratching and mixing by DJs. Originally, rapping was called MCing.

It has origins in a variation of toasting found in reggae, funk and dub music, mixed with influences from jazz related performance poetry. Early artists in the area were people such as Gil Scott-Heron (The Revolution Will not be Televised and Whitey on the Moon in the late 60’s and early 70’s).

There are many formats from the classic rap battles where rappers improvise boasts and insults and attempt to upstage one another to laments about dead rappers or cult heroes to political content.

Critics point to associations with gang culture, drugs, guns and violence and disrespect to others, particularly women. However, some argue that it merely represents the life of some groups – particularly young, urban, poor. It is also the case that this

form which also is associated with conspicuous consumption is only a sub set and there is a global perspective where rap is found in many countries taking many forms. Essentially it can be seen as ‘the poetry of the street’ and often is associated with taking a stance against the powerful be it the police or politicians.

An example:

<https://www.youtube.com/watch?v=eRLJscAlk1M>

The above link is for ‘Dear Future Generations – Sorry’. Prince Ea.

Hey Fox News, if you don’t think climate change is a threat

I dare you to interview the thousands of homeless people in Bangladesh

See while you were in your penthouse nestled

Their homes literally washed away

Beneath their feet due to the rising sea levels

And Sara Palin – you said that you love the smell of fossil fuels

4. Classical Poetry

Most nations have poets who are seen as “national treasures” and their work has remained popular for centuries often forming part of a country’s national curriculum, sometimes leading to the impression that this is the only type of poetry.

Mihai Eminescu is perhaps the foremost poet of Romania born in 1850 in Moldavia. He was a prolific poet publishing first at the age of 16.

Classical poetry can take several forms and because the language can be in an old form may seem difficult for contemporary readers. Poets in this school are often grouped into ‘types’ such as the Romantic Poets, or they may be associated with a certain time or place or wider artistic forms.

Classical poetry is sometimes seen as being concerned with romance, death, beauty and nature however it has been concerned with political matters such as war and revolution. Some classical poetry can be very long, in fact more like a whole book. Some people might find the language and form difficult, whereas others find it fascinating to study, placing the poems into context in order to fully appreciate them.

An example:

Of all the ships the ocean rolls

How many find untimely graves

piled high by you upon the shoals

O waves and winds, o winds and waves?

How many a bird that leaves its bower

And o’er the sky in autumn droves

.....
You beat and blindly overpower,
O waves and winds, o winds and waves?

Mihai Eminescu

B. Reflect

1. Look back over the things that you found positive and negative about each form then choose the form you think makes most impact.

2. Now construct a short poem about nature (in its broadest sense) in the form you chose.

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Debriefing and evaluation

📄 What have you learned from this activity?

📄 How can this activity help you in working with remigrant pupils?

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Suggestions for follow-up activities

Find poems in the same form on other topics

Find other poem forms

Activity 5: *Quilts*

Overview This activity enables learners to think about social diversity

Objective: 📖 to develop teachers' awareness of the nature of difference and diversity as positive

Materials: paper & pencil

Time: 1 hour

Activity type: individual activity

Instructions

Many societies have a tradition of making quilts. Often, they use patterns or pictures which are symbols of their lives and work and the people in society. Often, they are made by a group of people who each make a square which is then sewn together to make a whole quilt. Men, women and children can work together to make such quilts. This would often be done together around a large table as a communal activity.

You should now draw a square for a quilt. Think about the things that represent you as a teacher that promotes diversity in the classroom and draw your quilt.

Things you might use to represent yourself could include:

- 📖 skills, job, hobbies, interests
 - 📖 location (yours or the location of the school)
 - 📖 favourite educational activities, didactic methodology etc.
 - 📖 past experiences, your own education etc.
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Debriefing and evaluation

- 📖 What have you learned from this activity?
 - 📖 How can this activity help you in working with remigrant pupils?
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Suggestions for follow-up activities

Use the internet or library to find images of quilts from different types of groups, societies and times.
