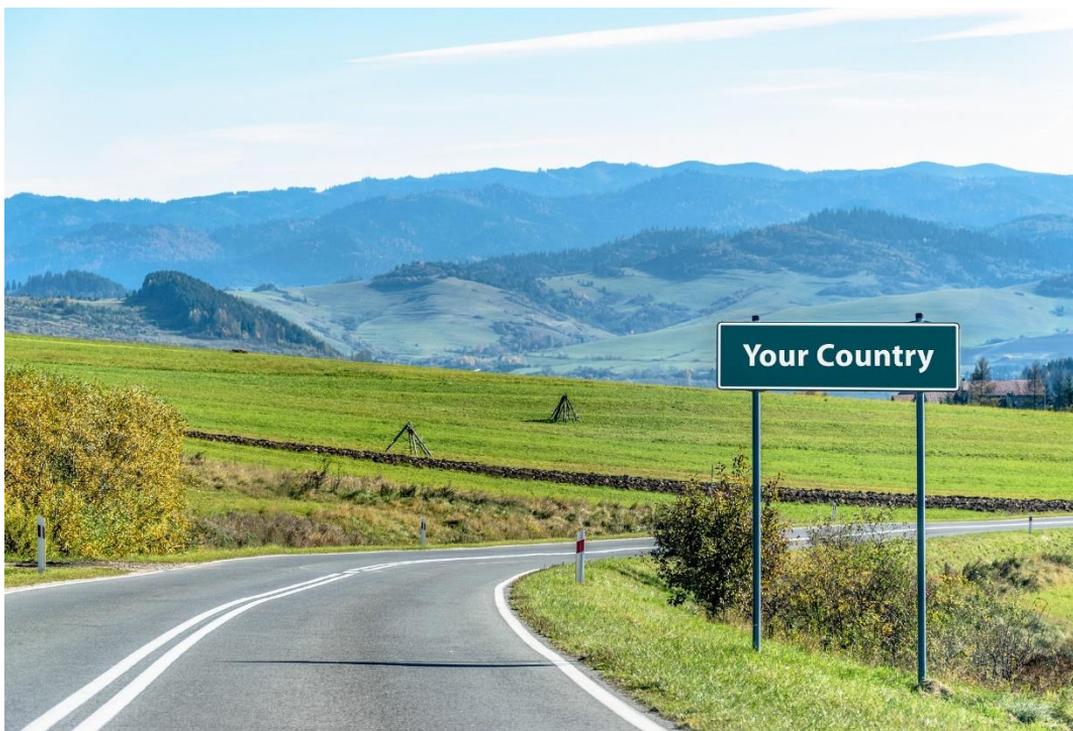


# Remigrant children in European schools

## Handbook for children in primary education





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# Module 1

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## Academic anxiety & positive emotions

*Dear child,*

*Through the following activities, we invite you into the universe of self-knowledge, where you will discover that:*

- 📖 you are a special child;*
- 📖 you have unique qualities, acknowledged and appreciated by people around you;*
- 📖 your story is important and all the people dear to you are waiting to discover you;*
- 📖 your emotions and thoughts influence your behaviour;*
- 📖 past and present are important to you and determine your wishes for the future;*
- 📖 you know how to deal with negative emotions*
- 📖 you know how to behave with your classmates, you know how to analyse how you feel when you behave adequately with your classmates and how you feel when the other behave adequately to you*
- 📖 you can act to have a positive self-image.*

*Also, you will learn how important it is to give yourself a break, a moment of silence to think about you, about what happened during the day and how to act to make things better.*

*Our activities will encourage you to write in your personal diary when you have a less pleasant mood, but also to go to people you trust to discuss what you feel and how to act for your happiness and wellbeing without harming people around you.*



Now think about each emotion; if the emotion was positive, write down a plus next to it; if it was negative, write down a minus sign next to it.

In what other situations have you felt those emotions? Write them!

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### **Debriefing and evaluation**

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?
- 📖 What emotions did you have during the activity? Are we always experiencing positive emotions? Why? Do we always have negative emotions? Why?

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

For a week, write down in your diary what emotions you had every day. At the end of the week, talk to a person you trust about what emotions have dominated you during the specified period. What influenced these emotions?

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

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**Overview** Through this activity you will be aware of the reactions that accompany certain emotional states (joy, sadness, fear, anger, shame, pride, surprise etc.) but also to discover the ways of emotional balancing.

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**Objective:** 📄 to raise awareness on the reactions that accompany certain emotional states and to identify the modalities of emotional adjustment

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**Materials:** paper & pencil

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**Time:** 30 minutes

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**Activity type:** individual activity

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**Target group:** primary education (6/7 to 10/11 years old pupils)

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**Instructions**

1. In the worksheet in Appendix 1, write down situations where you felt angry, ashamed, happy, sad, afraid, proud, surprised.
  2. Write down your reactions at those times (what you did, what you felt, how you acted).
  3. How did you act to remove negative emotions? What consequences did your actions have?
- 

**Debriefing and evaluation**

- 📄 What did you learn doing this activity?
  - 📄 How can you use these things you have learned on your activity at school?
  - 📄 What reactions do we have when we feel joy, sadness, fear, anger, shame, pride etc.?
- 

**Suggestions for follow-up activities**

Note, in the following week, the situations in which you felt angry, ashamed, happy, sad, afraid, proud, surprised, etc.

Analyse with your teacher: what reactions you had in the situations described above (what you did, how you acted); what were the positive / negative aspects of your reactions; what were the consequences of your actions; what alternatives you had to take to reduce negative emotional experiences.

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<sup>2</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

**Appendix 1**

<b>Situation</b>	<b>Emotion</b>	<b>What you did/ how did you react?</b>
	Anger	
	Shame	
	Joy	
	Sadness	
	Fear	
	Pride	
	Surprise	

**Activity 3:** *When others feel...*<sup>3</sup>

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**Overview** This activity will make you think about the reactions that accompany certain emotional states (joy, sadness, fear, anger, shame, pride, surprise, etc.) of friends, colleagues or other close friends.

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**Objective:** ☞ to raise awareness on the reactions that accompany certain emotional states of friends, colleagues, people close to you and to identify ways to lessen the negative consequences of these reactions.

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**Materials:** paper & pencil

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**Time:** 30 minutes

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**Activity type:** individual activity

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**Target group:** primary education (6/7 to 10/11 years old pupils)

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### Instructions

1. Read the situations described in Appendix 1 and think about how the children felt in those situations; what reactions do you think they had at those times? Write down in the table!

2. Discuss with a parent! What were the positive reactions? What were the negative reactions? What were the consequences of the positive reactions? What can we do to lessen the negative consequences of our reactions?

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### Debriefing and evaluation

☞ What did you learn doing this activity?

☞ How can you use these things you have learned on your activity at school?

☞ What happens when the people we know feel joy, sadness, fear, anger, shame, pride, surprise etc.? What reactions do they have in those moments?

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### Suggestions for follow-up activities

Next week, write down 3 situations in which your classmates or your friends felt angry, ashamed, happy, sad, scared, proud, surprised etc.

What were their reactions at those times (what did they do, what did they feel, how did they act)? What were the positive / negative consequences of their reactions?

What could be done to lessen the negative consequences of their reactions? Discuss with your parent or teacher what you have written down / thought.

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<sup>3</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

**Appendix 1**

<b>Situation</b>	<b>Emotion</b>	<b>Reaction</b>
a. The parents send George to school, although he wants to stay home with his cousin who came to visit for 1 day.		
b. Cosmin was not invited to classmate's day.		
c. Corina's mother forbids her to watch her favourite cartoons because she has not finished her homework for the next day.		
d. The teacher praises Cristi for the drawing he made.		
e. Elena lost a book she had received as a gift from her best friend and started reading it.		
f. Maria wins for the first time the race at the sports hour.		
g. A colleague runs past George's bank on the run and his collar falls. The pen is breaking. George yelled at him.		
h. One of Maria's friends draws very ugly but she wants to participate in a drawing contest. Maria tells her that she has no chance of being accepted into the competition.		

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

**Overview** Through this activity you are put in the position to mimic the basic emotions (joy, anger, sadness), to correctly identify the emotional state based on facial expressions but also to analyse how to act according to a certain emotional state.

**Objective:** 📄 to develop skills to correctly identify emotional state based on facial expressions.

**Materials:** paper & pencil

**Time:** 30 minutes

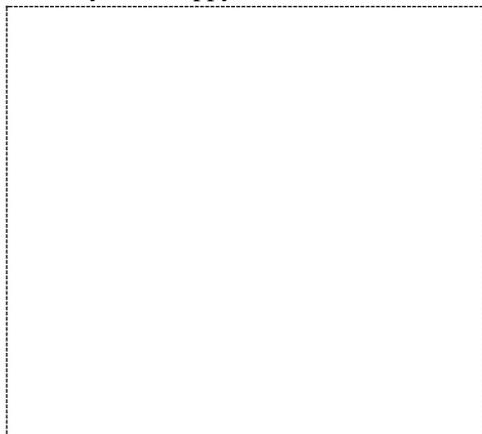
**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

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**Instructions**

**1. Draw a cheerful face!** What does your mouth look like when you're happy? But what about the eyes? What makes you happy? What happens when you're happy? Who are you talking to when you're happy?



**2. Now draw a sad face!** What does your mouth look like when you are sad? But what about the eyes? What makes you sad? What happens when you are sad? Who are you talking to when you're sad?

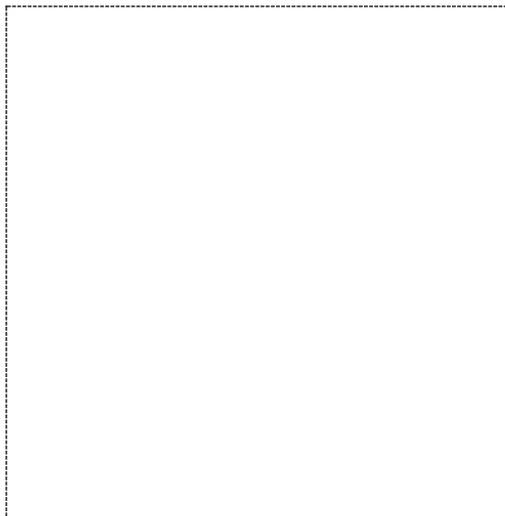


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<sup>4</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

**3. Now let's try to draw an angry face!**

What does your mouth look like when you are angry? But what about the eyes? What makes you angry? What happens when you are angry? Who are you talking to when you're angry?



Practice in the mirror the three types of faces you have drawn!

---

**Debriefing and evaluation**

- 📄 What did you learn doing this activity?
  - 📄 How can you use these things you have learned on your activity at school?
  - 📄 What emotion was the easiest to draw and practice? What emotion in the three represents you?
- 

**Suggestions for follow-up activities**

Follow the emotional reactions of your colleagues / friends / parents / siblings. Can you tell clearly when they are happy / sad / angry etc? Can they identify your emotional state? Discuss with a parent / teacher about the importance of correctly identifying the emotions experienced.

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**Activity 5:** Map of my heart<sup>5</sup>

**Overview** Through this activity you are in a position to think about what makes you happy and to put together the things that make you happy. You will focus on what is positive in your life.

**Objective:** ☑ to develop skills to identify aspects of daily life that determine positive emotions to appear.

**Materials:** paper & coloured pencils

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

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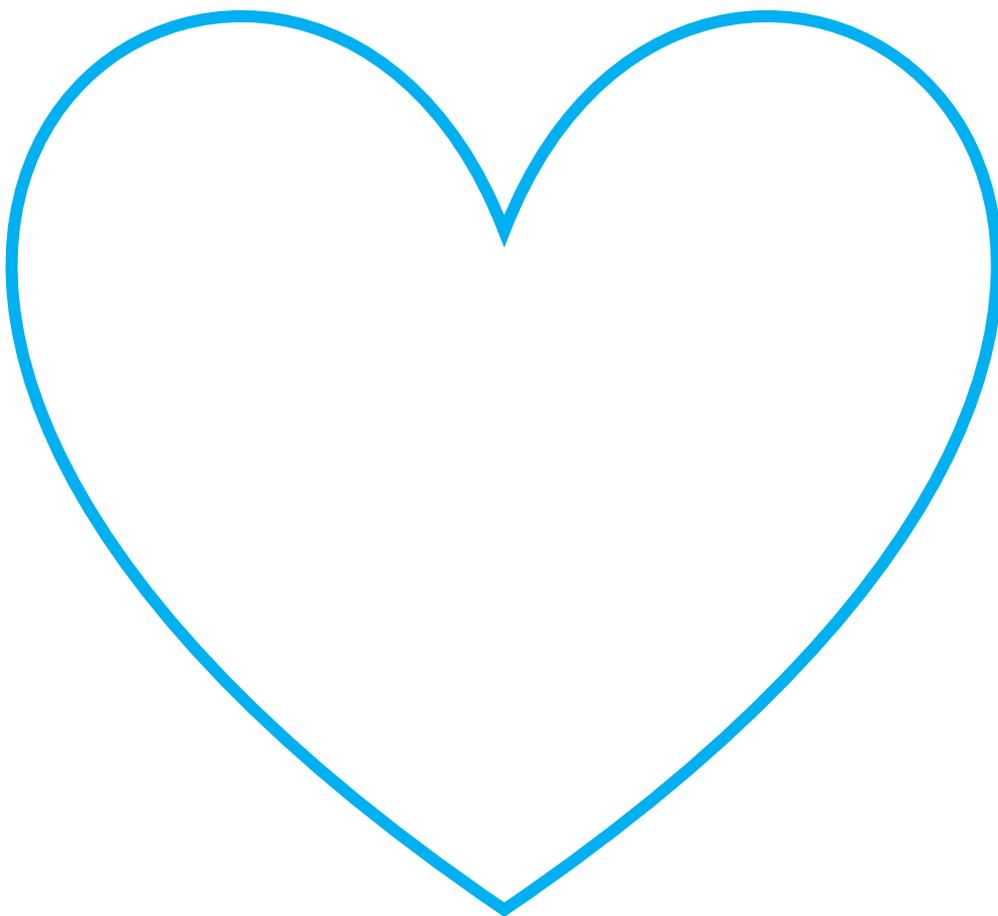
**Instructions**

1. Look at the following “My heart map” and pay attention to all the elements:



<sup>5</sup> adapted from Stefan, C., Kallay, A. (2007). *Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori*. Cluj-Napoca: Editura ASCR

2. Make your own “heart map”. Don't forget to put in your heart map everything you love and all the things you care about. Think about what matters to you, what you value, and what makes you happy.



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### **Debriefing and evaluation**

- 📄 What did you learn doing this activity?
- 📄 How can you use these things you have learned on your activity at school?
- 📄 What did you feel when you put in your heart map everything that matters to you, everything you value, everything that makes you happy?

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

Write down the things that make you happy in your diary! Write how you act when you are happy! Search and read 3 proverbs about happiness. Discuss these proverbs with a parent or your teacher!

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## Module 2

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### Self-esteem

*Dear child,*

*Through the following activities, we invite you in the universe of feelings and emotions, so that you can discover:*

- ☞ what emotions you have when different things happen in your life;*
- ☞ who you acknowledge your feelings when different things happen in your life;*
- ☞ the reactions that follow your emotional states (happiness, sadness, fear, anger, shame, pride etc.)*
- ☞ the reactions that follow others (friends, family, peers etc.) emotional states;*
- ☞ the most effective methods for your emotional stability;*
- ☞ the most effective methods that people around you can use to diminish their negative emotions or to diminish the negative consequences of less desirable emotions;*
- ☞ what makes you happy;*
- ☞ what is positive in your life.*

*Through those activities, you will learn that it is important to give yourself some time to reflect, a moment of peace and silence to think about yourself, about what happened during the day and how to act in the future to achieve a high self-esteem.*

*You will also learn how important it is to discuss with persons you trust about your dominant emotions, about the things that influence those emotions and about the best methods to find your emotional balance.*

**Activity 1:** *I am a special child ...*

**Overview** Through this activity you will analyse your personal qualities and how those around you recognize and appreciate these qualities.

**Objective:** 📖 to develop your skills to identify personal qualities

**Materials:** paper & pencil

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

**Instructions**

1. Associate a personal quality with each letter in your first name.

*Ex. ANCA*

*A = ambitious*

*N fearless*

*C = fair*

*A-careful*

your name (each letter on  
a separate row)


**your qualities**


2. Write down a compliment you received from your parents last week.

3. Imagine receiving a hug from each member of your family. What would each of them tell you?

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### Debriefing and evaluation

- 📄 What did you learn doing this activity?
- 📄 How can you use these things you have learned on your activity at school?
- 📄 How will you use what you know about your qualities?

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### Suggestions for follow-up activities

Discuss the personal qualities that you have written with your parents. Ask them if they think you have missed certain qualities.

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**Activity 2:** *My story*

**Overview** Through this activity you are invited to present in a synthetic way the most important aspects about your emotions, how you behave, what you think, what was most important in your past, what is important at present for you, but also about what you want from the future.

**Objective:** 📖 to develop your skills for presenting emotions, how to think and relate to the past, present and future

**Materials:** paper & pencil

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

**Instructions**

1. Imagine that your world is made up of 7 continents that represent:

- 📖 Emotions
- 📖 The past
- 📖 “Your Story”
- 📖 Thoughts
- 📖 The present
- 📖 Behaviour
- 📖 The future

What characterizes you in a dominant way for each of them?

The dominant emotion in most situations

The most common thought

The behaviour that characterizes me best

The most beautiful memory of my past

An important event from the present

A plan for the future



**Activity 3:** *I know how to deal with negative feelings*<sup>6</sup>

**Overview** Through this activity you are in a position to identify negative emotional experiences and to learn how to cope with these experiences.

**Objective:** 📖 to develop your skills to identify negative emotional experiences and respond appropriately

**Materials:** paper & pencil

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

### Instructions

1. Think about a time when you felt that you were scared. What signals did your body give you? You felt tingling in your stomach, your palms sweated, your muscles tightened, you came to cry, you felt suddenly tired, you felt like you didn't play, you didn't feel like communicating?

What can you do when you're scared?

How can you act to overcome the moment?

Who can you ask for help?

2. Think about a time when you felt that you were upset. What signals did your body give you? You felt tingling in your stomach, your palms sweated, your muscles tightened, you came to cry, you felt suddenly tired, you felt like you didn't play, you didn't feel like communicating?

What can you do when you're upset?

How can you act to overcome the moment?

Who can you ask for help?

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<sup>6</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

3. George broke his favourite pen. He is very upset because it was a gift from his parents and he wanted to write with him a lot. How do you react? Choose the option you choose.

- a. I try to comfort him, I tell him that I am near him to help him and I ask him if I can do something to make him feel better.
- b. I see my own business and tell him that he is upset about nothing, that a pen is not such an important object.

Which of the two reactions helps you feel better?

4. How do you think you can help a colleague or friend who is upset? What can you say to help him feel better? If he has the courage to say he is suffering, how can you respond to it?

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### **Debriefing and evaluation**

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
  - 📖 How do we act when we are upset / scared?
- 

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

Write in your diary when you are upset or scared. Analyse how you feel after writing in your journal.

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**Activity 4:** *Goodwill is contagious*<sup>7</sup>

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**Overview** Through this activity you are in a position to analyse how you behave with your classmates, how your classmates behave with you, but also to analyse how you feel when you behave appropriately with your colleagues / how you feel when others behave appropriately with you.

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**Objective:** 📖 to develop your skills to analyse how we relate to others / how others relate to us

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**Materials:** paper & pencil

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**Time:** 30 minutes

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**Activity type:** individual activity

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**Target group:** primary education (6/7 to 10/11 years old pupils)

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**Instructions**

1. How did your classmates behave with you in the last week?

Did they borrow an item you needed? Did they help you with your math homework? Did they let you pass first through the door when you had a lot of luggage?

2. How did you behave with your classmates in the last week?

Did you lend an item to a colleague who needed it? Did you help a colleague solve a topic? Did you let your colleague who had many books pass first?

3. Think about the following situations and shortly comment.

How did you feel when someone was kind to you? .....

.....

.....

.....

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<sup>7</sup> taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele I-IV*. Cluj-Napoca: Editura ASCR

How did you feel when you were kind to a colleague?

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How were you rewarded when you behaved nicely with your colleagues?

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Why is the time you spend at school more enjoyable when you are nice to each other?

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Why does good understanding in the classroom help you learn better and be happier?

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### Debriefing and evaluation

- 📄 What did you learn doing this activity?
- 📄 How can you use these things you have learned on your activity at school?
- 📄 How do you feel in class when there is goodwill among colleagues?

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### Suggestions for follow-up activities

Outline your palm on a sheet. For a week, when you behave nicely with a colleague, sign inside the outline. At the end of the week cut out the outline with signatures and display it in your room. Repeat the exercise for 5 weeks.

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**Activity 5:** *Self-image and self-esteem*

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**Overview** This activity is useful to help you learn the difference between self-image and self-esteem.

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**Objective:** 📄 to develop your skills to differentiate between self-image and self-esteem

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**Materials:** paper & pencil

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**Time:** 50 minutes

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**Activity type:** individual activity

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**Target group:** primary education (6/7 to 10/11 years old pupils)

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### Instructions

1. Imagine that you are a flower, like the one in Appendix 1. Write, on each petal, the things you know about yourself at the moment and that you do with pleasure (e.g. I like to paint, I like to play on the computer, to go out with my friends on the playground etc.).

What you wrote in the stains illustrates your image of yourself. If you know yourself well, it means having a good self-image. The self-image can be positive or negative. Based on the self-image, the self-esteem is outlined, which can, in turn, be positive or negative.

A positive self-image determines a high self-esteem, i.e. it helps you to be optimistic, to trust yourself, to succeed in what you do.

A negative self-image determines a low self-esteem, that is, determines you to be sad, not to trust yourself, not to be successful in what you do.

The self-image represents your views about yourself. Self-esteem is how you value yourself, how you evaluate yourself in relation to your expectations and the expectations of those around you.

2. In order to outline a self-image as correct as possible, which will help you to have a positive self-esteem, complete in the table below, as many things as you can do now and as many things as possible that you want to learn how to do.

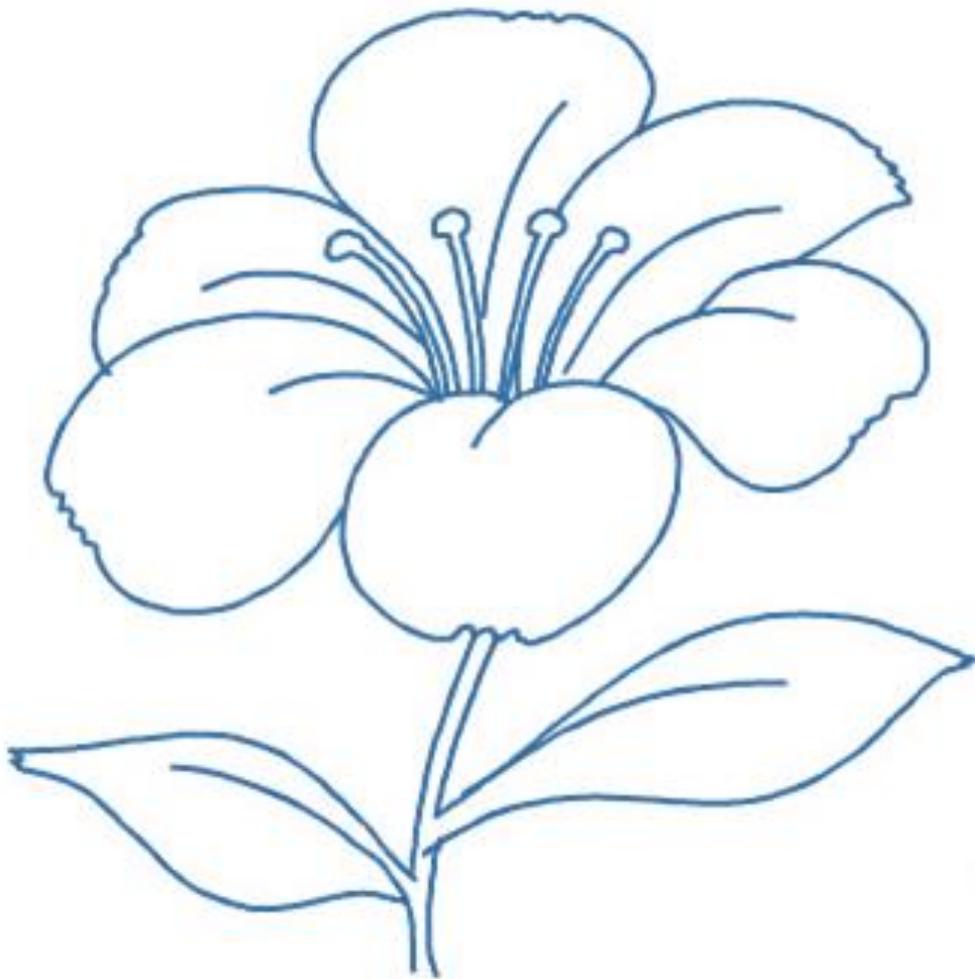
What I can do & I know how to do?	What I would like to learn how to do?

### Debriefing and evaluation

- What did you learn doing this activity?
- How can you use these things you have learned on your activity at school?
- How do you value yourself, how do you evaluate yourself in relation to your expectations and the expectations of those around you?

### Suggestions for follow-up activities

Talk with the teacher in the classroom about how you value yourself, about how you evaluate yourself in relation to your expectations but also in relation to the expectations of those around you.



## Module 3

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### Stereotypes

*In school and in daily life, we are required and educated:*

- *to act and react, too much after certain clichés, by repeating certain facts, gestures, habits, beliefs;*
- *to respond as it is expected from us, not as we think;*
- *to go on beaten paths, already known and directed by those around us, not on the roads we need, roads we want and discovered by us.*

*These expectations of educators:*

- *slow down, block development and progress;*
- *cancel creativity;*
- *block the initiative;*
- *cancel the possibility of exploiting the differences between individuals;*
- *cancel the novelty and diversity.*

*Through the activities we propose, we want to help you find solutions to overcome the constraints, to adapt to the situations that label you. We intended to help you discover diversity, to realize your potential, to discover your own path, to be you.*

**Activity 1:** *It's difficult to walk on the same path. We are different, we grow different*

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**Overview** This activity helps you become aware of the fact that we are different and have different needs.

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**Objective:** 📖 to increase the awareness to accepting the differences and the needs of different activities, as a reality in which we live

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**Materials:** text – my school (Appendix 1)  
paper & pencil

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**Time:** 45 minutes

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**Activity type:** individual activity

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**Target group:** primary education (6/7 to 10/11 years old pupils)

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### Instructions

Read the text My School (Appendix 1) and pay attention to all the details.

**A. Create a quintet** to describe any of the experiences presented or any other element of the text read.

A quintet is a 5-verse poem, which has the following structure:

- 📖 first verse- Title
- 📖 second verse - 2 adjectives (words that express traits; example: polite)
- 📖 third verse - 3 verbs (words expressing actions; example: listening)
- 📖 fourth verse - A sentence consisting of 4 words (in which to express a personal experience)
- 📖 fifth verse - A conclusion (preferably a verb, other than those already used).

**B. Make a drawing**, in which you can represent an idea from the read text.

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### Debriefing and evaluation

Analyse the situation in your class. Which of the teachers, from the text read, resembles your teacher? How would you proceed in such a situation? Who do you think could help Cristi overcome the situation?

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### Suggestions for follow-up activities

Make a list of people around you: parents, siblings, colleagues, read them the quintet and present them the drawing you made.

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## Appendix 1

### My school (1)

Cristi has recently returned to the country. He was away with his parents, in a foreign country, where for three years he went to a school where he felt very good. It was a pleasant place, with spacious rooms, with flowers they cared for, had colleagues with whom he communicated well. Although at first, he did not know the language well, the teacher helped him to learn it, every day better and the colleagues were very cooperative.

Now he goes to a new school in his country. A school that does not resemble his school at all.

On the first day of school the teacher asked him to take out a sheet of paper and draw a flower. Very pleased Cristi began to draw the flower he was caring for in his school. He seemed to start to miss him, drawing it.

Suddenly the teacher approaches him, looks at him fixedly, takes his sheet, wrinkles it and throws it into the rubbish bin, saying scornfully:

“You had to wait for my recommendations and then start drawing!”

His eyes filled with tears. He barely managed to stop them.

Now he seemed to miss his school, where he could draw the flower as he wished. He swallowed his tears and waited for her recommendations.

“Draw a flower, like the one I drew on the board: four red petals, one stalk, on the right side of the stalk a larger leaf and on the left a smaller leaf.

All the children drew the red flower, with four petals, with a large leaf and a small one. But he missed his flower.

**Activity 2:** *Forbidden behaviours*

**Overview** This activity gives you the opportunity to realize that certain behaviours, clichés, can disturb our emotional state and personality development.

**Objective:** ☞ to develop the capacity of reflection on the constraints that can diminish / block the integration in the classroom;

**Materials:** text – my school (Appendix1)  
paper & pencil

**Time:** 45 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

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**Instructions**

Read the text My School (Appendix 1) and pay attention to all the details.

**A. Write 3 sentences** in which the content of the text is presented.

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**B. Write a quote** or a basic idea. Interpret the quote or written idea.

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**C. Write an essential word**, with reference to the text, a word that is a label of the text.

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**D. Draw** a representative drawing for the event in the text.



**Activity 3:** *Talk to your yourself*

---

**Overview** This activity aims to help you find and make known to those around you the situations in which you feel you are subjected to prejudices, which made it difficult for you to integrate, the evolution due to acquired school life habits.

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**Objective:** ☞ to develop the capacity of reflection on own experiences that could diminished / blocked the integration / evolution in the class group;

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**Materials:** paper & pencil  
coloured pencils & markers

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**Time:** 30 minutes

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**Activity type:** individual activity

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**Target group:** primary education (6/7 to 10/11 years old pupils)

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### Instructions

Write at least one situation you have experienced that has diminished / blocked your integration / evolution due to your inability to react according to expected behavioural clichés, in the classroom. Also create a drawing in which the described situation appears.

---

### Debriefing and evaluation

- ☞ In what way do you think you can diminish the effect of these situations?
  - ☞ Think about who you think you can ask for help to get out of your situation.
- 

### Suggestions for follow-up activities

Read the text of your parents or to one of your teachers.

---

**Activity 4:** *Clichés that surround us*

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**Overview** This activity gives you the opportunity to become aware of the existence of behavioural / clothing clichés and their effect on us.

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**Objective:** 📖 to develop the capacity of being observant to others' behaviour

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**Materials:** paper & pencil

---

**Time:** 30 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

### Instructions

For two days observe the cliché behaviour and the replies of those on the street, at school or at home.

Identify cliché behaviours and replies that negatively affect human relationships, integrating people into the groups they belong to.

Using the worksheet in Appendix 1, write the idea on the right side (cliché behaviour / response) and make an interpretation in the box on the right. You can make a free interpretation or you can use the following questions, without having to answer all:

- 📖 Where did you encounter the situation presented?
  - 📖 Why did you choose it?
  - 📖 What did you find interesting?
  - 📖 What are their effects on you?
- 

### Debriefing and evaluation

- 📖 Reflect on the situations presented.
  - 📖 How would you proceed / what would you change in that situation?
- 

### Suggestions for follow-up activities

Make a list of people you could read your writing and have a discussion with.

---

**Appendix 1**

<b>Behaviours &amp; Cliché reply</b>	<b>Personal Interpretation</b>

## Module 4

---

### Self-knowledge

*There is one question that we are being asked very often when meeting new people and that is “What is your name?” What if we changed this question to “Who are you?” In this case, we will not simply say our name, but start thinking on a deeper level. Who am I? What do I like? What kind of music do I listen to? What kind of movies do I enjoy? Would the answer be different in this case? Would it be easier to give an answer to this question or would it be more difficult?*

*Most often, we do not think about ourselves very often and that could lead to not understanding ourselves as much as we thought we did. In order to get the best out of the time that we spend with other people, it is very important that we first get to know ourselves and try to understand our behaviour.*

*In this module, you will find activities that focus on identity, self-knowledge and self-awareness, which have been designed for an individual use. These activities will help you understand these topics on a deeper level as well as help you better understand your acts and feelings in order to create successful connections, firstly, with yourself and then with other people.*

**Activity 1:** *My Identity*<sup>8</sup>

---

**Overview** This activity will help you to learn more about yourself.

---

**Objective:** 📖 to increase pupils' self-knowledge

---

**Materials:** paper & pencil  
coloured pens & markers  
music (optional)

---

**Time:** 20 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

### Instructions

Before starting the activity, you can play some calm music or any music of your choice to go in the background that will help you think.

Fill each empty line from the worksheet in Appendix 1 with a word/phrase about you. Take time to think and fill all of the empty lines.

When you have finished filling in the lines, read the complete sentences out loud.

---

### Debriefing and evaluation

Try to answer the following questions to yourself. You could also choose to write them down:

- 📖 How did this activity make you feel?
  - 📖 Was it easy to finish the sentences? Why?
  - 📖 Did you learn something about yourself?
  - 📖 What were your feelings when you were reading the sentences out loud?
- 

<sup>8</sup> adapted from <https://www.funzo.co/games/my-identity/>

**Suggestions for follow-up activities**

After you have filled the empty lines you could continue with more answers.

After this activity, you could read your answers out loud and think about what you wrote.

This activity could be done before the activity “Identity Sculpture”.

---

**Appendix 1**

I am

I am

I am

I am

I am

I can

I can

I can

I can

I can

I enjoy

I enjoy

I enjoy

I enjoy

I enjoy

---

**Activity 2:** Inside/Outside Mask<sup>9</sup>

---

**Overview** This activity will help you increase your knowledge of your identity and its aspects

---

**Objective:** 📖 to increase pupils' idea of identity

---

**Materials:** paper & pencil  
coloured pens & markers  
music (optional)

---

**Time:** 30 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

**Instructions**

Before starting the activity, you can play some calm music or any music of your choice to go in the background that will help you think and relax.

On the two sheets of paper, draw two masks. The first mask should present how you look on the outside or how other people see you, and the second one should present how you “look” like on the inside or how you see yourself. Take as much time as you need to draw the masks and draw them the way that you fill is the best one.

When you are done, look at both masks and compare them.

---

**Debriefing and evaluation**

Try to answer the following questions:

- 📖 Are these two masks one person?
  - 📖 How did you feel during this activity?
  - 📖 Was it difficult to draw a mask representing you?
  - 📖 Which one was more difficult to draw, the first or the second one? Why?
  - 📖 What have you learnt about yourself?
  - 📖 What have you learnt about identity?
- 

**Suggestions for follow-up activities**

This activity can be done before “Identity Sculpture”

---

<sup>9</sup> [https://aspira.org/sites/default/files/U\\_III\\_M\\_1\\_SA.pdf](https://aspira.org/sites/default/files/U_III_M_1_SA.pdf)

**Activity 3:** *Identity Sculpture***Overview** This activity will help you think about the aspects of your identity**Objective:** 📖 to improve the knowledge about oneself**Materials:** play dough & some plastic tools for moulding  
paper & pencil  
coloured pens & markers  
music (optional)**Time:** 30 minutes**Activity type:** individual activity**Target group:** primary education (6/7 to 10/11 years old pupils)**Instructions**

Before starting the activity, you can play some calm music or any music of your choice to go in the background that will help you think and relax.

Use the play dough and the moulding tools to make an object/sculpture that will represent you. Think about the things that you find most important about yourself and don't think about the physical characteristics. Take as much time as you need in order to come up with the sculpture.

When you have finished, place the sculpture on the sheet of paper and write one word that will represent it.

**Debriefing and evaluation**

Try to answer these questions:

- 📖 Did you like the activity?
- 📖 How was it to decide what to make out of the play dough?
- 📖 Was it difficult not to think about the physical characteristics?
- 📖 How was it to choose only one word for the sculpture?

Look at the sculpture and the word that you wrote. What do you think about it? What kind of feelings do you have at the moment?

**Suggestions for follow-up activities**

After you are done with the sculpture, you could share what you did with someone you feel comfortable with.

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

**Activity 4:** *In my world*

---

**Overview** This activity will help you get better understanding of yourself

---

**Objective:** 📖 to get more knowledge and clear picture for oneself

---

**Materials:** paper & pencil  
coloured pens & markers  
music (optional)

---

**Time:** 20 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

**Instructions**

On the sheet of paper write the following:

Take as much time as you need to carefully read and think about the questions.  
Write as much as you feel in the answers.

When you have finished, read the questions and answers out loud.

---

**Debriefing and evaluation**

Try to answer the following questions:

- 📖 How did this activity make you feel?
  - 📖 Was it difficult to answer the questions? Why?
  - 📖 What have you learnt about yourself?
- 

**Suggestions for follow-up activities**

This activity can be done after the activity “My Identity”

---

## Appendix 1

---

What I think about  
friendship

---

What I find most enjoyable  
and satisfying

---

What I appreciate now in  
my life

---

What I think about my  
family

---

How I spend my time

---

What are my skills and  
interests and what do I  
want to learn next

---

What are my next plans or  
decisions that I have to  
make

---

**Activity 5:** *Personal identity wheel*<sup>10</sup>

**Overview** This activity will help you get a better image of yourself and of your favourite things

**Objective:** 📖 to get better understanding of oneself

**Materials:** paper & pencil  
coloured pens & markers  
music (optional)

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

### Instructions

Pay attention to the “Personal identity wheel” in Appendix 1.

Take as much time as you need to fill in the empty spaces in the wheel and choose three adjectives to describe yourself.

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

---

### Debriefing and evaluation

Try to answer these questions:

- 📖 How did this activity make you feel?
  - 📖 Was it difficult to choose only three adjectives to describe yourself? Why?
  - 📖 Did you learn something new about yourself?
  - 📖 How do you feel about your identity wheel?
- 

### Suggestions for follow-up activities

After this activity, you could suggest that a person that you feel comfortable with fills in the wheel with information about you and you could do the same for them.

---

<sup>10</sup> <https://sites.lsa.umich.edu/inclusive-teaching/2017/08/16/personal-identity-wheel/#more-1197>

Appendix 1

A circular form designed for self-knowledge. The outer ring is divided into ten segments, each with a label. The inner circle contains a section for 'Three Adjectives to Describe Yourself' with three numbered lines (1., 2., 3.) and a 'Name' label with a vertical line for writing.

Favorite Music

One Skill you are Proud of

Favorite Movie

Favorite Book

Favorite Food

Favorite Hobby

Favorite Color

Personal Motto

Number of Siblings

Birth Order

Three Adjectives to Describe Yourself

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_



## Module 5

---

### Group cohesion

*Even if each of us is unique and different from all the others, we still belong to groups and we are defined by our belonging to a group or other. People can't live isolated; they need other people in their life, they need to be part of a group to play together, to work together, to live together.*

*Being a part of a group is an important milestone of learning, as children observe the behaviour of family, friends, teachers and imitate the successful activities. Learning within a group can also be fun, as games are in the early childhood a main reason for pupils to come together and also a main learning opportunity.*

*Exploring the group can be done through music, drawing, games, conversation and reflection, and all of those can also be great methods to find new friends, to discover important things about yourself and about the people that are close to you: family, friends, classmates etc.*

*Exploring your relations with the others within the groups will give you the opportunity to discover can be fun and also useful, so try the activities in the next pages...*

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

---

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

---

**Objective:** ☞ to increase your awareness to cultural diversity: most significant cultural spheres (way of living, occupation, education and music), similar and different features of various peoples and their manifestation in customs and traditions

---

**Materials:** paper & pencil  
coloured pens & markers

---

**Time:** 45 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old)

---

### Instructions:

A. Think about a relative that you would like to interview.

What you would like to ask? (e.g.: do you usually watch TV? / What`s your favourite sport? / What`s your favourite dish? / Do you like cakes? / What types of music do you prefer?) Write the questions as you wish. You can add more.

You must think about, at least, ten questions and write them before the meeting.

B. Imagine how the person is and make a draw of him/her.

C. Finally, mix the pictures and the interviewed notes and show it to your relatives/friends.

---

### Debriefing and evaluation

☞ What did you learn doing this activity?

☞ Do you think you could do this activity with your classmates?

---

### Suggestions for follow-up activities

☞ Who can be the next person to be interviewed?

☞ Why can it be interesting to me?

---

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

---

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

---

**Objective:** ☞ to increase your awareness to cultural diversity: most significant cultural spheres (way of living, occupation, education and music), similar and different features of various peoples and their manifestation in customs and traditions

---

**Materials:** paper & pencil & coloured pens & markers  
laptop & internet

---

**Time:** 45 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old)

---

### **Instructions:**

Ask a relative to choose a song that you both like. Why do you like it, what is the song about?

**A. Your task is to find information** about the chosen song, at the school library or on the internet. You must find the lyrics also.

Listen to the song and think about the meaning of the lyrics.

Draw in a A4 sheet about what the song suggests.

**B. Can you create your own song?** Try to do it. It can be funny, and you can play it to your relatives and friends.

Start by writing it before you try to play the music.

Record your song and listen it by yourself

Present it to your relatives and friends

---

### **Debriefing and evaluation**

☞ What did you learn doing this activity?

☞ Reflect on how you can use these things you learned on your activity at school.

---

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

Create a logo for the song you have played.

---

**Activity 3:** *My window*

---

**Overview** This activity intends to focus on what's happening around you.

---

**Objective:** 📖 to develop your readiness to recognise other people's traditions, and everyday life.

---

**Materials:** paper & pencil & coloured pens & markers  
laptop & internet

---

**Time:** 45 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old)

---

### Instructions

When you are at home, take a look around what you can see from your window. Then, you can make a drawing and write a text about what you saw there. Finally, you must make a small reflection about it.

A. Look around and write what you see from the window of your house. Pay attention to the details.

Make a drawing about the landscape from your window.

B. Look closer to the persons that you see from your window...

- 📖 what would you like to ask each one of them?
  - 📖 what do they look like?
  - 📖 what do you think they are doing?
  - 📖 what do you think they are talking about?
- 

### Debriefing and evaluation

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?

Think about at least one activity outside school where you can use the things you have learned here.

---

### Suggestions for follow-up activities

Draw what you can see from the window of your house and put it on the wall of your bedroom.

---

**Activity 4:** *Discover it...on the map*

---

**Overview** This activity intends to promote intercultural dialogue and develop your openness to others.

---

**Objective:** ☞ to increase your awareness to cultural diversity: most significant cultural spheres (way of living, occupation, education and music), similar and different features of various peoples and their manifestation in customs and traditions

---

**Materials:** paper & pencil & coloured pens & markers  
geographical maps of the world

---

**Time:** 45 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old)

---

### Instructions

**A. Find a world map** where you can put animals of the world or draw a map yourself.

Draw six animals of the world and place them on the map, in the place that you think that they can live.

**B. Reflect on what do you know about each country** where you placed the photos? What about the people living there?

What do I know about it? Write your reflection.

**C. Think about other places on the map.** Do you think that those animals can live anywhere, in any country? Why? Write your conclusions and present it to your family and friends.

---

### Debriefing and evaluation

☞ What did you learn doing this activity?

☞ How can you use these things you have learned on your activity at school?

---

### Suggestions for follow-up activities

Complete your map with more world animals (and don't forget the dogs and also the cats....)

---

**Activity 5:** *Understand yourself*

---

**Overview** This activity intends to help you understand that cultural self-reflection is a critical starting point in developing an inclusive perspective.

---

**Objective:** To develop pupils' abilities of self-reflection and observation

---

**Materials:** Laptops and/or papers.

---

**Time:** 45 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old)

---

**Instructions:**

This activity asks you to use your toys to make your family tree as a metaphor. You share common experiences that shape the way you understand the world.

1. Start by discovering in your toys what they can have similar to a familiar of you or to a friend.
  2. Write your ideas in a notebook.
  3. Try to find what each toy/relative/friend has in common and note the differences.
  4. Present your final work to your relatives and explain your opinions. It can be a funny way to interact directly with your family and friends.
- 

**Debriefing and evaluation**

- 📖 What did you learn doing this activity?
  - 📖 How can you use these things you have learned on your activity at school?
- 

**Suggestions for follow-up activities**

Ask each member of your family/or friends about their favourite toys and discover what they have similar.

---

## Module 6

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### Career development

*Are you ready to explore careers?*

*When thinking of our future, you need to remember that it is hard to dream something you do not know about! This is why you will find here some activities which will help you explore the world of careers.*

*During the school years, we learn a lot about maths, literature, etc. but often we forget about careers. We know so little about them! You will have here the chance to discover more about jobs and professionals.*

*Before the exploration of careers, it is very important that you take a moment to think of yourself, of your strengths and of what you like. This is the first step to start dreaming of your future.*

*You will do this with a funny activity where you will portrait yourself as a superhero. Put yourself in front of a mirror and get ready to discover your skills and the things you like or like doing!*

*The other activities will help you explore careers: you will get to know many careers and unexpected details of some jobs.*

*You will first discover the story of Shama, a fantastic researcher with the passion for biology. You will then become a career detective and will go and interview someone you think does an interesting job.*

*Once you have done these activities, you will have a quiz time where you can find out if you can recognize different careers. Be careful when you will read what these professionals do in their daily life!*

*The last activity of the module will take you to a journey to imagine the future of the world and of careers! Get ready with your imagination to draw the world of the future!*

**Activity 1:** *This is me!*

**Overview** The activity promotes self-exploration and self-awareness with the creation of a personal profile.

**Objective:** 📖 to promote self-awareness of strengths and interests

**Materials:** paper & pencil

**Time:** 30 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

### Instructions

Attention, attention! You have been chosen to become part of a team of superheroes! Please introduce yourself and your super special powers!

Start presenting some details about yourself (name, age, where you are from, where you live...)

	Myself box
--	------------

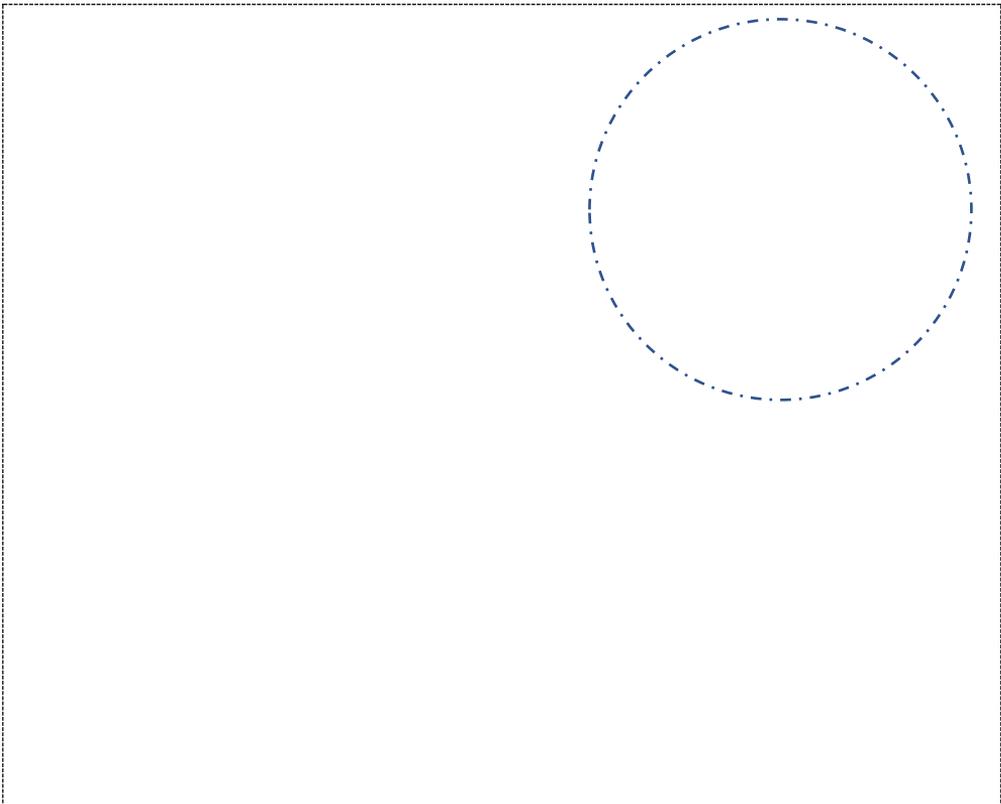
List five strengths/super powers you have

	Strengths box
--	---------------

List five things you like or you like doing

	Interests box
--	---------------

Draw a portrait of yourself and remember to add details about what you like and your strengths. Write in the little cloud on the right corner of the picture a funny motto to present yourself. Remember, you are a unique superhero!



---

### **Debriefing and evaluation**

This activity helps you think of some positive aspects you have. It also makes you think of things you like or like doing. It is important to be aware of your strengths and interests as this is the first step for building your future.

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?

---

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

Add weaknesses in order to define room for improvement or/and dreams and aspirations.

---

**Activity 2:** *Careers exploration: meet Shama*

---

**Overview** This activity promotes the exploration of careers and contra-stereotypical role models via the presentation of one professional profile.

---

**Objective:** ☞ to promote the child’s knowledge of the world of work and careers while fighting career stereotypes

---

**Materials:** the story of Shama & ID form career - primary

---

**Time:** 30 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

**Instructions**

Meet now another superhero! Read her story (Appendix 1) and pay attention to details.

Now that you have met Shama, answer these questions!

What does she do in her job?

Which are the main tools?

Where does she work?

What things should she like to be able to do that job?

What skills does she need?

---

### **Debriefing and evaluation**

This activity helps you think of the positive aspects of other persons and their jobs. It is important to be aware of your interests in different types of professional activities in order to start building your future.

- 📄 What did you learn doing this activity?
- 📄 How can you use these things you have learned on your activity at school?

---

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

If you were a researcher, what would you like to discover?

---

## Appendix 1

---

“My name is Shama and this is the laboratory where I work.

My job has to do with discoveries. The discoveries I am talking about are very, very small and they can only be seen with a special microscope.

I study and research to find out how to see super small parts of our body and, in particular of the brain. To look at the small cellules which make up our body and the things they contain I use microscopes. Microscopes enlarge objects like big, big lenses do. My microscope is called Super microscope as it is very powerful. When I use it, I have a colourful trick! As many of the things I look at are transparent and hard to distinguish, I use some fluorescent colourful particles that stick to the super small parts I want to see. This trick allows me to take beautiful pictures and to better understand how the body (and the brain) works.

In my job I try to discover things we do not know yet and to develop tools to help us discover new things.

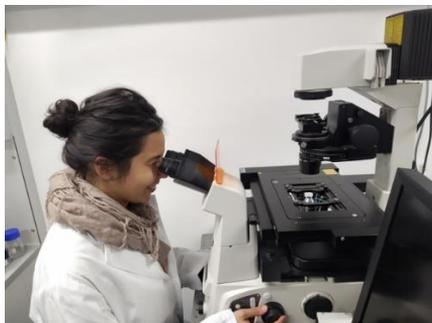
I have worked in many labs in different countries and I was very lucky, biology speaks the same language all over the world as we are all made of the same cells!

Together with working in a lab, sometimes I go and talk about my scientific discoveries to journalists, politicians, schools or other researchers.

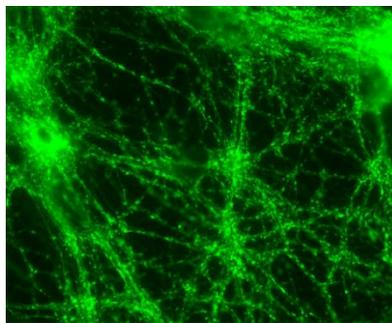
When other people ask me what ingredients you need to become a researcher, I always answer that curiosity and the desire to learn new things are the most important things people need to like if they want to become a researcher! You also need to be able to use a set of tools like microscopes, pipettes, computers, etc.



Look, this is me in the lab!



And this is one of the pictures I take:



**Activity 3:** *Careers detective!*

---

**Overview** This activity promotes the exploration of careers providing supporting material for the interview of a professional.

---

**Objective:** 📖 to promote the child's knowledge of the world of work and careers

---

**Materials:** ID form career – primary

---

**Time:** 30 minutes

---

**Activity type:** individual activity

---

**Target group:** primary education (6/7 to 10/11 years old pupils)

---

### Instructions

Now it is your turn to meet and interview a professional! Find someone who does a job you find interesting or curious.

Use the questions in Appendix 1 to ask him/her details about his/her career. Fill in the profile of this professional with all the details you get from the interview. Do not forget to draw a portrait of him/her!

---

### Debriefing and evaluation

📖 What did you learn doing this activity?

📖 How can you use these things you have learned on your activity at school?

---

### Suggestions for follow-up activities

This activity can be repeated with different professional profiles and you can create a personal encyclopaedia of professional profiles.

---

### Appendix 1. Interview with a professional

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

Which are the main tools?

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

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

What skills does he/she need?

Where can he/she work?

Who are his / her colleagues?

How can a person become .....

Curiosity and the future of this career.

**Note to myself**

**Activity 4:** *Guess who!*

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

**Objective:** 📖 to promote the child’s knowledge of the world of work while highlighting the value and importance of intercultural skills.

**Materials:** paper & pencil

**Time:** 20 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

**Instructions**

Try to match each career with each description! You will discover many different professional profiles and curious details about them!

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

CHEF In my job, I am physically active, I explain ideas and information to people, I deal with people from different cultures. I work with children or teenagers.

COMPUTER ENGINEER 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.

LIBRARIAN 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.

ZOOLOGIST 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.

SALES ASSISTANT 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.

Now you can verify your answers by looking in Appendix 1.

---

### **Debriefing and evaluation**

📖 What did you learn doing this activity?

📖 How can you use these things you have learned on your activity at school?

---

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

Once you get to know the game, you can create other professional profiles and ask others to guess who they are. For each profile, list a series of characteristics (things the person does, likes, needs to know for doing that specific job).

---

## **Appendix 1**

**TEACHER** – in my job, I am physically active, I explain ideas and information to people, I deal with people from different cultures. I work with children or teenagers.

**CHEF** – 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.

**COMPUTER ENGINEER** – in my job, I use maths to solve problems. I work with technical drawings and with electronics. I understand the uses of computers.

**LIBRARIAN** – 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.

**ZOOLOGIST** – 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.

**SALES ASSISTANT** – 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.

**Activity 5:** *Imagine the future*

**Overview** This activity offers a first reflection on how the world is changing and on major phenomena which are shaping the future of the world and of careers with a special focus on globalization and interculturality.

**Objective:** ☞ to imagine the future of careers and reflect on the potentials of an intercultural world.

**Materials:** paper & pencil

**Time:** 45 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

### Instructions

When you hear the word “future”, what do you think of? This activity will take you to a journey to imagine the future of the world!

We will think about the future so we can understand it better. Get ready and warm up your imagination to think of the future of our life.

We start thinking of what has changed and what might be changing in the next years. Circle the words that refer to what has changed a lot in the last years and is likely to change in the future.

Technology  
Inventions

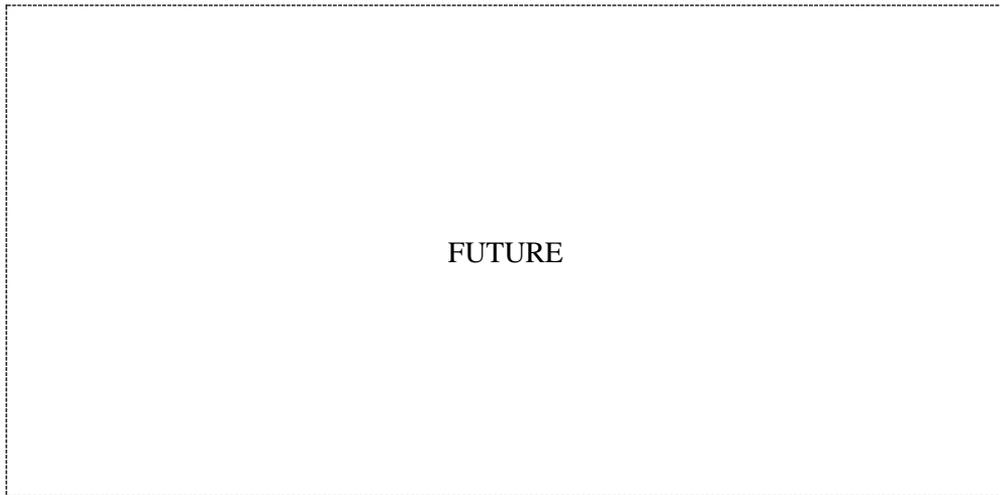
Environment  
Robots

Life  
Travels

Describe what changed the most in the area that you chose and imagine what will change in the following years. For example, how will technology change and shape the future?

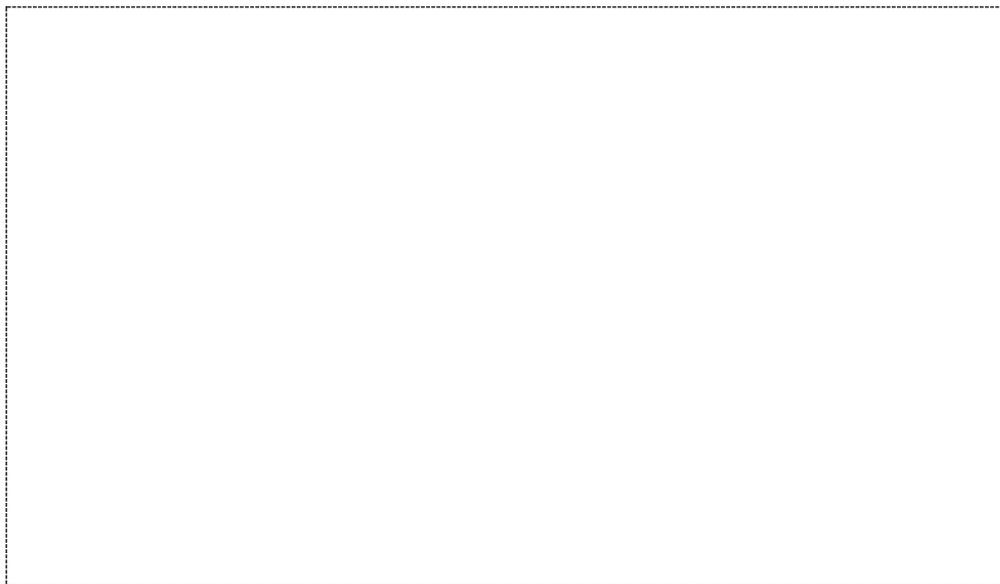
Here two little challenges for you! Remember, everyone thinks of the future differently. The future does not exist yet, so there is no right or wrong.

1. Here you will find a space for a special words portrait: in the centre of the box you'll find the word "future". Around it, add other words, ideas, questions about the future. Do it as quick as possible trying to add as many words as possible to fill in the box. While you write try to answer the question: what will the future be like?



FUTURE

2. Now it is your turn to portrait the world of the future the way you see it. Feel free to draw a picture or to make a collage. How will things look different?



One of the most famous writer of science fiction, Isaacs Asimov, 40 years ago was asked to predict the world we live in today and he guessed that “mobile computerized object” would have been very popular. He described that it would have been impossible to live without technology. He got it right and today mobile phones are everywhere, and many jobs have to do with mobile phones.

As Asimov did with technology, think of the changes related to people traveling and cultures mixing. Think of who will work in a future intercultural society. Imagine a new job and fill in the “future career passport” below.

Name of the career:	
What does she/he do in his/her job?	
Which are the main features of this job?	
Which are the main tools?	
Which skills does she/he need?	
Where does she/he work?	
Who are her/his colleagues?	

### Debriefing and evaluation

- 📖 What did you learn doing this activity?
- 📖 How can you use these things you have learned on your activity at school?

### Suggestions for follow-up activities

Why don't you write you own story about a character in this future world?



## Module 7

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### Benefits of diversity

*This workbook will help you to understand what diversity means, how diversity helps us work, play, learn and live and how diversity is all around us and part of everyday life.*

*Diversity really means difference. Examples are:*

- ▣ the rooms in our houses are used for diverse activities – bedrooms for sleeping, kitchens for cooking;*
- ▣ the shops in our towns are diverse – different shops for different things;*
- ▣ our food is diverse – different food for breakfast than lunch;*
- ▣ the plants and trees around us are diverse – roses, large trees, fruit trees, potatoes;*
- ▣ the animals in the world are diverse – elephants and mice;*
- ▣ people are diverse – old, young, tall, funny, happy, sad, rich, poor, good at different things, kind to others and lots of other things.*

*We need different types of diversity to live – imagine a world where the only animals were cat, the only plants were potatoes and the only people were exactly the same as you.*

*We will focus on the type of diversity that we find in school. This means:*

- ▣ diversity of skills – the things you can do and the things you can learn to do;*
- ▣ diversity of people – your friends and other pupils, teachers, caretakers and others;*
- ▣ how this diversity is necessary and how we should appreciate it;*
- ▣ how we can work with, respect and value others and have them value and respect us in return.*

**Activity 1:** *Listening*

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**Overview** This activity will help you think about listening to others and to understand how important listening is

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**Objective:** 📖 to practice and think about listening

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**Materials:** sound clip or recording of a simple instruction “how to make a cookie” (via YouTube or similar)

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**Time:** 45 minutes

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**Activity type:** individual activity

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**Target group:** primary education (6/7 to 10/11 years old pupils)

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### Instructions

Play the recording of how to make a cookie and at the same time either read or listen to some music with the recording in the back ground.

Now write down all the things you need to make a cookie.

Play the recording of how to make a cookie but this time only listen to the recording and pay close attention.

Now write down all the things you need to make a cookie.

Look at your two lists – which cookie would you prefer?

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### Debriefing and evaluation

📖 When we don't listen, we can get things wrong. We can also make people sad if we don't listen to them.

📖 How does it make you feel when people don't listen to you?

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### Suggestions for follow-up activities

Draw a picture of something going wrong because people did not listen

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**Activity 2:** *Help!*

**Overview** This activity will help you think about how different people need different things to help them learn and play.

**Objective:** ☞ to make pupils think about the difference between equality and equity/the idea of being fair

**Materials:** paper & pencil

**Time:** 45 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

**Instructions**

Circle your answer to the following questions.

- |   |     |    |
|---|-----|----|
| Should all the pupils in a class be supported in exactly the same way?  | yes | no |
| Can you tell if someone is clever or funny or kind just by looking at them?   | yes | no |
| John broke his leg, Sally cut her finger, Mo has a cold. Would it be fair to give them all a plaster to help them get better? | yes | no |

Now read this story “Jungle Sports Day” in Appendix 1.

Question: Which animal do you think had the best ideas? Why? Make a drawing of that animal inspired by the story you read.

**Debriefing and evaluation**

- ☞ What is the main thing you remember from the story you read?
- ☞ How does reading this story make you feel?

**Suggestions for follow-up activities**

Go back to the first questions and see if you want to change your answer and give a reason why.

### **Jungle Sports Day**

The animals in the jungle decided to have a sports day. They chose the Giraffe, the Crocodile, the Monkey and the Gazelle to be in charge and decide on the events. The winner would be made Best Animal of the Year.

‘Let’s have a race for who is fastest in the water’ said the Crocodile.

‘Let’s have a race for who is fastest to climb a tree’ said the Monkey.

‘Let’s have a race for who is the fastest on the ground’ said the Gazelle.

‘Let’s have a contest for who can reach the highest branches whilst standing on the ground’ said the Giraffe.

The elephant had been listening to them and asked if he could speak.

“Crocodile” he said “Of course you are the fastest in the water, and Monkey you are the fastest up a tree, Gazelle you are the fastest on the ground and Giraffe you can reach the highest branches. But Crocodile you cannot climb a tree, Gazelle you cannot reach the highest branches, Monkey you are not the fastest on the land and Giraffe you cannot swim. So maybe all of us are good at something but none of us are good at everything”.

**Activity 3:**      *Quilts*

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**Overview**      This activity enables learners to think about social diversity

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**Objective:**      ☞ to examine the nature of difference and diversity as positive

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**Materials:**      paper & pencil & coloured pencils

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**Time:**      45 minutes

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**Activity type:**   individual activity

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**Target group:**   primary education (6/7 to 10/11 years old pupils)

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**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 design two squares for a quilt. One square represents you and the other someone you know well – this can be a friend, a family member or someone you admire from history or sport, music etc. (you have some examples of quilts in Appendix 1).

Things you might use to represent your chosen person and yourself could include:

- ☞ skills, job, hobbies, interests
  - ☞ location, family, pets
  - ☞ favourite foods, music, tv, books
  - ☞ friends, sports, religion
  - ☞ past experiences, school
- 

**Debriefing and evaluation**

- ☞ Think about the similarities and differences between the two quilts.
  - ☞ Are any other things representing you that are not on your quilt?
- 

**Suggestions for follow-up activities**

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

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Appendix 1



**Activity 4:** *My island*

**Overview** This activity encourages learners to think about diversity in terms of social roles

**Objective:** ☞ to understand the need for diverse social roles

**Materials:** paper & pencil

**Time:** 45 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

**Instructions**

You have an island. You need to find others to live on the island with you and lots of people want to come. You have to decide on 10 people to live on the island with you. The island has water, plants and animals but no one has ever lived there before so there are no buildings or structures.

Things to think about:

- ☞ shelter
- ☞ conflicts
- ☞ food
- ☞ injuries or sickness

Choose the ten people and next to each choice give a sentence explaining why you chose them.

- |                   |                           |
|-------------------|---------------------------|
| fisher person     | another friend            |
| priest            | your best friends' cousin |
| politician        | builder                   |
| king              | poet                      |
| nurse             | teacher                   |
| footballer        | engineer                  |
| rapper            | cook                      |
| your best friend  | gardener                  |
| your other friend | sailor                    |
| another friend    |                           |

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### **Debriefing and evaluation**

📖 Is there any other person that is not on the list and you would like to take with you on your island?

📖 Was it difficult to decide? why do you think this decision is hard to make?

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

Six months after you all move to the island there is a terrible storm and most of the structures you have made are broken and many of the animals have died. Your fresh water source has almost dried up and four people have been injured. Take a look at your list of chosen people and decide if you would replace anyone that you chose to help with this emergency. Give a sentence explaining each change or explain why you do not need to change and how your group can deal with the problem.

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**Activity 5:** *Pick a team*

**Overview** This activity is designed to encourage learners to think about diversity in terms of wider skills than traditional educational attributes

**Objective:** ☞ to understand hidden skills and a wide range of skills others have

**Materials:** paper & pencil

**Time:** 45 minutes

**Activity type:** individual activity

**Target group:** primary education (6/7 to 10/11 years old pupils)

**Instructions****A. Choose a team.**

You have just started a new school and the first activity the teacher explains a group task. You are given the choice of teams to join. You don't know any of the people yet so have to make a choice based on what you see.

Team 1 – this team includes pupils who have badges indicating they are in the school sports teams and they are on average taller than the other team and seem very confident that they can complete the task and are saying things like ‘we are going to win’

Team 2 – this team includes some pupils who do not speak the language well and there is a pupil who is deaf and another who has mobility problems. They don't seem as confident but they have really been welcoming to you so far.

Choose a team: Give a reason for your choice in one or two sentences.

Team 1

Team 2

**B. The teacher gives each team their task:**

“You should produce a comic strip for new pupils explaining the main things a new pupil needs to know about the school. In it you should have images and words and include some phrases in another one of the languages known by pupils at the school. You should work together and make decisions as a group.”

*Team 1* all say they have great ideas and spend a lot of time arguing about whose ideas should be used. They use Google translate to provide the second language and they include lots of information about social activities and sports. They finished the task early.

*Team 2* discuss a plan and allocate specific tasks to each group member and those with language skills translate the material so that pupils who do not speak the main school language can read the material. They include information on support available for language and other practical support for pupils. They finished the task on time.

When the work is finished, the teacher says that both teams did so well on the task, so she will put the two comic strips together because they are different and useful for new pupils. However, she has to grade the work according to the instructions.

Your personal task is to answer 2 questions:

- 📖 Which team do you think got the best grade?
- 📖 Why?

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### Debriefing and evaluation

- 📖 think about the team you chose – do you think you make the right decision?
- 📖 think about the groups you belong to; are those groups team 1 or team 2?

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### Suggestions for follow-up activities

Construct a list of all the skills and attributes needed to complete the task. Look at your own skills and attributes and decide from the list you have constructed which you need to work on and improve.

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