

Remigrant children in European schools

Handbook for children in lower secondary education





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This paper was coordinated by Liliana Jeny Mihai (CJRAE Vrancea) and Mădălina Brebuleț (CJRAE Vrancea), with the support of:

Dănuț Emil Popoiu (AAE VN)

Carmen Chișiu (ULBS)

Cherry Hopton (ICI)

Anita Montagna, Giulio Iannis, Eleonora Durighello (CSP)

Paula Jorge, Ana Cristina Barata, Manuela Pita (CREF)

Radmila Serafimoska, Metin Muaremi (CED)

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Module 1

Academic anxiety & positive emotions

Dear child,

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

- ☞ how strong is your self-trust, your belief that you are capable to solve many difficult situations, to finish different actions;*
- ☞ that there are aspects of self that can change and aspects of self that you cannot change and you need to accept as they are;*
- ☞ that you have a bigger control than you think on different events in your life and that it is important to become more responsible regarding your life, empowering you to self-control;*
- ☞ what you wish for, what know how to do and what you can do, how you will act to accomplish your personal goals, who to ask for help when you need it;*
- ☞ your level of self-esteem.*

At the end of each activity, you will have some time to reflect on the work you have done. 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 be invited to note in your personal diary different aspects that relate to your own person, things that you can change about yourself and things that are unchangeable, persons that you can address to discuss about your wishes and thoughts. Also, you will be invited to note how you will act to get what you wish, how to assume responsibility for your actions and events in your life, how much you get involved in solving personal issues, how you can harness you qualities and develop your strengths.

Activity 1: *What helps / what stops you¹*

Overview Through this activity you are in a position to learn that some emotions are constructive, helpful, while others are not beneficial, but rather impede us in evolution, in development, in carrying out activities.

Objective: 📖 to develop your skills to identify constructive, helpful emotions and emotions that impede the development of certain activities

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Carefully read the following words: loved, scared, worried, sad, patient, confused, nervous, offended, embarrassed, jealous, ashamed, frightened, happy, guilty, bad, comfortable, changing, careless, discouraged, frustrated, courageous, awful, sensitive, terrible, upset, helpless, different, happy, hateful, depressed.

All of these designate emotions.

2. Each word describes how you can feel at one point. The emotion you experience and how you feel can help you in your daily life or prevent you from acting. Check the list in Appendix 1, decide and tick which emotions help you and which stop you. If you consider that there are emotions that do not fall into either of these two categories, create a third category, entitled “It helps and stops”. As you sort the words, think of personal experiences that are representative of the experiences you have analysed.

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 we act to have constructive / positive emotions?

Suggestions for follow-up activities

Select and highlight five positive emotions that you experience frequently and which help you in your daily life. How will you proceed to create as many situations as possible that give rise to these positive emotions?

¹ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Appendix 1

Emotion	That help	That stop you	That help & stop you
Loved			
Scared			
Worried			
Sad			
Patient			
Confused			
Nervous			
Offended			
Embarrassed			
Jealous			
Ashamed			
Frightened			
Happy			
Guilty			
Bad			
Comfortable			
Changing			
Careless			
Discouraged			
Frustrated			
Courageous			
Awful			
Sensitive			
Terrible			
Upset			
Helpless			
Different			
Happy			
Hateful			
Depressed			

Activity 2: *What I think/what I feel²*

Overview Through this activity you will learn that sometimes emotional reactions change depending on how much you know about a situation and depending on how you analyse that situation.

Objective: ☞ to develop your skills to realize that emotional reactions change depending on how you analyse a particular situation

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Read each situation carefully.

First, note what emotion has dominated you after reading the first part of the situation presented (A).

Then note the emotion that dominated you after reading the second part of the situation presented (B).

1. A. George, your classmate, the shy boy who doesn't speak unless asked, took a low mark in the English test. The teacher decides to listen to him to help him increase his mark. You took a low mark too, but you do not ask for a raise.

Dominant emotion _____

B. Later you find out that George will be moving with his parents to Ireland, and at the school he attends he must communicate and learn English. All his classmates, all the teachers, even the principal speak only English.

Dominant emotion _____

2. A. The native language teacher gave a higher grade to a newcomer, although his assessment was easier than yours. You took an 8, although you only had 2 mistakes.

Dominant emotion _____

² taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

B. Later, you learn that your new colleague, Matei, learnt in a Greek school in Greek. All his teachers spoke Greek. He knows his mother tongue as much as he can communicate with his parents at home. As his parents decided to return to their country of origin, Matei was forced to go to school in his parents' country of origin. It is difficult for him to read and understand all the words and expressions in his mother's native language. His mother helps him, but this help is not enough.

Dominant emotion _____

3. A. You just learned that you will go to an international summer camp. It is a camp for the development of communication in English. You are the only student selected from your school to participate in camp activities. An older colleague tells you that you are the only child in your country attending this camp.

Dominant emotion _____

B. Later you find out that other children from your country are selected, but from other schools. Also, you are informed that you will have a teacher in your country accompanying you, throughout the camp.

Dominant emotion _____

4. A. You just found out that tomorrow you will have a math test. You missed a few days of school because you had a cold.

Dominant emotion _____

B. Afterwards the teacher explains that you will have exercises and problems from the chapter finished before you leave school.

Dominant emotion _____

Debriefing and evaluation

📖 What did you learn doing this activity?

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

📖 Why do you think emotional reactions change depending on how you analyse a particular situation?

Suggestions for follow-up activities

Write down in your diary a situation in which you changed your emotional reaction as a result of knowing new details about that situation.

Activity 3: *The power of emotions*³

Overview Through this activity you will find out how intense / powerful your emotional experiences are in certain situations and how the intensity of these experiences decreases after a certain time.

Objective: ☞ to develop your abilities to realize the power / intensity of emotional experiences in certain situations but also after a certain time interval

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Read each situation described in Appendix 1 carefully.

Identify the emotion that you think would dominate you in the given situation and write it down. Then identify the intensity of the emotion and tick the **Strong / Medium / Weak** categories of the intensity of the respective emotion.

2. In the above situations, when does the intensity of emotions change? When turning strong emotions into medium or weak emotions?

Debriefing and evaluation

☞ What did you learn doing this activity?

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

☞ When and how the intensity of emotions varies?

Suggestions for follow-up activities

Write down in your diary a situation where you had very strong emotions but their intensity decreased after a period. Discuss this with a person you trust.

³ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Appendix 1

Situation	Emotion	Strong	Medium	Weak
Ex. <i>Someone runs after the bus that has just left the station and crashes into you. Your right arm hurts.</i>	Anger	X		
A classmate does not return your English dictionary you borrowed for a month.				
The parents decide to move to another country.				
Your best friend is moving to the United States.				
Tomorrow you have a history test.				
You're going to buy a gift for your girlfriend.				
You have been chosen to represent your school at a general culture competition.				
A colleague accuses you of breaking his pen.				
You took 1st place in the local tennis cup.				
Mom doesn't let you watch your favourite TV show because you haven't finished your homework.				
The math test is approaching and you haven't learned much.				
Your friend didn't keep a secret.				
You took a low grade.				
Mom punished you for the low grades at school.				

Activity title: *Thermometer of emotions*⁴

Overview Through this activity you will learn that the intensity of emotions changes over time, for various reasons: changing the way you look at the world and life, changing strategies to approach problems, diversification of concerns etc.

Objective: 📖 to develop your skills to analyse the changes in intensity of emotions

Materials: paper & pencil

Time: 40 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Think about how some children, colleagues of yours, felt in the situations described in Appendix 1. Note the emotion, then “measure” the temperature of the each emotion; write down the temperature for each emotion, appreciating the intensity of the emotions from 0 degrees Celsius to 40 degrees Celsius (0 degrees, 10 degrees, 20 degrees, 30 degrees, 40 degrees, where 0 means the almost non-existent intensity and 40 maximum intensity of the emotions).

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 to lower the temperature of negative emotions and feel better?
-

Suggestions for follow-up activities

Write down in your diary a situation where you had very strong negative emotions, with an emotional temperature of 40° C. What did you do to lower the temperature of that emotion? How did you act? Who helped you?

⁴ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Appendix 1

Situation	His/her emotion	Temperature of emotion (0,10,20,30, 40 degrees Celsius)
<i>Ex. Mircea, my new colleague, is an excellent tennis player.</i>	Happiness	40 ⁰ C
A colleague from a higher grade (class) threatened my new classmate, who came from another country.		
Cristina took a low grade in geography, although the lesson was about the country where she stayed for more than 6 years.		
Ionuț took a 10 in French. He studied in France for 4 years.		
The students of the 7th grade laughed at the arrival of a new colleague who came to school and dressed differently.		
Maria took a 4 in her native language, because she does not know how to write correctly. She taught in another school, in another country.		
Mihnea took a 10 in history. He has read and knows about all the countries of Europe. He travelled with his family and learned many things about the history of Europe.		

Gina speaks only Spanish. I don't understand what he is saying.

Mary is asking me to help her learn her mother tongue.

Cristi was called into the principal's office.

Daniel was late for the first class.

Alina has forgotten her chemistry homework at home.

My colleagues are laughing at Cosmin's weight.

George's mother went abroad to work there.

Marin admitted that he did not know how to solve the problem in mathematics.

Corina's dog is sick.

Activity 5: *I feel...because...*⁵

Overview Through this activity you will learn that you can properly identify the emotions that accompany certain situations and that you can act appropriately for the proper management of negative emotions.

Objective: ☞ to develop your skills to identify emotions and act appropriately to manage negative emotions.

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Complete each of the sentences given in Appendix 1.
 2. Think about how you act when your emotions are negative. What are you doing to change your condition?
-

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 to change our state when our emotions are negative?
-

Suggestions for follow-up activities

Write down in your diary a situation where you had very strong negative emotions. What did you do to change your state? Who did you call for support?

⁵ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Appendix 1

.....
I'm happy when ...
.....

.....
I'm helpless when ...
.....

.....
I'm sick when ...
.....

.....
I'm scared when ...
.....

.....
I'm angry when ...
.....

.....
I'm embarrassed when ...
.....

.....
I'm ashamed when ...
.....

.....
I am discouraged when ...
.....

.....
I'm frustrated when ...
.....

.....
I am exalted when ...
.....

.....
I'm glad when ...
.....

.....
I am grateful when ...
.....

.....
I'm sad when ...
.....

.....
I'm hurt when ...
.....

.....
I'm jealous when ...
.....

Module 2

Self-esteem

Dear child,

We invite you in the next pages in an individual travel in the universe of emotional self-knowledge, so that you will discover that:

- ☞ some emotions are constructive, helpful, while other are not beneficial or even obstruct your evolution, your development and your activities;*
- ☞ sometimes, your emotional reactions changes depending on how much information you have about a situation and on the way you analyse that situation;*
- ☞ the intensity of your emotional reactions decreases with time;*
- ☞ the intensity of your emotions modifies in time for various reasons: changes in the perception of life and world, changes in the problem-solving strategies, diversification of your concerns etc.*
- ☞ you can identify your emotions in specific situations and you can act adequately to manage negative emotions.*

At the end of each activity, you will have some time to reflect on the work you have done. 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 be invited to note in your personal diary aspects that relate to your behaviour following very strong negative emotions and persons that you contact for support in those situations.

Activity 1: *My power ...*⁶

Overview In this activity you will discover how strong is the confidence you are able to solve certain situations, to carry out various actions.

Objective: 📖 to raise your awareness of the power of self-confidence to solve announced tasks

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. How do you think it would be if you had a magic wand to use when you have certain problems, when you have to overcome obstacles, or solve something?
 2. Identify and rate as many solutions to the issues presented in Appendix 1:
 3. Answer the questions from Appendix 2 and reflect on your answers.
-

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 we act to solve our problems if we do not have a magic wand?
-

Suggestions for follow-up activities

Think about a time when you were worried that you could not solve all the tasks for the next day. Why do you think this happened? How did you act at that time?

Do you think that if you were still in that situation you would act the same? How would you do it? What is different now from that moment?

⁶ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Appendix 1

A classmate urges you to laugh at a younger colleague in school.

A colleague laughs at the clothes you are wearing.

You found out that your brother / sister didn't want to take you to a party you were invited to.

You have a very difficult subject to do in mathematics and you do not know how to solve it. You have one more night to solve it.

During class break classmates don't talk to you.

Tomorrow is the selection for various sports teams (handball, volleyball, soccer, etc.). You don't know what sport to choose for success.

You have a lot to learn for your native language semesterly paper.

Appendix 2

What solutions did you identify for the given problems?

How did you come up with these solutions?

Are there universal solutions for certain problems?

When you have a problem how do you act to find a solution?

Who do you rely on? Are you asking for help?

Have you ever felt the need to have a magic wand to solve your problems?

If we do not have such a wand, how do we proceed to find the best solutions?

Activity 2: *Accept or change!*⁷

Overview Through this activity you will learn that there are aspects of the self that can be changed and that there are aspects of the self that cannot be changed and must be accepted as they are.

Objective: ☞ to develop your skills to identify aspects of the self that can be changed and aspects of the self that cannot be changed and must be accepted as such

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Changes. Read each of the words in Appendix 1 and think about how much you can change the situation that word describes.

Note, on a scale from 1 to 5, where 1 is *I can't change at all* and 5 is *I can change completely*, how much do you think you can change the given situation.

2. Relationship with friends. Answer the questions in Appendix 2 and reflect on your answers.

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 we act when we know we can bring about change?

Suggestions for follow-up activities

Write in your diary ...

I can change myself ... and I feel ...

I can't change myself ... and I feel ...

Are there any issues you would like to change in yourself or in relationships with others and do not know how to proceed? Discuss with a teacher about these things!

⁷ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

Appendix 1

	I can't change at all 1 ↓	I can't change 2 ↓	I don't know 3 ↓	I can change 4 ↓	I can change completely 5 ↓	Why?
nose						
height						
weight						
skin colour						
grades you got at school						
attitude towards colleagues						
relations with teachers						
relationship with parents						
hair colour						
the clothes						
age						

Appendix 2

In which situations can you take action to bring about change?

In what situations can you not act to bring about change?

What are the most common situations?

Which situations do you have no control over? Why? What situations do you have a fairly high level of control over? Why? In what situations is the control you have low, but is there?

How can you act to change your attitude towards colleagues, your relationship with your teachers, your relationship with your parents, your relationship with your friends?

What can you do about situations you cannot change?

Have you ever said that you cannot change a situation, when, in fact, you could change something?

How could you act next time when you think you can't change a situation?

Activity 3: *Who holds the control*⁸

Overview Through this activity you will learn that you have much greater personal control over events than you realize and that it is important to take responsibility for the events in your life, which will result in increased power and personal control.

Objective: 📄 to develop your skills to identify the degree of personal control over life events

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Think about the events in your life. Do you think you have control over everything that happens in your life?

2. Read the following situations and decide who was at fault for the situation you created - yours or others.

	your fault ↓	others fault ↓
--	--------------------	----------------------

You took a very low score in an evaluation test at the end of the school year.		
You did not collaborate with colleagues to carry out the project for the biology class.		
You didn't have the money to buy a gift with your classmates because you spent it on something else.		
You did not learn the role for the play and you were excluded from the play.		
You entered a neighbour's yard illegally because all your friends did.		
You laughed at your colleague who did not know the correct answers when he was evaluated.		
You missed meeting with classmates because your friends from the neighbourhood convinced you that it is more important to go with them to the movie, even though you had plans with your classmates.		

⁸ taken from Vernon, A. (2006). *Consilierea în școală. Dezvoltarea inteligenței emoționale. Clasele V-VIII*. Cluj-Napoca: Editura ASCR

3. Write down a situation where you had a high degree of personal control. How did you feel?

4. Write down a situation where you did not have a high degree of personal control. How did you feel?

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 we act to increase our personal power and control?

Suggestions for follow-up activities

It notes in the personal journal two situations in which the degree of personal control was high. Describe how you proceeded and how you felt. Tell your parents about these two situations, emphasizing how you felt.

Activity 4: *Letter to me*

Overview Through this activity you will clarify what you want, what you know how to do, how you will act to achieve what you propose, whom you will ask for help when you need support.

Objective: 📖 to develop your skills to design desires, actions, methods to achieve the proposed objectives

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Think about yourself, what you want to be in the future, what you know how to do very well, how you plan to accomplish what you plan, the people you can call to support you in achieving what you proposed to do.

2. Using the template in Appendix 1, write “A letter to myself”, the one you will be in over 5 years. The letter to you takes into account what you want, what you know how to do, how you will act to achieve your goals, the people you will call for support. Put the letter in an envelope, seal it and open it in 5 years! If you wish, you can use an online service (FutureMe.org), which allows users to delay the e-mail for a year, two, three or five years or choose a specific delivery date.

Debriefing and evaluation

- 📖 What did you learn doing this activity?
 - 📖 How can you use these things you have learned on your activity at school?
 - 📖 Why it is important to design our long-term goals and actions?
-

Suggestions for follow-up activities

Discuss with at least two classmates what they intend to do in the future, what they know how to do very well, how they plan to organize themselves to achieve what they have planned, what people have in sight to call for help.


Appendix 1

A letter to myself

A series of horizontal dashed lines for writing.

Activity 5: *I can evaluate my self-esteem*⁹

Overview Through this activity you can self-evaluate the level of self-esteem.

Objective:  to develop your self-assessment skills of self-esteem

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity







Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Complete the questionnaire in Appendix 1 to identify your level of self-esteem! Read each statement and rate it 1 to 8, depending on how it fits you, as follows: 1 - not at all, 2 - very little, 3 - little, 4 - enough, 5 - appropriate, 6 - good, 7 - very good, 8 - perfect.

2. Summarize the answers and find your level of self-esteem.

A. If you achieved slightly over 37, you have a positive self-esteem, which means that you:

-  assume responsibilities (“I can do this”);
-  behave independently (“I can handle myself”);
-  are proud of your achievements (“I am proud because ...”);
-  perform new tasks without problems (“I am convinced that I can do this”);
-  express both positive and negative emotions (“I like myself as I am”, “I am upset when you talk to me like that”);
-  offer help and support to other colleagues (“I need your help”).

⁹ taken from Cazacu, A., Boteanu, I. (2016). *Culegere de exerciții de dezvoltare personală*. Suceava: Editura George Tofan

B. If you got slightly below 37, you have a negative self-esteem, which means that you:

- ☞ are dissatisfied with your way of being (“I am not able to do this”);
- ☞ avoid carrying out or getting involved in new tasks (“I will not be able to take the exam”);
- ☞ feel unloved and worthless (“I am unfriendly. I don't like anyone”);
- ☞ blame others for their mistakes (“The teacher was unfair to me”);
- ☞ cannot tolerate a medium level of frustration (“I don't know how to solve the problem”, “I can't learn”);
- ☞ are easily influenced (“My friends think it is good to smoke”).

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 act according to the result obtained in the self-assessment questionnaire of self-esteem?

Suggestions for follow-up activities

Discuss the result obtained in the self-assessment questionnaire with a teacher who teaches in your class. Find out what activities you can do to develop your positive self-esteem.

Appendix 1

	not at all				perfect			
	↓							↓
1. I feel good in relational situations.	1	2	3	4	5	6	7	8
2. I do not have physical disorders in relational situations (increased heart rate, sweating, tremors, feeling of knot in the throat, choking).	1	2	3	4	5	6	7	8
3. In the relational situations I always have clear ideas.	1	2	3	4	5	6	7	8
4. It is easy for me to ask.	1	2	3	4	5	6	7	8
5. I can easily refuse.	1	2	3	4	5	6	7	8
6. When necessary, I easily verbalize my thoughts and feelings.	1	2	3	4	5	6	7	8
7. I can easily start a conversation.	1	2	3	4	5	6	7	8
8. It is easy for me to keep a conversation going.	1	2	3	4	5	6	7	8
9. I know how to end a conversation if necessary.	1	2	3	4	5	6	7	8
10. I don't mind being criticized.	1	2	3	4	5	6	7	8
11. I know how to criticize without offending my interlocutor.	1	2	3	4	5	6	7	8
12. In general, I know how to react when someone is behaving towards me aggressively (verbally) so that things end well.	1	2	3	4	5	6	7	8
13. I know how to receive compliments without embarrassing myself.	1	2	3	4	5	6	7	8
14. Easily compliment others.	1	2	3	4	5	6	7	8

Module 3

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: *How do you ask the questions?*

Overview This activity will help you to understand the clichés used in the formulation of questions.

Objective: 📖 to cultivate your ability to ask questions while avoiding clichés

Materials: paper & pencil

Time: 20 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Read the text on Appendix 1 (or watch the video In the forest available at www.youtube.com/watch?v=Vgp1_X0-Lg4)

Answer the following question: How, explicitly, does the rabbit escape alive?

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

Make a list of cliché questions that you use / hear used, but are not appropriate to the circumstances.

Appendix 1

In the forest

“Hello! said the rabbit, at the meeting in the meadow. Have you heard that the bear has a list of animals he wants to feed on?”

Scared, the deer went to the bear's den. Trembling, he knocked on the door. The bear answered.

“Bear, is it true that you have a list of animals you want to eat?”

“Yes. It's true!”

“Am I on the list?”

“Yes.”

The next day the bear displayed on the menu: Deer.

The next day, the wolf went to the bear's den. Trembling, he knocked on the door. The bear answered.

“Bear, is it true that you have a list of animals you want to eat?”

“Yes. It's true!”

“Am I on the list?”

“Yes.”

The next day the bear had on the menu: Wolf.

The third day, the rabbit went to the bear's den. Trembling, he knocked on the door. The bear answered.

“Is it true that you have a list of animals that you want to eat?”

“Yes. It's true!”

“Am I on the list?”

“Yes.”

“Don't you want to delete me?”

“Yes!”

Activity 2: *We are different & we need different activities*

Overview This activity helps you become aware of the effect our behavioural clichés have on us, the fact that we are different and we have different needs.

Objective: 📖 to develop your empathy and raise your awareness to differences as a reality and the needs of different activities

Materials: paper & pencil

Time: 45 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Read the story in Appendix 1 and pay attention to the details.
2. Answer shortly to the tasks / questions in Appendix 2.
3. Reflect on the situation in your class.

Do you have a teacher that resembles the first teacher Mihai had?

But what about Mihai's new teacher?

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 would you rather do, during the class, to learn the content of a text? What you would like to represent the text you have to tell?

Suggestions for follow-up activities

Make a list of people around you: parents, siblings, colleagues and read your review.

Appendix 1

Mihai's story

Every morning, Mihai begins his school day with a heart full of anxiety. Although in fifth grade, he still needs more time than the other children when reading the lesson from a textbook. And it is very unpleasant to hear Rodica, which all teachers praise. Although he likes how beautiful she recites. No one ever looks at his drawings. At the drawing hours there are compulsory subjects and nobody seems to be very interested in the colour game he initiated.

A new school day. The first hour is of Romanian literature. Only with the thought of the summary of a literary text he feels his palms sweat.

But what does he see? A new teacher asking for something else entirely. He can't believe his ears when he hears the following words: "Dear children, today I would like to take out a sheet of paper and start drawing about what I have just read." No summary, no talk about complicated main ideas.

Excited, Mihai picked up the colours and would have immediately started drawing. But what? He did not pay much attention to what was read so ... It was a great joy when he heard the voice of the teacher suggesting that those who need further reading should go to the Reading Centre initiated in a corner of the classroom. After a new reading, thinking about the joy of drawing, Mihai tried to retain as much detail as possible (for the drawing).

This time he really liked the lesson. He and Paul did. Paul was working on a small screen with 3-4 other children. For the same thing: to represent what they read. They don't like drawing, which is hard for Mihai to understand. But Rodica works in her group. They work beautifully, they write stories themselves ... but they don't draw too much. But Emil is not very pleased with the fact that even though he worked at the Reading Centre he does not like the text. He loves sports and has also told Mihai that he would read a text about Andrei Pavel with much pleasure.

The new teacher, hearing them discussing did not intervene, but the next morning, Emil found on the bench an article about the story of Andrei Pavel's success.

Appendix 2

1. Write some sentences in which the content of the text should be presented broadly.

2. Write a quotation or a basic idea learned from the text. Interpret the quotation or idea selected.

3. Write an essential word for the text - the text label

4. Draw a representative drawing

5. Write a conclusion, a lesson learned (10 lines)

Activity 3: *Talk to 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.

Objective: ☞ to develop your capacity of reflection on your own experiences that have diminished your integration and evolution in the class group

Materials: paper & pencil
colours & markers

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Write on a record at least one situation you have experienced that has diminished your integration and evolution due to your inability to react according to expected behavioural clichés, in the classroom.

Create a drawing in which the described situation appears.

Debriefing and evaluation

- ☞ What did you learn doing this activity?
 - ☞ How can you use these things you have learned on your activity at school?
 - ☞ In what way do you think you can diminish the effect of these situations?
-

Suggestions for follow-up activities

Think about the person you consider you can ask for help to get out of your situation. Make a list of people whom you could read your work to.

Read it to them!

Activity 4: *Clichés that surround us*

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

Objective: ☞ to develop your observation capacity on the behaviours of others and to raise awareness on your own behavioural clichés

Materials: paper & pencil

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

For two days, observe the cliché behaviour and 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 template in Appendix 1, write the idea on the left side (cliché behaviour / reply) 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 of them:

- ☞ 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

- ☞ How would you proceed / what would you change in that situation?
 - ☞ What is the proper behaviour to avoid clichés?
 - ☞ 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

Make a list of people whom you could read your writing to and have a discussion after reading what you wrote. Compare your opinion with theirs.

Appendix 1

Behaviours & Cliché reply	Personal Interpretation

Module 4

Self-knowledge

Who are you? What makes you – you? Do you know yourself?

Most often we usually take that we know ourselves for granted, thus letting experience certain emotions and situations, which leaves us unaware of what happened and why we feel the way we feel? Not understanding our emotions in these situations, sure means that we will be unable to understand the emotions and actions of the other people that are involved.

The process of learning about ourselves and understanding ourselves on our own, could be even more complex if we do not have the proper tools, and if we do not know where to look. In addition, sometimes being in school could be an overwhelming experience on its own, and not having the required tools to understand ourselves could make this experience even more complex.

In this module, we offer 5 activities on the topic of identity, self-knowledge and self-awareness. These activities are designed for individual use, but they could be easily adopted if you wish to do them with another person. The activities will help you understand your behaviour and feelings on a deeper level, as well as give you an idea of how we might perceive other people and vice versa.

Activity 1: *Flower of identity*¹⁰

Overview This activity will help you better understand the complexity of identity

Objective: 📖 to raise your awareness on what defines one’s identity

Materials: paper & pencil
coloured pencils & markers

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

On the sheet of paper, draw one big flower with 5 big petals, that you will assign as ME, SKILLS, ACTIVITIES, BELIEVES, PLANS and GOALS. In the middle of the flower, write your name. On each petal, write elements that you think define you. You can write as many elements as you wish and be free to choose the ones that you want to write. This of the petals as questions that you have to answer: Who am I? Which skills do I have? Which activities do I enjoy doing? What are my beliefs? What are my future plans and goals? Take as much time as you need to fill in the petals.

When you have finished filling in the petals, write a short summary of all the elements that you wrote, which is going to be a short description of yourself.

Try to answer the following questions:

- 📖 How did you feel during the activity? Was it difficult to fill in the petals? Why?
 - 📖 What have you learned about yourself?
 - 📖 What do you think, are the petals separated or somehow connected?
 - 📖 What can this teach us about our identity and about other peoples’ identities?
-

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

Further activities on the topic, such as “From exclusion to integration”

¹⁰ <https://pjp-eu.coe.int/documents/1017981/10762748/PREMS+042218+Tkit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>

Activity 2: *Who are I?*¹¹**Overview** This activity is useful to increase your self-knowledge.**Objective:** ☞ to increase your understanding of identity and widen self-knowledge as well as the influence of it in the social context**Materials:** paper & pencil
coloured pencils & markers
music (optional)**Time:** 30 minutes**Activity type:** individual activity**Target group:** gymnasium (10/11 to 14/15 years old pupils)**Instructions**

Think about yourself as one star. Use the sheet of paper to draw the star. On each ray of the star, write the aspect of your identity that have some influence in the society that you live or influence on your family, friends, teachers, other people that you are in contact with. This about each ray as the influence of the aspects of your identity and make them as big as you think your influence in the society is.

Take as much time as you need to finish the star.

Analyse the star and think about how it reflects you in the social context, or just in the middle of your family, friends etc.

Try to answer the following questions:

- ☞ How did this activity make you feel?
- ☞ What have you learnt about the aspects of your identity and the relationships with your family or 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

This activity could be followed by “Self-Knowledge Dixit Cards” activity

¹¹ <https://www.coe.int/en/web/compass/who-are-i>

Activity 3: *Where do I stand?*

Overview This activity helps you understand how you think about certain general opinions and helps you form opinions on certain topics

Objective: 📖 to strengthen your personal opinions and confidence

Materials: paper & pencil
internet access

Time: 40 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Before starting the activity, search the Internet to find some general statements and opinions that you could agree or disagree with. Here is a list of statements¹² that you could also use:

1. Breakfast is the most important meal of the day.
2. Swimming in the ocean is better than swimming in a public pool.
3. Studying grammar is more important than practicing conversation skills.
4. Television is the leading cause of violence in today's society.
5. Dog make better companions than cats.
6. Smoking should be permitted in public places.
7. Females are better students than males.
8. Summer is the best season of the year.
9. Reading English is more difficult than writing English.
10. Pupils should wear uniforms.

Read each of these statements, and carefully think about them. Think about how you think about these statements. You can write answers as short paragraphs.

¹² <https://www.englishclub.com/speaking/agreeing-disagreeing-topics.htm>

Try to answer the following questions:

- 📖 Did you like this activity?
 - 📖 Was it difficult to agree with certain statements? Why?
 - 📖 Did you have firm opinions on some of the topics and did you form any opinions during the activity?
 - 📖 What have you learnt about yourself?
-

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

You could continue this activity by thinking of some other common opinions and statements (or search the Internet for some more statements if you have access to it) and trying to think about your opinion about them.

Activity 4: *Self-Knowledge Dixit Cards*

Overview This activity is useful to help you contemplate the aspects of your identity

Objective: 📖 to widen your self-knowledge and deepen self-understanding

Materials: Dixit Cards

Time: 20 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Before starting the activity, you could choose to work with the included Dixit cards (Appendix 1) or search the Internet for more if you have the access to it.

Have the Dixit cards in front of you and take some time to look at the cards and analyse them.

After you have analysed the cards, take some time to choose two cards: one that represent how you look on the outside, what impressions you give to others and how other people see you, and another one that represents what you look like on the inside.

When you have found your cards, write a short paragraph describing how these cards represent you and why you have chosen them.

Try to answer the following questions:

- 📖 Did you like the activity?
 - 📖 How did you feel?
 - 📖 How was it to think about the two aspects, how you are being perceived by others and by yourself? Why?
 - 📖 What have you learned about yourself?
-

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

You could ask a person that you feel comfortable with to do the same activity and exchange your cards and interpretations.

Appendix 1



Activity 5: *Me, myself and we*¹³

Overview This activity will help you gain a better self-knowledge and make you think about the cultural aspect of your society

Objective: ☞ to raise your awareness of one's own identity, what is important for us and how we share it with others

Materials: 3 photos

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Before starting this activity, spend some time looking for three pictures that will represent the following aspects:

- ☞ one self-portrait saying something about who you are;
- ☞ one image of a place that you consider relevant to your identity and participation in society;
- ☞ one image or symbol that represents your cultural belonging.

After you have chosen your pictures, take some time to look at them and analyse them. Think about who you are, what is your place in society etc.

After you have finished, write a paragraph explaining how these pictures represent you and why you have chosen them.

Debriefing and evaluation

- ☞ How did you feel during the activity?
 - ☞ How did you manage to find the three pictures? Was it difficult to decide?
 - ☞ 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

You could share your pictures with a person that you feel comfortable with.
This activity could be followed by “Where do you stand?”

¹³ <https://pjp-eu.coe.int/documents/1017981/10762748/Act13.pdf/77a3a010-8eee-01b7-c0bd-4e6e4806d7ad>

Module 5

Group cohesion

It's time to make your own tree, based on your experience and your story life. Explore the influences - your beliefs, attitudes and values - on your cultural identity.

Culture is beautiful but without the help of travel, we really would be one-dimensional. The greatest challenge today is accepting that there are differences among us. That's why it can be very interesting to discover it and accept it as a reality of the society which can contribute to a better social cohesion.

A socially cohesive society is one which works towards the wellbeing of all its members, fights exclusion and marginalization, creates a sense of belonging, promotes trust and offers its members the opportunity of upward mobility.

Activity 1: *Understand yourself*

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

Objective: 📖 to develop your empathy as part of an intercultural world

Materials: paper & pencil

Time: 50 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old)

Instructions

This activity asks you to use a tree as a metaphor for considering the events and experiences that have shaped your identity. We share common experiences that shape the way we understand the world.

1. Look at the trees around the place where you live in and find one which you would like to talk to (in imagination).
 2. Imagine that you were a journalist and prepare your interview to the tree, with, at least six questions.
 3. Take a picture of the tree, before the interview.
 4. Don't forget to include questions connected with the way the trees live in this polluted world, such like: how do you feel in this world? Why? Is it the rain important for you? Why? How can you describe yourself as a tree?
 5. Publish your interview in your workbook and show it to your family and friends. Ask for their opinion about your work.
-

Debriefing and evaluation

- 📖 What did you learn doing this activity?
 - 📖 How can you use these things you have learned on your activity at school?
 - 📖 Is it important to look at the nature and try to make the world better by this way?
-

Suggestions for follow-up activities

Investigate the importance of a tree in this world and collect outside some leaves from different trees in order to organize a frame with it.

Activity 2: *Perfect world*

Overview This activity intends to reduce your insecurity and give you intercultural openness, while thinking about social cohesion and your inclusion in the society.

Objective: ☞ to develop your skills of evaluating and explaining one's own and other people's habits and activities

Materials: paper & pencil

Time: 45 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old)

Instructions

What can be for you a Perfect World, connected with your cultural experience?

1. Choose one photo that characterizes your idea of a perfect world according to your opinion.

2. Try to answer the following questions:

☞ what might be the everyday life and daily routines of the people depicted into the photo;

☞ what they might do on week days and on holidays.

☞ imagine their feelings and thoughts (work with various information sources if possible).

3. Imagine that you are one of these persons and write a letter/an e-mail to your close friend or relative.

4. Write a text where you can imagine a perfect world.

Debriefing and evaluation

☞ What did you learn doing this activity?

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

☞ Was it easy for you to try to discover a perfect world?

Suggestions for follow-up activities

Write the lyrics of a song and try to play it about the idea of a perfect world.

Activity 3: *Cultural differences*

Overview This activity intends to make you understand the cultural diversity through a critical thinking methodology in order to promote inclusion and better understanding among the classmates.

Objective: 📖 to develop your intercultural understanding skills

Materials: paper & pencil
books & old magazines / internet access

Time: 60 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old)

Instructions

Your visual image is the first thing that is noticed no matter where you are in the world. Try to discover the traditional clothing around the world.

1. Cut pictures from newspapers or from the internet and try to organize a sheet of paper with all of them. It can be the cover of your work.

2. Write a text where you can explain the traditional clothing around the world and the reasons why they use this or that. Try to answer these questions:

- 📖 Why do different cultures wear different clothes?
 - 📖 What do you consider clothing culture?
 - 📖 Are the clothes similar, according the weather in different places of the world?
-

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 similarities could you find among all those persons that you found dressing in different ways around the world?
-

Suggestions for follow-up activities

Go to the marketplace and take a look to the way that people are dressed...in the same community you can discover so many differences in clothing...take some pictures and put them all together in a piece of paper, or write a text about what you saw there, trying to discover from where those persons could come from this world.

Activity 4: *Stamps: small pieces of the world*

Overview This activity intends to develop your capacity of understanding the world through a collection of stamps.

Objective: 📖 to develop your intercultural understanding skills

Materials: internet access

Time: 60 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old)

Instructions

1. Search online examples of stamps from a variety of countries.
 2. Write a short description of each stamp on a piece of paper/notebook.
 3. Draw/print a world map and try to put your stamps on it.
 4. Design a stamp for you. It must be original. Write also a description of it.
 5. Put it on the world map with the other stamps.
 6. Present your work to your relatives/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?
 - 📖 Would you like to make your personal stamps collection?
-

Suggestions for follow-up activities

Create a stamp game: you read your description and a relative or a friend puts the stamp in the correct place on the map of the world.

Activity 5: Words, words, words: crosswords

Overview The purpose of working with crosswords is to provide an opportunity to reflect on the meaning of different words connected with a main idea.

Objective: ☞ to develop your skills of evaluating and explaining one's own and other people's habits and activities

Materials: paper & pencil / internet access

Time: 60 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old)

Instructions

1. Imagine a place where you would like to go.
 2. Write six different names of monuments to visit (Across).
 3. Write six different names of famous people that you can find there (Down).
 4. Design a crossword connected with the spaces of each word.
 5. Write the description of the words across.
 6. Write the description of the words down.
 7. Present your crossword 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?
 - ☞ Was it funny to present it to the others?
-

Suggestions for follow-up activities

You can also prepare your crosswords on line with the help of different programs, such like: https://www.edhelper.com/crossword_generator.htm

Module 6

Career development

When thinking of your 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 your future.

Three main ingredients are needed for the recipe to your future!

In ancient Greece there was a famous temple where people were going to from far away in order to ask a priestess about their future. At the entrance of the temple, there was a memorable sign claiming: “Know yourself!”. When thinking of the journey to your future, remember that the first ingredient comes from you. You need to be aware of your strengths and interests, of what you like and what you are good at. The first activity will therefore help you discover yourself with a “portrait challenge”.

The second ingredient is about understanding the world and careers around you. How can you dream of something that you do not know about? Three activities will give you the chance to explore careers and to meet people who do various jobs. You will discover the story of Shama, a 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 those professionals do in their daily life. During the school years, we learn a lot about school subjects 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.

The last ingredient has to do with imagination and the future. The activity will take you to a journey to imagine the future of the world and of careers.

The world is changing, and we will need to be able to think of what new will appear in few years when you will be out there. Get ready with your imagination to draw the world of the future.

Good luck with the activities and with the exploration of your 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: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Present yourself filling in the different areas of the personal profile. In this activity, you will create a personal ID card.

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

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

List five strengths you have

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

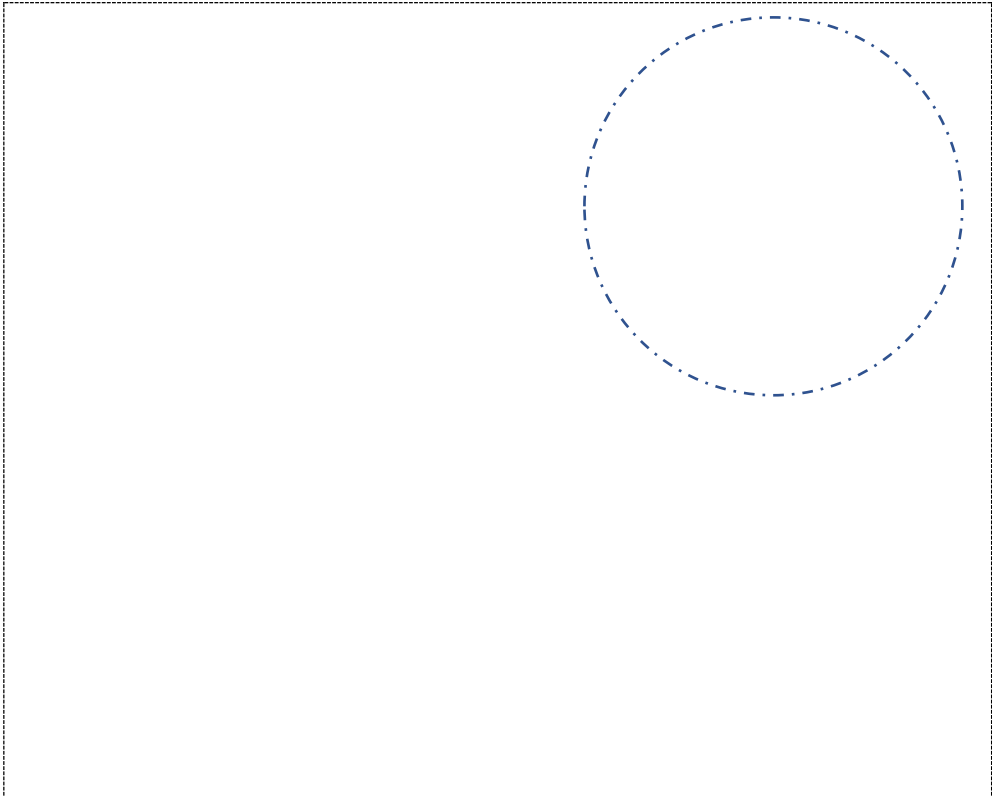
List five things you like or you like doing

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

List two things you are not very good at and that you wish to improve

	Improvement box
--	-----------------

Create now a portrait of yourself with cut-outs from magazines and newspapers. Remember to add details about what you like and your strengths. Write in the little cloud on the right corner of the picture a motto to present yourself.



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

Why don't you add 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

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Meet now the story of Shama who has travelled the world with her fascinating job. Read her story in Appendix 1 and fill in her profile section.

Name of the career:

What does she do in her job?

Which are her main tools?

Where does she work?

What did she study to do her job?

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?

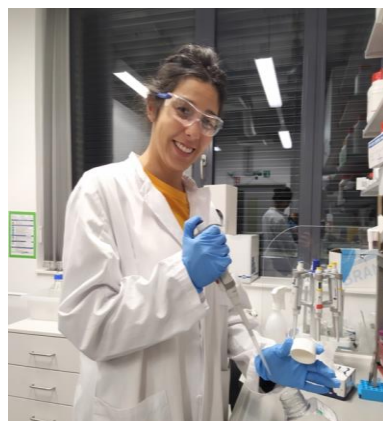
Suggestions for follow-up activities

Who could Shama's colleagues be? Try to guess!

Appendix 1

Shama was back for holidays to her family's house. Lying down on the bed where she used to sleep as a child, she smiled at the fluorescent stars that covered the ceiling of her bedroom.

She was home after a while and was thinking of a perfect Christmas gift for her family. The glowing stars reminded her of the images she was creating in her work a few days before. "Don't they look like Christmas trees?" The pictures of the little brain cells she took with the microscope in her laboratory seemed to have branches. They were glowing like Christmas lights and each bit was shining bright like a small leaf.

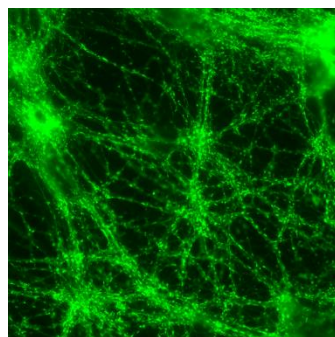


She called her colleagues who were all around the world to visit their families and organized a creative meeting to collect the best pictures they had in the laboratory. Sinem, her colleague from Turkey and Lucas from Italy thought it was a very weird idea but were happy to help Shama impress her family. In their university laboratory, they were working with special microscopes to discover how cells talk to each other and Shama was an expert on creating tricks to be able to see transparent things. With her colleagues, they were working on fluorescent particles to help see the cells and all their little details. The last pictures they managed to take were particularly clear and seemed perfect to show families and friends the fascinating work they were doing.



Many times, their families had asked them what their work was about and every time it felt like a challenge: "mum, I am a researcher, I try to discover how the body works and, in the lab, I invent new ways to look at it. I use fluorescent particles to make neurons colourful in my pictures". Shama knew that every time this sounded like a sci-fi story and people struggled to understand it. After showing pipettes, gloves and microscopes for three years she felt this time, she found the best gift to show the beauty of her job. What better than a neuron Christmas tree?

And while congratulating herself for the smart gift idea, she hoped that one day that picture could also be a gift for doctors to help them better understand the brain and to discover new treatments to help sick people.



That was really the perfect Christmas gift!

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

Time: 30 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Now it is your turn to meet and interview a professional! Find someone who does a job you find interesting, fascinating 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 can get from the interview.

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: gymnasium (10/11 to 14/15 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 provide a service to the public, I work with people who might have different backgrounds and offer information. I work with books and magazines.
COMPUTER ENGINEER	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.
LIBRARIAN	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 teenager.
ZOOLOGIST	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.

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

Now that you are familiar with this game, try to describe new professional profiles using the deck of cards about aspects of work (Appendix 2). Can you find the 5 most important aspects of work for a sales assistant?

Can you use 10 cards to describe Shama's career profile? Check activity 2 to review what she does in her job.

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. Keep on creating professional profiles with the deck of cards.

Think, for example, at all those professionals who work in a hospital or in a school.

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 teenager.

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.

Appendix 2

Being physically active or on your feet	Working outdoors in any weather	Lifting or carrying heavy things	Selling or encouraging sales
			
Being interested in using history	Working with babies, children or teenagers	Being interested in the biology of animals or plants	Understanding how businesses and organisations work
			
Presenting ideas and information in writing	Designing or styling	Protecting or improving the environment	Organising or supervising people
			
Being interested in aspects of law (eg, business, personal, criminal)	Using the technical and creative skills of photography	Being interested in the science of rivers, lakes and oceans	Deciding on the best way to use resources, eg, people, money or equipment
			
Preparing and using maps and charts	Understanding how colours and shapes are used	Being interested in Earth science	Planning how work is to be carried out
			
Explaining ideas and information to people	Working with animals	Solving problems with innovative ideas	Using statistical methods to find, analyse and present information
			

Drawing accurately	Working with plants	Making agreements through negotiating and bargaining	Finding and analysing information
			
Working with clothes or textiles	Being interested in farming	Co-ordinating people or activities	Providing information
			
Being creative	Being interested in geography	Influencing people's decisions or actions	Forecasting
			
Using your hands in a skilful way	Doing practical work	Making decisions that affect other people	Programming computers
			
Working with food and drink	Operating machines	Working with financial information	Understanding how machinery or equipment works
			
Providing a service to members of the public	Using maths to solve technical or scientific problems	Using the technical and creative skills of photography	Driving vehicles
			

Checking that people are following laws or regulations	Being interested in economics	Drawing accurately	Working with babies, children or teenagers
			
Being interested in household organisation and activities	Working out how much things are worth	Working with wood	Making agreements through negotiating and bargaining
			
Treating people carefully	Being accurate with numbers	Repairing things	Being interested in chemistry
			
Using statistical methods to find, analyse and present information	Being accurate and paying attention to detail	Being interested in buildings and other structures, and how they are built	Handling money
			
Working with metal	Providing health care or treatment to people	Being responsible for controlling or adjusting equipment	Dealing with paperwork
			
Working with vehicles	Understanding and taking into account people's feelings, views or behaviour	Working with technical drawings and diagrams	Keeping accurate records or reports
			

Doing small and detailed tasks	Repeating the same short tasks	Being interested in the science and uses of materials	Organising and storing information
			
Providing health care or treatment to people	Local travel	Being interested in human biology	Using keyboard skills
			
Cleaning or clearing up	Working with electricity or electronics	Being interested in physics	Helping people who have personal or social problems
			
Being responsible for other people's safety or well-being	Working with sound	Working with people with physical disabilities	Working with older children or teenagers
			
Being involved with music, drama or dance	Using the telephone	Working with people with learning disabilities	Working with older people
			
Being involved with sport or leisure activities	Speaking in front of groups of people	Helping people who have problems with their emotional well-being or mental health	Teaching or training
			

Asking questions to gain information	Teamworks	Giving advice	Working with babies or young children
			
Dealing with distressing situations			
			

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.

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: gymnasium (10/11 to 14/15 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.

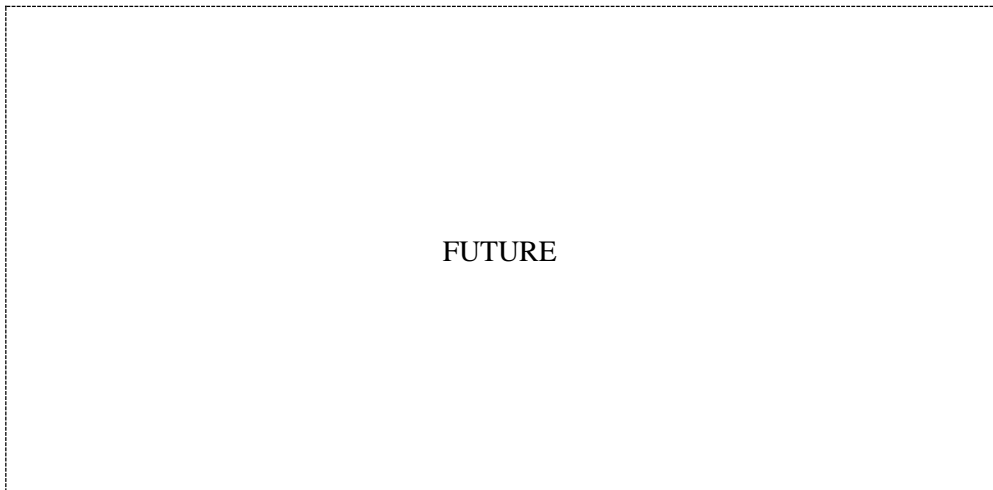
Technology
Inventions

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 our future?

1. Now think of the world of the future and create 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. How will things look different from now?



Read now this little story from the 2050 called "W-O-R-D-I-S-H" and start imagining the future.

October is the best month for visiting art exhibitions. Lyla had scheduled her visit to the Museum of Past Arts weeks in advance.

The exhibition she was interested in was called WORDISH. The artist, a famous illusographer, was interested in terms and expressions recently approved by the Associate Editors' Committee and added to the Dictionary in the last two years.

The exhibition consisted of 24 immaterial panels, produced by 6D printing technology. The pictures portrayed the definitions of the new words and illustrated their origin.

WORDISH was the best experience October could ever offer. It made Lyla reflect on language evolution and fantasize about funny new words.

Written by Tamar Hayduke

Here you can see an example of words from the exhibition.

I I S

noun \ 'ī - 'ī - 'es \
abbreviation for '**Immediate Intuition Share**'

A SYSTEM FOR SHARING
FLASHES OF INTUITION
WITH ANOTHER PERSON

first known use of IIS
2039 in the meaning defined above

Now please take few minutes to think of other possible words Lyla could have seen during the exhibition. Think of the changes related to people travelling and to cultures mixing. Invent a word people could use in a future intercultural world.

first known use of

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

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 travelling 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?	

Module 7

Benefits of diversity

Diversity simply means “a range of difference”. Whilst diversity is found everywhere – in nature, politics, religion, culture, society etc these activities refer to diversity within education and learning. Clearly the best way to learn about diversity is within a diverse group but where that is not always possible thinking and reading about it can help us appreciate and manage diversity in practice.

Within education and learning we can see diversity in three key ways:

- 📖 the diversity of education in terms of subjects, methods and assessments;*
- 📖 the diversity of the individuals and groups that we encounter within schools and educational organisations;*
- 📖 the diversity of skills and attributes that we need to learn and practice within education in order to be prepared for further education, work and the adult world.*

Why do we need to think about diversity? Because the world and our societies are ever changing and we need to understand and work with those changes. For example, today we have increasing numbers of people moving across the world and settling in countries other than their country of birth or their parent’s country of birth. This means additional diversity within our society and therefore our schools. Established ‘traditional’ social roles have changed – for example the type of work done by men and women has changed as have their social roles.

A century ago, it would be likely that you would follow the lives of your parents, living and working in similar ways to them, receiving the same limited education, probably surrounded by people who had the same religion, read the same books, had the same experiences etc. Whilst there was still diversity it was less than today. Sometimes you might hear people talk about those times as being ‘better’ than today and that diversity is a bad thing. However, today we can see that we have more choices, more experiences and can learn and do much more than when choices were limited.

No matter how diverse a group of people might be there are still many similarities between us and common, shared experiences. Most of the similarities between us remain hidden until we get to really know a person. People sometimes wrongly think that coming from the same country or speaking the same language makes people 'the same' and means we can 'tell' things about a person by looking at them but these are often stereotypes rather than reality.

The sorts of skills and attributes that we need to function in this diverse world are many but mainly we need to understand and appreciate that diversity is what fuels social progress and without it our societies stagnate.

In some ways we are all different, in some ways we are all the same. In order to find connections between us we need to communicate and really get to know one another and remember to value and respect others and ourselves.

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 your skills to compare and contrast past and present lives

Materials: paper & pencil

Time: 45 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Read the two following 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.

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 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

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. Did you find they both needed similar social skills such as communication or helping pro social behaviours?

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 critical thinking and ability to compromise to complete the task

Materials: paper & pencil

Time: 45 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

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. You must decide which 5 objects and people you will take to the Island for the best chance of survival.

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 drawn 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 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

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: *Facts or opinions*

Overview An introduction to some definitions and terms around media analysis and skills in isolating opinions from facts.

Objective: 📖 to increase your understanding of media discourse including how stereotypes are utilized and use of critical thinking

Materials: paper & pencil

Time: 60 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

1. Read the media extract in Appendix 1 and pay attention to the details.
2. Now underline or highlight where you can read a fact and where you read an opinion.

Fact – a thing that is known or proved to be true. *Example: All humans need to breath.*

Opinion – a view or a judgement formed about something not necessarily based on fact or knowledge. *Example: The cat is the most beautiful animal in the world.*

3. Now look at the terms and definitions below and go back to the text and indicate where you find any of these in the article.

Hyperbole – a form of exaggeration, often used to evoke strong feelings. *Example: There must have been 1000 people on the bus today.*

Dogma – a set of principles laid down by an authority as true but may be contested by other authorities. Often linked to things such as religion or politics where each group thinks their ‘truths’ are true although logically they cannot be. *Example: Our god is the only true god*

Propaganda - information that is biased or misleading in nature. Used to promote a political cause or point of view. *Example: Our party has delivered peace, wealth, happiness, a clean environment and jobs. Those who think otherwise are left wing agitators who want to destroy our way of life. We are the only party that can save our country from ruin. Vote for us because we are the only sensible choice.*

Use and abuse of statistics – data used without context or explanation. Data that is not valid or reliable. Picking specific sets of data and ignoring others. Racialisation of statistics. *Examples – small samples (100% of people asked ate peas yesterday – but I only asked the people that had dinner with me and we had peas). Lack of context (9 out of 10 cats preferred Yummy Brand cat food – what was the alternative?). 97% of the crime was committed by immigrants – but there were only three crimes and they all happened in an area where the population is 80% immigrant.*

Image selection and manipulation – use of a specific image that may not be representative of the event or location. Manipulation of the image either through technology or placement. *Example: Making the size of a crowd appear larger through choosing a close frame where it is most populated, adding people through tech, making the crowd appear smaller by photographic the outside of the group.*

Emotive language – use of terms designed to elicit an emotional response or to frame specific reactions. *Examples: child becomes “sweet innocent child”. One sides soldiers are ‘brave strong lions and heroes’ whilst the other sides are ‘evil murderers’ whilst one sides bombs cause “collateral damage” and the others “murder civilians including children in cold blood”.*

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

Extension task. Write about something that is happening in your area that interests you and produce two stories. One which is just facts and a second one which uses as many of the concepts listed in the definitions as you can.

Appendix 1

Vandals Wreck Play Park

A beautiful and popular play park was vandalised last night. Police stated that sometime between 2 and 7am criminals entered the park and destroyed some of the play equipment and wrote disgusting words on the swings. They also dug up the ground in places and left litter.



Mary Poppins a local councillor said ‘My party are the only ones who are interested in the children of this community. We have spent a vast amount of money on this park, a fortune in fact’. However, Robin Hood a parent told us ‘This park has been left to rot, the equipment is old and broken so it is not surprising that people do not respect it’

Our reporter visited the park and found that there were cans and bottles on the pavement outside indicating that teenagers used the park for drinking and drug taking. It is sad that this behaviour has become typical of teenagers. If they are not found and punished, we can expect our entire town to be destroyed by them.

Since last year there has been up to a 50% rise in cases of vandalism and although no one has been caught it is known that the culprits are young gang members all of whom attend the local school. It seems we have more gangs than we have proper families with a mother, father and their children.

Head teacher Mrs Brown was asked about teenage gang members at her school and said ‘There is no evidence that the vandals attend this school or that the vandalism was caused by teenagers. In my opinion until the culprits are caught and found guilty, we should not guess who did it but use evidence. It is wrong to label teenagers without evidence’

Bobby Farage, leader of the Our People First party contacted us to say that in his opinion the problem is not caused by local people but by migrants who have recently swamped the local area and it seems like they are everywhere, thousands of them creating chaos and who do not have the same values as us and who do not care about our community.

Activity 4: *Thinking hats*

Overview An activity to assist structured thinking.

Objective: 📖 to introduce you to De Bono’s concept of thinking hats

Materials: paper & pencil

Time: 45 minutes

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

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 - "PO". 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 at least five 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?
-

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

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

Activity 5: *Skills and competencies audit*

Overview Increase knowledge and praxis of intercultural skills

Objective: 📖 to develop your skills of planning the learning

Materials: paper & pencil

Time: 45 minutes (over longer period, i.e. complete in parts over time)

Activity type: individual activity

Target group: gymnasium (10/11 to 14/15 years old pupils)

Instructions

Having completed some of the activities in this handbook you should start to understand that learning is not just about academic skills like reading and maths, but also about social (Intercultural) skills.

Make a chart for seven days which defines the terms listed below; gives examples of where you have practiced and/or used these competencies and skills.

📖 listening

📖 cooperating

📖 communicating

📖 empathy

📖 resilience

📖 flexibility

📖 critical thinking

📖 resolving conflict

📖 problem solving

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

Examine your table and your notes about how you practiced these areas. Choose the three that you found most difficult and set yourself some goals to practice these over the next week.
