



# DIVERS-CULT

## Promoting Cultural diversity in primary and lower-secondary schools

### *O2 - Creation of Divers-Cult Toolkit*

#### O2-A4. Teacher Guidelines



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## Preface

Divers-Cult Project aims at promoting diversity in the classroom as key competence for teachers and students from primary and lower-secondary school through innovative pedagogies, recommendations, and educational tools. In order to achieve such aims, project partners developed materials and tools addressed to teachers and students to support them to improve intercultural competencies and make them aware of the relevant educational source that diversity represents in classrooms.

To ensure the above, the project presents the following results:

1. Multicultural Competence Framework to support teachers, trainers and educators of formal/non-formal education addressing multiculturalism in primary and lower-secondary schools' classes (students 6 - 16 years old);
2. Divers-Cult Toolkit and Guidelines for teachers. Based on the Competence Framework, an educational toolkit was designed with the direct involvement of teachers and students from Partner organisations. Starting from the Competence Framework structure, a collection of relevant materials and instruments for teachers, trainers and educators to improve multiculturalism and intercultural competences in 6-16 year old students was created. The toolkit matches the Competence Framework in terms of European Qualification Framework (EQF) levels, dimensions and competence areas with specific topics and activities that teachers and students can practise together in the classroom. It was further integrated into a web application (<http://cultapp-divers.erasmusplus.space/>) directly accessible from the project website (<https://divers-cult.eu/>). Some usability guidelines follow.

**Cultural diversity** refers to the many ways that the cultures of groups and societies are expressed. These expressions are passed on within and among groups and societies, and include artistic creation and its enjoyment.<sup>1</sup>

**Multicultural Competence** is neither a discrete skill nor a set of learned facts about a culture. Rather, it is reflected in the ability to recognize when and where cultural issues might arise during the delivery of student service.<sup>2</sup>

**Multicultural education** is an idea, an educational reform movement, and a process (Banks, 1997). As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation's classrooms.<sup>3</sup>

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<sup>1</sup> [Decision 2006/515/EC on the conclusion of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions](#)

<sup>2</sup> Ortiz & Ochoa, 2005

<sup>3</sup> <https://education.uw.edu/cme/view>



**Culture and education are intertwined** as they impact and value one another. Each year, classrooms are becoming more diverse and as teachers, we need to embrace diversity and foster a culturally inclusive classroom focusing on equality, justice, and equity.<sup>4</sup>

With this document we hope to contribute to spreading and **boosting culturally responsive education**. These guidelines focus on supporting teachers, trainers and educators of formal and non-formal education who want to practice cultural sensitivity in the classroom and guide their students towards more inclusive attitudes, thus ensuring that all students **experience educational equality**.

## Divers-Cult toolkit and Teachers Guidelines

The second output (IO2 - Creation of DiversCult Toolkit) of the DIVERS-CULT project involves the creation of a **Multicultural Educational Toolkit** for teachers to improve students' multicultural and intercultural competences. This toolkit includes useful materials and tools that teachers can use to enrich students' understanding of cultural diversity in terms of:

1. building and improving **critical thinking**
2. developing **social awareness** which helps to appreciate different perspectives
3. improving **academic outcomes**
4. helping students to **feel represented and included**
5. evolving and sharing ideas and **pro-actively interact**

The activities proposed in the toolkit are developed for teachers, trainers and educators of formal and non-formal education as supporting tools to improve Multicultural and Intercultural Competences in primary and lower secondary school students (aged 6 to 16). These materials have two innovative elements: Digital integration and a collaborative approach, meaning that they were tested through a (virtual) direct involvement of teachers and students of the Partner schools ([see Annex I\\_Virtual cooperation activity evaluation report](#))

The performance of this activity presupposes those students to:

1. Develop **empathy**
2. Gain a **better understanding** of lessons and people
3. Become more **open-minded**
4. Feel **safer and more confident**
5. Be better prepared for a **diverse workplace**
6. Develop more **friendships**

The toolkit is composed of different types of activities, each corresponding to a different level of progression as indicated into the competence framework (i.e. EQF 1-2-3), according to the most relevant

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<sup>4</sup> <https://ecampusontario.pressbooks.pub/educ5202/chapter/multiculturalism-in-the-classroom-is-the-gateway-to-a-richer-learning-environment/>



intercultural knowledge and skills that students should acquire in order to benefit from cultural diversity at school. **Type 1** (corresponding to EQF1): technological experiences, such as digital stories about multiculturalism. **Type 2** (corresponding to EQF 2): creation of a “technological multicultural art curriculum”. **Type 3** (corresponding to EQF 3): creation of a workflow web app guiding the process for creating a card game on multiculturalism.

A set of **User Guidelines for teachers** was developed to gradually guide school teachers in the implementation and effective use of the toolkit activities following a step-by-step approach to make the best use of the produced materials and to exploit the link with Output 1 (Divers-Cult Competence Framework). Also, addressing cultural diversity contributes to creating inclusive learning environments, and thus improving students' educational outcomes.

Furthermore, considering the impact of the Covid-19 pandemic, the guidelines also foresee a section collecting suggestions on how to implement distance learning activities with students. This is particularly relevant to enable the continuity in learning in cases where there may be restrictions or limitations in ensuring physical presence in the classroom.

## Methodological approach

These User Guidelines are developed in collaboration with teachers and educators from partner schools. The aim is to provide comprehensive and practical support, drawing on teachers' professional experience and expertise.

The guidelines envisage to equip teachers, educators, and trainers in formal and non-formal educational settings with the necessary tools to implement the toolkit activities effectively and promote the development of students' multicultural and intercultural competences.

The following guidelines take you step-by-step towards using the developed teaching materials and lessons effectively and towards supporting the development of students' multicultural and intercultural competences as follows:

### Step 1: Collaborative approach

The promotion of cooperative work with students that results in collaborative teaching practices to manage diversity: the application of ICT resources is recommended to strengthen a cooperative spirit as well as promoting students' personal development and learning attitude and motivation.

The **virtual cooperation experience (VCE)** is organized in the framework of O2-A2. *Design and implementation of the Toolkit activities*, in which teachers and students from partner schools were engaged to test some of the toolkit activities, was conceived either for students to

cooperate with their peers from other countries and with different educational background, or for teachers as an innovative practice to improve cultural diversity management. The VCE also allows



students to develop and apply the Intercultural Competencies identified in the framework in a virtual environment where both teachers and students work on a common goal.

### **Step 2: Step-by-step approach**

The guidelines are designed with the direct involvement of teachers and educators from partner schools and they provide guidance and practical instructions for implementing the toolkit activities during class. The activities are structured according to three different levels of complexity (i.e., EQF level 1, 2 and 3) and include three different dimensions: cognitive-PERSONAL (how students see the world), intrapersonal-SCHOLASTIC (how students perceive themselves) and interpersonal-SYSTEMIC (how students relate to their peers). This frame pushes towards the development of the following competence areas: communication, empathy, listening, respect, etc.

### **Step 3: Link with O1 outcomes**

The link between the activities proposed in the toolkit and the outcomes of *O1 - Definition of Divers-Cult Competences* is highlighted. Explanations and suggestions on how each activity contributes to the specific development of intercultural competences, thus providing a clear and unified framework for educational planning, are included.

### **Step 4: Divers-Cult competences**

Knowledge, skills, and competences that students should acquire, develop, or improve through the activities, are also indicated. They may vary according to the complexity of the activity and the dimension considered. Teachers can then monitor and assess students' behavioral progresses (e.g., empathy, open mind, active listening, mutual understanding, respect, friendship, etc.) and educational outcomes.

### **Step 5: Examples of learning materials**

Examples of existing materials, resources, and tools in the project topic were consulted and taken as reference for the development of the toolkit activities. A wide range of practical resources is therefore available to enrich lessons and make learning more engaging and stimulating.

### **Step 6: Tips for distance implementation (optional)**

Considering the context of the Covid-19 pandemic during which this project was conceived, specific suggestions on how to adapt activities for remote implementation are provided. Digital solutions and tools are offered to facilitate virtual collaboration and student interaction during the activities, ensuring an effective learning environment even in remote teaching and learning situations.

To conclude, these guidelines are expected to:

1. Increase teachers' level of understanding about other cultures
2. Avoid imposing values on others that may conflict or be inconsistent



3. Advocate for the use of materials that are representative of the various cultural groups within the local community and the society in general.
4. Intervene in an appropriate manner when teachers observe students engaging in behaviors that show cultural insensitivity, bias, or prejudice.
5. Be proactive in listening, accepting, and welcoming colleagues/students and ideas that are different from their own.
6. Create positive and inclusive classroom environments.
7. Ensure that all students experience educational equality.

## Teachers' tips

Some **hints and tips** are designed to support educators in teaching towards multicultural and intercultural competences in the classroom. Moreover, they can act as practical recommendations for teachers to engage students, support them to manage possible conflicts with peers, and to make it easier for them to adapt to different learning needs of their students.

The teachers' tips offer valuable resources for creating an inclusive environment, promoting intercultural understanding, and appreciating diversity in the classroom. The suggestions are based on the primary objective of the Divers-Cult project, which aims to foster intercultural dialogue, social cohesion, inclusion, and democratic participation.

Furthermore, these tips address the specific challenge to offer a positive and inclusive classroom environment that is supportive, respectful, stimulating, and collaborative where the teaching and learning about cultural diversity is effective in that all students feel represented and included.

Students are encouraged to learn from one another in order to have a level of understanding about each other to foster collaboration, understand different contexts and experiences, and eliminate negative stereotypes and personal biases about different backgrounds.

It is the hope of the Divers-Cult Consortium to inspire and guide teachers and educators through their educational journey, helping to cultivate aware, open-minded, and active citizens in a contemporary diverse society.

## Teachers' tips

- A. Promote equity and equal opportunities:** encouraging interactions among pupils to enrich lifelong learning experiences and fostering mutual respect and support valuing differences among them.
- B. Enhances the school and workplace community:** connecting with families and community and maintaining consistent communication.

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- C. Promote cross cultural understanding:** practising cultural sensitivity, being attentive and willing to address inequality and acknowledging and respecting every student while contributing to their personal growth.
- D. Offer an inclusive environment that is supportive and collaborative:** teachers getting to know their students, giving them freedom and flexibility, ensuring that every student feels accepted and respected and encouraging them to share ideas, experiences and traditions and pro-actively interact.
- E. Advocate for the use of multicultural resources:** dipping from a variety of multicultural resources that are representative of the various cultural groups within the local community and the society in general, such as books, videos, pictures, and stories, to illustrate concepts and promote intercultural understanding. Incorporate these resources in the lesson plan meeting diverse learning needs.
- F. Involve students in activities:** encouraging active participation of students in class, being proactive in listening, accepting, and welcoming students and ideas that are different from their own. Sharing their perspectives and collaborating in diverse groups to promote mutual learning.
- G. Manage conflicts constructively:** intervening in an appropriate manner when they observe students engaging in behaviours that show cultural insensitivity, bias, or prejudice. Recognizing potential tensions and cultural conflicts in the classroom and suggesting tools and strategies to overcome them constructively. Promote open dialogue, empathy, and peaceful negotiation.
- H. Meet different learning needs:** considering students' diverse abilities, learning styles, and cultural backgrounds when planning activities. Adapting instruction and resources according to their individual needs, offering additional support when necessary.
  
- I. Promote student autonomy:** encouraging students to independently explore and discover the different facets of multiculturalism. Providing opportunities for developing self-confidence, independence, mutual respect and developing friendships.
- J. Foster critical thinking:** stimulating students to critically reflect on their own cultural beliefs, stereotypes, and prejudices. Fostering critical thinking and awareness of cultural perceptions to deepen understanding and broaden perspectives.
- K. Cultivate curiosity:** arising students' curiosity by asking questions, encouraging exploration and discovery. Provide opportunities for inquiry learning about multiculturalism.





- L. Think like scientists:** adopting an experiential learning and creative approach grounded in research and discovery. Co-leading students towards the formulation of hypotheses, conducting experiments, and drawing evidence-based conclusions.
- M. Search for interdisciplinary connections:** seeking connections across different school subjects, integrating multiculturalism into all aspects of the curriculum. Creating interdisciplinary learning experiences enables students to make meaningful connections between fields of study and better appreciate the value of cultural diversity.
- N. Focus on competence development:** emphasizing the development of students' skills. Fostering intercultural communication, cultural sensitivity, and collaborative abilities. Suggesting practical activities that allow them to apply these skills in real-life contexts.
- O. Meet challenges with patience and openness:** recognizing that teaching multiculturalism can present challenges and obstacles. Maintaining an open mind, being patient, and developing respectful attitude, working collaboratively with students to overcome any difficulty.
- P. Collaborate with colleagues and partners:** seizing opportunities for collaboration with fellow educators and partner schools. Sharing ideas, resources, and experiences to enrich the teaching approach to multiculturalism and promote intercultural exchange in education.
- Q. Assess student progress:** making use of appropriate assessment tools to monitor students' academic outcomes. Adapting activities and teaching strategies based on assessment results to provide meaningful feedback and foster continuous learning.

By their nature **culturally inclusive schools** are learning communities. Diversity and inclusion strategies form part of initial and in-service teacher training. Providing the following set of activities that school teachers and educators can directly implement together with their students will offer the opportunity to work together and to discover and deepen aspects related to similarities and differences in the

cultural backgrounds and experiences of everyone, thus also affording opportunities for staff professional development and reflective practice.

## Teachers guidelines

**Title:** 1.Food, culture, and identity

**Partner Institution:** **CRES**

Type of activity	Type 1
EQF	EQF 1
Dimension	Personal
Topic covered	Inclusion, Identity, Cultural diversity, Responsibility, Empathy, Respect
Duration	3-4 hours
N. of teachers involved	2
N. of students involved	1 classroom of students
Connection to curriculum	This activity can be implemented during the lesson of geography, history, Foreign Language, food education.
Learning outcomes	By implementing this activity the student will learn to develop a greater awareness of cultural diversity, improve geographical knowledge, connect food, history and culture, improve research and analysis skills, acquire culinary and cooking skills, foster intercultural learning and sharing of experiences, enhance language skills, develop cooperation and teamwork skills, stimulate interest in culture and food.

### Outline

The activity consists of four phases. In Phase 1, traditional dishes from different countries are displayed on a digital map. In Phase 2, students identify the ingredients related to the selected recipes. Phase 3 involves finding connections between the ingredients and the cultural peculiarities of the countries. Phase 4 requires students to reinterpret the traditional recipes using local ingredients.

The main outcome of the activity is the students' increased knowledge and understanding of cultural diversity through food. The final product can be a compilation of research findings, including the origin and cultural significance of the selected dishes, as well as the reinterpreted recipes using local ingredients.

### Essential materials [fill in the table, if needed add a photo]

Item	Total (for xx persons/pairs/groups)
Digital World map	1 for the class
Pictures of traditional recipes	Minimum 10
Pictures of the ingredients	Can be evaluated
Insights	Can be evaluated

### Preparation

The activity can take place in a school room or in an environment that allows students to work comfortably. The room should be organised with tables and chairs arranged to encourage collaboration and communication. It is suggested to have access to a kitchen or a suitable area for food preparation. The activity can be carried out either indoor or outdoor, depending on the needs and resources available.

Regarding the creation of groups, students can be organised according to their preferences or in mixed groups to encourage cultural diversity and interaction between young people of different backgrounds.

## Activity Plan

### Introduction

The activity is introduced to participants with a presentation illustrating the importance of cultural diversity and food as an element of identity. A digital map with images of traditional dishes from different countries is shown. Students are then invited to explore the images, identify and list the ingredients related to each dish. This arouses students' curiosity and engages them in the activity, paving the way for the next phase of research and discovery of the cultural origins of traditional dishes

### Managing the activity once it is in progress

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
			X	X	X			X	X	X		X	X		X	X

### Conclusion - Food, culture, and identity

At the end of the activity, the facilitator and participants come together to share the insights and reflections that emerged during the activity. Each group can briefly present their findings and share the lesson learned. The importance of cultural diversity and the role of food as a unifying element are discussed. Students can express their personal experiences and challenges encountered during the preparation of the recipes. Questions, comments and open discussions are encouraged to foster intercultural dialogue and a greater awareness of the importance of embracing diversity.

**Title: The World Map and Global Citizenship**

**Partner Institution: University of Iceland**

Type of activity	<i>Type 1</i>
EQF	<i>EQF 3</i>
Dimension	<i>Personal</i>
Topic covered	<i>Empathy, respect, curiosity, intercultural awareness</i>
Duration	<i>60-90 minutes</i>
N. of teachers involved	<i>1-2</i>
N. of students involved	<i>one class</i>
Connection to curriculum	<i>This activity can be implemented during the lesson of geography, language learning, life skills, art, crafts and technology</i>
Learning outcomes	<i>By implementing this activity the students will be able to discuss different experience of countries, cultures and languages while their multiple, fluid identities are affirmed. Simultaneously the participants practice their language use and active linguistic participation while enhancing empathy, curiosity and intercultural awareness.</i>

**Outline**

In this project the participating students build on their background knowledge and experience while extending their learning of the world and each other. The integration of subjects like, geography, language learning, life skills, art, crafts and technology can be facilitated through the project. The aim of the project is to enhance discussions between students with different experience of countries, cultures and languages while providing a platform for the affirmation of multiple, fluid identities. Simultaneously the participants practice their language use and active linguistic participation while enhancing empathy, curiosity and intercultural awareness. Each participant is encouraged to share information within his or her comfort zone creating personal stories that they are comfortable with. This project is divided into two activities, the icebreaker and group work.

**Essential materials [fill in the table, if needed add a photo]**

Item	Total one class
Material	Stickers - enough for each student (ca 10 pcs). Ipads or computers (one per group). Online world map, paper maps (one per group).

### Preparation

Teacher familiarizes herself with the two activities. She assembles materials necessary for carrying out the task. The teacher needs to carefully think about how she will divide the students into group. The groups should be diverse, with students of mixed ability, strengths, and mixed interest.

### Activity Plan

#### Activity 1:

Explaining the activity to the students in the form of an icebreaker

Explaining the concept of global citizenship

#### Activity 2

The activity evolves around the children selecting countries that they feel a connection with and like to discuss them with others, first in the small group and then with a bigger group based on their and the teacher's choice.

### Introduction

#### **Activity 1: Explaining the activity to the students in the form of an icebreaker.**

First, the teacher shows a map of the world on the smart board or shows a map of the world (without names of countries). Together, students identify at least ten countries (10 minutes).

Secondly, the teacher explains the concept of global citizenship (6 minutes).

The class discusses how they are connected with the world with the help of the Think-Pair-Share method. If the class is not familiar with this method, the teacher explains it, and she facilitates this work.

Short explanation of Think-Pair-Share method:

Students think for 2 minutes how they can show that they are global citizens. Students turn to their classmates and in pairs, they discuss how they can show that they are global citizens (4 minutes). In the end, each pair shares at least one good idea with the classroom (8 minutes).

The icebreaker will take 10+ 20 minutes.

#### **Activity 2.**



The activity evolves around the children selecting countries that they feel connection with and like to discuss them with others, first in the small group and then with a bigger group based on their and the teacher's choice.

Preparation:

The teacher decides if the group work requires appointment of roles to the members of the group such as time keeper, question facilitator, mentoring through a common language e.g. The children work in groups of four to five based on the teachers' knowledge of the children in the group.

Teacher explains the activity to children and shows them an example of a fictional person or her own example of connections with various countries.

The connections with the countries can be based on diverse personal knowledge or experience focusing on different aspects like family ties, languages, travel or migration, culture, human rights, diversity, arts, popular culture, equality or other. The children are invited to put (online) stickers on the countries.

Each student has 2-3 minutes to put their stickers on the world map.

Students take turns and within the group, they explain why they chose these connections to the selected country/ies (10-15 minutes).

Following this, the students in groups (or the whole class, depending on the age of the students) have a discussion on their choices and decisions focusing on:

- Family ties
- Travel or migration
- Someone they know
- Clothes which they wear
- Food which they have eaten
- The countries that they want to visit
- Artwork which they are familiar with.
- Buildings which they are familiar with.
- Landscapes (e.g., mountains) which they are familiar with.
- Other connections of their own choice.

The length of each activity may be adjusted according to students' age and interest.

### **Managing the activity once it is in progress**

- *During Activity 1, teacher presents facilitates the work with a map and explains the concept of the global citizenship. In Activity 2, teacher oversees group work and helps solve problems if there are any. Finally, the teacher facilitates the final discussion (either whole class or in groups, depending on the age and maturity of the students).*

Tips underpinned (select the most significant **Teachers' tips A-Q**)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
X		X	X	X	X		X	X		X		X	X	X	X	

### Conclusion

Management and facilitation of Activity 1 and Activity 2 depend on the age and maturity of the students, as well as the subject in which the activities are carried out. To conclude the project, the maps with stickers placed by the students can be exhibited in the classroom to remind all students and teachers of the connections that they have to various countries of the world.

**Title:** The World Map and Global Citizenship II

**Partner Institution:** University of Iceland

Type of activity	Type 1
EQF	EQF 3
Dimension	Personal
Topic covered	Global citizenship, critical thinking, design thinking, communication skills
Duration	2-3 lessons
N. of teachers involved	1 or more
N. of students involved	one class
Connection to curriculum	This activity can be implemented during the lesson of geography, language learning, life skills, art, crafts and technology, or can be carried out as collaboration of two or more teachers of several subjects
Learning outcomes	By implementing this activity the student will learn to collaborate in groups, apply critical thinking skills, communication skills, problem solving skills. They will exercise the ability to collect, critically evaluate, graphically display, and present facts and ideas.

### Outline

In this project the participating students build on their background knowledge and experience while extending their learning of the world and each other. The integration of subjects like, geography, language learning, life skills, art, crafts and technology can be facilitated through the project. **The aim of the project** is to enhance discussions between students with different experience of countries, cultures and languages while providing a platform for the affirmation of multiple, fluid identities. Simultaneously the participants practice their language use and active linguistic participation while enhancing empathy, curiosity and intercultural awareness. Each participant is encouraged to share information within his or



her comfort zone creating personal stories that they are comfortable with. This project is divided into two activities, mapping the situation in a selected country and looking for solutions.

### Essential materials [fill in the table, if needed add a photo]

Item	Total one class
Material	Materials for this part might include texts on Wikipedia, YouTube videos, books from the school libraries, or short interviews with parents, grandparents or other people with deep experience of the selected country.  Materials for activity 2: Internet. Paper and writing utensils.
Time	3 lessons (3x 45 minutes)

### Preparation

Teacher familiarizes herself with the two activities. She assembles materials necessary for carrying out the task. If possible, each student, or each group of five students, will receive a Google Chrome Book, padlet, or access to the Internet through another gadget. The teacher needs to carefully think about how she will divide the students into group. The groups should be diverse, with students of mixed ability, strengths, and mixed interest.

### Activity Plan

Activity 1:

Deep exploration of the way of living in one place of students' choice.

Creating posters in groups.

Activity 2:

Students brainstorm about solutions.

Students create a mindmap or K-W-L chart about their findings.

Activity 3 (optional)

Student groups present their posters to other groups.

Student groups present their mindmaps / K-W-L charts to other groups.

### Introduction

Teacher explains Activity 1 and Activity 2 to the students, listens to their reactions, and answers their questions. Teacher divides students into groups of 5, distributes materials needed for carrying out the tasks, and assigns spaces in which individual groups will work.

### Managing the activity once it is in progress

**Activity 1** focuses on a deeper exploration of the way of living in one place of students' choice, its culture, religion, climate, diet, artwork, building, landscape. In particular, students explore advantages and challenges of living in the place. Can they find social problems and injustices? Can they find environmental issues in connection with climate change? The product of this activity is an online poster, i.e. on PosterMyWall or Canva. In the end, students show their posters to the class. They share their knowledge and everyone learns from everyone, including the teacher. Students use multimodal materials, including the possibility of writing their texts in several languages, including videos, audio recordings, drawings or other modalities.

**Activity 2. Looking for solutions. Exploring the concept of global citizenship. What can I do to help improve the situation of the selected country? What can we do as a class to improve the situation of one selected country?**

Students from the same groups as in Activity 1 brainstorm about possible solutions to the problems identified in Activity 1. They use mind maps. They can also use the K-W-L visual to analyze their need for more knowledge and skills, in order to achieve their set goals. If students are not familiar with the mindmap and K-W-L techniques, the teacher needs to explain them, if the students are expected to use them. Students in groups of five, with the support of their teacher, engage in conversation about a chosen topic (see above). They write down their findings in the form of the mind map of K-W-L. In the end, students display their mind maps / K-W-L charts on the classroom walls or in an online space.

- *Managing the activity entails the teacher overseeing the work process in Activity 1 and in Activity 2.*

*Tips underpinned (select the most significant **Teachers' tips A-Q**)*

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
X		X	X	X	X		X	X	X	X	X	X	X	X		X

### Conclusion

*Optional activity in lesson 3: Student groups present to each other posters from Activity 1 and solutions from Activity 2. They can discuss possible next steps and/or present their findings to a broader audience.*

**Title: Embracing the new**

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**Partner Institution:** National College of Art, Iasi, Romania

Type of activity	Type 1
EQF	EQF1
Dimension	Personal
Topic covered	Responsibility, Cultural diversity
Duration	3-4 hours
N. of teachers involved	2
N. of students involved	Students form two classes
Connection to curriculum	This activity can be implemented during the lesson of history, social education, geography
Learning outcomes	By implementing this activity the student will learn to develop the awareness of cultural diversity, to understand what diversity really means, to accept all the existing differences in the classroom and they will be able to improve analysis skills, sharing of experiences, work with each others, manifest tolerance and acceptance, stimulate interest for different cultures and develop teamwork skills.

## Outline

The activity consists of three phases.

In the first stage of research, students searched for local identity materials, images and texts. Then they organised them and designed their own presentations.

This was followed by the second phase where the students made their presentation, discuss, gave feedback and interviews.

Phase three consists in making the digital story regarding the activity. The digital story used images added by students, photos taken during the activity and interviews. They were organised coherently, giving a new perspective on the benefits of multiculturalism.

The underlying aim of this project is to identify elements of multiculturalism, to open students perspective to the new, to acceptance, tolerance and collaboration in an ethnically diverse classroom. For teachers, the project aims is to provide effective tools for working in multicultural classroom, so as to enhance each student and teach them to collaborate in an atmosphere of mutual respect.

**Essential materials [fill in the table, if needed add a photo]**

Item	Total (for xx persons/pairs/groups)
Images regarding architectural heritage	As many as it is necessary for making the presentations
Images of tradition and folk costumes	At least 3 types of tradition
Picture of traditional food	Depending the design you choose for the presentation

### Preparation

The activity can take place in the usual classroom, where the chairs and tables can be moved as it feels comfortable and make space for the presentations and the debates after that.

### Activity Plan

Activity 1: The teachers present and explain the all activity to the students. They organise the time and the three phases, taking into account the necessary time for preparation and making presentations. Also explained how the digital story will be made.

Each of the three phases needed one hour in the classroom and a fair amount of time at home, for students making presentations.

The students had one week to find materials about their cultural heritage and identity and make the presentation.

Activity 2: took place in the classroom. The selected students presented the materials they made and open the debate about diversity, acceptance, recognition, responsibility and teamwork.

Activity 3: Consists in presenting the digital story and give feedback. It took place in the classroom, organising the space in order to be comfortable and open to discussions.

### Introduction

The activity is introduced by the teachers who presented materials about diversity, cultural heritage, the importance of being open to collaborate with people from different background. Taking into account the situations in the class of students, the possibility of working in ethnically diverse teams was highlighted. After the opening, the students were invited to search about their own identity and local background. The challenge was to find those special elements for defining one's cultural identity and not only that.

For the success of all activity, students from different classes and ethnical groups were invited to join and actively participate.

### Managing the activity once it is in progress

- *Managing the activity*

*Tips underpinned (select the most significant **Teachers' tips A-Q**)*

During the activity 1, teachers have the leading role and they have to stimulate students interest in searching for their background and cultural heritage. Also teachers have to provide all the necessary information for the activity and create a collaborative climate in the classroom. The accents have to be put on discovering interesting facts about student's cultural identity and stimulate the intercultural learning.

Activity 2 is coordinated by the teacher but the main roles are for the students. The selected students, presents their work and explain the texts and images chosen. After that, teachers facilitate discussions and debates. In the end, he draws conclusions regarding the advantages of diversity, the responsibility to know and accept reality. It stimulates students to work in mixed teams, showing understanding and tolerance.

Activity 3 is about the digital story. The teacher presents the video made and discuss about the making of it.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
X		X	X	X	X			X	X	X	X		X		X	

### Conclusion

Management and the development of the entire activity depends on the ability of the teachers to create a collaborative climate and to stimulate the interest for searching and discovering new things about each other. At the end of activity, the digital story can be used to promote diversity and teamwork in the classrooms with different ethnical groups.

### Title: I and the other- intercultural dialogues

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**Partner Institution: National College of Art, Iasi, Romania**

Type of activity	Type 1
EQF	EQF2
Dimension	Personal
Topic covered	Responsibility, Cultural interference, Multiculturalism,
Duration	4 hours
N. of teachers involved	4-5
N. of students involved	Students from different classes
Connection to curriculum	This activity can be implemented during the lesson of history, social education, literature
Learning outcomes	By implementing this activity the student will learn to develop the awareness of cultural diversity, to collaborate and work together despite the differences between them and they will be able to improve analysis skills, manifest tolerance and acceptance, develop teamwork skills, create an efficient climate of work, overcoming the difficulties that could arouse.

### Outline

The activity consists of four phases.

Activity 1: Consists in searching for students from ethnic groups other than Romanians. Each teacher identified the target pupils, and then a discussion about the possibility of organizing such an activity took place with them. Each of them demonstrated the joy of sharing from their cultural identities so that others may understand the distinctiveness of the ethnicity they represent. The group came to the consensus that a stage of our activity must involve the presentation of a relevant cultural component for each nation represented at the activity after everyone had finished explaining what they would like to convey to the other participants.

Activity 2: was to identify a literary theme that would pique the interest of all the kids participating in the activity, therefore two literary texts were suggested that contained elements of multiculturalism and interculturality.

We chose two texts that capture different ways of interacting with people from different cultures. The first version offered an optimal way of interaction, resulting in openness to cooperation and understanding between characters. The second text referred to an intolerant approach, lacking empathy and respect for the different.

Activity 3: After reading the two texts, the difference in approach was debated. The consequences of different attitudes towards people from different cultural backgrounds were highlighted. Emphasis was placed on the responsibility of each person to respect, understand and accept differences. In addition, students discovered how to work together effectively, based on tolerance, empathy, respect and the joy of diversity.

The activities of this project thus included the presentation of cultural elements unique to each nation represented at the event, the approach of two different literary texts, after which students understood and expressed viewpoints related to the need to open up to others, tolerance, and friendship between peoples.

Activity 4: The final step of this activity was to create a digital presentation in the form of augmented reality, whose aim was to accurately portray the whole activity in an innovative and challenging way.

This type of activity aims to be a real exchange of experiences and a pedagogical approach to cultural interference as well as one's own experiences with multiculturalism and plurilingualism.

When we choose this kind of activity, we took into account that the school is a place where kids of diverse ages and motivations learn to live together, discover who they are as individuals, and embrace otherness, one of the strongest sites of cultural intrusion. The requirements for identity and otherness, for relating to others, for interaction, and for socialization, are crucial elements for modern world.

### Essential materials [fill in the table, if needed add a photo]

Item	Total (for xx persons/pairs/groups)
A worksheet containing the two foundational literary texts and the tasks	1 for each student
A PowerPoint on diversity and interculturality	Presented in front of the class
Pictures of traditional pieces	As many as it is necessary
Folk costumes	Where it is possible





## Preparation

In order to obtain a more relaxed atmosphere is best to organised it in an unconventional space of the school.

After the discussions between the teachers involved, take place the selection of the students. The number and the age of the students depends on the school profile and the chosen space. The important aspect is to choose students from different ethnical groups.

The literary texts that support the entire activity must be choose carefully.

## Activity Plan

Activity 1: The teachers involved select the students, present them the entire activity, what needs to be made, the materials that will be presented and the time for each phase.

Discuss with them all the steps and the aim of all.

Activity 2: Consists in choosing the literary texts, by the teachers, and prepare the materials for presentation.

Activity 3: In that special place in school, all the students and teachers involved are gathered. A ppt. about diversity and modern world It is presented in front of the students. After that, the 2 literary texts are read and discuss. The consequences of different attitudes towards people from different cultural backgrounds were highlighted Students have the opportunity to presents their own materials and gods, that define their identity.

Activity 4: is about making the digital presentation of the all activities involved.

## Introduction

The teachers involved discuss with all the chosen students, explain all the steps and make the necessary arrangements. When the actual activity takes place, teachers present the aim of it, make the introduction, put the ppt. on screen and coordinate the read and debate following the texts. They take care of the whole atmosphere.

## Managing the activity once it is in progress

- *Managing the activity*

*Tips underpinned (select the most significant **Teachers' tips A-Q**)*

During the activity 1 and 2, teachers have the leading role and they have to stimulate students interest in actively participate in all the events. Also teachers have to provide all the necessary information for the activity and create a collaborative climate in the classroom. The choice of literary texts is essential for the smooth development of the activity.

Activity 3 is coordinated by the teacher but the main role are for the students. First, the students read the texts and after that, teachers facilitate discussions and debates. Students presents the materials brought for this occasion, materials about their own cultural identity.

Activity 4 is about the digital presentation. The teacher presents the video made and discuss about the making of it.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
X		X	X	X	X	x		X	X	X	X	x	X	x	X	

## Conclusion

Since it is well recognized that literature best portrays the game between "I" and "the other," the main objective was to foster cultural diversity in the literature classroom. In order to successfully and appropriately respond to societal issues and possibilities in the future, we also set out to build abilities that must be continuously improved.

During the activity, the students had the opportunity not only to answer the proposed questions, but also to present to the others the fundamental elements of their culture. The activity was designed to draw on two literary works that illustrate various approaches to dealing with cultural diversity and, using pre-structured questions, challenge the participants to an engaging discussion of ideas they had learned in social studies or history classes about interculturality, multiculturalism, ethnic diversity, and tolerance.

The digital presentation captures moments from the activity and can be used as teaching material afterwards.

## Title: Complete the story

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**Partner Institution: National College of Art, Iasi, Romania**

Type of activity	Type 1
EQF	EQF3
Dimension	Personal
Topic covered	Responsibility, Cultural diversity, Tolerance
Duration	3 hours
N. of teachers involved	2
N. of students involved	Students form one classes
Connection to curriculum	This activity can be implemented during the lesson of social education, psychology
Learning outcomes	By implementing this activity the student will come to know the correct relationship approach in a class of students with multicultural specificity, they understand the effects of intolerance, lack of empathy and they will be able to improve problems solving skills, conflict management, work efficient with each others, manifest tolerance and acceptance.

## Outline

The activity consists of four phases.

Activity 1: We went from the idea of creating possible situations in the classroom, in the context of ethnic diversity, linguistic, religious diversity. Each story conceived, starts from a variety of diversity and introduces the seeds of a possible conflict.

The teachers selected five possible situations concerning:

- Ethnic diversity
- Religious diversity
- Diversity of geographical areas
- Diversity of food
- Musical diversity

Activity 2: The teachers decide to try this part with a class of 25 students and organized five working groups. Each group received a sheet with the beginning of the story and had at its disposal one hour to conceive the two further options.

Activity 3: After the stories were completed teachers decided to allocate one hour to read them and debate.

Activity 4: At the end, the feedback questions were created and presented them graphically through the card game.

Because they wanted, after the all activity, each team made a drawing about the story and the outcome.

The whole activity aims to increase the development of competences and skills necessary to effectively solve school situations with potential conflict. The basic theme is the correct relationship approach in a class of students with a multicultural specificity and the activity tries to make students aware of the effects of intolerance, lack of understanding, lack of empathy and solidarity. They discover

what are the right options for understanding diversity, respect for others, collaboration within a class in which each member has the right to express himself in his or her unique way.

### Essential materials [fill in the table, if needed add a photo]

Item	Total (for xx persons/pairs/groups)
Sheets with stories	5, one for each group of students
Card game	Presented in front of the class
Photos from the activity	As many as it is necessary

### Preparation

The space in the classroom must be organised in such a way as to facilitate group work. After introducing the activity, the students are organised in working groups (usually 4 students per group). Teacher distributes the sheets with the beginning of the stories and makes the arrangements regarding time and materials. This part of the whole activity needs one hour. The presentation of the students products needs another hour. Finally, teachers coordinate the debate after reading all the stories. The digital part with card game is put in front of the classroom and students answer and solve the game.

### Activity Plan

Activity 1: Consists in choosing the stories by the teachers, and prepare the materials for presentation. All of the stories needs to contain the seeds of a possible conflict, generated by differences.

Activity 2: The teachers involved, select the class of students, present them the entire activity, what needs to be made, the materials that will be presented and the time for each phase.

Discuss with them all the steps and the aim of all.

Students are organised in work groups. Each group receive a sheet with the beginning of a story and has at its disposal one hour to conceive the two further options.

Activity 3: After the stories are completed, teachers decide to allocate one hour to read and debate them.

Activity 4: is about making the digital presentation in form of a card game that is played by students.

### Introduction

The teachers present the idea of this activity and the fact that is inspired by a movie that ran 20 years ago. It was actually a series that had one episode per week and asked the viewers to continue the story, for the next week. And the next week, the movie continued exactly the way viewers wrote. And so on...

Beginning with this model, the teachers explain how the activity will work, describe the chosen stories, how they are related with real conflicts in class, what are the possible answers and the two options they have for continuing the story. Also talk about time management and the use of card game. Students became curious and eager to start working. In this way, they are engaged and open to find solutions to the problems arouse.

### Managing the activity once it is in progress

- *Managing the activity*

*Tips underpinned (select the most significant **Teachers' tips A-Q**)*

During the activity 1, teachers presents the whole activity and they have to stimulate students interest in actively participate in all the events. Also teachers have to provide all the necessary information for the activity and create a collaborative climate in the classroom.

Activity 2 is coordinated by the teacher but the main role is for the students. First, the teachers groups the students, organising each team and deliver the necessary materials for working. Students have to talk to each other, compose the two stories and decide the speaker of the group.

Activity 3: Involves mainly the students. The leader of each team presents the stories the group composed. Following this step are the debates and the conclusions that students make.

Activity 4 is about the card game. The teacher presents this game and the students solve it. Finally, the teachers facilitate discussions about this type of game and the relevance for the activity.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
X			X		X	x			X	X	X		X	x		X

### Conclusion

The activity is stimulating for the students, it arouses their creativity, their desire to find ways to solve problems and, last but not least, it provokes debates about the effects of possible conflicts in the classroom. The situations chosen are possible ones, which sometimes students have experienced and know what harmful effects they can have. The stories produced, lead to awareness and internalization of the effects of the majority attitude towards the minority, with a different approach. The result is the generation of a set of useful attitudes and skills in managing diversity in the classroom.

The digital model of card game clearly facilitates tolerant, mutual respect and collaborative approaches. The questions asked, in relation to stories, lead to the necessary answers on solidarity, aid, respect and acceptance of diversity in the classroom .

**Title:** What if?

**Partner Institution:** **KSDP**

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Type of activity	Type 1
EQF	EQF 3
Dimension	Personal
Topic covered	Global citizenship, critical thinking, design thinking, communication skills, empathy, respect
Duration	2 lessons
N. of teachers involved	1-2
N. of students involved	A class
Connection to curriculum	This activity can be implemented during the lesson of ethics, language learning, life skills, art, and technology
Learning outcomes	By implementing this activity the student will learn to work in a team, to apply critical thinking as well as creativity and IT skills. Simultaneously the participants practice their language use and active linguistic participation while enhancing empathy, curiosity and intercultural awareness.

### Outline

In this project, the students use their prior knowledge and experience while extending their learning of the world and each other. The aim of the project is to encourage students with different social/ ethnical/ cultural backgrounds recognise and acknowledge stereotypes – that might lead to prejudice and discrimination towards particular groups of people - within society so they can challenge them and prevent damage to the groups of people they refer to. Each participant is expected to share information within his or her comfort zone creating personal stories that they are comfortable with.

### Essential materials

Item	Total (for xx persons/pairs/groups)
A printed out text with the riddle	1 copy per group
Some lists of white paper and drawing items	Min. 2-3 pages and some means for drawing.
A computers or a laptop	Min. 1 per group

### Preparation

Teacher familiarizes herself with the activity. She assembles materials necessary for carrying out the task, and arranges the tables so it would be comfortable for the students to collaborate while working in



groups. The teacher needs to carefully think about how she will divide the students into groups. The groups should be diverse, with students of mixed ability, strengths, and mixed interest.

### Activity Plan

1. Introduction (5 – 10 minutes)
2. Discussion and group work (approximately 20 min)
3. Creative work (30 min)

### Introduction

Ask the students to listen carefully to or read the riddle, and be ready to answer the questions:

*“A van driver whistles to a nurse on the street then swerves to miss a parked car and crashes into a young boy and his father who are driving to school. The father dies at the scene. The boy is transported to the hospital, taken immediately into surgery... but the surgeon steps out of the operating room and says, "I can't operate on this boy - he is my son"!”*

- How can the boy be the surgeon’s son?
- Is the van driver a man or woman?

Riddle answers:

- How can the boy be the surgeon’s son?

The surgeon could be a woman and it is her son.

Or the surgeon could be a man and they are a gay couple with a son.

- Is the van driver a man or woman?

Unknown, it could be man or woman. He or she could be whistling at a male or female nurse.

Have a short discussion, and ask students to identify the topic of the activity: *Stereotypes and Prejudices*. Scaffold if necessary.

### Managing the activity once it is in progress

A list of different occupations/roles are displayed on the slide. Students are asked to select one of the roles and draw a picture or/and give a detailed description of what they would expect that person to look like.

Students should then swap their illustrations and/or descriptions with another group and identify any stereotypes.



**N.B.** Depending on the roles that students have chosen, you could turn this into a group discussion about any assumptions

Working in groups, students think about some of stereotypical views that may lead to prejudice and even discrimination. Then, they should discuss the questions: *How would the prejudiced attitude impact the individual and group of people? Are these prejudiced attitudes based on any stereotypes? How would you feel being treated in this way? If people respected each other’s differences, would they have the same attitudes?* Finally, using an online tool (for example Pixton: <https://www.pixton.com/>), they create a comic strip (10-15 slides) telling a story and suggesting some ways to challenge these stereotypes.

- *Managing the activity*

Tips underpinned (select the most significant **Teachers’ tips A-Q**)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
X			X	X	X	X	X	X	X	X	X	X	X	X	X	X

Put an **X** on the corresponding letters.

### Conclusion

It is important to challenge the stereotypes held by yourself and by others. The next time you make a judgement about someone, stop and ask yourself, “Is this true, or am I making assumptions based on a stereotype?” This can be helpful for challenging our own internal prejudice and ensuring that we do not perpetuate a viewpoint that could be harmful to a particular group of people. Similarly, if you hear someone making a generalisation about a group of people or assuming something about a person based on a stereotype, do not be afraid to speak up. Often, people do not realise that their viewpoint is damaging – in fact, they might believe that what they are saying is positive. While the person may not have intended to cause offence, it is important to explain that any stereotype can be damaging to the person it refers to.

**Title:** Walking in another man's shoes

**Partner Institution:** KSDP

Type of activity	Type 2
EQF	EQF 3
Dimension	Personal
Topic covered	Global citizenship, critical thinking, design thinking, communication skills, empathy, respect
Duration	2 lessons
N. of teachers involved	1-2
N. of students involved	A class
Connection to curriculum	This activity can be implemented during the lesson of ethics, language learning, life skills, art, and technology
Learning outcomes	By implementing this activity the student will learn to express their personal emotions as well as to relate to others' feelings and emotions, apply critical thinking skills, improve communication skills, problem solving skills and collaborative skills. They will exercise the ability critically evaluate, graphically display, and present ideas.

### Outline

In this project, the students use their prior knowledge and experience while extending their learning of the world and each other. The integration of subjects like, ethic, language learning, life skills, art, crafts and technology can be facilitated through the project. **The aim of the project** is to encourage students with different social/ ethnic/ cultural backgrounds express empathy and respect to others while, simultaneously, practice their language use and active linguistic participation while enhancing curiosity and intercultural awareness. Each participant is expected to share information within his or her comfort zone creating personal stories that they are comfortable with.

### Essential materials

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Item	Total (for xx persons/pairs/groups)
A list of situations (Word Document) cut out	One situation per group
Computer or laptop with Internet access	Min. 1 per group
Interactive board or video projector to show the animated video	1 in the classroom

**The animated video:** [https://www.youtube.com/watch?v=KsjVUJMWzks&list=PLIONvp4HQdl\\_u9-iJykl6E23hN072y3ci&index=2](https://www.youtube.com/watch?v=KsjVUJMWzks&list=PLIONvp4HQdl_u9-iJykl6E23hN072y3ci&index=2)

### Preparation

Teacher familiarizes herself with the activity. She assembles materials necessary for carrying out the task, and arranges the tables so it would be comfortable for the students to collaborate while working in groups. The teacher needs to carefully think about how she will divide the students into groups. The groups should be diverse, with students of mixed ability, strengths, and mixed interests.

### Activity Plan

Introduction - the icebreaker (15 min)  
Discussion, creative group work (30 min)  
Wrap-up (10-15 min)

### Introduction

Watch a video: [https://www.youtube.com/watch?v=KsjVUJMWzks&list=PLIONvp4HQdl\\_u9-iJykl6E23hN072y3ci&index=2](https://www.youtube.com/watch?v=KsjVUJMWzks&list=PLIONvp4HQdl_u9-iJykl6E23hN072y3ci&index=2)

*After the video, encourage the students to share their feelings and emotions. Ask them to identify what are the major topics covered in the video. Can they identify the emotions and feelings that the main character felt?*

*Summarise and explain that empathy means putting yourself in someone else's shoes and trying to understand how they feel. Sometimes, when challenging things happen to us, it is hard to have empathy. However, it can help us connect with others who have been through similar experiences, and be there for them in a truly meaningful way.*

*Finally, ask them to indicate the topic of this activity: Empathy. Scaffold if necessary.*

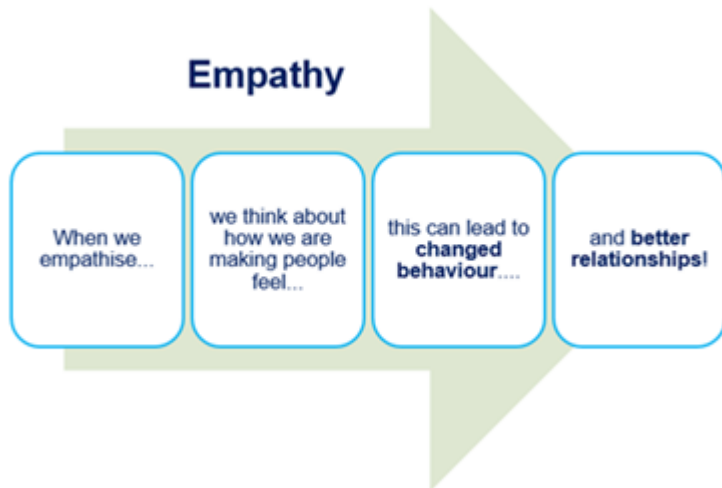
### Managing the activity once it is in progress

Students are put in the groups of 3-4 (depending on how large the whole group is as well as on the teacher's knowledge of the children in the group). The teacher decides if the group work requires appointment of roles to the members of the group such as timekeeper, question facilitator, mentoring through a common language, etc.

Each group is assigned a different situation which they have to discuss, come up with some common solutions/suggestions, and, finally, using an online tool (for example, Pixton: <https://www.pixton.com/>) create a comic strip.

**Wrap-up**

Present the picture, and explicit the idea presented.



Then, ask the students to discuss whether any of these behaviours would change if people empathised. Why?

- Spreading rumours on the News channels
- Calling people names
- Robbery
- Vandalising someone’s property
- Racism
- Bullying someone because they are ‘different’

Finally, ask them to share the most interesting insights they came up with in the group with the rest of the class.

- *Managing the activity*

*Tips underpinned (select the most significant Teachers’ tips A-Q)*

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
X			X	X	X	X	X	X	X	X	X	X	X	X	X	X

Put an X on the corresponding letters.

**Conclusion**

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*Empathy is a necessary skill in the multicultural society we live in. Nowadays, children grow in a culturally and linguistically more diverse world. This is why it is essential that they learn cultural knowledge and compassion, which include skills of listening, recognizing, and understanding different views and opinions and the ability to reflect on one's own values and attitudes. Subsequently, when we help students develop empathy, we prepare them to go out into the world with better critical thinking and analytical skills. When students are able to perceive others' experiences and feelings, consider multiple perspectives, and value every contributing voice, they will be better employees, citizens, and leaders.*

**Title:**

**Partner Institution:**

Type of activity	Type 1, 2 or 3
EQF	EQF 1,2 or 3
Dimension	Personal
Topic covered	Responsibility, Empathy, Respect
Duration	
N. of teachers involved	
N. of students involved	
Connection to curriculum	e.g. This activity can be implemented during the lesson of...
Learning outcomes	e.g. By implementing this activity the student will learn to... will be able to...

[photo activity, some examples of outcomes]

**Outline**

[write in **max 100 words** the entry point (starting point) for the participants, their process and product (if there is an end product) of the activity]

**Essentiel materials [fill in the table, if needed add a photo]**

Item	Total (for xx persons/pairs/groups)

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**Preparation**

[write in **max 100 words** room setting and activity organization: e.g., how the room should like before starting, if the activity can be implemented indoor our outdoor or both, if there is any criteria to create groups, etc.]

**Activity Plan**

**Introduction**

[write in **max 100 words** how the activity is introduced (entry point/prompt) and starts]

**Managing the activity once it is in progress**

- Managing the activity

Tips underpinned (select the most significant **Teachers' tips A-Q**)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q

Put an **X** on the corresponding letters.

**Conclusion**

[write how the facilitator and /or the participant(s) ends the activity]

Some insights and reflections about what all the groups made



## Conclusions

The Teachers Guidelines Ability presented in this document offers a valuable tool for school teachers and educators in formal and non-formal learning settings to implement multicultural and inclusive education in class. For this purpose, here below are some further suggestions and recommendations to help teachers create a respectful, stimulating and culturally sensitive learning environment.

**Promote intercultural awareness:** Encourage students to explore and appreciate cultural diversity through activities involving food, traditions, customs and art. Use resources such as digital maps, images and information to guide students in discovering new cultures.

**Develop intercultural competence:** Encourage students to develop skills such as empathy, mutual respect and intercultural communication. Incorporate activities that stimulate critical thinking and reflection on cultural stereotypes.

**Promote collaboration and dialogue:** Foster collaboration between students from different cultures and encourage open and respectful dialogue. Try to create an environment in which students feel comfortable sharing their experiences and opinions.

### **Suggestions for further development and improvement**

To improve the effectiveness of the guidelines and foster even more meaningful intercultural learning, we recommend the following:

**Continuous training:** Provide teachers with continuous training opportunities on multicultural education and intercultural approaches. This will enable them to acquire new skills and knowledge that they can further share with their students.

**Collaboration among teachers:** Promote collaboration between teachers within the school or between different schools. Working together allows you to exchange ideas, share experiences and develop new teaching strategies for multicultural education.

**Evaluation and monitoring:** Regularly evaluate the effectiveness of your teaching practices and the inclusive environment you have created. Monitor students' progress and collect feedback to make any improvements.

In conclusion, implementing these guidelines will provide teachers with a valuable tool to promote multicultural and inclusive education in their classrooms. Through the adoption of pedagogical practices and the inclusion of intercultural activities, teachers can create an enriching learning environment in which students can grow as global citizens who are aware of and respectful of cultural diversity.