



MULTICULTURAL EDUCATIONAL TOOLKIT



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MULTICULTURAL EDUCATIONAL TOOLKIT

FOR

1. building and improving **critical thinking**
2. developing **intercultural competence** 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**





MULTICULTURAL EDUCATIONAL TOOLKIT

TO HELP STUDENTS

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





OVERVIEW OF TOOLKIT ACTIVITIES

Food, culture, and identity (IT)

The World Map and Global Citizenship I (IS)

The World Map and Global Citizenship II (IS)

Embracing the new (RO)

I and the other- intercultural dialogues (RO)

Complete the story (RO)

What if? (LT)

Walking in another man's shoes (LT)





EXAMPLES OF ACTIVITIES

- 01** THE WORLD MAP AND GLOBAL CITIZENSHIP
Iceland
- 02** EMBRACING THE NEW
Romania
- 03** WHAT IF?
Lithuania
- 04** FOOD, CULTURE AND IDENTITY
Italy





01 THE WORLD MAP AND GLOBAL CITIZENSHIP



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.



Main outcome

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.





02 EMBRACING THE NEW

Outline

The activity consists of three phases:

1. students search for local identity materials, images and texts. Then they organise them and design their own presentations.
2. students make their presentation, discuss, give feedback and interviews.
3. students make the digital story regarding the activity. The digital story uses images added by students, photos taken during the activity and interviews. They are organised coherently, giving a new perspective on the benefits of multiculturalism.

Main outcome

Students perspectives are opened to the new, to acceptance, tolerance and collaboration in an ethnically diverse classroom.

For teachers, the project provides effective tools for working in multicultural classroom, so as to enhance each student and teach them to collaborate in an atmosphere of mutual respect.





03 WHAT IF?

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.

Main outcome

Students 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.





04 FOOD, CULTURE AND IDENTITY

Outline

The activity consists of four phases:

1. traditional dishes from different countries are displayed on a digital map.
2. students identify the ingredients related to the selected recipes.
3. students find connections between the ingredients and the cultural peculiarities of the countries.
4. students reinterpret the traditional recipes using local ingredients.

Main outcome

Students gain 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.





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