



DISSEMINAZIONE CONTENUTI DEL CORSO  
“ **Multicultural and intercultural education** ”  
NELL’AMBITO DELL’ACCREDITAMENTO ERASMUS DELL’IC REGIO PARCO.

Nell’ambito del progetto Erasmus +, tre docenti della scuola secondaria hanno partecipato a un corso di formazione dedicato ai temi della multiculturalità e della risoluzione dei conflitti nella classe multiculturale.

Il corso, svoltosi a Tenerife dal 5 al 9 settembre, dall’associazione *idevelop*, ha presentato ai partecipanti attività educative da impiegare in aula. Alla base del programma, l’intento di presentare, per poi mettere in discussione, i concetti di stereotipo e preconcetto, quei cosiddetti *bias* culturali in cui tutti “cadiamo” senza nemmeno rendercene conto.

Particolare attenzione è stata rivolta al curriculum PSHE (Personal, Social, Health and Economic education), ormai ufficialmente entrato nel syllabo delle scuole britanniche. Si tratta di un vero e proprio insegnamento volto ad approfondire temi quali il benessere e la salute, anche affettiva, degli studenti, in un’ottica di valorizzazione del singolo individuo, ciascuno secondo le proprie competenze e peculiarità.

Più in generale il corso si è occupato di strategie di didattica inclusiva attraverso cui promuovere l’educazione interculturale in classe. La diversità da valorizzare: una ricchezza, che non senza difficoltà, permette all’intera società di avanzare in modo creativo e positivo.

Di seguito alcuni spunti pratici per attività nelle classi.

## PRACTICAL ACTIVITIES FOR THE CLASSROOM

### ACT. 1

INTRODUCTION OF THE CONCEPT OF “RIGHT”

WHAT IS A RIGHT?

STUDENT’S ANSWERS MAP

TEACHER’S DEFINITION:

It’s an entitlement...

Your **rights** are what you are morally or legally **entitled** to do or to have.

Create a padlet to share ideas: <http://padlet.com>

### WHAT RIGHTS/HUMAN RIGHTS ARE FOR YOU?

Please express what are rights/human rights for you

#### A RIGHT IS

AN ENTITLEMENT TO DO OR  
HAVE SOMETHING

**HUMAN RIGHTS** ARE RIGHTS  
WE SIMPLY HAVE BECAUSE WE  
EXIST.

Alida Pirrone, IC Regio Parco  
school , Turin italy

INTRODUCING THE UN CONVENTION OF THE RIGHTS OF CHILD

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

## ACTIVITY 2 : RIGHTS AND RESPONSIBILITIES IN OUR CLASSROOM

### BRAINSTORMING

STUDENTS CAN WORK IN GROUP AND THEN SHARE THEIR SUGGESTIONS.

**1.1. Identify your rights and responsibilities**

"There are no rights whatever without corresponding duties." Samuel Taylor Coleridge

**Rights**

A right protects individuals or groups from injustice; it allows individuals to grow to their full potential as a positive and active member of their society; it is a responsibility that each person or group has to others; and it is about respect of oneself and others. A right creates a moral and legal obligation that nations and people must fulfill.<sup>1</sup>

Education

Freedom of expression

Privacy

Right of response

Access to information

Personal safety

Respect

Ownership / Authorship

Participation

Accurate information

Safe environment

➡ Identify which of the concepts above you think are your online rights and which are your online responsibilities. Can they be both? You can also write down other words you consider to be related to online rights and responsibilities. You can find out all of your rights and responsibilities from the UN Convention on the Rights of the Child here: <http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

**RIGHTS**

Freedom of expression

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**RESPONSIBILITIES**

Respect for others

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

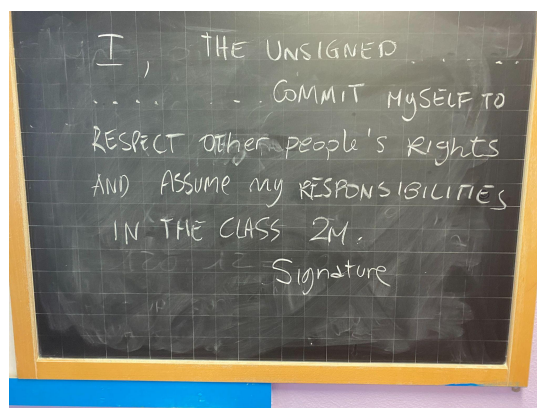
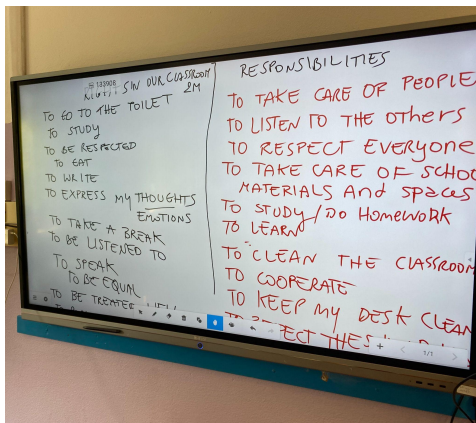
\_\_\_\_\_

- ex. We have the RIGHT to
- feel safe
  - be listened to
  - to feel respected
  - to feel loved- important- valued

We have the RESPONSIBILITY to

- to listen to others
- to be respectful of others
- to be kind

REPORT THE SS' SUGGESTIONS ON THE BOARD. SS' COPY THEM ON THEIR NOTEBOOK OR POSTER AND SIGN A CONTRACT TO COMMIT THEMSELVES TO RESPECT THEIR RIGHTS AND RESPONSIBILITIES IN THE CLASSROOM.



### 1.3. When your rights are not respected...

#### Violation

The act of doing something that is not allowed by a law or rule. A violation is not automatically a crime.<sup>4</sup> In legal terms, the word **infringement**<sup>5</sup> is often used e.g. infringement of copyright.

Your online rights can be violated or infringed in many different ways. While sometimes this is related to netiquette or expected ethical online behaviour, at other times it may be a violation of law that could even lead to legal prosecution.

▶ Identify some of the ways that your online rights can be infringed or violated.

- 1 An inappropriate comment is left on your social media profile - it contains bad language
- 2
- 3
- 4
- 5



James

"I once bought an App online, and money kept coming out of my account. My mum went mad about it but she managed to get all my money back."

Which of his rights do you think were violated in this instance? Do you think he fulfilled all of his responsibilities? How do you think his mother found a solution to the problem? Would you report such a situation and where?

Where can we report violations of our rights?

▶ What would be the best solution to each of the infringements you listed above? Discuss all possible solutions and write down what is, in your opinion, the best.

- 1 Speak to the individual who made the post, block the user if necessary...
- 2
- 3
- 4
- 5


### ACTIVITY 3 DIVERSITY- PREJUDICES- STEREOTYPES WORKSHEETS

#### VALUING DIVERSITY : CHALLENGING STEREOTYPES TRUE OR FALSE DISCUSSION CARDS:



**Valuing Diversity:**  
Challenging Stereotypes True or False Discussion Cards


All disabled people use a wheelchair.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards


Everybody has different tastes and preferences.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

Wheelchair users need help to move around.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

Women can't be in the armed forces.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

We should treat everyone kindly, those that are similar to us and those that are different from us.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards


Only men can be firefighters.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

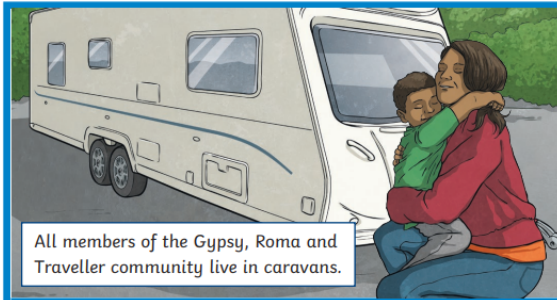
Families take care of each other, helping each other to feel happy, safe and loved.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards


All members of the Gypsy, Roma and Traveller community live in caravans.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

People with black skin are always good at sports.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards


Men and women can be equally good at a variety of jobs.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

People with white skin don't like spicy food.



**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards



British people always speak English.

**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

People should feel free to wear the clothes they are comfortable in.

**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

People should speak the language of the country they live in.

**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

Some disabilities are not visible.

**True** **False**

Valuing Diversity: Tolerance and Respect Challenging Stereotypes True or False Discussion Cards

## ACT 4. COMPARING FAMILY TRADITIONS (MULTICULTURAL STUDENTS)

# My Family Traditions

My family are...

One of our traditions is to...

This happens when...

Draw your family tradition here.

Explain what this tradition involves.

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## ACT. 5 STEREOTYPES



### EXERCISE: THE ENNEAGRAM

The Individualist- The Challenger- The Enthusiastic- The Perfectionist-  
The Peacemaker- The Helper- the Achiever- the investigator- The Loyalist-

Enneatype 1. The \_\_\_\_\_. They want to do the right thing and change reality for the better. They are perfectionists, disciplined and orderly, and sometimes their desire for perfection can make them strict and intolerant. An example is Margaret Thatcher in real life and Monica Geller from Friends in fiction.

Enneatype 2. The \_\_\_\_\_. They want to be loved, needed, and appreciated. They are generous and sometimes patronizing. An example is Angelina Jolie in real life and Gloria Pritchett from Modern Family.

Enneatype 3. The \_\_\_\_\_. They are competitive, vain, and success-oriented. Image is of great importance to them. An example is Beyoncé in real life or Maui from Moana.

Enneatype 4. The \_\_\_\_\_. They are individualistic, sensitive and creative. They continually analyze their emotional state. An example is Janis Joplin in reality and Edward Scissorhands in fiction.

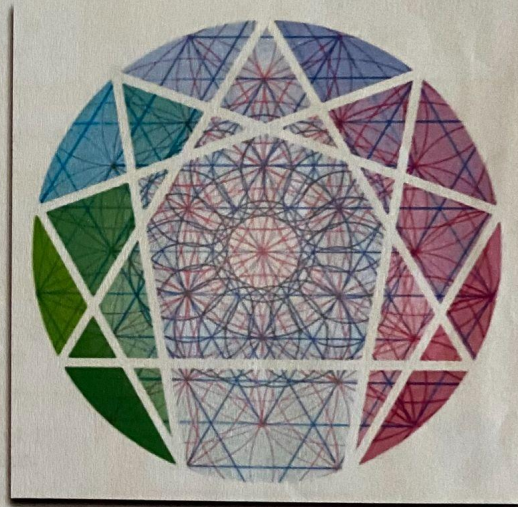
Enneatype 5. The \_\_\_\_\_. Introverts and misanthropes, they are oriented towards knowledge and the rational. An example is Marie Curie in real life and Walter White from Breaking Bad in fiction.

Enneatype 6. The \_\_\_\_\_. Good and faithful friends, but also insecure, neurotic, indecisive and nervous. An example is Woody Allen in real life and Mulan in fiction.

Enneatype 7 The \_\_\_\_\_. Hedonists by nature, they think about enjoying themselves and having fun. They live in the present and sometimes run away from responsibilities. An example is Jim Carrey in real life and Joey Trivianni from Friends.

Enneatype 8 The \_\_\_\_\_. Rebellious and authoritarian, they don't follow the rules. They follow their own rules. They are born leaders, eager for power. An example is Vladimir Putin in real life and Samantha Jones in Sex and the City.

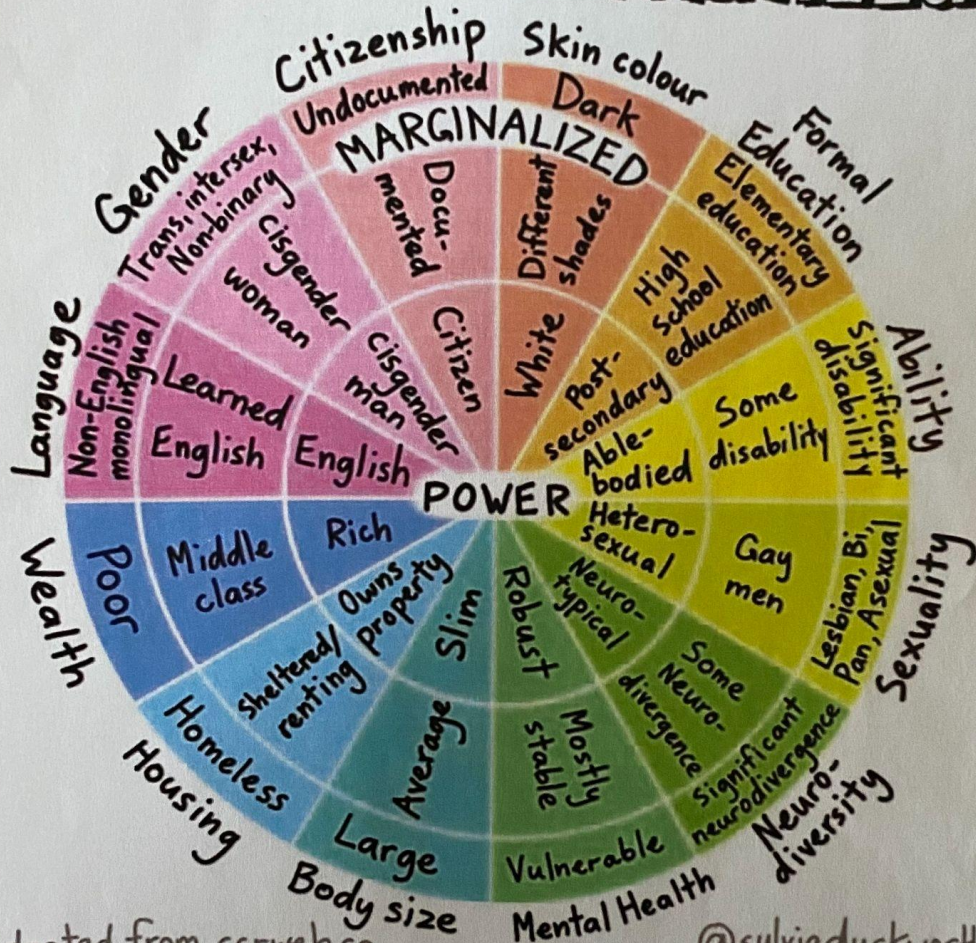
Enneatype 9 The \_\_\_\_\_. They flee from conflict and sometimes become lazy. They are calm, collected and calm and are good mediators. An example is Morgan Freeman in reality and Bridget Jones in fiction.





# THE WHEEL OF PRIVILEGE

## WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylvriaduckworth



Erasmus+

## ACTIVITY 6 . DEALING WITH PREJUDICES

### Version C

#### Column A Statements

"That's retarded."
"I don't see color."
"How did your mom react when she found out you were a lesbian?"
"You don't even seem Black."
[To a girl] "Math is hard, isn't it?"

#### Column B Possible Interpretations

People with disabilities are less important, likeable, or competent.
Everyone from your group acts the same.
Women have inferior abilities.
Being a lesbian is not normal.
Your experiences are a minority are invalid.

**Version B**

**Column A  
Statements**

"That's so gay."
"The only race is the human race."
"[To an Asian student] "Can you help me with my math homework?"
"[A White woman to a Black woman] "As a woman, I understand what you experience as a minority."
"No, where are you really from?"

**Column B  
Possible Interpretations**

Your experiences as a minority are no different from anyone else's.
Your appearance dictates your skills or knowledge.
You are not American.
Being gay is unacceptable.
I'm not racist, because I'm oppressed like you.

**Version A**

**Column A  
Statements**

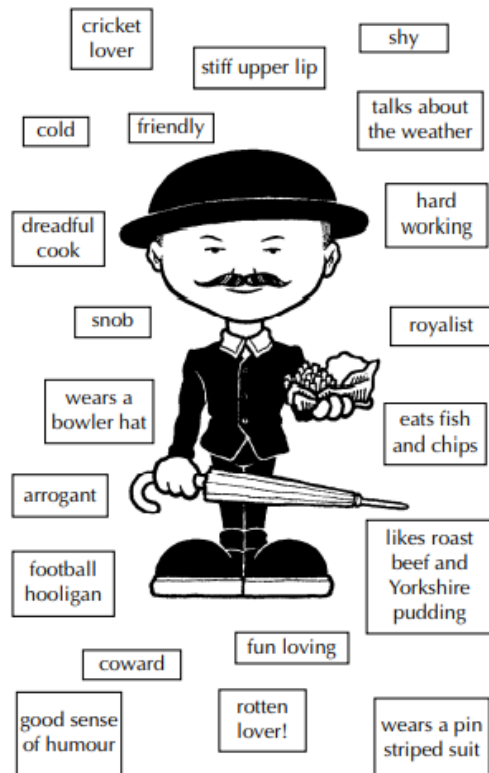
"Why are all Black women so loud?"
"You throw like a girl."
"You can succeed if you try hard enough."
"Being gay is just a phase."
"You are a credit to your race."

**Column B  
Possible Interpretations**

You are lazy.
You should assimilate to the dominant culture.
Your identity is invalid.
People of your background are unintelligent.
Feminine traits are undesirable.

# THEY'RE ALL THE SAME!

LEARNING OUTCOME: TO EXPLORE THE EFFECTS OF STEREOTYPING, PREJUDICE, RACISM AND DISCRIMINATION AND LEARN HOW TO CHALLENGE THESE ATTITUDES.



A black boy in a classroom, in which the teacher thinks that black boys are troublemakers.

An Irishman going for a job, where the foreman believes that all Irish people are lazy drunks.

A very intelligent Muslim girl, whose friends assume that she will never have a career – she will leave school early, get married and have children. They believe that education is a waste of time for her.

1 Read the following words. What does each mean?

- prejudice
- stereotyping
- racism
- discrimination.

As a class, write a definition of each word. Check in a dictionary that your definition is accurate.

2 How do others see the English?

What is the image of a 'typical' Englishman? The illustration will give you some ideas. Which of the words and phrases provided would you choose to describe him?

Is this a fair picture of an Englishman? Give reasons for your answer.

Now write a description of a 'typical':

- American (from the USA)
- Italian
- Japanese
- Indian.

How fair do you think your descriptions are? Compare them.

Stereotypes are the pictures we build up of different groups of people. They tend to be negative. Why do you think this is?

3 Look at the situations described in the boxes, left.

What do you think might be the possible consequences of each case of stereotyping?

Have you, or people you know, ever experienced prejudice like this? Talk about what happened.

Now think of three ways in which stereotyping might be challenged. Share your ideas with the class.

The participant teachers  
Violante Massari  
Alida Pirrone  
Gabriele Martinez