
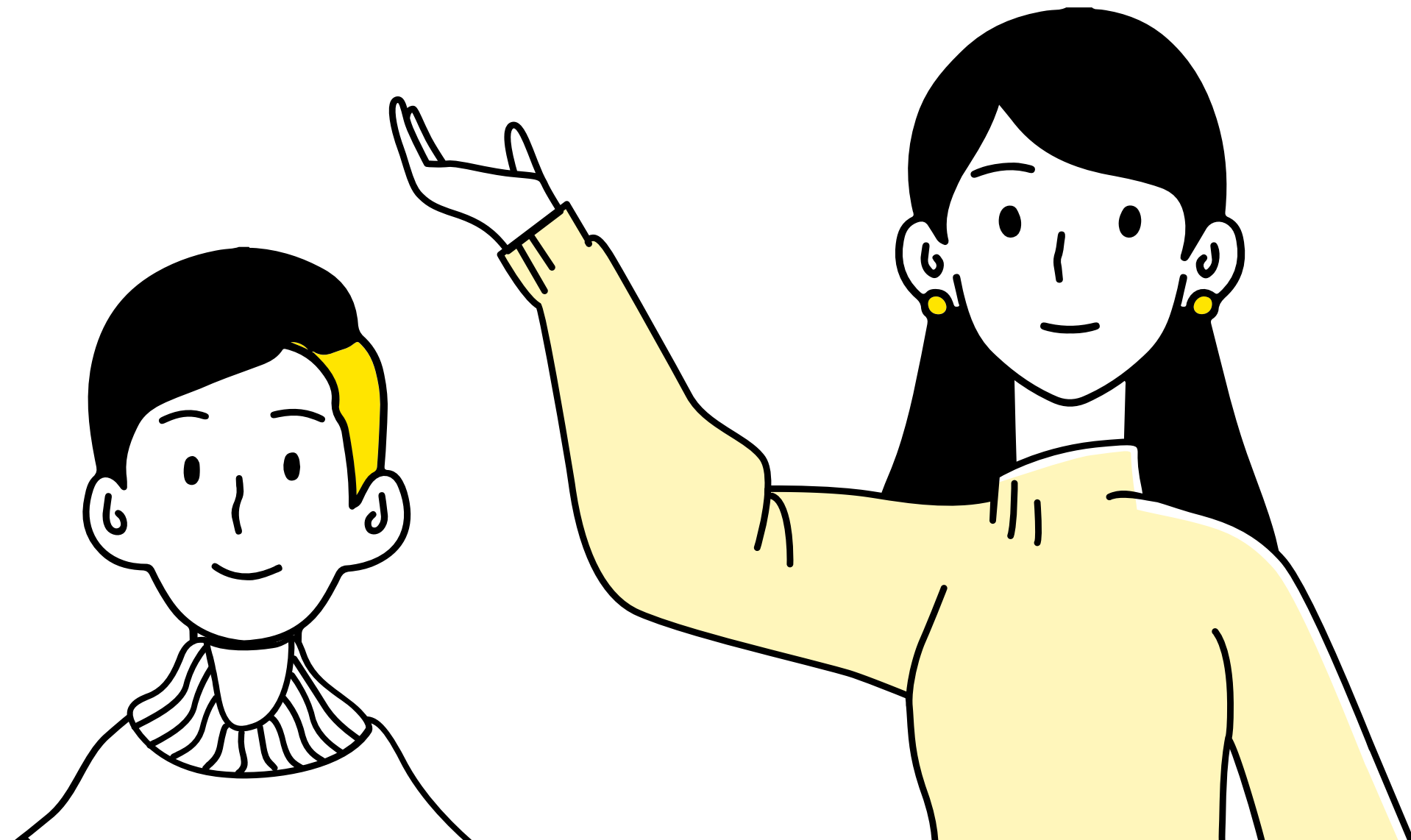


Intercultural Education

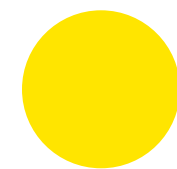


Tips for teachers

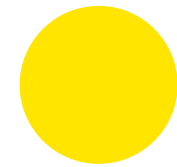
Introducing new
(foreign) students
to the class



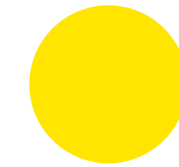
Why is it important?



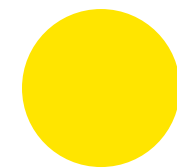
Making a new student feel welcome in the new school.



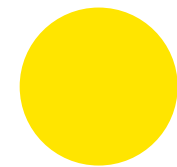
Forming friendships takes time and the activities can support that.



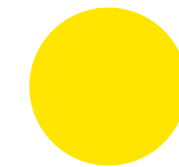
Understanding difference.



Finding a balance between welcoming the person and not putting him/her in the spotlight.



Avoiding stereotypes and making sure the new person does not feel put in a weird position.



Atmosphere in the classroom affects the motivation of students.

Preparation

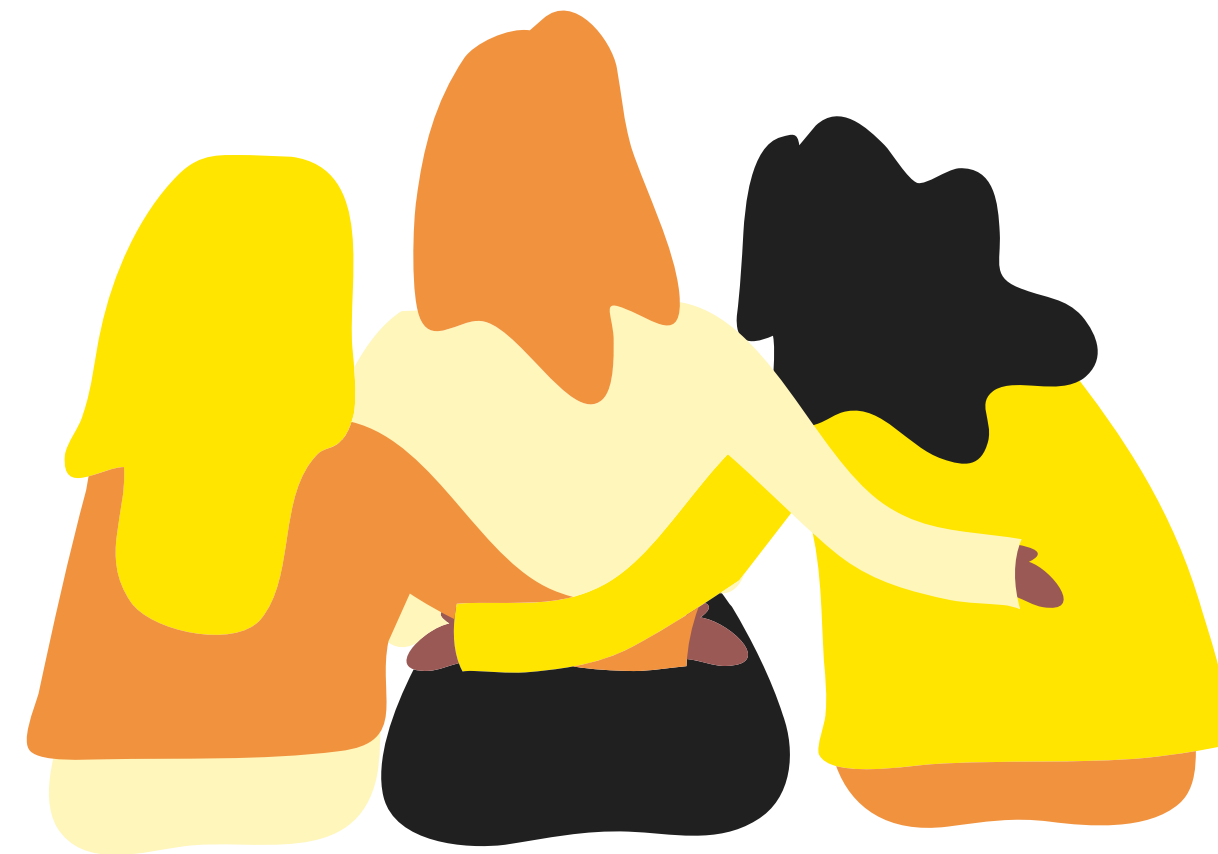
Activities for the first week to make sure that the new student feels welcomed

Important, that the teacher gets to know the new pupil if possible

Including pupils in planning the first day: asking what kind of activities could be fun and inclusive

SCHOOL BUDDIES PROGRAM

Before the first day, a few (2-3) pupils are selected as tutors/buddies for the new pupil. They show the new pupil around the school before the first class. After the tour they accompany the new pupil to the classroom. The tutors could also be assigned to accompany the new pupil during breaks and to introduce him/her to classmates. This way the new pupil always has someone to join.



Preparation

Activities for the first week to make sure that the new student feels welcomed

Here it is important to avoid stereotyping and victimizing the new person!

Possible solution for that could be: Pointing out strength of characters.

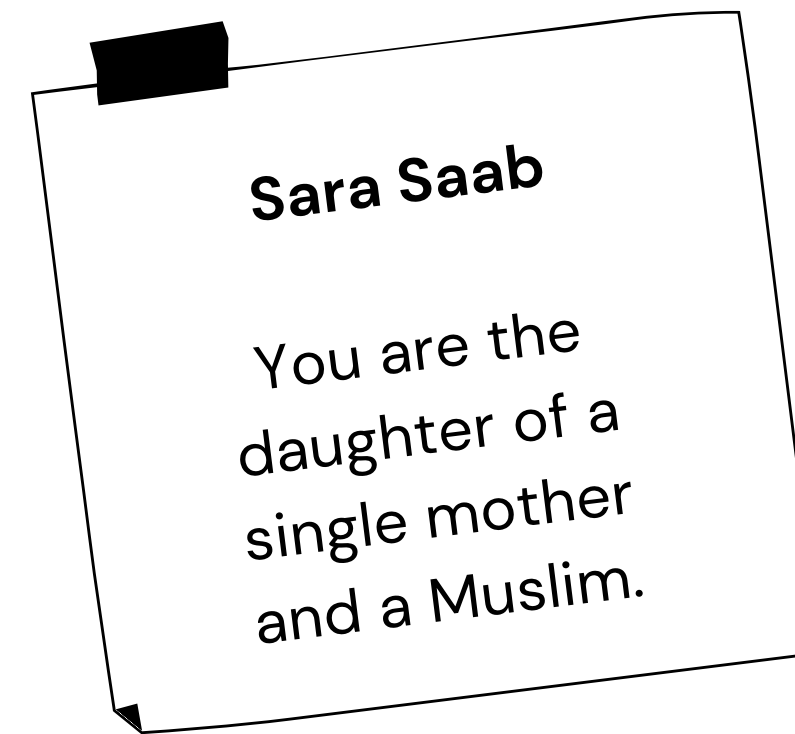
ACTIVITY: THE GAME OF LIFE

WHAT? Using role cards (people with their cultural/social/family background), the students go through crucial stages of life in groups. These crucial stages are marked on a board and can include starting school, school years, starting work. The groups roll the dice and move forward with game pieces or the game board is so large that they themselves are the game pieces. For their individual roles, there are certain obstacles or privileges for the respective event fields (starting school, etc.), through which they are either favoured or set back in the game. In the end, the "privileged" role wins.

WHY? This opens up the discussion about whether life is really a game of chance or whether it is not due to structural injustices that some people have/get more chances than others. Through this pupils are sensitised to the fact that there are structural injustices in their environment – possibly in the same classroom – at crucial life transitions and develop an awareness of the fact that not all people have the same opportunities to shape their lives due to these structural injustices.

HOW? Playing it as a field/board game (human-sized), you need role cards and a large dice.

Example for a role card



Event fields in the game for Sara Saab

1

Start of school

Your mother attaches great importance to education and therefore to good grades. That's why you work hard in class. You are recommended for grammar school. (move two fields ahead)

2

School time

Your maths teacher often says that girls are bad at maths. You lose interest in the subject and get a 5 on your report card. (move one field back)

3

End of school

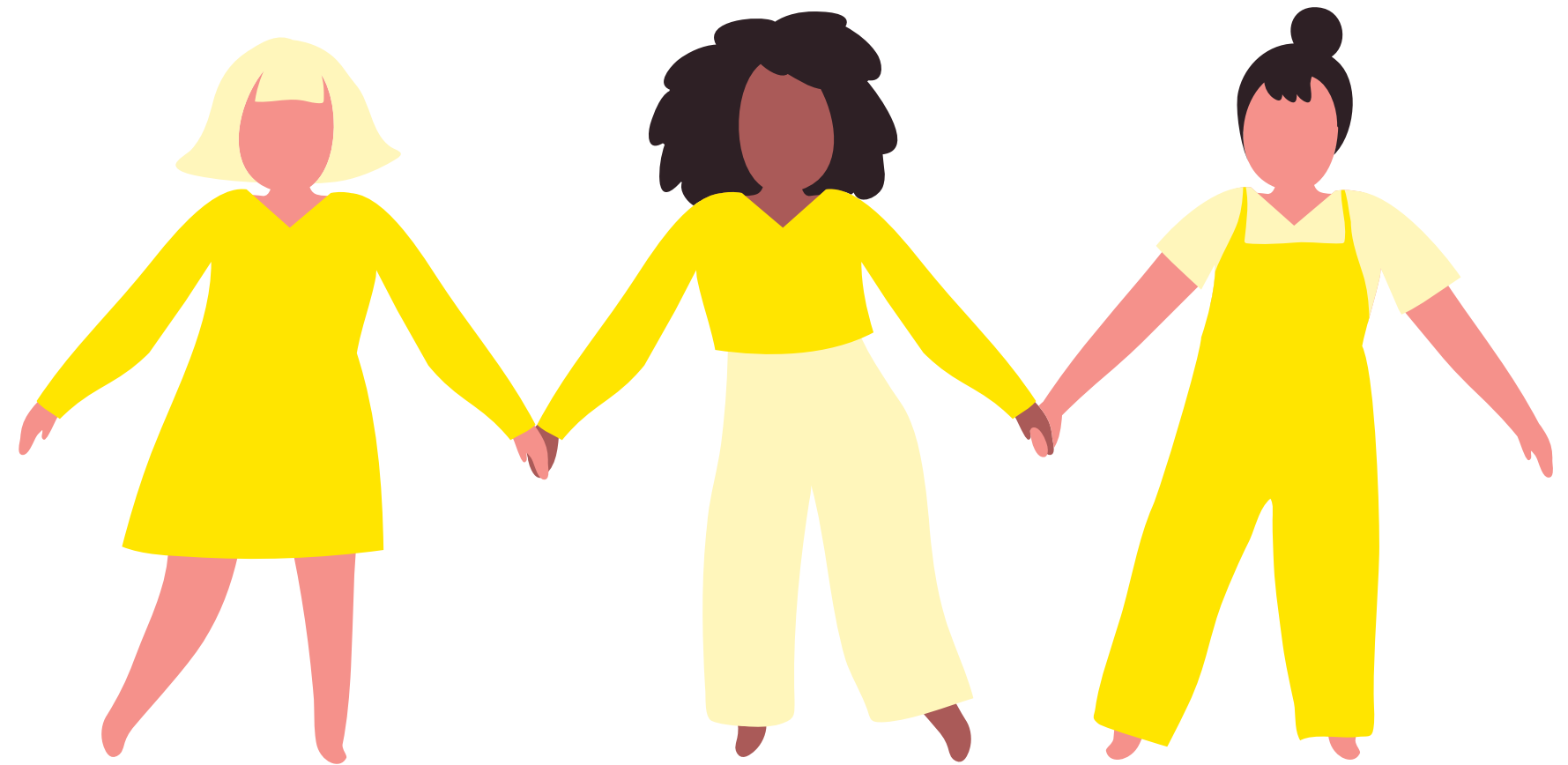
You can't decide whether to study or train. You do a voluntary social year. (you sit out a round)

4

Start of studies/training/occupation

You have decided to study. Your mother cannot cover the costs of your studies. That's why you work in a bar at night and need more time for your studies. (move back two fields)

The First Day



This is a nice outdoor activity

The movement is a good addition so it's not boring for the rest of the students

Learning names

Everybody stands in a circle. Pupils take turns telling their names and at the same time making a movement they have come up with. Everyone has to repeat the names and movements from the students before them.

The new pupil stands at the second or third place so she/he doesn't have the pressure of remembering all of the names. He/she also gets to hear the classmates' names several times and memorizing them.

Let's play a game!

"Everybody who..."



This is how students can find others that like the same things

- Pupils form a circle
- Teacher says "everybody who likes/don't like football/icecream/warm weather etc. clap your hands/turn around/switch places"
- Teacher can use pictures when asking about the different things if there is a language barrier



Arts activity

as a break

All the activities
can be
overwhelming.
*This is for students
so they can take a
breath.*

TIP!
Use different kinds
of arts!
*(different materials,
clay, cutting out..)*

- Making groups of a round five and giving different photos what they should create.
- They have ca. 10 minutes each in which they work on the drawing, than rotate and go on with the next one



"Forming a line"

The goal is for the pupils to form a line according to their features (for example date of birth, first letter of your name etc.) without using their voice.

This is a great activity when pupils do not have a common language.

During the first weeks



The Idea

Forming positive bounds, making space for getting to know each other

Positive Groupwork

Creating a poster and everyone has a role-card, which gives a specific task (writing, structuring, correction etc.), so everyone has a task and conflicts are provided



Vernissage of personalities

This method can be used during the first week to get to know each other better in the classroom and to celebrate the student's differences and diversity by appreciating each other through setting up a common creative project.



- The theme of the vernissage can be flexible – it can be a common theme, e.g. "Our Personalities" or another unifying theme.
- It is important that it is a topic that touches everyone and concerns everyone; if, for example, "home" is a difficult topic (refugee experience, etc.), careful consideration should be given to whether such a topic should be chosen.
- The contributions to the vernissage by students about themselves can be in their individually chosen form. It can be a certain medium they choose to do: a rap song, a poem, a short story or text, a painting, a sketch, a clay figure, ... etc.



**Possible fails
and solutions**

Prevention of Exclusion – No blame Approach



1 Bullying takes place, or "just" exclusion, e.g. in case of a new student who is not integrated in the class structures yet



2 The teacher needs to have his eyes open and when he realises the exclusion/ mobbing, talk to the person. Ask what is happening and if it is ok if he talks to the other pupils. It is important to mention that no one will get blamed and it won't sound like the person wanted to get others into trouble.



3 The teacher talks to the other pupils in the class at a quite place. He*She explains that the person is not feeling good. Mostly the classmates do not want a person to feel bad, but alone it is hard to help.



4 Together they search for ideas, how everyone can make the person feel better. E.g. not laughing, joining the person on the way to school etc.



5 Searching for solutions together will make them feel strong and positive



6 Finally the teacher should talk to the excluded pupil again, and get feedback if the situation changed

Youtube Video to get to know the "No Blame Approach" better:

<https://www.youtube.com/watch?v=USpkIt4Lr-w>



**Good
luck and
have fun!**