

Training program

TEACHING CULTURAL HERITAGE AND CULTURAL DIVERSITY

TRAINERS' GUIDE

Prepared by:

Jenny Otting and Veton Sylhasi

October 2013

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

This document was produced within the framework of the Joint Project "EU/CoE Support to the Promotion of Cultural Diversity. The content does not necessarily represent the official position of the European Union and/or the Council of Europe.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

INTRODUCTION

The training program “Teaching Cultural Heritage and Cultural Diversity” has been developed and facilitated by the EU/CoE Joint Project-Support to the Promotion of Cultural Diversity in Kosovo¹ (PCDK). The training workshops primarily contribute to the teaching of cultural heritage and cultural diversity within the curriculum of civic education, but the content materials and methodology can be used across the curriculum.

The goal of this training program is to share knowledge about cultural heritage and cultural diversity with educators and to help teachers develop their content knowledge and teaching skills within this topic area.

The expected outcomes of the training program are:

- To understand the general idea of culture
- To demonstrate the different aspects of culture
- To identify tangible and intangible cultural elements
- To explore different methods to teaching a cultural heritage or diversity lesson
- To explain the concept of the experiential learning cycle and how it is used in teaching.
- To have teachers reflect on their own practice of teaching heritage and diversity themes
- To illustrate to teachers how to use the Handbook for Teachers published by PCDK
- To develop outlines of a curriculum for teaching cultural heritage and cultural diversity in their classrooms

This training program primarily targets civic education teachers in primary/lower secondary schools, however, teachers from all subject areas can benefit from the content and methodology practices that are offered.

The training program is specifically designed to explain the information and pedagogical practices found in the Handbook for Teachers: Cultural Heritage and Cultural Diversity Lessons published by the PCDK project.

The training is meant to build upon the teachers existing knowledge and experiences in cultural heritage and cultural diversity as well as introduce new concepts and teaching techniques found in the Handbook for Teachers. This training seeks to offer a platform where teachers can share successful lessons they have used with their students and where they can learn how to adapt provided resources to fit their own learning environment. By accomplishing the training goals, participants and trainers can contribute to and expand the learning about cultural heritage and cultural diversity for the community of education practitioners.

¹ This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

Note to trainers: Remember that you yourself are a teacher and throughout the training workshops, you should share the experiences you have had in teaching cultural heritage and diversity in your classrooms. You are not an outside expert, but rather you are like your participants and you should make this connection with them. During the first session while introducing yourself, you should mention your teaching experience and involvement with cultural heritage and cultural diversity projects.

TEACHING CULTURAL HERITAGE AND CULTURAL DIVERSITY	
Two-day training program	
Day 1	
09:00 – 10:30	Introduction to Culture
10:30 – 10:45	Coffee break
10:45 – 12:00	Aspects of Culture
12:00 – 13:00	Lunch break
13:00 – 14:30	Cultural diversity and different perceptions about culture
14:30 – 14:45	Coffee break
14:45 – 16:00	Analysing Cultural Heritage & Diversity Lessons
Day 2	
09:00 – 10:30	Teaching Cultural Heritage & Diversity
10:30 – 10:45	Coffee break
10:45 – 12:00	Cultural Heritage Lesson: The Discovery Journey
12:00 – 13:00	Lunch break
13:00 – 14:30	Cultural Diversity Lesson: Different perceptions
14:30 – 14:45	Coffee break
14:45 – 16:00	Next Steps in Our Teaching

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

Day One

SESSION I: INTRODUCTION TO CULTURE

Overview of Session:

There are **two** main purposes of this session. First, the trainers should create a comfortable, fun atmosphere for the training by engaging in icebreaker activities. Second, the trainer should elicit from the group general ideas about culture.

Learning Outcomes:

- Create a comfortable atmosphere for the workshop
- Introduce the general idea of culture and have small groups discuss this issue

Materials:

- Poster paper, markers, tape

Time:

90 minutes

Procedure:

Introduction Activities (30 minutes to do all activities and to welcome everyone)

Begin the training with an activity where the participants can introduce themselves and learn the names of the other participants. It is important to set a comfortable and inviting tone for the workshop. Below are activities that stimulate team building skills and show participants the idea of group diversity while providing an opportunity to meet everyone in the group.

Activity One: Name Game

- Ask participants to sit or stand in a circle.
- Have participants state their name and one interesting fact about themselves. (For example, the trainers could ask all participants to think of their favourite hobby or their favourite food.)

Activity Two: Name Organizing Activity (10 minutes)

Tell the participants you are going to test their listening and memory skills in the activity called “Silent Line-up.” State that the objective is to have the whole group line up in alphabetical order according to their **first** name. The difficulty is that no one is allowed to speak!

- Have all the participants stand in the middle of the room.
- Tell the group that when you say go, they will have 5 minutes to line up in alphabetical order according to their **first** name.
- No one is allowed to speak. They can use any non-verbal form of communication they wish.
- When everyone understands the instructions, the trainer should say “go.”
- After 5 minutes, the trainer should yell “stop.” Check to see if all the participants are in the correct order by having everyone state their first name.

Activity Three: The Have You Ever Activity (15 minutes)

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

This is an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.

- Have participants stand in a large circle.
- First, the trainer explains that he/she will call out different questions.
- If a participant can answer “yes” to the question then he/she needs to run into the circle, jump in the air, and do a high 5 with anyone else who runs in.
- After the participants answer the question by running into the circle, have them return to the outside of the circle to await a new question.
- Here are some sample questions you can ask participants; however, you should also come up with a list of ten to fifteen questions that would pertain to the group.
 1. Have you ever climbed to the highest point in your country of birth?
 2. Have you ever lived overseas for more than 1 year?
 3. Have you ever sung karaoke?
 4. Do you have both a brother and a sister?
 5. Have you ever ridden a horse?
 6. Have you ever eaten frogs' legs?

Defining Culture: (60 minutes to complete this activity)

Step One: Small Group Work

- Ask participants to get into small groups.
- Have the groups discuss the meaning of culture. Ask them the following questions to help guide their discussion:
 - What does culture mean to you?
 - How do you define the meaning of culture?
- After groups have discussed for twenty minutes give each group a piece of poster paper and marker. Instruct them to write a group definition for culture.

Step Two: Large Group Discussion

- Have each group share their culture definitions in the larger group. (The poster paper can be hung on the wall).
- As a group, discuss how people developed their understanding of culture.
- Tell participants that during the next session they will delve further into the meaning of culture.

Tips for Trainers

Icebreakers:

You should never underestimate the importance of icebreaker activities as the beginning of a training workshop. The purpose of icebreakers is to establish a comfortable and inviting atmosphere for the training in order to relieve any anxieties and fear participants may initially feel. We have included three icebreaker activities for session I, but you can create your own activities or find alternative ideas on the internet.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

SESSION II: ASPECTS OF CULTURE

Overview of Session

The purpose of this session is to **go deeper into the idea of culture** by having participants explore and discuss tangible and intangible aspects of culture. Participants should be encouraged to think about everything from clothing to value systems.

Learning Outcomes:

- Demonstrate the different aspects of culture
- Identify tangible and intangible cultural elements

Materials:

- Poster paper or board & markers
- Copies of the pictures (Appendix 1)
- Handout on the cultural terms (Appendix 2)

Note to trainers: You may use different pictures representing culture, but the ones from the Handbook for Teachers: Cultural Heritage and Cultural Diversity lessons have been provided.

Time:

75 minutes

Procedure:

Step One: Small Group Work with Pictures

- Ask participants to get into small groups
- Distribute one or two pictures (from appendix 1) to each group
- Ask each group to analyse their pictures by discussing the following guided questions:
 - Are you familiar with the culture in your picture(s)? What do you know about this culture?
 - What cultural aspects do you see in the picture? (rituals, clothing, food, communications, etc.) List all the cultural aspects that are demonstrated in the picture.
 - Based on what you see in the picture, what values, belief systems are important to this culture?
 - What do you know about this culture? What are other aspects of this culture that aren't represented in the picture, but that you know from your experience? How did you learn about this culture? (media, travel, school, etc).

Step Two: Group Presentations

- Have each group present their ideas to the larger group. (As each group talks about their picture, you can show the picture using the power point.)

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

- After all the groups have an opportunity to share, summarise the meaning of tangible and intangible features of culture.
- Make a list of the features on a piece of flip chart paper/board.
- Give participants the handout on culture (Appendix 2). This handout includes different definitions of culture and information about tangible/intangible culture. This is information that participants can use for themselves or in their classrooms. Take a few minutes to go over the handout and answer any questions.

Tips for Trainers

Reporting Out: Shifting from small group work to large group discussions

Small group work can be very effective in allowing for multiple voices to be heard during a large training session. It's important for trainers to facilitate reporting on presentations of small group work to the larger group. To help small groups successfully share ideas discussed to the larger group, facilitators should remember the following:

- Have each small group choose a spokesperson
- Establish a time limit for each spokesperson to talk
- Tell the spokesperson to summarise the key concepts discussed in the small group discussion

SESSION III: CULTURAL DIVERSITY AND DIFFERENT PERCEPTIONS ABOUT CULTURE

Overview of Session

The purpose of this session is to have participants explore personal perspectives about unfamiliar cultures and how different perspectives often lead to creating stereotypes and prejudice about people from different cultures. For example, we may have the perspective that people who live in a house different than ours maybe "poor" or "uncivilized" because we value our housing materials, structure and objects as superior. However, in reality, the house that looks "poor" from our perspective may be the best style of house for that culture. We must explore why we think the way we do about cultures that are different from ours.

Learning Outcomes:

- Describe how individuals perceive other cultures
- Know where and how cultural biases/judgments are created
- Analyse the basis of our beliefs/values

Materials:

- House pictures (appendix 3) to display in the classroom
- Quiz handouts (appendix 4)

Time:

90 minutes

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

Note to teachers: Participants could use or adapt this activity for their classrooms.

Procedure:

Houses around the World Activity

Step One: warm-up activity: Quiz

- Before the activity begins, trainers should hang the house pictures around the room.
- Give each participant the House Quiz handout (Appendix 4).
- Tell participants to walk around the room and look at each picture. On their handout, they should match the picture of the house to the country where the house is located.
- When everyone has completed the quiz, ask participants to take their seats.
- Give the answers to the quiz. Ask to see if any participants got all of the answers correct.

Step Two: Pair Work

- Ask participants to get in pairs
- Give each pair one of the house pictures to analyse.
- Give pairs 10-15 minutes to discuss their picture.
- Ask each pair to discuss the following questions about their picture:
 - What is the weather like where this house is?
 - Describe the surrounding environment where this house is located. Is it in the jungle? The desert? The mountains? Etc.?
 - What material is the house made of?
 - Talk about the people who live in the house. What do they look like?
 - What do the people do for a living? What do they do for fun?
 - What important items do they have in their house?
- Next, ask each pair to share their answer to ONE of the questions to the larger group. For example, ask each pair to share the items they would find in the house. (As each pair is discussing their house, you can show the picture of the house on the power point.)

Step Three: Discussing cultural perceptions in pairs

- Have students get back in their pairs to discuss each of the following questions about diversity & perceptions.
- Ask one question at a time and give participants 3 minutes to discuss in pairs and then ask them to share their ideas with the larger group.

Questions for pair and group discussion:

- How is cultural diversity demonstrated in these pictures?
- Are there similarities between houses in Kosovo and the houses in the pictures?
Differences?
- Are these houses better or worse than houses in Kosovo?

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

- How do we determine if cultures are similar/different or better/worse than our culture?

Step Four: Wrap-up:

Highlight participants' answers and connect them to the larger idea of how cultures have differences and similarities between them. It is especially important to recognize that there are threads of cultural similarities that connect all human beings. This activity also points out how we form different perceptions about cultures and how we place value judgments on cultures.

Tips for Trainers

The Importance of debriefing or wrap-up activities:

When doing an interactive activity, it is important to leave time for participants to reflect on the concepts that the activity demonstrated. Often, participants become so focused on accomplishing the tasks of the activity that they lose sight of the more important points that the activity is illustrating. In the above activity, the closing or "wrap-up" conversation is crucial for exploring important concepts and issues relating to culture.

In general, after an experiential learning activity you may gather participants in a circle (sitting in their chairs or in the floor) and reflect on the activity. You need to have prepared questions for debriefing, so you could lead them in describing the experience they had, reflect on it and come to conclusions.

SESSION IV: ANALYSING CULTURAL HERITAGE & DIVERSITY LESSONS

Overview of Session

The purpose of this session is to introduce participants to the methodology of experiential learning by showing them the different steps in cultural heritage and diversity lessons.

Learning Outcomes:

- Identify different approaches to teaching a cultural heritage or diversity lesson
- Explain the concept of the experiential learning cycle and how it is used in teaching

Materials:

- Experiential Learning Cycle handout (appendix 5)
- Lesson plan examples (Appendix 6)

Time:

75 minutes

Procedure:

Step One: Lesson Plan Analysis in Groups

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



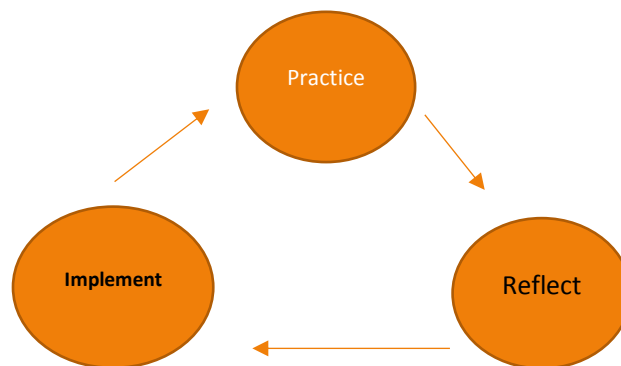
Implemented
by the Council of Europe

- Divide participants into four groups.
- Give each group a different lesson plan (Appendix 6).
- Give groups time to read and discuss the lesson plan.
- Print out the following questions on a half of sheet of A4 paper and ask each group to discuss them:
 - What is the main goal of this lesson?
 - In your opinion, is this a relevant, effective lesson for achieving the learning goal?
 - Would this lesson work in your class? Why or why not? Could you adapt this lesson for your situation?
 - Have you tried a similar lesson in your class?
- Have each group choose a spokesperson to explain their lesson to the larger group. The spokesperson should share general answers/issues that were discussed in the small group.

Step Two: Experiential Learning Cycle

Part I:

- Start by asking participants, “What methods were used in these lesson plans?”
- Write their answers on flip chart paper. (Hopefully they will mention things like “active learning” or “student-centred learning.” This will lead you to talk about the experiential learning cycle.)
- Go over the general concept of the experiential learning cycle. You can write a simple drawing of the experiential learning cycle on the flip chart. (You could also show the power point slide).



Part II

- Ask participants to discuss in their previous groups, the experiential learning cycle and their lesson. Ask participants:

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

- How does the lesson use the experiential learning cycle? How do the different activities of the lesson correspond to the components of the experiential learning cycle?
- When groups are ready to discuss, ask each group:
 - Where in the lesson do students' practice? (Go around and have each group answer this question)
 - Next, where in the lesson do students reflect? (Again, go around and have each group respond)
 - Finally, ask each group if the lesson includes an implantation phase, and if so, where is it?
- Conclude by summarising how the experiential learning cycle was used in the lessons and by going over questions.
- Give participants the handout (Appendix 5). Ask participants to read the handout for homework because it will help them as they will explore this methodology more in tomorrow's workshop.

Wrap-up for the day (10-15 minutes)

You should allow for 10 minutes at the end of the day for follow-up questions and concerns from the participants and to make any announcements.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

SESSION I: TEACHING CULTURAL HERITAGE & DIVERSITY

Overview of session:

The purpose of this session is to have participants recall ideas about culture that were discussed yesterday so they can think about and explain the ways that they teach about cultural heritage and diversity in their classrooms.

Learning Outcomes:

- Describe general concepts related to Cultural Heritage and Cultural Diversity
- Encourage reflection on pedagogical practices on cultural heritage and diversity teaching

Materials:

- A4 paper sheets, markers, chart paper

Time:

75 minutes

Procedure:

Step one: Energising activity “Parts of our body”

- Tell participants that they are going to group and regroup several times according to parts of our bodies.
- Ask them to randomly walk around the room.
- Say loudly: “6 legs”. They need to group with other people that way that they will have 6 legs altogether. After they do so, ask them to move again over the room.
- Follow this example using different numbers and parts of the body (examples: 3 heads, 4 arms, 5 backs, etc.
- Do this several different times and in the last round, make sure to give an order that creates 5 different groups. Ask them to stay in these groups for the next activity.

Step two: Recalling main concepts

- Invite participants to discuss about concepts from yesterday, using key words and write their ideas down on A4 paper. Possible key concepts could be Culture, Aspects of culture, Cultural diversity, Perceptions, and Heritage. (You should also have key concepts already prepared in case participants don't provide any input.)
- Spread the A4 papers with the key concepts in different corners of the room.
- Put a piece of poster paper next to each of the A4 paper.
- Ask each group to go to one of the corners.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

- Instruct them to write important things related to the concept on the poster paper.
- After 2-3 minutes, ask groups to move clockwise for one position. Now they will review the work of the other group, and add other contributions.
- Repeat this procedure until each group has had chance to work on each concept.

*Note to trainers: You could give each group a marker of different colour to see contributions of different groups within a single poster. Also encourage them to put a question mark where they don't understand something others wrote, or exclamation mark where they have a comment.

Step three: Reflecting about our teaching

- Open a discussion with participants about the way they teach cultural diversity and cultural heritage topics. Some questions to ask are:
 - Do you teach heritage and diversity in your classrooms?
 - How do you do that?
 - How frequent do you teach these topics?
 - Do you plan it in advance?
 - What kind of methods/methodology do you use? Give examples.
 - What kind of resources do you use? Do you use the existing curriculum in different subjects such as civic education, geography, history, arts, etc.? Or do you prepare/adapt special curriculum for these topics?
 - What are the challenges you face? What are the rewards?

*Note to teachers: Be aware that they might not feel confident to get involved immediately into a discussion, leave a space for them to think and write down their thoughts.

- Try to link the discussion about their teaching with the experiential learning methodology:
 - Do you succeed to involve students in active learning?
 - Do you put them into experience?
 - Can you mention some examples from the discussion so far? Other examples?
 - How are different stages of experiential learning manifested in these examples?
 - Do students appreciate these methods?

Note to teachers: Tell participants that they are going to participate in model lesson units. They will approach the lessons from two different perspectives: as a student and then as a teacher. In session II and III, they will act as students, so instruct them to “put on their students’ hats” and engage in the lesson as students. During the last session, participants will “put back on their teachers’ hats” so they can analyse the lesson units through their understanding as a teacher.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

Tips for Trainers

Dividing participants into groups:

There are a number of ways to divide participants into groups. You can count off according to numbers, alphabet, etc. or you can have participants draw numbers or pictures. There are also interactive ways like the example mentioned above which can group members. However, it is important to remember to be sensitive to participants' needs and abilities. For example, if someone had a physical disability the activity above might not be a possible choice. Try different methods of dividing up the large group so that participants have the opportunity to work with different people each time.

SESSION II and III: MODEL LESSON UNITS

Overview of sessions II and III:

The purpose of these sessions is to have participants experience a cultural heritage lesson and a cultural diversity lesson from Handbook for Teachers: Cultural Heritage and Cultural Diversity Lessons.

SESSION II: CULTURAL HERITAGE LESSON: *THE DISCOVERY JOURNEY*

Learning Outcomes:

- Experience a cultural heritage lesson
- Act as active learners

Materials:

- A4 coloured pictures of tangible heritage - one picture per group, 4 to 5 altogether (appendix 7)
- Envelopes (same number as pictures)
- A5 papers (at least 12 pieces for each group)
- Prepared PowerPoint presentation with questions for participants
- Laptop and projector

Time:

90 minutes

Procedure:

Before the session: Cut each A4 tangible heritage picture in 12 pieces and put the pieces into an envelope. You will need them for the activity "Discovery Journey". Mark envelopes with numbers and later relate them to the number of the group.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

Step One: Introduction activity

- Open the discussion by asking participants what place they would like to visit in Kosovo and why.
- Introduce a large map of Kosovo and ask them to identify heritage sites they know.
- Continue by defining the terms “heritage”, “cultural heritage,” “tangible and intangible cultural heritage”.

Step Two: Activity “Discovery Journey”

- Divide participants in 4 or 5 teams, depending on the number of participants (each team needs to have 4-5 members optimally).
- Explain to participants that they are going to have a quiz about the tangible heritage in Kosovo and explain the general rules of the game:
 - First, each group will try to answer 12 questions, one by one.
 - Each question will be displayed on the projector.
 - After each question the groups will have one minute to discuss and write their answer on a A5 piece of paper.
 - Next, after a sign given by the trainer, each group will show their answer.
 - After each right answer the team will get one of their twelve pieces.
 - If teams answer all questions right, they will be able to solve the puzzle (a tangible heritage picture).
 - Clarify any questions participants have about the game rules before you start.
- Begin the game by showing the first question. Give a sign to teams to raise their answers. Give one card from their envelopes to each team that has answered correctly.
- Ask participants if they have more information about the subject of the question. Have a small conversation about it and then present additional information about it by clicking the next slide.
- After discussing the answer, continue to the next question and follow the same procedure outlined above.

Step three: Debriefing

- Discuss with participants the learning points of the game, by asking the following questions:
 - Did you like the game?
 - What did you learn from it?
 - What cultural heritage sites did you know from before, and what new sites did you discover?
 - What does our tangible cultural heritage represents?
 - How can we explore more in depth about tangible cultural heritage sites?

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

Tips for Trainers

Giving clear instructions:

Providing participants with brief, but clear instructions is important to successfully implement a task or to play a game. When giving instructions for a game or activity, you should use simple, short sentences that go step by step. After giving instructions, ask participants to repeat back to you what they need to do and clarify any questions before you begin. Remember - the simpler, the better!

SESSION III: CULTURAL DIVERSITY LESSON: DIFFERENT PERCEPTIONS

Learning Outcomes:

- Experience a cultural diversity lesson
- Act as active learners

Materials:

- Pictures for the activity “Who are these people?” (appendix 8)
- Picture frame (appendix 9)
- A5 (A4 cut in half) papers, markers, scissors, chart paper, sticky tape

Time:

90 minutes

Procedure:

Step One: Introduction activity: Different preferences

- Ask participants to stand in a circle.
- Next, ask them to think of a famous person who they admire. Let them think for few minutes, and in the meantime distribute A5 paper to each participant.
- Ask them to write with big capital letters the name of the person they thought of.
- Once everyone finishes, have them show their papers. Ask them to explain who they were/are and why they thought of them.

Step Two: Activity “Who are these people?”

- Divide participants into groups of 3 to 5 people. Give each group a picture of a person/s that the students won't know (these can be pictures of famous people participants don't know or pictures of non-famous people that you as the trainer know about). You can use sample pictures provided in the Appendix 8 or you can select other pictures you find appropriate.

Note to teachers: You can give the same picture to two different groups. For example, if you have 5 groups you can use four pictures, with one being given to two different groups. This will

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



COUNCIL OF EUROPE



Implemented
by the Council of Europe

allow you to open a discussion on different outcomes from the work of two groups, during the debriefing.

- Ask participants to discuss the picture with their group. Each group needs to create a picture frame for their person/s similar to the one given in Appendix 9. Show them the template so they can do something similar and have them write their ideas on chart paper. Encourage them to be creative and follow their idea of how would they build a frame of the person/s. Participants should focus on the person's personal and professional life, including the socio-economic status, age, education, family, etc.
- Once participants complete the frames ask them to hang their frame posters on the wall.
- Ask participants to walk around and look at all the posters, or if there is time, groups can present their posters.
- Highlight the real information about each person in the pictures and leave some time for participants to absorb it.

Step Three: Debriefing

- Ask participants to sit in a circle.
- Discuss in the first instance about choices they made in relation to famous people in the “different preferences” activity. You can ask questions such as:
 - Why did you choose this person?
 - Why is there a variety of choices amongst us?
 - Why did it happen that there was a match of choices between two of you (If this was the case)?
- Come to the conclusion that people have different interests and different opinions and this leads to different preferences.
- Relate to the “Who are these people” activity to go deeper with participants and explore where their ideas about other people come from. Follow up questions to ask are:
 - How and why did you come up with the information about your picture?
 - Was any of the information about the pictures based on stereotypes?
 - How can we avoid making assumptions and stereotypes about other people?
 - How are our perceptions about other people in the world created?
- Lead participants to the awareness that no two people see the same thing in exactly the same way. All people bring to the situation their own values, beliefs, life experiences and powers of observation.

Step Four: Activity: “Let’s try on others’ shoes”

- While they are still sitting in the circle, ask participants to take off their shoes and place them in front of where they are sitting. Then ask them to close their eyes and keep them closed until you tell them to open them again.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

- Mix the pairs of shoes, so participants will now have in front of them pairs of shoes that are not theirs.
- Tell them to open eyes. Ask them to put on shoes they have in front of them and walk around the classroom.
- Conclude by saying that this activity tried to demonstrate how it feels to walk in someone else’s shoes.

Tips for Trainers

Including all participants in group activities:

There may be some activities that participants do not feel comfortable to do. As a trainer, you have to be aware of both verbal and non-verbal clues that indicate participants’ feelings about the activities. Participants should never feel forced to participate in an activity. For example, if in the above “shoe activity” someone is strongly opposed to the activity, then the person can be an observer. Always try to accommodate participants’ personal feelings in regards to participating in group activities.

SESSION IV: NEXT STEPS IN OUR TEACHING

Overview of session:

During the last session, participants will “put back on their teachers’ hats” so they can analyse the lesson units through their understanding as a teacher. Further they will explore ways ahead in teaching cultural diversity and cultural diversity themes. They will be introduced to the handbook for teachers and its methodology and then will brainstorm other ideas for teaching these themes.

Learning Outcomes:

- Reflect on the content and methodology of cultural heritage and diversity lessons
- Understand the structure of the Handbook for Teachers: Cultural Heritage and Cultural Diversity Lessons
- Develop outlines of a curriculum for teaching cultural heritage and cultural diversity in their classrooms

Materials:

- Copies of the Handbook for Teachers for each participant, plus one for you
- Evaluation sheets (appendix 10)

Time:

75 minute

Procedure:

Step one: analysing model lessons

- Divide participants in four small groups. The first two groups will work on analysing the lesson on tangible heritage. The other two groups will analyse the lesson on different perceptions.

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

- Provide groups with a set of questions that will lead them in their analysis. Ask them to discuss within a group each question and come up with answers. Give them 10 minutes to work in groups. Questions are:
 - What is your general impression about the lesson?
 - What do you think about the methodology used? Do you think it is easily implementable?
 - What age group is this lesson designed for?
 - In what subject could this lesson be taught? Could it fit within other subject areas? Or could it be cross-curricular?
 - How can you adapt/modify the lesson to better suit the needs of your students?
 - What follow-up activities from the lessons would you do with your students?
- Start by analysing the heritage lesson.
- Ask one of the groups to share their ideas about the lesson. Then ask the second group to add additional ideas. (You can decide which group will be the first to talk by having groups draw sticks. The group that has the longer stick speaks first.)
- After both groups have shared their impressions, open the floor for members from the other two groups to add contributions.
- Repeat the same procedure when analysing the diversity lesson.

Step two: Ways ahead in our teaching

- Introduce to participants the Handbook for Teachers: Cultural Heritage and Cultural Diversity Lessons. Explain that this handbook is produced by the PCDK project. In order to better introduce the handbook, you can relate to the Forewords, Introduction and Note to teachers
- Emphasize important concepts about the book...
 - Methodology used
 - CD
 - Session outline – 3 parts (intro/main/debrief)
 - Tips to teachers (variation and follow-up activities, additional resources)
- Explain that each teacher will receive a handbook. However, remind them that there are a lot of other beautiful things they could do in their classrooms with their students while teaching these themes.
- Ask them to brainstorm ideas about teaching cultural heritage and cultural diversity. Ask them to think of other activities they could implement in other subject areas, as integrated themes and/or as extra-curricular activities.
- Collect all their ideas on a flip chart paper.
- Explain to participants that these ideas need to develop further into a structured curriculum for teaching cultural heritage and cultural diversity in your classroom. Some questions that might help us come up with a good planning might be:
 - Can I group some ideas to develop some teaching themes?
 - How do I want to organise these themes throughout the year? What goes before and what goes later?
 - Will students appreciate these themes? Are they going to be involved actively in their learning? What should I do to assure this?

Support to the Promotion of Cultural Diversity

Financed
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

- Do I need to connect with other teachers? Can we jointly teach some topics?
- Who else should I have to contact?
- What resources do I need for successful implementation? Etc.
- If you have time, simulate this thinking process jointly with participants. Alternatively, tell them to do so individually or in cooperation with colleagues.
- End this phase by asking participants if they have comments or questions.

Step three: Evaluation and conclusion

- Provide participants with evaluation sheets and ask them to fill them in individually. Put a box or a chair in the middle of the room to collect the completed evaluation forms.
- Conclude by thanking participants for their participation and contribution in the training program. Share your contacts with them, as they might need to contact you for further support related to the topic of the training program.

Tips for Trainers

Importance of receiving training feedback:

It is important to receive feedback on the training sessions for the purpose of improving future trainings. There are many ways to receive feedback and trainers could choose a number of options:

- Instruct participants to fill out a traditional evaluation by giving them a prepared handout with questions
- Asking participants to write their thoughts on a piece of paper. This is a more open-ended type of evaluation.
- Put up a piece of poster paper on the wall and have participants write their comments on it
- Verbally ask participants to give their impressions of the training

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

GENERAL FACILITATION TIPS

In order to successfully facilitate a training session, a trainer needs to have good knowledge of the content, strong facilitation skills and a positive attitude. While being a confident trainer takes a lot of practice and time, there are some general guidelines that can help prepare the trainer to have a positive training experience. Below is a list of general facilitation tips.

Preparation in advance

- Do your homework. Go over the training program. If you are having trouble with the topic, make sure to seek out someone with wisdom on the topic.
- Prepare all materials beforehand. You should create and use a training materials checklist.
- If you are using computer equipment or any other type of technical equipment for the training, you should set it up and test it ahead of time.
- Make a short preparatory meeting with the co-trainer and/or organisers, just before the start to make sure roles are divided properly.
- Brainstorm possible problems that could occur during the training and think of ways you could solve them.
- Put yourself in the shoes of your participants. Come up with questions they might ask. You need to be sure that you are prepared and ready to discuss.

Creating a positive and critical learning space:

- A positive attitude is everything! Make sure to make all participants feel welcomed. Be attentive by actively listening and valuing what they say and by addressing their requests. Be inclusive by involving all participants actively in the learning process. Be conscious on the diversity of individuals within the group and try to use it positively.
- Make open-end questions that provide space for participants to critically think and share their thoughts. If you see that a question is not clear to participants, try to reformulate it, make it simpler, give some hints on what you want to discuss with them. Listen attentively to answers. It is possible to restore an answer to demonstrate you are actively listening to what is being said. Remember, the purpose of asking questions isn't to get a "right answer," but rather to help enrich the conversation.
- Support small groups by going from one group to another. Don't necessary intervene, if things are going well. You can ask control questions, or help them if they have questions.

Time and Space management

- Manage time effectively. If you have questions from participants or they propose topics to discuss, but if you run out of time, you can introduce "a parking lot" where you park these things to be discussed later.
- The training room should be arranged in a way to support achievement of your learning objectives. Take out objects that are not necessary and arrange tables and chairs. Provide a space for physical activities, if needed. Change setting of the training room according to your needs and don't stay rigid the setting given in the beginning. Of

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

course, you should plan when and how to change the setting, so the training runs smoothly

- Be aware of your position in the room. If you need to speak, make sure to be in front of participants (typical presentation), or in the middle, turning around in each direction (when giving instructions or answering questions).
- Step aside when you give the floor to a spokespersons during a presentation. This does not mean to give up facilitation. Keep yourself in charge of the process. Provide space for discussion between participants, and step in when you feel you need to redirect the discussion.

Management of difficult situations.

Be prepared to deal with difficult situations, conflicts or possible conflicts in the group. Not everything depends on you, as participants are also responsible for their behaviour. But you are in charge of the process so it falls on you to find solutions to difficult situations. These situations can be different. For instance, you could face situations when participants are emotionally charged, or you might be dealing with inattentive members who are engaging in side-bar conversations, taking calls or indiscreetly dealing with e-mail. You might also be dealing with personal agendas or disrespectful behaviour. Progressive intervention will most often assist you in dealing with behaviour that does not help the community achieve its goals or objectives.

- Use gentle and appropriate humour for redirection
- Restate the ground rules directly
- Direct your questions to the individual for clarification
- Seek help from the group
- Address the issue at a break

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



COUNCIL OF EUROPE



Implemented
by the Council of Europe

Planning Session Template

This template can be used to help you think and prepare each of the sessions. Answering the questions will help you to focus on objectives and tasks you need to know before and during the session.

Session _____

Session Objective (What do I want to achieve during this session?):

Materials: (What specific materials do I need for this session? If I don't have something for the session, do I have a "plan B?"):

Room preparation: (How will I arrange the room? Will I have to re-arrange the room during the session?):

Activities: (What instructions will I give for each activity? What are the different steps?):

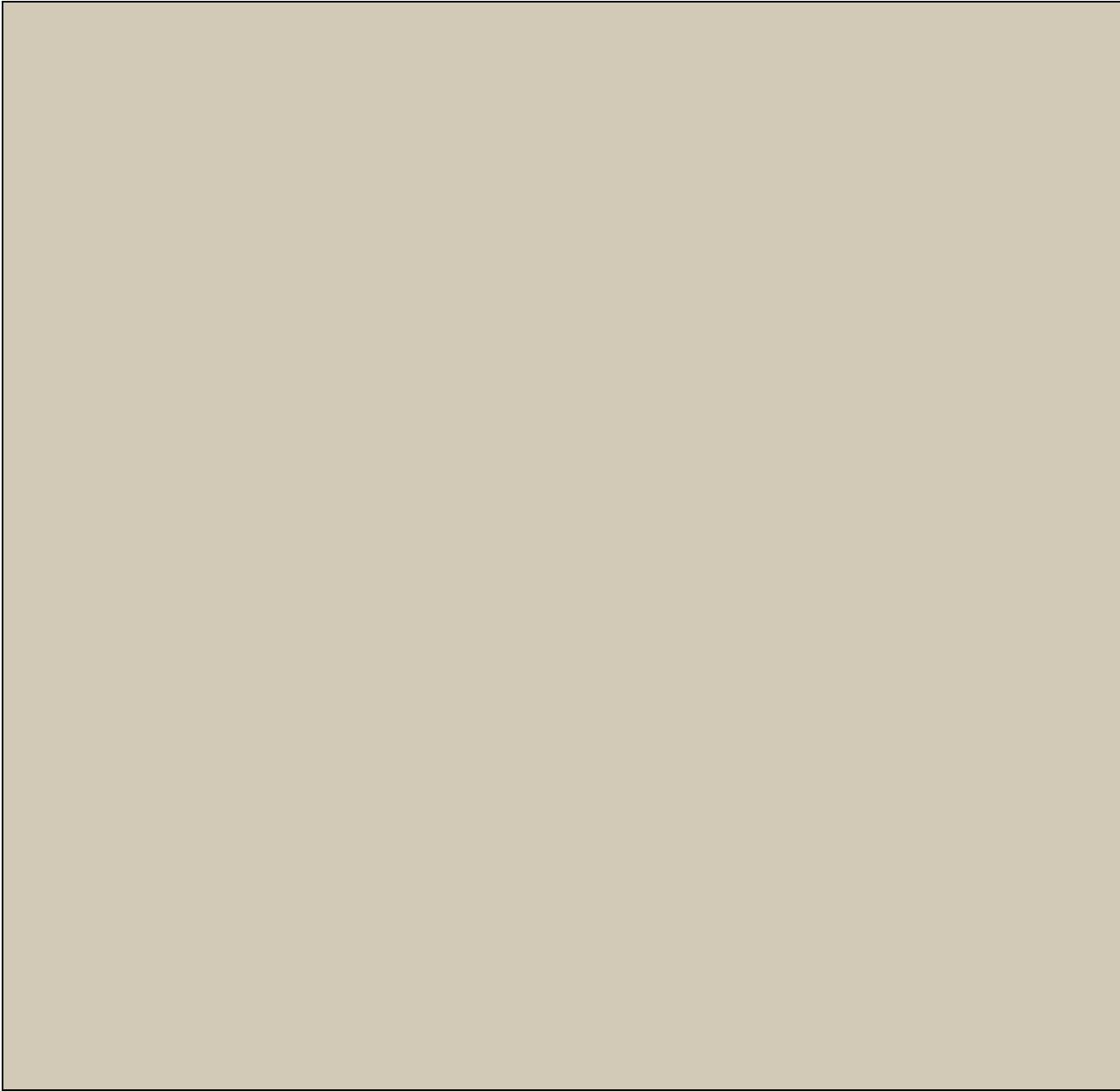
Debriefing: (What are 3 or 4 questions I will ask during the debriefing part?):

Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe



Support to the Promotion of Cultural Diversity

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe