



Pestalozzi Training Unit

Using *TASKs for Democracy* to
enhance awareness of cultural and
linguistic diversity in classrooms

by

Author: Tony, Burner Norway
Edited by Ildikó Lázár

Title

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Brief description

This training unit focuses on how competences for the 21st century can be nurtured in culturally and linguistically diverse classrooms. Relevant educational activities from the Council of Europe's *TASKs for Democracy* (Mompoin-Gaillard, P. & Lázár, 2015) are adapted, and together with a couple of self-made activities, the sessions can be used in pre- and in-service teacher education. The idea is that participating teachers can adapt the activities for their lessons with their primary and secondary school students.

The components central to this training unit as described in *TASKs for Democracy* are as follows:

- ✓ Willingness to work together with others and become actively involved A_COOP_2
- ✓ Ability to learn from a variety of ways from participation in groups S_COOP_1
- ✓ Understanding of the changing nature of identities and cultures K_DIV_2
- ✓ Readiness to examine one's behavior, language use and body language A_SELF_1
- ✓ Self-knowledge and introspection K_SELF_1

Expected outcomes

- ✓ Strengthen the participants' intercultural understanding and understanding of their own culture
- ✓ Be able to communicate confidently, appropriately and creatively in English in various genres and media
- ✓ Be able to understand the importance of early acquired linguistic awareness in relation to the four basic language skills
- ✓ Know and be able to use communication strategies
- ✓ Reflect upon one's own learning and practice

Activities

	Duration	Methods used	Participants	Evaluation
Activity 1: Identity cards	30 minutes	Personal expression, reflection individually and in larger group	Pre-service teacher education	Written on paper
Activity 2: Batanga village	30 minutes	Reflection, cooperation in a larger group	In-service teacher education	Oral + Kahoot online survey
Activity 3: Exploring a cartoon	45 minutes	Reflection, abstraction individually and in micro-groups	Pre-service teacher education	Kahoot online survey
Activity 4: Cultural values	45 minutes	Negotiation, drawing in micro-groups	Pre-service teacher education	Kahoot online survey
Activity 5: Show me your ID	30 minutes	Personal expression, sharing in larger group	In-service teacher education	Kahoot online survey
Activity 6: A taxi ride	45 minutes	Communication strategies in pairs, reflection in micro-groups	Pre-service teacher education	Written on paper
Activity 7: Exploring concepts through poems	45 minutes	Reading aloud, textual interpretation in micro-groups	Pre-service teacher education	Oral + Kahoot online survey
Activity 8: Inclusive schools	60 minutes	Reflection and making posters in micro-groups	In-service teacher education	Kahoot online survey
Total length	5 hours, 30 minutes			

Background and context

The world is rapidly changing, and so is education (Council of Europe, 2014). Classrooms are getting more and more culturally and linguistically diverse (Miller, Kostogriz, and Gearon 2009). In Norway, a committee appointed by the government, called the Ludvigsen Committee (The Norwegian Government, 2014), was assigned the task to assess today's school subjects against the needs of the future. It suggests four competencies in school of the future: subject specific competence, competence to learn (meta-cognition and self-regulated learning), competence in communicating, cooperating and participating, and competence in exploring and creating. For all the four competences, the committee suggests the inclusion of social and emotional components. This training unit aims at training these competences with groups of pre- and in-service teachers, according to their needs and the emphasis in their curriculum. The concepts will be based on the participants' curriculum. Here are some examples from their curricula: "English may strengthen the students' international understanding as well as their understanding of their own culture; be able to communicate confidently, appropriately and creatively in English in various genres and media; be able to understand the importance of an early acquired linguistic awareness in relation to the four basic language skills; know and be able to use communication strategies, reflect upon one's own learning and practice".

Summary table of the groups where this training unit was piloted:

Type of training	School level	Subject area	Number of students
Pre-service international teacher education	Primary	English as an international language	16
In-service national teacher education	Secondary	English as a foreign language	16

Activity 1: Identity cards

30 minutes

Expected outcome: get to know each other, break down stereotypes and raise awareness of cultural diversity

Grouping: Individual, pairs, micro-groups

Procedures:

1. Participants are given the identity cards (p. 56 in *TASKs for Democracy*) and asked to fill them out.
2. When they finish, they stand in two circles (an inner and an outer), facing each other. They share and compare the information they have written on their cards with the one they are facing (2 minutes).
3. Participants in the outer circle move clockwise to the next person and repeat the activity.
4. Ask them to go back to their seats after a few rounds.
5. Ask the participants to reflect individually on how they defined themselves some 5 or 10 years ago and compare this to how they define themselves at present. Share this in micro-groups and reflect on the following:
 - ✓ Have there been many changes? What can you say about the dynamic nature of culture and diversity?
 - ✓ How do you feel about the following: "Cultural diversity is as necessary for humankind as biodiversity is for nature" (UNESCO Universal Declaration on Cultural Diversity, November 2001)"
6. One from each group reports to the whole group about changes in how they define themselves.

Debriefing:

1. In the debriefing discussion ask the participants whether they would use this activity with pupils, and what learning outcomes they would hope to achieve by doing it?
2. Then invite questions for clarification, some positive feedback they can give about the activity and suggestions as to how the activity could be improved.

Evaluation: Three assertions to evaluate on a scale from 1 to 5, where 1 is the least true and 5 the most true. Collect the filled in sheets of papers with the numbers.

- ✓ I got to know my classmates better than before after the activity
- ✓ The activity helped me break down stereotypes
- ✓ The activity helped raise my awareness of cultural diversity

Activity 2: Batanga village**30 minutes****Expected outcome:** develop awareness of cultural sensitivity and tolerance of ambiguity**Grouping:** pair, group**Procedures:****Step 1 (introduction, 5 minutes)**

1. Three students are chosen as voluntary development workers and the rest of the class comprises the citizens of a Batanganese village.
2. Tell the three voluntary workers that they have been sent to the country of Batanga. They visit a Batanganese village. The Batanganese can understand English, but by way of habit they only answer yes or no when they meet strangers. The voluntary development workers have been sent to help the Batanganese, however, before they can help, they need to establish what problem the Batanganese people have. Thus, they have to try and ask questions. However, they also know that they have to be aware that the Batanganese will only answer yes or no to strangers.
3. The three voluntary development workers will sit together outside the room in order to prepare some questions that they can ask the Batanganese in order to establish what their problem is. Here it would be a good idea to think about problems typical for an undeveloped country, such as water supply, diseases, food, technical aids etc. They also have to plan some form of strategy in their approach to the Batanganese and their way of asking questions.
4. The rest of the group are to play Batanganese and are instructed how to behave:
 - ✓ The Batanganese are in a situation in which they do not feel that they need any help. They do not feel that they have any problems that the strangers can help them with.
 - ✓ They are still obliged to be very friendly towards the strangers as they think that they must be good people when they wish to help other people.
 - ✓ The Batanganese will only answer questions if the strangers remove their shoes in the same way as they always do themselves indoors.
 - ✓ The Batanganese always sit on the floor. Thus, the strangers must do the same in order to obtain a reply to their

questions.

- ✓ If the strangers have managed the shoe issue and have sat down on the floor, the Batanganese will be happy to answer the questions.
- ✓ Subsequently, they will answer “yes” if the person says “please” and “thank you” after each sentence. (Other cultural codes can of course be introduced as well.)

Step 2 (role-play, 15 minutes)

When the two groups are ready, the game will begin. The voluntary development workers will start asking questions. The rules are to be complied with by the Batanganese, and the two voluntary development workers must try to find out the rules and comply with them. The game goes on for about fifteen minutes, so that the problems with rules, frustrations with the lack of result (the problems they are enquiring into do not exist) become apparent.

Step 3 (debriefing, 10 minutes)

1. The game is interrupted and both groups discuss the experiences.
2. The three volunteers will start by describing their experience with the Batanganese. They have to explain which rules and traditions they think they have discovered.
3. Then the Batanganese should describe their experience with the volunteers.
4. Further discussion can be based on the following questions:
 - ✓ How does it affect a group that others come to help them with a problem they do not feel they have?
 - ✓ Can you give examples of this from your own life?
 - ✓ Have any of you experience being talked down to?
 - ✓ How decisive is body language compared to the spoken language?
 - ✓ Why could it be difficult to talk together on the basis of different cultures?

✓ Mention some examples of how it is difficult to learn new rules in another group or culture.

Resources: Spacious room

Tips to trainers: Fifteen minutes can feel very long but it is important to let participants become 'culturally frustrated'.

Evaluation: Students are asked about their evaluation of the activity in plenary. They are asked whether they have any questions for clarification, what they liked about the activity and how it could be improved/adapted. They also answer an online survey where they write down what they liked about the activity, if they reached the expected outcomes and if they would use the activity with their pupils.

Activity 3: Exploring a cartoon

45 minutes

Expected outcome: discover meanings related to culture, identity, tolerance and the like

Grouping: individual, pairs, micro-groups

Procedures:

1. Hand out the cartoon (p. 70 in *TASKS for Democracy*) and ask pairs of participants to “read” it, make up discussion questions. Then ask each pair to write their best questions on the board.
2. Hand out the question sheet (p. 71 in *TASKS for Democracy*) and ask them to answer the questions individually. When finished, they can discuss their answers with their partner.
3. Ask participants to discuss the questions they find most interesting among their own ones and the ones on the board. Ask one from each pair to report to the whole group.
4. Questions for debriefing:
 - ✓ What insights did you gain during this exchange?
 - ✓ How can you use this activity in the English language classroom?
 - ✓ How can you ensure that everybody participates?

Tips to trainers: Enough copies of both tasks for everyone.

Evaluation: The activity is evaluated by using an online survey with three questions:

- (1) Did you like the activity?
- (2) Would you do it with your own students?
- (3) Did you discover new meanings related to culture/identity/tolerance and the like?

The answers lay the basis for debriefing/discussion and more in-depth answers can be sought, e.g. “What did you like about the activity? What type of changes would you make to the activity if you did it with your students?” etc.

Activity 4: Cultural values

45 minutes

Expected outcome: discover meanings related to culture, identity, tolerance and the like, learn about cooperative group work

Grouping: individual, pairs, micro-groups

Procedures:

1. Ask participants to individually think about what they consider to be some of their most important 'cultural values'.
2. Ask them to form micro-groups of 4 where they will share their 3 values each and explain why they think those are cultural values for their culture.
3. Then they try to agree on 2 cultural values per micro-group they want to present for the class. They use drawing to illustrate the selected values.
4. One person from each micro-group presents the cultural values for the class by first letting the whole group see and guess the values, then indicate if the guesses are correct or incorrect.
5. All the drawings are then posted on the wall and participants can walk around to take a closer look.
6. Hold a summary and debriefing discussion by raising some of the following questions:
 - ✓ How did you define cultural values?
 - ✓ Was it easy to find cultural values for yourself?
 - ✓ How did you select the two values that your group illustrated on the poster?
 - ✓ How did you divide the work among the group members?
 - ✓

Resources: A3 sheets to draw on, color pens, tape to post the drawings on the wall

Tips to trainers: Make sure you don't define cultural values for the participants, but that they are encouraged to fill the concept with content themselves

Evaluation:

Ask the participants whether they have any questions for clarification, what positive feedback they can give on the activity and how the activity could be improved.

The activity is also evaluated by using an online survey with three questions:

- (1) Did you like the activity?
- (2) Would you do it with your own students?
- (3) Did you discover meanings related to culture/identity/tolerance and the like?

The answers lay the basis for debriefing/discussion and more in-depth answers can be sought, e.g. "What did you like about the activity? What type of changes would you make to the activity if you did it with your students?" etc.

Activity 5: Show me your ID

30 minutes

Expected outcome: discover one's multiple identities, reflect on the concepts "culture" and "identity", raise awareness of the complexity of identity, team building

Grouping: individual and whole group

Procedures:

1. Show an example of your "ID card" (see p. 74 in *TASKs for Democracy*). Participants can ask you two questions related to any of the items on your card. This is to demonstrate what is going to happen.
2. Give participants 3 to 5 minutes to think about and prepare their own ID cards.
3. Then they mingle and meet each other. They can look at each other's ID cards and ask for explanations about two of the "entries" on their partner's ID card.
4. Debriefing in plenary can be based on the following questions:
 - ✓ What is the most interesting fact you found out about somebody?
 - ✓ How easy/difficult was it to create your ID card? Why?
 - ✓ Can you think of a time when your ID card would have been different?
 - ✓ Was there anything you left out which you felt would be difficult to talk about? Has anybody identified himself/herself as "an educator"? Why/why not?
 - ✓ How do you feel about this activity?
 - ✓ Would you be able to do it with your students? How would you adapt it? What would you hope to achieve with it?
5. Ask participants to write down three insights that they gained during this exchange.

Resources: paper cards and pens for everyone

Tips to trainers: stress that they can decide for themselves to what extent they want to open up and that the reflections and the insights gained during the debriefing discussion are as important and useful as what is actually being said in the mingling phase.

Activity 6: A taxi ride**45 minutes**

Expected outcome: co-operation, communication, reach common goals

Grouping: pairs

Procedures:

Step 1 (introduction, 5 minutes)

Explain to participants that they are going to play roles in pairs.

Step 2 (role-play, 15 minutes)

Ask participants to sit back-to-back in pairs. One of them takes the role of the taxi driver, the other one takes the role of someone in the taxi control center (role cards and maps on p. 79 in *TASKs for Democracy*). The person from the control center must guide the taxi to his or her destination. Only oral communication is possible. Encourage participants to adapt their maps so that they succeed in finding the right route.

Step 3 (group discussion, 10 minutes)

In micro-groups participants discuss which attitudes and actions were helpful in resolving the situation and which prevented sensible communication. They agree and rank the four most important rules to follow when completing such a task.

Step 4 (debriefing, 15 minutes)

Debrief on some of the following questions with the whole group:

- ✓ How did you feel when doing this exercise?
- ✓ What did you learn?
- ✓ What does it teach us about doubts, uncertainties, co-operation and language barriers?
- ✓ Can you see any other uses for this activity? Can it be used in your classroom?

Resources: maps copied for everyone, chairs and a spacious room

Evaluation: The debriefing questions in step 3 are answered in micro-groups on a blank sheet of paper and registered by the teacher, before the evaluation sheets are posted on the wall. Nobody writes their names on the evaluation sheets, so that they can remain anonymous.

Activity 7: Exploring concepts through poems

45 minutes

Expected outcome: explore concepts of culture, language, identity and diversity

Grouping: individual and micro-groups

Procedures:

1. Each participant reads two poems (p. 86-89 in *TASKs for Democracy*).
2. They form groups and task sheets are handed out to everyone. Each participant is encouraged to express her/his feelings about what s/he has read. They must discuss language, culture and identity in order to clarify the concepts.
3. The groups present their definition of concepts, giving examples.
4. Debriefing questions:
 - ✓ What other concepts and issues could these poems trigger discussion about?
 - ✓ In your experience, what are students' and parents' expectations from schools with cultural and linguistic diversity?

Resources: worksheets 1-3 copied for everyone

Tips to trainers: Poems should be read aloud by some of the participants. They have to have enough time to discuss the concepts and give examples from the poems. Make sure you draw on the languages your students know to elaborate on the concept of language.

Evaluation: The session is evaluated by asking two questions in an online survey:

- (1) Did you like the activity?
- (2) Did you discover meanings related to identity/diversity/language?

Activity 8: Inclusive schools

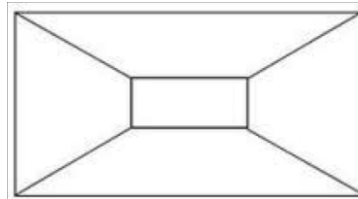
60 minutes

Expected outcome: understanding the changing nature of cultures, aptitude to cope with complex issues, reflect on inclusiveness

Grouping: individual and micro-groups

Procedures:

1. Give a short introduction on intercultural education (see also task sheet 1 and 2, pp. 103-105 in *TASKs for Democracy*). Then hand out task sheet 3 and let participants read it. Ask them to record what they already do in their daily teaching.
2. In micro-groups of four, participants share and discuss intervention clues leading towards intercultural and more inclusive practices. They record their results on a poster, using a placemat structure, according to the following rules:



- ✓ Individually write a list of what intervention clues and inclusive practices you use and any new ideas based on the task sheets that you would like to add to your repertoire.
- ✓ Take turns in reporting the most important items one by one and count how many members in the group agree with or accept as important your ideas/suggestions.
- ✓ If everyone agrees, you put the key words in panel 4 of the placemat diagram, if three people agree, then it goes to panel 3, etc.
- ✓ Everyone uses their own color to add items to the placemat in the appropriate panel depending on how many accept their idea as important.

3. All the participants walk around and look at the posters.
4. Conduct a debriefing discussion based on some of the following questions:
 - ✓ What can we conclude from this activity? What does it tell us about intercultural learning?
 - ✓ How can we contribute to improving equal opportunity and intercultural communication in our classrooms?
 - ✓ What can we do to open paths to an intercultural atmosphere?
 - ✓ How can we contribute to creating more inclusive schools and sharing organizational tasks?

Resources: copy of the task sheets, blank posters, fill-in pens

Overall assessment of the learning outcomes

Self-assessment can be used to assess participants' learning outcomes for this program. For self-assessment written in a learning diary type journal, you can suggest questions like

- ✓ To what extent did you develop your attitudes toward working in culturally and linguistically diverse classrooms? What helped?
- ✓ To what extent did you train your skills in working in culturally and linguistically diverse classrooms? Which skills were developed?
- ✓ To what extent did you increase your knowledge about working in culturally and linguistically diverse classrooms? What did you learn?

Overall evaluation of the program

Questions after each session will help the trainer evaluate the sessions and make adjustments. After the whole program with the eight learning activities, the trainer can divide the class into micro-groups of 3-4, where they appoint one person to take notes. Each group is given the list of expected learning outcomes from the beginning of this training unit and the following questions:

- ✓ To what extent were the eight activities successful considering that the expected learning outcomes were ...
- ✓ Which activity did you learn the most from? Why?
- ✓ Recall how the activities were conducted and suggest possible ways of improving them.

References

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