Openness - Mobility- Multiculturalism-

Lesson plans for the teachers

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2020-2023

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"Migration in the EU – enrichment and/or threat?"
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Contents

*People meet only to see how different they
are from each other. With those who are
the most different from them, they stay longer.
As if life wanted to show them everything that
is not them.*

Olga Tokarczuk, The recent stories

Migration in the EU – enrichment and/or threat?

About the project Our project picks up on a current topic that has occupied and polarized the EU states and their citizens for years. In 2017, 4.4 million people immigrated to the EU countries, of which around 2.4 million immigrants from non-EU countries came to the EU-28. This development is leading to a revival of nationalist tendencies and mutual isolation in many EU countries. Populist actions by politicians and parties in connection with stereotypes also among young people mean that European societies are beginning to distance themselves from the main vision of an open and united Europe and openness and tolerance towards one another. There is also increasing anti-Semitism. After Turkey opened its border with the EU at the end of February 2020, thousands of migrants are trying to get to Western Europe via the Greek external border. Our students are also concerned about this topic and are controversial. A migration movement such as 2015, when millions of people fled from the crisis areas in Syria, Afghanistan or Iraq and sought refuge and protection in Europe, created many fears and reservations for the "foreigner", for an "Islamization", an overwhelming challenge for schools, society and business. These fears and reservations are returning today. For this reason students from Germany, Italy, Spain and Poland are dealing with this topic.

Aims The main goals of the project are: - Integration of people with a migrant background (school, occupation, private sector) - Exchange of experiences made in all partner countries in the area of school, cultural and economic integration of immigrants - Promoting young people's intercultural dialogue and engagement for an open, tolerant and united Europe, questioning stereotypes, breaking up xenophobic attitudes - Promotion of common values, civic engagement and participation. Other goals include improving foreign language skills and expanding intercultural, communicative and digital skills.

Work process The students first examine past migration using the example of immigration from Jews to Poland. Poland used to be a very liberal country and home to a large Jewish community. End of the 18th century 80% of all Jews worldwide lived there. They came to Poland for centuries, distributed from all over Europe. The students deal with religious-cultural stereotypes and with the question, where they come from and why they are so persistent. They will learn about the Jewish religion and the consequences of anti-Judaism / anti-Semitism. In Germany, Italy and Spain, the students examine the aspect of migration in the present. In Germany, they study classroom interviews, interviews with school representatives, integration centers, and local companies with their concepts for integrating immigrants. In Italy they get insights into refugee stories and the everyday life of immigrants there, conduct interviews and discussions with politicians. They also deal with examples of civic engagement to care for and integrate immigrants. In Spain, they use surveys, interviews and discussions with representatives of the economy to investigate the long-term social, economic, tax and demographic effects of immigration on the Spanish economy. In the last week of exchange, they drafted a vision of the future EU and created it in cooperation with the District Museum Wewelsburg near Paderborn a multimedia exhibition that documents the results of the project. In the rooms of the district museum it will be made accessible to the general public over a longer period of time. It is also shown in the partner countries.

dr Joanna Michalik-Pietraszak

School education in the face of the challenges of changing Europe

Chances and dangers of intercultural education

Drawing from good and bad patterns from the past is not only the heritage but also the way of educating the young generation to avoid their ancestors' mistakes and repeat what made our history beautiful, not shameful.
This is the course The European Union and The Council of Europe members have taken to create the demands and the law basics, devote funds and submit educational initiatives.
The strategy of intercultural education seems to be the most appropriate approach to face globalization and migration as well as the beginnings of heterogeneous societies. It is the chance to teach young people openness, tolerance and readiness to communicate. Intercultural education should be the aim of school and well-prepared teachers.

Intercultural education in Europe - genesis and law basics

One of the most serious, requiring systemic solutions (and not only action in the political sphere) has been the migration crisis. The influx of refugees from war zones and the necessity of relocating them is now one of the key issues for Europe. This phenomenon is nothing new, although it causes a significant influx of people. Both globalization and freedom movement workers (opening

of borders) have resulted in the formation of culturally diverse societies, which has been noticed by organizations such as the Council of Europe and the European Union from the very beginning of their existence. They created concepts of mutual cooperation associated with countries, as well as strategies for effective communication between members of the community, implemented, among others, by the educational intercultural policy. Necessity of intercultural education has been noticed not only by the Member States of mentioned above organizations (adapting their educational regulations to the native educational systems), but also UNICEF, UNESCO, UN, OECD and OSCE [1]. Since its inception in 1949, the Council of Europe has recognized it as essential values related to freedom and guaranteeing equality. Created in 1950 European Convention on Human Rights (ratified by all countries of the community as a membership condition) is an act of strategic importance for laying the groundwork for an intercultural education system. The first phase of its creation falls on the years 1960-1980 and focuses on students of immigrant background who, in addition to language learning, should learn about the culture of the country of residence. Educational projects were to counteract intolerance and racism, as well as to shape cultural competences. This concept evolves and in the years 1980-1990 takes the form of integration activities focused on all students, resulting in openness to the representatives of different cultures functioning within societies. The value propagated by the Council of Europe is diversity, which is not a threat but can be a source of strength and development of individual countries. However, respect and equality must be guaranteed. In the years 1990-2000 there is a major shift in educational programs proposed by the Council of Europe. Their creators note that intercultural education must be an element of broadly understood social education. Opening up is not enough, but cooperation is necessary and the mutual respect between all social groups. Education is the sphere of public life whose importance for dialogue and coexistence of different cultures is fundamental. Intolerance, xenophobia, nationalism are the spread of prejudices and stereotypes, and these result mainly from ignorance.

The statutory objective of the Council of Europe is to achieve greater unity among its members, to protect and live out the ideas and principles that are their common heritage, and to facilitate their economic and social progress.[2] Achieving these assumptions is not possible without broadly understood

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1 See: Mirosław Sielatycki, *Edukacja międzykulturowa w polskiej szkole (w świetle dokumentów Rady Europy i Unii Europejskiej)* w: *Edukacja międzykulturowa. Poradnik dla nauczyciela*, praca zbiorowa pod red. Anny Klimowicz, Wydawnictwo CODN, Warszawa 2004, s. 11.

2 http://isap.sejm.gov.pl

intercultural education focusing on free communication resulting from the knowledge of foreign languages, but above all on shaping attitudes of respect and acceptance of cultures different from the native one.

The Council of Europe is an organization that recognizes that the end of the 20th century and the beginning of the 21st century brought radical changes resulting from globalization and the development of modern technologies (which result in consequences in the form of revaluation within societies and communities). The dynamics of the changes that the modern world undergoes, requires a modification of the educational systems that provide their recipients a sense of their own identity while opening up to what is "different".

The initiatives proposed by the Council of Europe are the result of a consistent and well-thought-out approach to intercultural policy aimed at helping community members in building bonds and mutual acceptance.

The free movement of the population of the European Union determined the community to take steps towards developing a system of education for children and youth whose parents or carers took up employment outside their country of origin. These students were guaranteed free access to learning the language of the host country, as well as the native language and culture. The stay of employees and their children outside their home country was temporary, therefore there was a need to create such educational solutions that would enable unions re-adjustment in the home country. This is how the educational policy of the European Union is conducted. Member States of the Union recognized that thanks to education there is a chance for mutual understanding, fight against religious or racial prejudices by learning about distinctiveness and treating it not as a threat, but as a factor enriching Europe. Putting emphasis on it to create favorable development conditions for national minorities was aimed at supporting the processes of integration (which function is to prevent the emergence of conflicts and nationalist attitudes. Intercultural education conducted in this way is passing into the next phase around the year 2000.)

Today, the educational policy of the community states is not only about awakening attitudes of openness and tolerance that allow for coexistence within diverse groups, but also education aimed at raising qualifications of professional Europeans. This is a prerequisite for functioning on the European labor market. The economic development of the European Union is a necessity to keep Europe competitive against economies of the continents. Education therefore faces another challenge - it must create such an educational offer that its recipients could be representatives of all national and ethnic minorities, followers of different religions, students from more or less wealthy families.

Europe, whose societies are struggling with demographic problems, is facing the need to recognize that its population will become increasingly diverse as a result of influxes of immigrants having a significant impact on the economy as well as culture, religion and development of languages. This awareness guides the Member States of the Union, which take a number of steps and initiatives aimed at integration- understood as a respect for differences, respect for diversity, seeing multiculturalism as a wealth, not a threat, dialogue of cultures.

In order to talk about openness to cultures other than the native one, not only norms represented by the law are necessary. There are also moral standards- they allow the functioning of multicultural society. Their formation is a long-term process and depends on the state politics. Therefore, parallel to the creation of legal regulations, it must develop educational and social policy manifested in the activities of the government administration and local government.

Documents regulating the issue of multiculturalism within the European Union do not ensure harmonious coexistence of ethnic or religious minorities with the dominant group in a given country without political will and consistent social policy. The law is a kind of guarantee protecting citizens against discrimination, however, it does not protect against xenophobia, intolerance and prejudices based on stereotypes. The heterogeneity of societies in Europe and the world in terms of cultures and religions does not allow for a wait-and-see attitude.

Getting young people familiar with the fact that as a society we are on the verge of social change, the consequences of which will be the abandonment of the model of monocultural states, is today one of the fundamental tasks of the school and goals of educational processes. However, intercultural cooperation cannot be limited to the strictly school space, but it has to be also carried out through the initiatives of cultural institutions or non-governmental organizations.

School facing the challenges of multiculturalism

The dynamics of changes in the modern world needs constant revision of the course in today's school and its main goals. This question seems to be broader than we think because it is the question of the future human being that we want to educate and the society that we want to build. For obvious reasons, education is not an easy field that can be rapidly changed and modified- it

is the process that takes time and there is a need for reflection and choice of the methodology and suitable tools.

Education systems, which are constantly reformed, are based on the sets of values in the communities and countries.

It is worth trying to set the goal for teaching practice to raise the modern young generation in independence and openness apart from giving them knowledge and a lot of information. It is also very important to shape young adults to be creative, technologically confident but at the same time with a humanistic approach towards the world. This is the way they will be prepared and ready to meet other cultures, ethnic groups or different traditions.

European Union members treat education as *one of the top economic policies, its main requirement is to change curricula so that thanks to radical education reforms, it was able to meet the adopted social goals. A feature of this way of thinking is the promotion of a management model of the public education sector as a production and service enterprise operating in a market economy. Its requirement is the ability to adjust to market requirements.*[3]

Such an understanding of education is a response to cultural, social and political problems that Europe and the whole world are subject to- including the problem of immigration and creation of multicultural societies, but also raises the question of its ethics. Difficulties in responding to them are features of contemporary culture- volatility, generation gap, uncertainty and appearances.[4]

Changes in all areas of life- economy, culture, development of technology, social realities require not so much modification of education systems, but their complete transformation. Modern educational processes cannot face the accumulation and reproduction of knowledge, but develop students' selection and evaluation skills.

Facing the generation gap, the teacher and the school must also resign from the mentoring function- they can no longer transfer knowledge, but above all support the student in navigating an often ambivalent and subjective environment of rapid cultural change. Young people often seem to understand it far more than representatives of the older generation, moving more freely among new technologies which become outdated not even after a decade but only a few months.

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3 See: J. Surzykiewicz, *Wprowadzenie* [w:] *Ciągłość i zmiana w edukacji szkolnej – społeczne i wychowawcze obszary napięć*, pod red. J. Surzykiewicza i M. Kuleszy, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2010, s. 8.
4 See: D. Klus-Stańska, *Ciągłość i zmiana czy bierność i niekontrolowane odruchy – w którym kierunku zmierza szkoła?* [w:] *Ciągłość i zmiana w edukacji szkolnej – społeczne i wychowawcze obszary napięć*, pod red. J. Surzykiewicza i M. Kuleszy, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2010, s. 38.

The unpredictability of the modern world undermines the stable position of the teacher and often relegates him to the role of an anachronistic in his theories. A young man with unprecedented opportunities in history development, free shaping of a professional career in the world, is faced with the uncertainty because of many global scale crises, increasing demands that unfulfilled result in the stigmatization or exclusion of a particular community (in case of young people poverty and aversion to physical activity are particularly problematic; mental uniformity- physical appearance other than imposed by the media, e.g. overweight, underweight, disability or simply resistance to blindly following fashion).

In the face of such unstable conditions, the reality in which young people function, the education system, cannot offer existing models of education but must equip the student with skills that creatively respond to constant changes, entrepreneurship, freedom and communication- competences that allow interaction with representatives of various environments.

The last of the listed features of contemporary culture is its appearance. The world where we function is an artificially created space by the media, advertisement, specialists in public relation. Strategies of generating consumption needs caused members of societies to stop noticing the differences between their own needs. A young man cannot accept content uncritically proposed by the school and the teacher. He must learn an individualistic approach to problem, skepticism and vigilance towards the delivered information- including those presented during the lesson.[5]

Mentioned features of contemporary culture and the dynamics of changes taking place in the world make it necessary to revise the existing educational models.

Multiculturalism or interculturality?
The problem of definition

Education in the broad sense includes *all organized activities- teaching, learning and upbringing at all levels: from state to organic institutions conducting these activities both directly (e.g. family, neighborhood, peers, kindergarten, school, university, counseling center, local community, local government, associations, clubs and organizations, parish) and indirectly*

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5 See: D. Klus-Stańska, *Ciągłość i zmiana czy bierność i niekontrolowane odruchy – w którym kierunku zmierza szkoła?* [w:] *Ciągłość i zmiana w edukacji szkolnej – społeczne i wychowawcze obszary napięć*, pod red. J. Surzykiewicza i M. Kuleszy, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2010, s. 38.

(e.g. parliament, ministry, institutions of management, evaluation and control, or media content and form mass transfer of information and culture in television, radio, Internet, press, books, entertainment and recreational mass events, fashion). [6]

Concepts of multicultural (multiculturalism) and intercultural education (interculturalism) are often- as the literature shows- wrongly, interchangeably used. The Latin prefixes -multi and -inter mean, respectively, -many and -between. This means that in the first case we are dealing with the fact that there are many entities, and in the second that they interact with each other.

Therefore, the meanings of both terms should be differentiated- multicultural education means that members of different ethnic, national and religious groups live on the same territory, but they do not interact with each other. They are isolated, most strive for assimilation of minorities, which leads to conflicts and tensions. Education understood in this way allows us to approximate who the Other is, and attempts to reduce the ethnocentric way of seeing the world. But it does not guarantee openness to cooperation and coexistence.

Intercultural education occurs in a culturally diverse environment, where cultures interact. In this view, education is based on respect for otherness, interest in it, and aims to integrate and bring together the representatives of different groups. This allows us to draw from the wealth of other cultures while preserving our own identity, mutual respect for racial or religious differences. This model of education allows one to realize that otherness is a value and getting to know is not a threat, but it can enrich. It also means that the processes of intercultural education are subject not only to pupils but also their families.

The idea of introducing cultural pluralism into schools, which was intended to compensate for the educational shortcomings of children from minority groups, turned out to be too difficult to implement. The success of multicultural education includes the fact that in societies culturally diverse, their members' mutual relations are relatively peaceful.

However, the model of intercultural education is becoming more and more frequent- it allows tolerance and openness to differences. A meeting with the Other/ Stranger is inevitable in the modern world. One of the effects of globalization is that societies are a collection of otherness. The Other/ Stranger penetrates our world constantly and on various levels- even if we do

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6 See: Przemysław Paweł Grzybowski, *Edukacja europejska – od wielokulturowości ku międzykulturowości. Koncepcje edukacji wielokulturowej i międzykulturowej w kontekście europejskim ze szczególnym uwzględnieniem środowiska frankońskiego,* Oficyna Wydawnicza „Impuls", Kraków 2007, s. 65 [za:] Z. Kwieciński, *Przedmowa* [w:] B. Śliwerski (red.) *Pedagogika – podręcznik akademicki,* Warszawa 2003, t. 1, s. 12.

not experience it empirically. We commune with him, being participants of mass culture, using social media, watching TV or reading press.

The Others/ Aliens are also becoming more visible and loudly expressing their will to exist in public space- representatives of national and ethnic minorities, subcultures, associations and organizations of people with disabilities, etc.

Ignorance and extra- empirical prejudices lead to conflicts and aggression, and one of the ways to prevent them is education.

Intercultural competence

Openness to other cultures, interacting with people from outside one's own circle culture, getting to know national identities different from one's own, and tolerance towards them are a necessity in the modern world, and a challenge for education. The school must equip students with the ability to conduct a dialogue- both at the level of peer group which is the first environment confronting otherness, as well as in contact with representatives of different races or religions.

Intercultural competences acquired by young people in the process of education concern three spheres: cognitive- to be able to communicate with the Other, one should have knowledge about his culture, religion, customs; emotional - it is important to focus on these areas of your own sensitivity that will allow for openness and empathy; behavioral- acquired skills put communication tools into practice which will enable dialogue and understanding.

Helpful in acquiring intercultural competences and resigning from ethnocentrism's way of seeing the world are the principles that should guide in contact with the Other. They are as follow:

- *Trust and respect (mutual openness of the parties to the learning process, patience and sensitivity);*
- *Experience of identity (the starting point for us is our own culture: if we have to get closer to Others, we must first understand ourselves);*
- *Constructed reality (each of us perceives the world differently, for example time or space; we should try to respect the personal freedom and decisions of others, consider other views as equal);*
- *Dialogue with another person (we need another person to learn);*
- *Questions and change (intercultural education is a process that tends to change- but we also do not always know where integration will lead us);*
- *High involvement (intercultural learning involves all meanings and levels if learning, knowledge, emotions, behaviors);*

- *Possibility of conflict (we look for constructive elements of conflict and opportunities that it creates).[7]*

The aims of intercultural education

Intercultural education is not an ideal model and is not a remedy for problems of modern societies, but allows individuals to build their own identity and the belief that despite differences, each person is a unique value so it is worth opening up to it. For the main goals of the intercultural learning process in terms of attitudes, skills, needs, sphere of awareness, the following are considered:

- Instilling the awareness of otherness, sensitizing to otherness;
- Shaping awareness of the equality of all cultures;
- Referring to the experiences of students and parents;
- Shaping the need to constantly "go out" to the borders of one's own culture, developing skills in solving problems related to prejudice and negative stereotypes;
- Shaping openness and tolerance, renouncing the sense of cultural superiority for dialogue, negotiation and exchange of values.

Against functioning and competing with each other I consider different systems of values to be of primary importance in intercultural education (following the idea of tolerance, which allows for systematic interaction, communication and creating the possibility of comparison, references and openness to otherness). [8]

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7 See: B. Kozieł, *W drodze do międzykulturowości – opinie nauczycieli szkół gimnazjalnych i ponad-gimnazjalnych o realizacji edukacji regionalnej i europejskiej na Pograniczu* [za:] E. Ogrodzka-Mazur, *Szanse i bariery edukacji międzykulturowej na pograniczu polsko-czeskim. Przyczynek do obrazu pracy nauczycielskiej* [w:] T. Lewowicki, A. Szczurek-Boruta, B. Grabowska (red.) *Społeczne uwarunkowania edukacji międzykulturowej,* t. 2: *Problemy praktyki oświatowej,* Wydawnictwo Adam Marszałek, Cieszyn-Warszawa-Toruń 2009, s. 139-140 [w:] *Ciągłość i zmiana w edukacji szkolnej – społeczne i wychowawcze obszary napięć*, pod red. J. Surzykiewicza i M. Kuleszy, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2010, s. 89.

8 See: Jerzy Nikitorowicz, *Spotkanie i dialog kultur – wymiar edukacji międzykulturowej* [w:] *O potrzebie dialogu kultur i ludzi* pod. Red. Tadeusza Pilcha, Wydawnictwo Akademickie „Żak", Warszawa 2000, s. 101. Por też B. Kozieł, *W drodze do międzykulturowości – opinie nauczycieli szkół gimnazjalnych i ponadgimnazjalnych o realizacji edukacji regionalnej i europejskiej na Pograniczu* [za:] E. Ogrodzka-Mazur, *Szanse i bariery edukacji międzykulturowej na pograniczu polsko-czeskim. Przyczynek do obrazu pracy nauczycielskiej* [w:] T. Lewowicki, A. Szczurek-Boruta, B. Grabowska (red.) *Społeczne uwarunkowania edukacji międzykulturowej,* t. 2: *Problemy praktyki oświatowej,* Wydawnictwo Adam Marszałek, Cieszyn-Warszawa-Toruń 2009, s. 139-140 [w:] *Ciągłość i zmiana w edukacji szkolnej – społeczne i wychowawcze obszary napięć*, pod red. J. Surzykiewicza i M. Kuleszy, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2010, s. 90.

The barriers to implementation of multicultural policy

The problem of the lack of an integrated and systematically implemented-despite legislative regulations- state policy is not the only one brought about by the interpretation of cultures and migration population. A serious impediment is often the attitude of the members of these minorities who are reluctant to integrate with the dominant group. It often happens during attempts made by immigrant communities to impose their customs, dress code and orders resulting e.g. from religion.

The demanding attitudes of minority groups are increasing. An important threat to the process leading to the formation of multicultural societies are media messages and the language of public discourse. The figure of the Other presented in the media is a compilation of pejorative features that make him hostile. A good example can be here the Islamic religion representatives who appear in the media mainly because of their terrorist acts. The goals and aspirations of extremists are transferred to the whole community and followers of the Muslim religion, making them potential assassins and arousing fear and the opposition of the members of the dominant group.

The language of the public debate about immigrants is based on a limited number of keywords that cause unequivocal, pejorative associations and effectively contribute to the creation of prejudices and stereotypes. Muslims are referred to bad characters like bombers, suicide bombers, fanatics and fundamentalists which is obviously a harmful generalization. This way of narrating about immigrants is an important element of the political strategy of parties basing their electoral programs on populism and propaganda , aiming at a nationalist vision of the state.

Young people are susceptible to the images conveyed to them by the media, not finding counterweights in the family and school, and adopt a defensive, xenophobic attitude. They treat cultural diversity as a threat to their values, causing ethnocentrism.

They are a serious impediment to the harmonious coexistence of culturally diverse environments, language barriers and lack of knowledge of the cultural code. What is obvious for the representatives of the given community, may arouse a surprise or reluctance in other group members. The need to explain cultural codes in a way most effective is an essential teaching task. Another threat to the formation of multicultural societies are the existing stereotypes and prejudices. This issue appears to be an important problem because the structure and functions of stereotypes make them permanent and difficult to challenge. Stereotype , i.e. a simplified, evaluative image of another person or group,

attributing certain psychological characteristics to them. It is the basis for creating prejudices, resulting from aggression, conflicts and discrimination. Stereotypes are subject to modification, but it is a tedious and long-term process, their elimination is hampered by the fact that they are socially inherited. That is why it is assumed that the most effective way to fight them is to prevent them from occurring.

The characteristics of stereotypes are:

a) Cognitive nature- they often occur in a situation of partial or complete lack of knowledge, replaced by beliefs, judgements, ideas- which cover representatives of the entire group. This gives the person using the stereotype a sense of understanding the surrounding reality and the possibility of creating it;

b) Lack of connection with experience- they exist in human consciousness, having no empirical roots;

c) Evaluative-emotional nature- the content of the stereotype is associated with intense emotions, most often negative;

d) Generalization of content- attributing negative features to all members of a given community, and not noticing the differences between them;

e) Durability- they are not susceptible to change under the influence of information inconsistent with them, and they are relatively easy to conform, it is very difficult to disprove;

f) Stereotypes evoke expectations- they are a source of expectations towards stereotyped subjects;

g) Coherence- they tend to combine into systems, which make them even more difficult to overthrow;

h) Contextuality- stereotypes may exist in a latent form and not reveal themselves, external factors (context) may facilitate or hinder their actualization;

i) Social nature- they always refer to groups- gender, national, racial, professional, age, related to education, place of residence. Their origin and persistence take place in the group and through the group, which is integrating;

j) Subjective certainty- rarely allowed by probabilistic judgements;

k) Verbality- it is assumed that there are no non-verbal stereotypes.

The basic functions of stereotypes that enhance their persistence include:
- *Adaptive function*
- *Economization of cognitive processes*
- *Providing a sense of security*

- *Ensuring predictability of behavior*
- *Communication functions*
- *Manipulation functions*
- *Channeling of aggression.[9]*

Irena Pospiszyl describes the functions of the stereotype in a slightly broader way, pointing out:

a) Indicative features:

• Ordering- stereotypes are used to reduce the excess of information in the initial cognitive stage and allow to organize them into smaller wholes;

• Formative- the stereotype creates missing data when there is not enough information on a specific topic;

• Reducing cognitive dissonance- when the information is contradictory, the stereotype facilities dispelling uncertainty, e.g.it facilities the rejection of inconvenient or less convincing knowledge;

Psychological functions

• They make it possible to satisfy the most important needs for an individual, e.g. a sense of predictability of events; sense of security; integrating function; communication; compensation, channeling aggression;

Social functions:

• manipulative- stereotypes in this case are usually carriers of very one-sided, specific information about others, which can be skillfully used to meet human needs;

• unifying- people or groups are perceived as more internally homogeneous than they actually are, while their own group is perceived as internally diverse.

The findings made so far, regarding the features and functions of stereotypes, allow us to pose the question of the possibility of their modification and ways of eliminating them.

The genesis of acquiring stereotypes is one of the essential elements of creating a strategy to combat them. For those who have been assimilated relatively early- in the childhood and youth, constitute a kind of perceptual scheme, they are also socially reinforced, which makes them permanent

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9 Jerzy Nikitorowicz, *Spotkanie i dialog kultur – wymiar edukacji międzykulturowej* [w:] *O potrzebie dialogu kultur i ludzi* pod. Red. Tadeusza Pilcha, Wydawnictwo Akademickie „Żak", Warszawa 2000, s. 101. Por też B. Kozieł, *W drodze do międzykulturowości – opinie nauczycieli szkół gimnazjalnych i ponadgimnazjalnych o realizacji edukacji regionalnej i europejskiej.*

mental constructions that are difficult to change. Therefore, it becomes important to realize that preventive actions are far more effective than the elimination of formed stereotypes. They are often a secret- most people are aware that from a legal and moral point of view, any discriminatory or stigmatizing actions against members of cultural or religious groups other than their own, is reprehensible and may be punished. Taking all of these into account, it has to be said that it is difficult to effectively fight with hidden stereotypes.

Elżbieta Czykwin (following Barbara Weigl and Wiesław Łukaszewski) cites four directions of modifying prejudices:

a) *Emphasizing the similarity- this will increase the attractiveness of the Other through similarity to the Self.*

b) *Change of social identification- building the image of oneself is done by including in a specific group. The figure of the Other confirms identity and belonging to a common circle to which the Other does not belong.*

c) *Modification of prototypes (model objects, central objects, conceptual core)- increasing the plasticity and extension of prototypes, e.g. American and Polish descent, a woman- bishop of the Lutheran Church, as well as questioning the expectations generated on the basis of the prototype, e.g. Romanian is often blond.*

d) *Imagination scenarios- processing in the imagination a scenario of close contact with the Other (conversation, cooperation). This results in a better assessment of a group member perceived as an alien and a significant reduction the distance.*

National tradition, moral codes, religious systems, passed down from generation to generation in the process of socialization, stabilize the common ways of seeing the world, which in relation to an individual take on the character of almost biological heritage.[10]

Is then a school a space where these prejudices can be modified? Is the teacher helpless in the face of permanent and difficult to eliminate ways of perceiving the surrounding reality? Do the peer environment and relations within the class group create new stereotypes instead of eliminating them?

Certainly, a high school student enters its walls equipped with a baggage of knowledge about the world, which to a large extent is a collection of borrowed opinions, a priori assumptions, simplifications and generalizations of issues that are difficult to understand. A school can be a place where

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10 Z. Mitosek, *Literatura i stereotypy*, Wrocław 1974, s. 15.

a well-organized educational process, teachers prepared to equip students with multicultural competencies, well-thought-out working methods and well-chosen teaching aids, and above all, opportunities for direct contact with what has so far gone beyond the student's experience- will create a real opportunity to fight prejudices and shape tolerance towards differences. From the point of view of didactic practice, it is important to make young people aware of the mechanisms of creating stereotypes and the effects of prejudice or their consequences, i.e. discrimination and aggression. Equipped with such knowledge, the student will be able to reflect on their perception of cultural differences in adult life and verify their attitude towards the Other through the ability to enter into a dialogue with them.

Methods and tool supporting the implementation of multicultural policy

The choice of teaching methods and aids plays a significant role in the effectiveness of intercultural education. Their selection depends on the goals we intend to achieve and the tasks we undertake, the age of students, the content to be conveyed and organization of the didactic process. Mirosław Sielatycki distinguishes the following categories of teaching methods useful in intercultural education:
   a) Methods of seeking knowledge about others (lecture, presentations with the use of multimedia, use of the Internet, didactic games, working with source materials, discussion)
   b) Methods of searching for common roots (chronological method, circle method, cultural routes method, contact map method)
   c) Methods of searching for connections (text analysis method, wind rose method, mandala method)
   d) Methods of working with stereotypes (drama method, international youth exchange)
   e) Methods of understanding and respecting differences (meeting with "experts"- representatives of national minorities, but also specialists in the field of human rights or international relations
   f) Methods of solving problems (decision tree method, decision table method, debates, conflict maps, six-step problem solving method)
   g) Methods of building cooperation (educational project)
   h) Methods of searching for scenarios of the future (method of building scenarios of the future, method of thinking hats, simulation).

The effectiveness of intercultural education preparing young people to meet the Other is determined by undertaking initiatives implemented not only within the school, but also beyond it, in the circle of the local environment. Institutions, associations, communities that undertake the effort of intercultural education give students a chance for development, participation in culture, and to consciously become a member of the local, regional, national and European community.

Shaping attitudes and behaviors through communing with diversity, otherness, empirical encounter with the Other gives young people a chance to equip young people with features such as empathy, tolerance, the need for justice and active action for it, willingness to help others, lack of prejudice.

The failure of educational influences in the upbringing sphere carries a risk that a student leaving school, instead of being open to the world and its diversity, will show fear for otherness, will be guided by stereotypes, and will be characterized by xenophobic thinking, showing ethnocentric and megalomaniacal tendencies. In the modern world- in the reality of permanent change- equipping young people with material competences is not enough for them to be successful, life competences are still necessary. These are passed on the students in the process of intercultural education, also through artistic initiatives and participation in culture.

Conclusion

Presented development trends, methods and difficulties in implementing a peace approach, harmonic coexistence of people of different ethnic, cultural or national groups, are the attempt to show the way of open contact with the Other.

Taking into consideration the growth of xenophobic and ethnocentric tendency in Europe, intercultural education seems to be not only the chance to benefit from other cultures but also the must – without it, there is little chance in the future to live in a peaceful and harmonic world. The school, the teachers with their educational initiatives that meet the need of knowing better the Other, can be the chance for the young generation. This chance in order to live in a safe European environment is based on knowing and understanding other cultures, traditions and history.

There is something appealing about being a stranger that you can savor, which seems like sweetness. It is good not to understand the language, not to understand the customs, to glide like a ghost among others who are distant and unrecognizable. Then a special wisdom awakens - the ability to guess, to grasp non-obvious matters. Sharpness and perspicacity also awaken. A man who is a stranger gains a new point of view, becomes, willy-nilly, a kind of sage. Who told us all that being your own is so good and so wonderful? Only a stranger truly understands what the world is like.

Olga Tokarczuk, Books of Jacob

Part 2

Karolina Kruszelnicka

Job immigration

Level: intermediate (A2/B1)
Lesson time: 45 minutes
Methods: cognitive approach, communication approach, elements of CLL method
General aims:
- Presenting vocabulary concerning job immigration and job market
- Fixing newly learnt vocabulary set

Detailed aims:
- Students understand listening task
- Student can match words to their definitions
- Student can compose a postcard

Materials:
- Whiteboard
- Projector
- Powerpoint presentation

Phases of the lesson:

Introductory phase:
- Greeting students
- Taking the register
- Describing the topic of the lesson
- Writing down the subject on the white board

25

Implementation phase:

1. The teacher asks students a question: <u>What are some of the different reasons people move to other countries?</u> – it is written by him/her on the whiteboard and students have about 2 minutes to think and list these reasons in their notebooks (at least three reasons).- pair work.

2. Then the teacher presents a powerpoint presentation, where many reasons are mentioned and explains to students that the list can be extended but we are going to focus on economic reasons and the vocabulary which is connected with them.

Thinking about reasons for emigration
To escape poverty • To escape war •To have better job opportunities • To have a better education for your children • To escape the political system • To be with someone you love • To escape natural disasters • To learn a foreign language • To have a higher quality of life • To live in a country with a better climate...

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3. The presentation involves also the vocabulary presented to the students:
immigrate (to) / migrate (to) (verb), immigration / migration (nouns) – to move to another country (immigration) or simply to move (migration).
to emigrate (from) (verb) – to move from a country.
to deport (verb), deportation (noun) – to expel a foreign person from a country.
brain drain / human capital flight (noun) – the emigration of highly skilled workers from a country creating a skills shortage.
economic migrant / migrant worker (noun) – someone who moves to another country in search of better living standards.
border (noun)- frontier between countries
productivity (noun)- the state or quality of being productive

4. Then students have to fill in the blanks with the new vocabulary some sentences:
My uncle …..…..… to the USA twenty years ago.

The Polish authorities …………. two foreign criminals to their homeland.
There were massive protests on the Polish- German …………………. .
The survey shows that there are more and more ……………… …………… in Poland.
It is believed that migration workers help to improve ……….. in every country.
5. After exercise with vocabulary, the teacher presents to students CNBC film titled **"How does immigration impact the economy"** https://youtu.be/f0dVfDiSrFo and students task while watching this film is answering questions below:

1. Which country has the most immigrants in the world?
   a) the United States   b) the United Kingdom   c) the United Arab Emirates
2. How is the United States often referred to as?
   a) a nation of ignorants   b) a nation of emigrants   c) a nation of immigrants
3. The border of which country has become a focal point in the immigration debate?
   a) Canada   b) Mexico   c) Cuba
4. How does migration affect the proportion of working-age people in a country?
   a) it decreases it   b) it doesn't change it   c) it increases it

6. The last part of the realization phase is the writing task. Students are to become immigrants from different countries and they get postcards from Zielona Góra. Their task is to fill these postcards with short message to their imaginative family members where they have to use particular words:

A postcard to my family members
- costs of living
- accommodation: rent a flat, a house, a room
- job/work
- good/badly paid
- working conditions

Ending Phase:

The teacher sums up the lesson objectives and the volunteers present their postcards to the rest of the group.

Joanna Michalik-Pietraszak

What can we learn from the tragic history of the 20th century?

Lesson time: 90 minutes

Learning objectives:
1. Familiarizing students with the history of the presence of Jews in Poland
2. Presentation of facts about the Holocaust of Jews during World War II (from the birth of anti-Semitism to the end of the war)
3. Confronting students with different ways of talking about the Holocaust (literary texts, photographs, fictionalized films, documentaries)
4. Showing different narrative perspectives in talking about the Holocaust - the perspective of a child, an adult, a concentration camp prisoner, a ghetto inhabitant.
5. Showing the Holocaust not only as a historical fact, but also as a potential threat

Teaching methods:
- problem methods: activating: discussion
- teaching methods: talk, lecture
- practical methods: working with the text, writing an essay

Phases of the lesson:

Introductory phase:

1. Students prepare multimedia presentations showing the life of Polish Jews before the Second World War (photographic material depicting the landscape of cities, towns and villages in which Jews were inscribed in the landscape, recordings of Hasidic and Klezmer music).

2. Students discuss basic concepts related to Jewish culture, such as Torah, Talmud, diaspora, synagogue, bimah, Jewish cemetery, matzevot, mezuzah, kosher.

Implementation phase:

1. Presentation of prepared multimedia presentations.

2. Discussion on the presence of Jews in Poland and their influence on culture, architecture and art.

3. The teacher discusses
a) legislation of the Third Reich (Nuremberg Laws of 1935), acts of persecution of Jews in Germany after Hitler came to power from 1933 - isolation, gradual deprivation of civil and civil rights, physical violence, destruction of property (including Kristallnacht). The photographs of Roman Vishniac can be a photographic supplement to the presented information.
b) subsequent stages of the Holocaust - life in ghettos and extermination in death camps

4. Working with cultural texts
a) Discussion of fragments of works by Tadeusz Borowski, Zofia Nałkowska, Hanna Krall and Roma Ligocka - students look at the realities of life in a concentration camp and the Jewish ghetto
b) Presentation of movie excerpts *In the darkness* Agnieszka Holland, *Children of Irena Sendler* directed by John Kent Harrison and a documentary *Auschwitz-Birkenau special unit.*

5. Discussion
− Can the experiences of the heroes of cultural texts be repeated in contemporary reality?
− Are there ways to prevent the development of totalitarianisms?
− How to prevent acts of discrimination?
− What does the tragic history of the 20th century teach us?

Ending Phase:

Students are asked to write an essay *My view of the Holocaust.* The works will not be evaluated in terms of content or language. Students also have freedom in terms of the volume of the texts they create.

Sylwia Kaczmarek

<u>In the World of Stereotypes</u>

Learning objectives:
- to enrich students' vocabulary about the topic of prejudice and stereotypes
- to make them understand the difference between prejudice and stereotype
- to make students recognize their own and others' stereotypical and prejudicial attitudes.
- to make students aware of the complexities and negative consequences of prejudice and stereotypes
- to develop such skills as reading, listening and speaking

Forms of work:
pair work, group work, individual work

Materials:
felt – tip pens, glue, four big posters on the wall of the classroom (with headings on them: the Spaniards, the Italians, the Germans, the Poles) prepared and fixed by the teacher **before the lesson**, a box/ a hat with stripes of paper on which the teacher has written some statements about the nations, a handout for each student with the text of the song "Alman" by Phil Laude,

Time: 90 minutes
Level: B1- B2
WARM – UP (10 minutes)
Write the topic on the blackboard. Underline the word "STEREOTYPE". Ask the students to think in pairs for 2 minutes and come up with the definition of the word.

"DAS STEREOTYP"

After 2 minutes ask some of them to present their ideas. Write some of them on the board. Try to elicit as much information as you can before you define the word yourself.

Tell the students that you are going to talk about national stereotypes – which means that you are going to discuss how certain nations are perceived by others.

ACTIVITY 1 (15 minutes)

Take the box/the hat in which you have put and mixed some stripes of paper with some statements about the nations on them. On the walls of the classroom there are four posters with the headings: The Spaniards, the Italians, The Germans, The Poles (prepare and fix them BEFORE the lesson). Now move around the classroom and make one student choose one statement from the box and read it aloud. Together with the others they should now decide which nationality is referred to and – after the decision – the student glues this statement on the proper poster.

STATEMENTS in the box/the hat (you can also come up with others, these ones are only examples:

> **They are very loud.**
> **They are punctual.**
> **They love order and they hate mess.**
> **They eat pasta and pizza every day.**
> **Their family bonds are very tight.**
> **They love football.**
> **Bullfighting is the national pastime.**
> **They love Siestas**
> **They have no sense of humor.**
> **They work a lot.**
> **They drink too much alcohol**
> **They are fashion – addicted.**
> **They eat pork legs and drink a lot of beer.**
> **They are hospitable.**
> **They complain about everything and everybody.**

After all the stripes have been taken from the box, encourage your students to move around the classroom with their pens and write additional associations – what comes to their mind – about each nation. Next take the posters down and read out the sentences about each nation. Point to the fact that on each posters there are some positive and negative stereotypes. Give some examples.

ACTIVITY 2 (20 min)

Move on to the next stage of the lesson – to the clarification of the difference between prejudice and stereotype. First ask the students what – in their opinion – the difference between prejudice and stereotype is. Write some interesting ideas on the blackboard before you define this difference by yourself.

PREJUDICE VS. STEREOTYPE

Give some examples to illustrate the difference:
„All the Italians eat Pasta" (stereotype)
„All the Italians are Pasta gluttons! !"(prejudice).

Now divide your students into four groups, give each group the poster with the sentences about one nation. In groups they should analyze the statements and decide which group they belong to: stereotypes or prejudice. Give them 10 minutes for the work. After that time – each group should present their work. The others (you too) may comment on their work.

Ask the students if they see any positives of stereotyping? negatives of prejudice? Write some of them on the blackboard.

ACTIVITY 3 LISTENING (20 min)

Tell your students that they are going to listen to the song by Phil Laude "ALMAN" It would be also good to show the video to your students (you can find it on YOU TUBE) . Ask them to listen and watch the video. At the same time they should read the lyrics. After listening and watching – ask them what stereotypes and prejudice about the Germans they could find in this song. Talk about it with them. Before listening tell them who "ein Alman" is *(**ein „Alman** "is a person who embodies all the characteristics of a typical German).*

Possible answers:

The Germans love beer.

They have no sense of humor

They always spend their holidays on Mallorca.

While doing this activity, try to discuss with your students which statements are stereotypes and which prejudice are.

ACTIVITY 4 (20 min)

Divide your students into groups and make them write a short song/ text about the typical member of their nation and make them present it to the class.

SUMMARY (5 min)

Ask each person to express how they perceive stereotypes and prejudice. Let them define the meaning of the words on their own. Make them illustrate the definitions with some examples.

FOLLOW – UP ACTIVITY

The students can make a film/a video presenting the stereotypes about their own nation.

Sources:

- **https://www.ikud-seminare.de/veroeffentlichungen/ interkulturelles-lernen-stereotype-und-vorurteile.html**

- **https://ethz.ch/content/dam/ethz/associates/services/ Anstellung-Arbeiten/diversity/Gender%20und%20Stereotype/1-4_ deutsch_131202_eth_equal_einzelseiten_beiblatt_A4.pdf**

- **https://www.duden.de/woerterbuch**

Patricia Abejón Peláez

Immigration: Myths and realities

Level: Intermediate-Upper intermediate(B1-B2)
Lesson time: 3 lessons of 50 minutes.
Methods: cognitive approach, communication approach, elements of CLL method (Economy, Geography...Social Sciences in general)

General aims:

- To present and use in context vocabulary concerning immigration as regards economy, social issues, and cultural values.
- To produce accurate written and oral texts in the right register.
- To develop critical thinking by comparing and contrasting information with their personal experience.
- To work cooperatively.
- To question different stereotypes related to immigration and its effects in the receiving country, in this case Spain.
- To be able to distinguish between reliable and heavily- biased or unsupported information on the Internet. Difference between information and opinion.

Detailed aims:

● Students develop **reading skills**: research, analyze and summarize information.
● Students develop **writing skills** related to the description of situations;causes and consequences. Also, they take notes selecting the most important information.
● Students develop **speaking skills,** in particular monologues presenting data in a clear way and in the right register.
● Students develop **listening skills** working on monologues that present data.
● **Translate** from Spanish into English using the correct vocabulary, grammatical structures, and register.

Materials:

● Whiteboard
● Projector
● Microphones
● Computers/Tablets.
● Apps to create a podcast such as Ibox, Anchor...

Phases of the lesson:

Day One.

Introductory phase:

The teacher asks the students questions about immigration in general:

Is immigration common in Spain? Where are immigrants from? What type of jobs do they usually have? Do you know any immigrants in your neighborhood…? Are they a problem for Spain? Why?

Implementation phase:

Pair work: The teacher asks the students to write down as many stereotypes or things that people usually say/think about immigrants. About 5 minutes.

The students share their conclusions, and the teacher writes them down on the whiteboard.

Some of these conclusions are usually: Immigrants are poor, they are a burden for the economy, the social services, and the National Health System as they receive more than they provide, they help to increase the unemployment rate among the nationals …

In pairs they are going to choose one of the points given and research online about that topic. The teacher can help them with the vocabulary and propose reliable websites: NHS, INE (Spanish Official Statistics institute), NGOs such as "Cantabria Acoge" or "Amnesty International"…

Day 2.

The students finish their research and summarize their information in a **written text of 150-300 words.** This text must include the topic selected, information that proves if it is a myth or a reality (at least 3 reasons) and a conclusion. In this text they also need to mention the sources of the information selected and explain why their conclusions are reliable and the information is backed up.

The teacher checks the texts produced by the students and gives them back with the necessary vocabulary, grammar or register corrections.

Day 3.

Ending Phase:

The students **produce a Podcast** taking their written texts as a reference. They will have computers, tablets or their mobile phones and microphones for the recordings. Both students of each pair must speak (not read!!!) and produce a podcast of 2 minutes minimum.

Once they have finished, the podcast will be played for the whole group.

The teacher will ask questions after playing each podcast to check the students' understanding of the topic dealt with.

Deva Saro Gómez

How racism makes me sick

Level: Upper intermediate(B2)
Lesson time: 1 lesson of 50 minutes.
Methods: cognitive approach, communication approach.
General aims:

- To present and use in context vocabulary concerning racism and other social issues
- To produce short written texts which are accurate and related to modern social issues.
- To read in an autonomous way applying different techniques: extensive, intensive reading…
- To become aware of the issues that are present in modern societies.
- To develop listening skills related to racism and other social issues using different techniques such as listening for the gist, detailed comprehension…

Detailed aims:

● Students develop **reading skills**: general and detailed com-prehension. This includes **vocabulary** related to social issues like racism, health care…
● Students develop **writing skills** related to the expressions of opinions and proposals.
● Students develop **listening skills using different techniques.**

Materials:

● Whiteboard
● Projector
● Computers
● Access to the internet (TED Talks website)
● Worksheets.

Phases of the lesson:

Introductory phase:

The students do exercise 1 individually or in pairs. After this, they do exercise a) The teacher checks their production and comprehension.

Implementation phase

Listening:

The teacher plays the video 2 or 3 times, and the students do exercises a) b) and c)..

Ending Phase

Reading and writing: Exercise for Fast finishers. The teacher checks their productions and makes any necessary corrections.

TED TALK- HOW RACISM MAKES US SICK

1. NEVER-HEARD-THE-WORD TABLE

WORD	NEVER HEARD IT	HEARD IT BUT DON'T REMEMBER	HEARD IT AND REMEMBER (write down meaning)
Degree			
Clot			
Stunning			
Income			
Gap			
Counterpart			
Stubborn			

a) MISSING WORD (you might need to make changes):

Agree with, look at, ask to, despite, awake to, stand in, state

a. _____his success, personally and professionally, Clyde's story had a sad ending

b. So for example, if we _____ life expectancy at age 25, at age 25 there's a five-year gap between blacks and whites

c. America has recently _____ to a steady drumbeat of unarmed black men being shot by the police

d. I was _____ review a new book on the health of black America

e. All of these researchers were _____that racism was a factor adversely impacting blacks, but they provided no evidence

f. A white gentleman _____ the audience and said that while he _____a me that racism was important, we could never measure racism.

b) WHILE/ AFTER LISTENING:

1 What happened to Clyde? Is there any similarity with other Yale classmates?

2 What was originally thought to be the reason for racial differences concerning health?

3 What three scales were measured to evaluate racism?

4 Name some of the ways in which blacks are treated differently.

c) Listen again and complete with the missing words/expressions (minute 6.22)

Discrimination and racism also matters in other _____ ways for health. For example, there's discrimination in medical care. In 1999, the National Academy of Medicine asked me to serve on a committee that found, concluded based on the _____evidence, that blacks and other _____receive poorer quality care than whites. This was true for all kinds

of medical treatment, from the most simple to the most technologically sophisticated. One explanation for this pattern was a phenomenon that's called "implicit bias" or "unconscious _____."Research for decades by social psychologists indicates that if you hold a negative stereotype about a group in your subconscious mind and you meet_____ from that group, you will discriminate against that person. You will treat them differently. It's an unconscious process. It's an automatic process. It is a subtle _____ but it's normal and it occurs even among the most well-intentioned individuals.

d) Analyze the previous extract. Look for:

a. Three verbs in past simple form
b. A Word that has more than one meaning
c. A relative clause
d. An agent
e. A conditional clause
f. A synonym of:
    - to have importance:
    - mechanical:
g. An antonym of:
    - intense:
    - rare:

ONLY FOR <u>FAST FINISHERS</u>:

Ask your teacher for the whole extract and read it; think about the following:
    1. Name some of the main points of the lecture.
    2. Do you agree with the speaker's arguments and conclusion?
    3. What proposals can you name to avoid racial inequalities?
    4. Do you know about further examples about this issue?

TED TALK- HOW RACISM MAKES US SICK

Video:
https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick
Transcript (PDF) https://diversity.ucsd.edu/_files/21-Day%20Anti-Racism%20Challenge%20Files/How%20Racism%20Makes%20Us%20Sick.pdf

Patricia Abejón Peláez

Immigrants and Refugees: are we talking about the same thing?

Level: intermediate(B1)
Lesson time: 2 lessons of 50 minutes and a visit outside the school.
Methods: cognitive approach, communication approach, elements of CLL method (Economy, Geography, Ethics…Social Sciences in general)
General aims:

- To present and use in context vocabulary concerning movement from one country to another.
- To produce written and oral texts which are accurate and true to life.
- To develop critical thinking by comparing and contrasting information with their personal experience.
- To work cooperatively.
- To question different stereotypes related to immigration and refugees and its effects on the individuals as well as on the receiving country, in this case Spain.
-To be able to contrast and analyze general information from the web and information received in a real context, that is, a Refugee Reception Centre in Spain.

Detailed aims:

● Students develop **writing skills** related to taking notes selecting the most important information, interviews, and texts with conclusions.
● Students develop **speaking skills, dialogues and monologues** presenting data and personal opinions in a clear way and in the right register.
● Students develop **listening skills** working on reports that present data and on live interviews.
● **Translate** from Spanish into English using the correct vocabulary, grammatical structures, and register. (If necessary, as the interviews will be carried out in English)

Materials:

● Whiteboard
● Projector

- Microphones
- Computers/Tablets/Mobile phones.
- Loudspeakers
- Worksheets
- Access to the Internet.
- Zoom/Skype or any other application that allows video calls.

Phases of the lesson:

Day One.

Introductory phase:
In pairs students complete the chart in exercise 1. The teacher can help with clarifications about the different aspects of the topic.

Implementation phase.
After exercise 1 and without any feedback from the teacher, students watch both videos and complete the chart again. They can watch them twice or three times, depending on the group.
Orally and together with the teacher (in a big group), the students compare their previous knowledge with the content of the videos.
Exercise 3: Students work in pairs. The teacher can check the grammar, vocabulary and adequacy of the questions proposed by the students.

Day 2.

The students interview a refugee and/or a social educator/volunteer working for a NGO... and record their interviews with tablets or their mobile phones. They can interview a refugee they know form their neighborhood,for example or the
schools can organize a meeting if there is a Reception Centre near or an NGO that works with refugees. Another possibility is that the interviews are carried out online using Skype, Zoom or any other application that allows video calls.

Ending phase.

Day 3.

Exercise 4. The teacher can check their texts when they have finished and encourage them to include all the information required and add any other that they consider important.

Exercise 5. Each pair shares their results with the rest of the class.

IMMIGRANTS AND REFUGEES: ARE WE TALKING ABOUT THE SAME THING? WORKSHEET.

1. Complete the following chart in pairs.

	REFUGEE	IMMIGRANT
DEFINITION		
WHAT MAKES YOU A(N)…		
CHALLENGES TO ADAPT TO THE NEW COUNTRY		
LEGAL SITUATION		

2. Watch the following videos and complete the chart again. Compare your answers with the information from the video.
https://www.youtube.com/watch?v=GvzZGplGbL8
https://www.youtube.com/watch?v=yRPfM5Oj-QA

	A REFUGEE	AN IMMIGRANT
DEFINITION		
WHAT MAKES YOU A(N)...		
CHALLENGES TO ADAPT TO THE NEW COUNTRY		
LEGAL SITUATION		

3. Write 10 questions to interview a refugee and/or a social educator. Don't forget to record the interview!!

4.Now that you have recorded the interview, you can listen to it again and write a text of about 150 words with your conclusions from the experience:

       -compare the information given in the videos with the one you got from the people you interviewed.
       -things that have surprised you. Examples.
       -new things you have learnt. Examples.
       -general impressions. How have you felt?

5. Share your information and your experience with the rest of the class. You can use your text as a guide but please, don't read!

Ornella Vasco

We race as one

Level: intermediate (A2/B1)
Lesson time: 60/90 minutes
Methods: cognitive approach, communication approach, inductive reasoning
General aims:
- Presenting vocabulary concerning sport, diversity, sustainability, inclusion and community
- Fixing newly learnt vocabulary and set
Detailed goals:
- Students understand listening tasks
- Students can match words to their definitions
- Students can compose their own slogan
Materials:
- Whiteboard
- Projector
- Videos

Phases of the lesson:

Introductory phase:
- Greeting students
- Taking attendance
- Describing the topic of the lesson
- Writing down the subject on the whiteboard

Implementation phase:
1. The teacher asks the students a key-question: Have you ever heard about the initiative **we race as one**? – he/she writes it on the whiteboard and the students have about 2 minutes to think and say if they know or can imagine something about it
2. Then the teacher shows a video, where Formula 1 drivers present this topic: DIVERSITY & INCLUSION | Formula One World Championship Limited (formula1.com)

3. The presentation involves also the vocabulary presented to the students:
To fight, fight (noun), racism, solidarity, equality, movement, better future, to stand up, to be committed, discrimination, inequality, to treat;

4. The teacher shows the video a second time and students have to write down some of the statements they hear, such as, for example:
> • I'm fully committed in the fight against racism
> • I believe that everyone should betreated equally
> • Etc.

5. Then the students practice with the vocabulary: in order to play the "hangman" game on the whiteboard, they can be divided in two groups with the teacher supervising the game

6. After the vocabulary practice, the students go to the lab and search on the internet about similar initiatives/movements in other sports (maybe they can do it in pairs)

7. The students present and share what they have found in their researches

Ending Phase:

The teacher divides the students into groups asking them to write on a poster some of their own slogans about the topics: racism, inclusion, diversity and community.

Immacolata Lieto

The power of Stereotypes

Level: B2
Lesson time: 90 minutes
Learning objectives:
>1. Become aware of cultural diversity
>2. Develop empathy and tools to help themselves and others out of the outsider feeling created by prejudice and stereotyping
>3. Understand how assumptions can lead to stereotype and unfair judgments about individuals and groups
>4. Identity stereotypes in media

Teaching methods:
>• Problem method: activating, discussion
>• Teaching methods: talk, lecture
>• Practical methods: working with texts and movies, writing an essay

The course of the lesson:

Preparatory phase

1. The Oxford Dictionary defines a stereotype as "a widely held but fixed and oversimplified image or idea of a particular type of person or thing"
2. Students prepare multimedia presentation showing stereotypes of different countries (photos, idioms, movies etc)
3. Students discuss concepts as cultural/gender/racial stereotypes

Implementation phase:

1. Presentation of prepared multimedia presentations.
2. Discussion on how prejudices and stereotypes influence our society and our relationship with foreign people
3. Teacher discusses:
>a.) The consequences of stereotypes in History
>b.) Italian migration to the USA

c.) Legislation against Italian migration (Italian immigrants faced widespread discrimination in housing and employment, were scapegoated as criminals and radicals, and were seen as "stealing" jobs from American workers)

4. Working with texts and movies
        a.) Discussion of some images and slogans
                - Political cartoon published in Judge magazine in 1903 that depicts   Italian immigrants as rats prone to criminality escaping from the slums of   Europe and invading American shores
                - Job posting from "The Illinois Free Press", 1910 soliciting mineworkers;   neither Italians nor African Americans were welcomed to apply
        b.) Presentation of movie "*Scarface*" (1932)

5. Discussion
        a.) How to prevent acts of discrimination
        b.) How to break the stereotypes

Final Phase
Students are asked to write an essay "*My view on cultural stereotypes*". The work will not be evaluated in terms of content or language. Students also have freedom in terms of the length of the text they create.

Chiara Longo

Immigration

Level: B1 +
Lesson time: 90- 120 minutes
Learning objectives:
- Practice speaking skills, in the context of discussing migration
- Practice writing skills, writing a poem about immigration and a postcard to a friend
- Become aware of cultural diversity
- Develop students' vocabulary around the topic of human migration
- Help students understand some of the issues regarding human migration

Teaching methods:
- Discussion tasks
- Vocabulary building tasks
- Listening activities
- Consolidation activities

The course of the lesson: to introduce the topic migration start by asking students a few questions:
- Have you ever been abroad?
- Would you like to live and work in another country? Why/why not?
- Do you know anyone who lives in another country?
- Why do people decide to live and work abroad?
- Where would you go if you decided to move to another country? Why? (Encourage students to share their ideas and experiences)

Implementation phase:

Task 1 – thinking about reasons for emigration

Ask your students, 'Why do people decide to emigrate to other countries?' They will probably come up with many ideas which you could write up on the board. You can use nr 1 handout. At this stage you may need to help students with new vocabulary. Try to think about how you will explain the new vocabulary before you go into the class. Discuss their ideas as they appear depending on how much time you have. Then ask students to try to rank the ideas in order from the most to the least important. Encourage the groups to discuss amongst themselves and stress that it doesn't matter if the members of the group don't always agree with each other. Make it clear that students can also add their ideas to the list. When they have finished, join groups together to compare their ideas

Task 2 – Send a postcard home

This is a task which requires your students to empathize with immigrants to their country. If you are able to, ask your students in advance to bring in a postcard of their town/ city in order to really write a postcard home. You could decide with your group where 'home' was. Alternatively you could buy some postcards to give out to your students or use the postcard template provided. This task will need a lot of preparation so that the students can attempt to put themselves into the shoes of the immigrants in their countryImagine you are an immigrant and have just arrived in your country to live.
(What are your first impressions of the place and the people? What difficulties do you think you will have?)Write a postcard to your friends back home telling them about your first impressions of the country

Discussion
Put your students into groups of three or four. Copy and cut up one copy of the discussion statements for each group. You can use nr 2 handout. Ask students to take turns to choose a statement and read it out to the group. Set a time limit (depending on the level and interest of your students) and ask students to discuss the statements for the set time. You might want to review language for agreeing and disagreeing before students begin. During the discussions monitor carefully and be available to feed in new language when required. Follow up the group discussions by asking each group to summarize the main points discussed and to tell the whole class.

Task 3 – Emigration Emergency

Set the scene for the task by telling your students to imagine that when they arrive home tonight their parents tell them the news that their family is going to emigrate to Germany. If your students know about a specific city or part of the country from previous lessons you could state exactly where they're moving to. Ask students to fill in the table with their thoughts and plans as if they were going to move permanently to Germany.
You are going to leave your country next week. Work on your own to write some notes in the boxes. Then compare your ideas with a partner

In my suitcase I will put
Things I will miss about my country
How are you are feeling
Anything you are looking forward to….

Final Phase – Immigration Poem
This is a challenging task as it asks students to express their thoughts on the topic of immigration by producing a poem using the stem word 'Immigration'. Give an example of your own on the board. The poem doesn't have to rhyme at all and let students be as creative as possible with how they decide to produce the piece of writing. When students have created their poem they could share them with the rest of the group.

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Handout. 1

Thinking about reasons for emigration There are many reasons why people choose to emigrate. Have a look at this list of possible reasons and discuss them with your group. Then try to put them into order from the most important to the least important. You can add more reasons of your own.

> • To escape poverty
> • To escape war
> • To have better job opportunities
> • To have a better education for your children
> • To escape the political system
> • To be with someone you love
> • To escape natural disasters
> • To learn a foreign language
> • To have a higher quality of life
> • To live in a country with a better climate

When you have finished, compare your list with the other groups' lists.

Handout. 2

Immigration Discussion Cards
1. Everybody should be able to live where they choose.
2. Freedom of movement is a civil right
3. People should stay and live in the country where they are born.
4. Immigration is one of the biggest problems of our time.
5. There should be more help available to immigrants to adapt to their new country. 6. In an ideal world nobody would need to emigrate.
7. People can not be 'illegal'.
8. Immigration makes countries more interesting and helps people become more tolerant.

Ursula Olschewski

Diversity/diversity
– enrichment or threat?

Politics/Social Studies
Duration: 6 lessons
Learning objective: The students should
- understand the meaning of the term "diversity"
- get to know different forms of diversity,
- discuss the importance of diversity as an opportunity or a threat,
- form their own opinion on the importance of diversity and be able to justify it.

Methods:
- clusters
- creation of a report
- internet research
- creation of a (digital) poster exhibition and a collage
- presentations and discussion

Process:

I. Introduction (10 minutes)

The teacher asks the opening question: What do you associate with the word diversity?
The students write their associations on index cards and cluster them on the blackboard. They then assign their associations to different forms of diversity such as origin, languages, religions, customs, traditions, impairments, etc.

II. Group work (3 lessons)

The students form 5 groups of 5 people and examine the topic of diversity from different perspectives.

1. Group: Diversity in our school
2. Group: Diversity in our city
3. Group: Diversity in our country
4. Disability/Impairment/Inclusion
5. Religious Diversity

Implementation: All groups organize themselves (distribution of tasks/ responsibilities within the groups)

Group 1: Diversity at our school – how "colorful" is our school?
Students create a report. The results will be made available to other students, for example in the form of an article in the school newspaper.

The group considers interview questions such as:

• Which categories form the diversity at your school (e.g. social origin, skin color, mother tongue, clothing, confession etc.)
• How many and what ethnic groups/nationalities or languages are there in our school?
• How is the togetherness, are there problems, conflicts? Which? How do I handle this?

Group 2: Diversity in our city – how diverse is our city?

Pupils create a (digital) poster exhibition with statistics, charts, photos. The results are presented and discussed in class, and the poster exhibition can be shown to other classes in the school auditorium.
The group researches on the www, evaluates charts and statistics. Possible aspects: proportion of the population with a migration background, gender, age structure, countries of origin of the immigrants, educational qualifications, social structure, etc.

Group 3: Diversity in our countries - how diverse is the European Union?

Students evaluate videos on the topic and create a PowerPoint presentation.

On Germany, for example, "Diversity : Germany is so diverse!
Facts & Figures"
 https://www.youtube.com/watch?v=Gbc8oylXouA ;
 "What about diversity in German companies?"
https://www.youtube.com/watch?v=MlhM5eUwX4Q ;
on Europe: "Europe between unity and diversity"
https://www.ardmediathek.de/video/alpha-demokratie/europa-ciliate-unit-and-diversity/ard-alpha/3JpZDovL2JyLmRlL3ZpZGVvL2NlMjBlOWI0LTk3YjMt
NGQxYS1hYzY2LTUyZTUzZWE2YjQ5ZA

Group 4: Disability/impairment – how does inclusion succeed?

The students deal with people who live with a handicap, examine their environment, everyday life and their rights. (*polis* currently 7/2021: I am not disabled, I am being disabled). They explore their school or their city with regard to accessibility. You invite a representative of a disability organization who describes problems of inclusion (everyday life, work, etc.). Your results will be published in the form of an article for a local newspaper.
Group 5: Religious diversity - what unites us, what separates us?
The students exchange information about their religious affiliation and research further information on the 5 world religions. You create a digital collage. Possible questions: When did religion arise? Who founded it? In which country was it created? What do people of this religion believe in? places of worship? What special rules and customs are there? food rules? Celebrate parties? How many followers of these religions are there in the countries of the European Union? How is the togetherness?
III. presentation of results
Each group presents their results, which are then discussed together.
Finally, the question of whether diversity is an asset or a threat is answered and justified.

Ursula Olschewski

Causes and consequences of worldwide migration

Duration: 9 lessons
Learning objective: The students should
- name the different forms of migration and flight
- determine and explain the causes and motives for migration/flight
- problematize the life of the refugees in a refugee camp and assess the perspective of the people in refugee camps
- evaluate the Dublin Agreement of the European Union against the background of current migration movements
- develop proposals on how the EU should deal with refugees

Methods:
- Analysis of cartoons, maps, statistics and charts
- Creation of a digital mind map
- Creation of a digital diagram
- Internet research
- Discussion
- Creation of a (digital) poster exhibition and a collage
- Presentations and discussion

Process:

I. Introduction (10 minutes)

The teacher asks the opening question: What are the motives for flight and migration?
Students collaboratively create and explain a digital mind map.

II. Development phase and presentations

Focus:

1. causes of flight

   Students research the causes of flight on the Internet (e.g. https://www.uno-fluechtlingshilfe.de/informieren/away-reasons) and create a digital diagram and explain them. (2 hours)

2. refugee camp

   Students form groups of 4 people, do research on the refugee camps in Europe (e.g. Greece, Turkey, Italy) and in Africa (e.g. Kenya, Uganda) and examine and problematize the life and legal status of the refugees there. They assess the life prospects of the people in the refugee camps they study. They present their results in the form of PowerPoints or digital collages. (2 hours).

3. The Mediterranean – a mass grave?

   Students find out about the EU's Dublin Agreement (e.g. https://www.unhcr.org/dach/de/was-wir-tun/asyl-in-europa/dublin-verfahren) and discuss the thesis that as a result of the Disunity within the EU has made the "Mediterranean Sea become Europe's mass grave". See: (https://www.welt.de/politik/deutschland/article137364935/Europa-starrt-hilflos-auf-das-Massengrab-Mittelmeer.html). (2 hours)

4. The EU and migration

   Students research the various measures that the EU wants to use to limit migration. They evaluate the EU funds for external cooperation in the field of migration (e.g. https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/625194/EPRS_IDA(2018)625194_DE.pdf, p. 26-32) . To do this, they create a PowerPoint and then present their results. (2 hours)

5. How should the EU deal with refugees?

   In groups, students work out their own suggestions for this question. Then discuss them in class. (1 hour)

Part 3

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