



BEST PRACTICE

Lessonplan

Extracurricular Project

Theme:	Interculturality-equality and diversity of ethnic groups and cultures
School:	
Age:	13-14
Duration:	50 minutes
Number of participants:	Suitable for the whole class, preferable for 20
Positioning (of tables and chairs, ...):	Discussion position: circle Working position: 3-4 separate groups at tables
Material:	Pen, flip chart with big blank papers/posters, blackboard, chalk
Relevant background information:	<p>http://www.education-and-gender.eu</p> <p>For background information for teacher see in this lesson plan under point 6. Annexes: texts, materials, prints, transparencies, blackboard, etc.. (Background information for teacher)</p> <p>JAKLOVÁ A.: Interkulturalita a interkulturní komunikace. In Člověk – jazyk – text. České Budějovice: Jihočeská univerzita, 2008, p. 61-64.</p> <p>MARADA, R.: Etnická různost a občanská jednota. Brno : Centrum pro studium demokracie a kultury, 2006.</p> <p>Mosty do budoucnosti: Dialog mezi civilizacemi. Brno: Doplněk. 2005.</p> <p>PRŮCHA, J.: Interkulturní psychologie. Praha: Portál, 2004.</p> <p>konference.osu.cz/cestina/dok/2009/zahradnikova-andrea.pdf</p> <p>clanky.rvp.cz/keyword/interkulturalita/</p> <p>www.pedagog.ic.cz/skarupska_dok/soubory/Multikulturalismus.pdf</p> <p>www.genderstudies.cz/aktivity/projekt.shtml?cmd%5B2828%5D=x-2828-2130704</p> <p>www.lmg.ulg.ac.be/articles/intercult_en.html</p> <p>www.education-and-gender.eu</p>

<p>Didactic approach:</p>	<p>The following principles should be emphasized</p> <p>The principles of awareness activities which result from theory of motivation.</p> <p>The principle of comprehensive development of pupils leads mainly to developing of cognitive, emotional and affective parts of personality.</p> <p>The principle of linking theory with practice when students know that they are able to use the knowledge in practice.</p> <p>The principle of proportionality to age, knowledge, gender, language etc.</p> <p>The principle of emotionalism when teacher should – among others – create positive working atmosphere.</p> <p>The principle of consistency where the knowledge is used and developed.</p> <p>The principle of feedback is very important. The positive feedback is needed but it doesn't mean that teacher would entirely avoid the negative feedback. Positive feedback should prevail.</p>
<p>Role of the observer:</p>	<p>Ensure that the curriculum is linked to puberty. Facilitator.</p> <p>Suggestions for observer:</p> <ul style="list-style-type: none"> • Is there a gender-specific difference how boys/girls describe different ethnic groups/nations? • Is there any difference between girls and boys in characteristics which they use to describe the ethnic groups/nations? • Is there any difference between boys and girls in stressing positive or negative characteristics? If yes, which are these?

1. Prerequisites:

- Knowledge of difference between ethnic and nation
- Basic knowledge about problematic of social perception, its determinants and mistakes in social perception

2. Content:

1. Free discussion:

- What does it mean nation, ethnic
- What kind of different nations and ethnic groups live in surrounding of pupils.

2. Instruction for exercise "Guess who it is".

- Teacher lets students to know how they will work step by step
- Teacher verifies that students understand the instructions

3. Split into 4 or 5 groups of 5-6 members.

4. Each group allots/chooses one ethnic group/nation without saying which one it is to the others.

5. Each group works separately from the others and writes on the big paper/poster the main characteristic of the particular ethnic group/nation (typical behaviour, habits, traditions, traditional food, traditional clothing, traditional feasts). **No visual or vocal characteristics will be used.**

6. After finishing the work each group presents the characteristic of particular ethnic group/nation to the others.

7. Rest of groups guess which ethnic group/nation it is and report based on what characteristics they discerned the particular ethnic group/nation.

8. Discussion:

- Summarizing the knowledge about different ethnics, nations, equality and diversity of them.
- What influences our perceiving of others?
- What are stereotypes and mistakes in perceiving others?
- How to avoid stereotypes and mistakes in perceiving others?

3. Educational scheme

Duration	Goal	Teacher activity	Student Activity	Teaching situation: Content, working forms, media	Learning objective(s) / Competence development Assessing Learning objective(s)
5 min	Check out the knowledge about the interculturality. Motivate students to work	Initiator of the discussion, facilitator of students, corrector – if needed	Students actively discuss about what means culture, nation, ethnic group, interculturality and finally name the ethnics, nations who live in their surrounding	<p>The first step is to introduce the topic "Interculturality-equality and diversity of ethnic group and cultures". Students with teacher sit in a circle.</p> <p>Content:</p> <ul style="list-style-type: none"> • Teacher asks what does it mean culture, interculturality, nation, ethnic • Students discuss trying to find the proper answers • Students name nations, ethnics which live in their surrounding <p>Working forms:</p> <ul style="list-style-type: none"> • Group discussion 	<p>Basic information and knowledge on various ethnic and cultural groups living in surrounding of students</p> <p>Verbal positive feedback</p>

5 min	Instruct the students	Teacher instructs students explaining the task	Students listen to the instructions	<p>The second step is to give to students the instructions for the exercise. Students sit in circle.</p> <p>Content: Teacher says to students:</p> <ul style="list-style-type: none"> • Now you will split into smaller groups (4-5) • Each group will take a big blank paper/poster • Each group will allot/choose one ethnic group/nation without saying which one to other groups (it is still secret) • Each group will write on the paper the "characteristics" of the ethnic you allotted/chosen • The content of characteristics will be: typical behaviour, traditions, habits, traditional food, traditional clothing, traditional feasts • To the characteristic will not belong the ones as visage is (for instance colour of skin, eyes, hair etc.) • When finishing the exercise pupils will present the characteristic to others • The others will guess what ethnic group/nation is behind the characteristics • Is it clear? Do you have any questions? • You have 10 minutes to work on the task 	
10 min	To develop social perceiving and critical thinking	Teacher is in the role of observer and facilitator	Students work on the task in small groups	Students work in the small groups, discuss and cooperate in the frame of the small groups writing the answers on the paper.	<p>Develop the pupil's ability to recognise the differences of other nation, ethnic and to cooperate with members of different socio-cultural groups</p> <p>Positive stimulation</p>

15 min	To develop critical thinking and communication competences	Teacher is in the role of observer and facilitator	Presentation of groups work result and trying to find the proper answer on the question "Who it is"	<p>Students sit in the circle again and one group after the other one presents the characteristics of the particular ethnic. The other students guess what ethnic it is</p> <p>Content:</p> <ul style="list-style-type: none"> • one group after the other one presents the characteristic • rest of students guess what ethnic it is • the group which is right says according what characteristics they discerned the ethnic 	<p>to prepare students for daily experience of diversity, to accept it as something natural and evident, but at the same time how to spot it and name it</p> <p>to make students receptive to exchange of views, to comparison of frames of reference and habits.</p> <p>positive verbal feedback</p>
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15 min	Cognitive development, critical thinking development, emotional intelligence development (acceptation, tolerance, empathy)	Supervisor and facilitator of discussion	Students discussion	<p>Students sit together with teacher in the circle and discuss. They try to answer questions in the frame of the topic</p> <p>Content:</p> <ul style="list-style-type: none"> • Teacher evaluate the group work • Teacher ask the questions: <ol style="list-style-type: none"> 1. What was the most difficult for you when working on the task? 2. What characteristics did you find as most important for particular ethnic group/nation? 3. What could make our perceiving of others being bias? 4. How to avoid stereotypes and mistakes in perceiving others? 5. In which way do you think the other ethnic groups/nations could enrich you in your life? • Teacher makes conclusion of the work and evaluates the exercise in a positive way 	<p>influence and correct the students' behaviour and value system, teach them to perceive diversity as an opportunity for personal enrichment and not as a source of conflict</p> <p>help the students by means of information form attitudes of tolerance and respect towards different socio-cultural groups, reflect on the cultural background of members of other socio-cultural groups and recognise them</p> <p>general positive evaluation of the work</p>
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4. Gender specificity / gender-specific aspects / transfer to specific subjects (recommendations):

Is there any difference between girls and boys in characteristics which they use to describe the ethnic groups/nations? Is there any difference between boys and girls in stressing positive or negative characteristics? If yes, which are these?

5. Variations, special features:

- The task is easier if pupils can choose from a list of countries (rather than ethnic groups/nationality) or get a country assigned.
- This best practice is also suitable for 14-15 year old pupils.
- Variation of the game: special categories for the poster can also be collected (eg. food, dishes, famous personalities, travel destinations, etc.)

6. Results and experiences in the testphase

The testing of this best practice has shown that it is more suitable for 14-15 year old pupils.

In order to broaden the knowledge of pupils on the topic of interculturality, the teacher may give examples of known stereotypes about one's home country to the pupils during the initial phase (without naming the country).

The teacher should draw on the knowledge of pupils (in terms of interculturality, stereotypes, clichés, etc.) and build on it.

The task is easier if pupils can choose from a list of countries (rather than ethnic groups/nationality) or get a country assigned.

Annexes: texts, materials, prints, transparencies, blackboard, etc..

Background information for teacher:

A. Main didactical principles:

1. Principle and awareness activities
2. Principle of comprehensive development of students
3. Principle link theory with practice
4. Principle of proportionality
5. Principle of individual approach
6. Principle of emotionalism

7. Principle of permanence
8. Principle of clarity
9. Principle of consistency
10. Principle of feedback

B. Ethnicity

The word ethnicity/ethnic group refers to aspects of relationships between groups which consider themselves, and are regarded by others, as being culturally distinctive, to relationships between groups whose members consider themselves distinctive, and these groups may be ranked hierarchically within a society. It is therefore necessary to distinguish clearly between ethnicity and social class.

When cultural differences make a difference in interaction between members of groups, the social relationship has an ethnic element. Ethnicity refers both to aspects of gain and loss in interaction, and to aspects of meaning in the creation of identity.

Eriksen, T. H.: Ethnicity and Nationalism. Anthropological Perspectives. London: Pluto Press 1993 (second, expanded edition 2002, third edition 2010).

C. Nation

Nation refers to a community of people who share a common language, culture, ethnicity, descent, history and it can also refer to people who share a common territory and government. That is, a nation state. Nation carries varying meanings, and the connotation of the term has changed over time.

<http://en.wikipedia.org/wiki/>

D. Social perception

We can understand the term social perception as the process of perception by the other person in the frame of interaction.

A person enters into interaction:

- a) as he/she is objectively
- b) how he/she sees himself
- c) how he/she is seen by other persons

Perceptual procedure is intentionally or unintentionally, consciously or unconsciously influenced by previous experience.

The perception of others has three compounds, determinants:

1. Expectation component

- is heavily influenced by the expectations of certain behaviour that manifests itself as perceptual predisposition (globally readiness to perceive a certain way) and focusing the perception of "certain " signs (selective sensitivity to certain phenomena, manifestations).

2. Affective component

- is influenced by emotions which stain/bias the perception of another person due to emotionally infused relationship

3. Attributive component

- the tendency to attribute (assign) certain internal and external characteristics to perceived person.

E. Mistakes in perception (perception stereotypes)

a) "Halo effect"/"Halo error"

- When we let ourselves by only noticeable feature, whether favourable or unfavourable. By this, we are misled.

b) First impression

- We let the first impression to influence further understanding of a person.

c) Logical error

- On the basis of certain experiences we believe that some of the characteristics logically relate along.

d) Moderation effect, gentleness

- When we judge someone in his speeches moderately, more gentle only because he/she is sympathetic, kind and helpful.

e) Social position effect

- If we know the social position of others (teacher, doctor...) we find wrong with him/her those characteristics that are usually attributed to the profession.

f) Projection

- We tend to expect that the other person has similar motives, interests, attitudes and opinions as we do.

g) Prejudices and stereotypes

- Stereotypical assessment is usually simplification, distortion. Regardless of individuality we attribute to members of one group its common features. Prejudice is an intensive stereotype in social interaction. An example can be racial and other as well.