



**More than you can see...**

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# **FEEL IT ! CURRICULUM GUIDELINES**



# INTRODUCTION

## The Feel it! project

Societies in European Union member states have been undergoing dramatic changes: from formerly national societies living in clearly drawn geographical, linguistic and ethnic borders, Europe today presents a multicultural and multi-diverse mix of social clusters living together in the European Union. Migration, labor mobility, multi-lingual citizens, the promotion of international exchange programs and the right of freedom of travel, freedom of residence and freedom of work have been supporting this development.

Today, diversity is a key characteristic of European societies. But despite all positive aspects of diversity, many EU member states have been reporting increasing problems with xenophobia, nationalistic and anti-immigration movements, racial violence and open discrimination of minorities such as third country immigrants, asylum seekers and refugees.

The Feel it! project intends to promote the integration of third country nationals in the Member States of the EU through different actions of European interest. The primary target groups are pupils, school students and youth in general. The secondary target group is the general public in order to raise awareness of the positive impact diversity has on Europe.



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The project will develop three core elements, a “path of diversity”, posters and school project weeks. This is expected to lead towards a better understanding of the huge contribution made by migrants to receiving European societies as well as promoting better intercultural dialogue. Furthermore, it will encourage migrants and the receiving society to reflect on the increasing diversity and cultural richness that is brought to their communities.

In addition, a sustainable project week for school education will provide measures to combat racism, xenophobia, stereotypes and prejudices in the long term by confronting teenagers with topics like migration, integration and diversity at an early age.



## The central aims of the Feel it! project materials are:

- To promote the integration of third country nationals
- To promote better intercultural dialogue
- To build a bridge between local and migrant communities
- To change the negative perception of migration
- To encourage migrants to positively reflect their diversity and highlight the positive benefits and opportunities of having a multicultural European union
- To promote school education with measures to combat racism, xenophobia, stereotypes and prejudices
- To prevent and reduce aggressions of people against migrants, who are of the opinion that migrants take away public funds
- To promote a balanced picture of diversity and migration in the whole EU in a public and media-effective way
- To improve diversity management knowledge and intercultural competences

# The curriculum

The Feel it! curriculum serves as a guideline towards the path of diversity and will provide information as well as teaching and learning materials for teachers, tutors and educator in Europe in order to integrate the topic of diversity into mainstream teaching in school in Europe.

## The are three central elements of Feel it! :

- Curriculum (didactic guide leading towards a path of diversity)
- Path of diversity
- School project week (for the presentation of the path at school)

## The Feel it! curriculum is divided into three sections:

- Theoretical section with definitions of diversity
- Practical section – Didactic Guide for teachers
- Feedback on the path of diversity in partner countries – sharing experiences

# THEORETICAL PART

## Diversity

There are different concepts of diversity. People may talk about bio-diversity (fauna and flora), diversity in business (management), diversity of skills (intercultural competences) or even about technical diversity (site and time diversity). For Feel it! we will concentrate on social diversity.

*"The concept of social diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.*

*It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual."*<sup>1</sup>

<sup>1</sup> Source: <http://www.qcc.cuny.edu/diversity/definition.html>

This definition includes of course elements of multiculturalism (or ethnic diversity, the promotion of multiple ethnic cultures), cultural diversity (the respect of different cultures and inter-culturality), functional diversity (an alternative term for “special needs,” “disability,” “impairment” or “handicap”) and neuro-diversity (a movement in support of civil rights of people with atypical neurological characteristics).

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

“Diversity” means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment;
- Practicing mutual respect for qualities and experiences that are different from our own;
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own, and outside the groups, to which we belong, yet are present in other individuals and groups. These include, but are not limited to, age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

Cultural social diversity is the quality of diverse or different cultures, as opposed to monoculture, as in the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. The culturally destructive action of globalization is often said to have a negative effect on the world's cultural diversity.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing



and celebrating the rich dimensions of diversity contained within each individual.<sup>2</sup>

## Inclusion

By accepting diversity as reality in classrooms as well as in European societies, inclusive teaching is essential in order to implement diversity curricula within a classroom. Thus, the method of inclusive teaching is the second key element of the Feel it! curriculum.

Inclusion in education used to be limited to an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

Today, inclusive teaching means the acceptance of diversity of learners. A student or pupil could be male or female, black or white, native or migrant, from a poor or rich social background, good in sports or physically challenged, Catholic or Muslim, brown or blue eyed, single or in a partnership etc. Each single characteristic describes an individual within a range of diversity and each individual characteristic element needs to be respected by teachers, tutors and other co-learners.

Inclusive education thus differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special education-

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<sup>2</sup> Source: <http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

al needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with specific characteristics from students without these characteristics. A premium is placed upon full participation by all students and upon respect for their social, civil, and educational rights. Inclusion gives students skills they can use in and out of the classroom.<sup>3</sup>

"An educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. The most effective schools do not take social inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way apart from what the school seeks to provide."<sup>4</sup>

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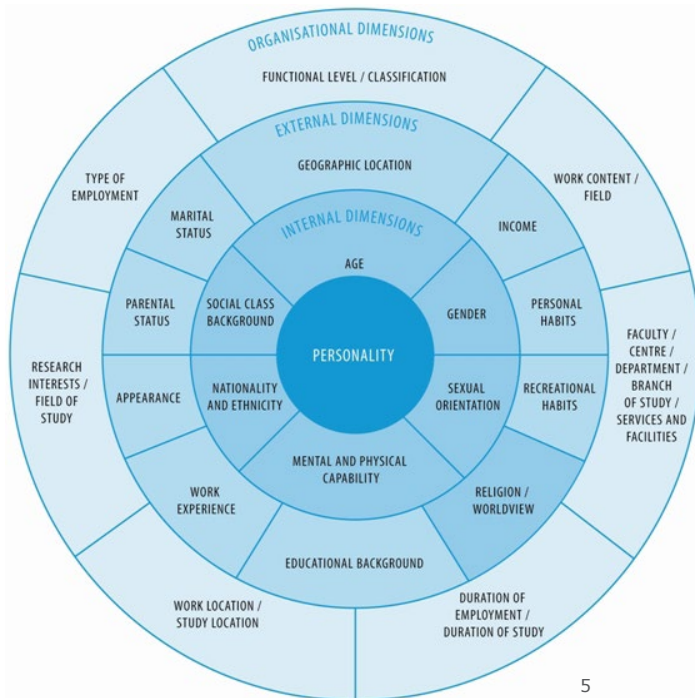
<sup>3</sup> See also: [http://en.wikipedia.org/wiki/Inclusion\\_%28education%29](http://en.wikipedia.org/wiki/Inclusion_%28education%29)

<sup>4</sup> Ofsted Evaluating Educational Inclusion: Guidance for Inspectors and Schools ref. No. 235 p.4



# Principles of diversity – The four layers model

Diversity can be described with the help of a four layers model developed by Gardenswartz and Rowe:



<sup>5</sup> From: Gardenswartz and Rowe: „4 Layers of Diversity“

# The Four Layers Model<sup>6</sup>

## The model has four layers:

1. **Personality:** this includes an individual's likes and dislikes, values, and beliefs. Personality is shaped early in life and is both influenced by, and influences, the other three layers throughout one's lifetime and career choices.
2. **Internal dimensions:** these include aspects of diversity over which we have no control (though "physical ability" can change over time due to choices we make to be active or not, or in cases of illness or accidents).

The many divisions that exist between and among people are at the core of the concept of diversity. These dimensions include the first things we see in other people, such as race or gender and on which we make many assumptions and base judgments.

3. **External dimensions:** these include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles.

This layer often determines, in part, with whom we develop friendships and what we do for work. This layer also tells us much about whom we like to be with, and decisions we make in hiring, promotions, etc., at work.

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<sup>6</sup> [http://www.colormagazineusa.com/index.php?option=com\\_content&view=article&id=219:th](http://www.colormagazineusa.com/index.php?option=com_content&view=article&id=219:th)

4. Organizational dimensions: this layer concerns the aspects of culture found in a work setting. While much attention of diversity efforts is focused on the internal dimensions, issues of preferential treatment and opportunities for development or promotion are impacted by the aspects of this layer.

The usefulness of this model is that it includes the dimensions that shape and impact both the individual and the organization itself. While the "Internal Dimensions" receive primary attention in successful diversity initiatives, the elements of the "External" and "Organizational" dimensions often determine the way people are treated, who "fits" or not in a department, who gets the opportunity for development or promotions, and who gets recognized.

A teacher who wants to understand diversity and be an effective manager of a diverse group of pupils or students needs to pay attention to all these layers of diversity with the goals of using both differences and similarities to enrich the learning environment.



# Four Layers Exercises

“The Four Layers of Diversity” is not only a useful model, but can be used as a teaching tool as well. To develop your own understanding of the impact of diversity on our life, teachers may use the Four Layers as a reflective tool:

- 1.** Think about how the various factors that influenced the choices and decisions you made up to this point in your career. Which have had a positive impact? Which have had a negative impact? Which are you proud of? Which do you try to hide from others?
- 2.** Looking at the factors again, think about those you have difficulty in accepting in other people. Which of the factors do you make snap judgments on? Which influence your decisions at work in a negative manner? What factors cause you to try to avoid contact with others?
- 3.** To explore your values as a manager, create a list with the names of your staff members on it. Next to each person’s name, write some of the factors from the dimensions that you are both aware of and those you assume to be true about the person. For example: Jason: white, middle-class, college degree, single, Catholic. You can select different factors for each person. Then ask yourself: how do I treat this person differently, both in a positive and a negative manner, based on what I know, or the assumptions I am making, about the person? Where are my biases coming out?

4. Finally, the “Four Layers” can be used as a team building exercise by having staff members work through exercises 1 and 2 individually, and then discussing their responses together.

## Understanding “diversity”<sup>7</sup>

Diversity may be introduced to classrooms with exercises suitable for pupils. Many exercises are a self-discovery based on pupils’ biography. Biography, family history and history of migration with a family often help to identify first elements of diversity such as race and ethnicity, religion and faith and – depending on reasons for migration – economic status or political orientation.

**Activity:** How would YOU define what ‘diversity’ means? How important is ‘diversity’ to you, and why?

There are many definitions of diversity but they all seem to have something in common, which is a concern with valuing peoples’ differences. When we talk about differences between people we could be talking about a whole range of physical, cultural, political and religious differences. But what does ‘valuing’ difference mean? Clements (2008) suggests that it is partly about avoiding creating a ‘monoculture’ in which one size ‘fits all’.

As we’ve noted, differences between people can take many forms including skin colour, hair colour, accent, educational background, body shape and so on. However, some of these differences may be more relevant than others when it

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<sup>7</sup> Source: [http://webdev.hud.ac.uk/schools/hhs/james/picturing\\_diversity/unit1.html](http://webdev.hud.ac.uk/schools/hhs/james/picturing_diversity/unit1.html)



comes to thinking about diversity issues within the context of employment, service delivery and professional issues.

For instance, in relation to policing practice there are six strands of diversity which are identified as requiring most action, and these are:

1. Race and ethnicity
2. Gender (including Transgender issues)
3. Disability
4. Sexual Orientation
5. Age
6. Religion, faith and belief

These strands relate to the current provision of equality legislation and reflect some of the key areas in which people are most likely to experience prejudice and discrimination. We'll think more about what is involved in prejudice and discrimination in the section below.

## Prejudice, discrimination, stereotyping and labeling

Stereotypes are communicative features which most people show in daily life. To some extent stereotyping is an important element of social orientation, of defining one's own identity and helps young people (pupils, students) to form their own personal opinion. On the other side, as soon as stereotyping leads towards discrimination and prejudice, social exclusion of groups or individuals, or even to forms

of violence, such an action is unacceptable. But pupils have to learn how to handle stereotyping and prejudice and have to practice tolerance, respect and acceptance.

**Prejudice** can be described as the demonstration of biased attitudes or feelings, directed towards others, based on ideas and perceptions about their social group (Chakraborti & Garland, 2009). Prejudice can take the form of an attitude or belief which may translate into aspects of behaviour.

**Example:** Ian believes that the majority of Gypsies are engaged in criminal activity, and live in dirty and unsanitary conditions. He doesn't know any Gypsies, but he has heard his dad talk about Gypsies being a menace to society. Also, in the past he has read some negative reports in his local newspaper.

**Discrimination** can be described as the unequal treatment of individuals, or groups of people, based on attributes such as ethnicity, age, disability, gender and so on. Discriminatory behaviour is often underpinned by prejudice and stereotyping.

**Example:** Elaine is told by her employer informally that she was not suitable for promotion, because she is young, newly-married and "likely to go on maternity leave" in the near future.

**Stereotyping** describes the process of taking a simplified and/or exaggerated view of something or someone (or a group of people), based on the most common characteristics typically associated with them (Woodward, 2004). Stereotypes can suggest both 'positive' and 'negative' qualities, although clearly this is to some extent dependent on

the way in which people value these qualities. Negative stereotypes of individual people or groups of people can lead to the kinds of negative feelings and beliefs associated with prejudice.

**Example:** Arif gets frustrated trying to teach his grandfather, who is 71 years old, how to use Facebook. In Ian's words: "You can't teach an old dog new tricks".

**Labelling** involves applying a 'label' (often judgemental or negative in nature) to a group of people, and is closely connected with stereotyping. Clements and Jones (2007:73) note that the negative expectations which underpin labelling can actually result in people behaving in a way which 'lives up to' these expectations. They note that this is like a self-fulfilling prophecy.

**Example:** Shireen complains that her neighbourhood is going downhill, because of all the 'hoodies' who are hanging around outside the off-licence, spitting, being verbally abusive and generally anti-social. She says that most young people, these days, are going "off the rails".

## Multiple discrimination/oppression

Clearly, people within society experience prejudice and discrimination in different ways and to differing degrees. Some people may feel that the discrimination that they experience is largely due to specific attributes such as their ethnicity OR gender identity OR sexual orientation<sup>5</sup>. So, for instance a middle-aged, Asian man may experience prejudice and discrimination of a racial nature, and perceive this to be racial discrimination. However, other people may feel that they are discriminated against because of

a combination of factors. For example, an older, lesbian, African-Caribbean woman may experience different kinds of discrimination which may become apparent in different ways, and at different times. Being discriminated against on the grounds of multiple difference can be described as 'multiple discrimination' or 'multiple oppression'.

## Diversity and ideas of community (or communities)

Discussion of diversity issues often involves talking about diverse 'communities'. However, what exactly do we mean when we talk about these diverse communities, and will all members of minority groups necessarily identify themselves with particular communities? For instance, if I become temporarily disabled as a result of being involved in an accident, will I necessarily identify as being a member of the 'disabled community'? If I am a man who has had sexual relationships with other men, and define my sexual orientation as being 'gay', will I necessarily identify as being part of the 'LGBT' community?

Questions of identity, and sense of community identity, can be very complex. The 'Picturing Diversity' interviews in the following units help to convey some of this complexity from the point of view of actual 'community members'. By thinking about and reflecting on the extent to which each individual embraces an idea of community identity we can hopefully avoid becoming complacent about how we 'generalise' about, and in particular 'stereotype' communities as a whole.

# Equality, diversity and professional practice

The key aim of this learning resource is to encourage you to think about the significance and value of embracing diversity both for yourself as an individual, but importantly for the professional role that you already carry out, or are training to carry out.

The final unit in this learning resource goes into some depth to explore how diversity approaches relate to your area of practice and highlights examples of good practice in which inclusive strategies have significantly helped to achieve operational and strategic objectives.

## Debates about “political correctness”

Learners’ sometimes express the opinion that equality and diversity issues are simply about being ‘politically correct’. The implication of this is that understanding diversity is nothing more than ‘being seen to be acting, behaving or speaking’ in a way that is somehow ‘ideologically’ correct. If we subscribed to this point of view we might well conclude that there is no practical value in embracing diversity?

The problem with ‘political correctness’ as an idea is that it tends to simplify issues, particularly around the use of language. You may have heard someone say, ‘you CAN’T say that, it’s not PC’. From this perspective ‘political cor-

rectness' can all too easily be seen as something which seeks to deny freedom of expression and prevent open discussion of the really important issues. However, freedom of expression itself is something that is often vigorously debated. For instance, should this allow people to say anything they want, even if those things are clearly racist, sexist or homophobic for example? A recent example of debates around the extent of freedom of expression came to the fore around Nick Griffin's appearance on the BBC Panorama programme, in his role as chairperson of the British National Party.

## Data on third country migration in Europe

The Feel it! project deals with diversity and third country migration into Europe.

**Migration** is defined as "the movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification."<sup>8</sup>

Migration in general is managed by national and European migration laws, rules and regulations. The European Union and all EU member states have migration and immigration policies.

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<sup>8</sup> <http://www.iom.int/cms/en/sites/iom/home/about-migration/key-migration-terms-1.html#Migration>

**Migration management** is “a term used to encompass numerous governmental functions within a national system for the orderly and humane management for cross-border migration, particularly managing the entry and presence of foreigners within the borders of the State and the protection of refugees and others in need of protection. It refers to a planned approach to the development of policy, legislative and administrative responses to key migration issues.”<sup>9</sup>

Over the past decades, most EU Member States have experienced increasing migration. Migrants from third countries represent around four percent of the total EU population. The composition of EU’s population is thus changing, and European societies are faced with increasing diversity. This leads to new conditions for social cohesion and government response to public concerns.<sup>10</sup>

Europe is also strongly influenced by demographic changes, including the ageing population, longer life expectancies and a declining working-age population. Legal migration can help to address these issues, in addition to maximising the use of the labour force and skills already available in the EU and improving the productivity of the EU economy. Demographic trends vary from region to region and need to be addressed through tailor made solutions. If the full benefits from migration are to be realized, Europe needs to find a way to better cope with its diverse and multicultural societies through more effective integration of migrants.

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<sup>9</sup> <http://www.iom.int/cms/en/sites/iom/home/about-migration/key-migration-terms-1.html#Migration-management>

<sup>10</sup> European Commission: COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS, Brussels 2012, p. 3

**Third Country National (TCN)** is a term often used in the context of migration, referring to individuals who are in transit and/or applying for visas in countries that are not their country of origin (i.e. country of transit), in order to go to destination countries that is likewise not their country of origin. In the European Union, the term is often used, together with “foreign national” and “non-EU foreign national”, to refer to individuals who are neither from the EU country in which they are currently living or staying, nor from other member states of the European Union.<sup>11</sup>

## Female third country migration

Women who immigrate to Europe in the 21st century come in search of economic opportunity, to join family members, or as asylum seekers and refugees. They arrive through legal channels or can be unauthorized; they migrate voluntarily or can be forced to migrate; and some are victims of human trafficking or other forms of exploitation.<sup>12</sup>

This population is as large as it is diverse. There were 14.9 million female immigrants in the 27 countries of the European Union (EU) in 2009, constituting 47.3 percent of the foreign-born population.

The majority (63.2 percent; or 9.4 million) of female migrants in the European Union are not from Europe themselves, and a large part of these third-country nationals are from Africa, Latin America, and Asia.

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<sup>11</sup> Definition of “Third Country National” on the Eurofound website.

<sup>12</sup> See also: <http://www.migrationinformation.org/Feature/display.cfm?ID=832>



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# PRACTICAL PART – DIDACTIC GUIDE FOR TEACHERS

## Situational factors:

This Didactic Guide for the School Week of “Feel it” Project is dedicated to secondary and VET schools to complete its curriculum by adding activities concerning such topics as migration issues and cultural diversity.

## Target group:

The didactic guide is a valuable source for teachers, tutors and everybody who is involved in educational approach to migration, sociocultural diversity and intercultural dialogue. Working on these topics using innovative educational activities, group dynamics and contextualized proposals is the main aim of this didactic guide.

There are no extra requirements for teachers who would like to implement this didactic guide. Any additional information can be found on the list of online resources that is given in the end of the didactic guide (links related to different language materials will be collected from each partner country of the project).

## Why the didactic guide was created:

One of the factors leading to European community dynamics is an increasing immigration and cultural diversity all over the World. That is why such topics as migration, tolerance and spread of cultural diversity is getting more attention in everyday school life. The Didactic Guide presented here is a beneficial part in creating a cross-cultural dialogue among young Europeans and representatives of migrant communities in European countries as well as targeting important social issues in European Union.



## Didactic guide aims:

1. To show the diversity of new possibilities in nowadays school education
2. To encourage educational institutions to tackle the issues related to migration and cultural diversity in modern society
3. To involve local secondary and VET school communities to the project
4. To introduce different cultures, their diversity and their benefits to students and members of general public.
5. To introduce the target group with the main migration issues: its history, spread in the world and its problems
6. To promote cross-cultural dialogue



## Teaching goals:

1. To promote mutual understanding, intercultural dialogue and diversity in all contexts of school education during the project week;
2. To encourage young Europeans to take a critical, reflective look at migration, immigrants and in particular the opportunities that migration provides, including a wide scope of good cooperation;
3. To escalate critical thinking techniques;
4. To help European students to gain important skills like analyze, evaluate, compare, imagine, create, solve problems, make decisions;
5. To develop their social skills – think about other people living nearby or even in their neighbourhood who speak another language, or are of different race, or have different religious believes.



## Recommended activities for LITERATURE classes

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### Subject:

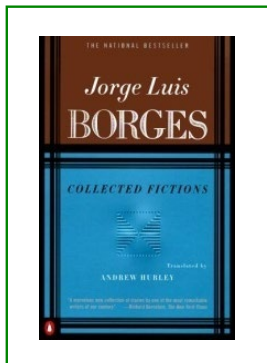
LITERATURE

### Aim:

to develop students' knowledge about the Third Countries National cultures, paying special attention to their heritage of literature; to develop students' analyzing, interpreting skills; to encourage students' participation in discussions.

### Materials:

Books, online resources.



### Time:

45 min.

## Procedure:

Before the class	Students search for a different piece of literature (it could be any poem, short story or fragment from any longer literature text) that was written by an author of the Third Country.
Open class discussion 5 min.	Teacher and students discuss which Third Countries authors they know, what texts written by them they have already read, what they liked most.
Controlled practice 25 min.	Students present the authors whose writings they have chosen to read (tell some facts of their biography etc.), tell why they have selected a particular text and start reading the piece of literature they selected for the class discussion.
Summing-up 15 min.	The class reflects their first impressions: what literature can say about a culture, what qualities of culture it represents and what common features of the World literature it reveals.

## Recommended activities for FOREIGN LANGUAGE classes

### Subject:

FOREIGN LANGUAGE

### Aim:

to introduce students with the main migration issues; to improve their second language listening and writing skills.

### Materials:

films about immigration (a list could be found here: [http://www.imdb.com/list/w-Fak\\_uFPS0/](http://www.imdb.com/list/w-Fak_uFPS0/))



### Time:

60 - 120 min.



## Procedure:

<p>Lead-in</p> <p>15 min.</p>	<p>Teacher introduces the context of the film the class is going to watch and give students their tasks (writing a review of the film).</p> <p>Teacher gives a questionnaire to complete while watching the film, so that students could concentrate on the questions that should be analyzed in their review. Some examples of these questions are as followed:</p> <ul style="list-style-type: none"><li>• What is the plot of the film?</li><li>• Who is the most important character in the film?</li><li>• What social and cultural issues the film touches?</li><li>• Did you like the film? Why or why not?</li><li>• What kind of people would you recommend this film to?</li></ul>
<p>Controlled practice</p> <p>30 – 90 min.</p>	<p>Students watch the film and take notes to prepare for the review (completing the questionnaire given by the teacher).</p>
<p>Summing-up</p> <p>15 min.</p>	<p>The class discusses the film and tell what surprised them, what was familiar etc. At home they write the review of the film they watched.</p>

**Subject:**

FOREIGN LANGUAGE

**Aim:**

to introduce students the main migration issues; to improve students' second language listening and speaking skills.

**Materials:**

one or more immigrants who speak well the language that is studied.

**Time:**

35 - 45 min.

## Procedure:

Before the class	Teacher and students prepare questions for their guest (an immigrant who came to live there from any Third Country. For example, each student prepare 3 – 5 questions, later all the students compare their questions, at first teacher check their grammar and later all together discuss their content, which questions are appropriate, which one are not etc.)
Lead-in 5 min.	Teacher introduces a guest.
Controlled practice 20 – 30 min.	Students are asking the questions they have prepared and other questions that arise.
Summing-up 10 min.	After the guest leaves the class, students discuss their impressions about the story of their guest's life: what surprised them, how this conversation changed their attitude towards immigrants etc.

**Subject:**

FOREIGN LANGUAGE, GEOGRAPHY, ETC.

**Title of the task:**

(MY) LIFE IN A BAG

**Aim:**

Foster students' reflection on the reasons behind the choice to migrate.

**Materials:**

Fabric for the turban, a robe, a necklace to pray, a Muslim hat, passport with a photo, small clothes for children, medicines, etc.

**Time:**

40 min.

## Procedure:

<p>30 min.</p>	<p>In a bag there is a number of elements belonging to different migrants. What can we imagine and learn about the person who could have chosen those objects?</p> <p>Divide the class in small groups. The group members are asked to look attentively and touch the objects inside the bag.</p> <p>After this first approach with the objects, the groups are asked to discuss together: who could have been travelling with each object inside the bag? Where is he/she from? Where is he/she going? Why did he/she choose to migrate?</p>
<p>Summing -up (evaluation)</p> <p>10 min.</p>	<p>Do any of the stories overlap? How did students associate the item to each story?</p> <p>Discuss what could be the possible stereotypes or ideas linked to an object, to the related culture and to people who represent it.</p> <p>Ask participants how did they feel during the workshop telling their migration stories. Was it easy to imagine the story behind the object?</p>

## Recommended activities for MATHEMATICS classes

### Subject:

MATHEMATICS

### Aim:

teaching students to introduce the rich diversity of the numeral system used in different cultures.

### Materials:

Flashcards

'Western' numbers:

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

'Hindu-Arabic' numbers:

٠	١	٢	٣	٤	٥	٦	٧	٨	٩
---	---	---	---	---	---	---	---	---	---

or (and) simple Chinese:

〇	一	二	三	四	五	六	七	八	九
---	---	---	---	---	---	---	---	---	---

### Time:

30-40 min.

## Procedure:

<p>Lead-in</p> <p>5-6 min.</p> <p>Introduce theme of the activity</p>	<p>Group discussion about what students already know about different numeral systems in the world.</p> <p>The numerals 1, 2, 3, etc. are also known as Arabic numerals, European numerals, and Western numerals. These numerals were first used in India in about 400 BC, were later used in Persia, then were brought to Europe by the Arabs. Hence the name "Arabic numerals". In Arabic countries they use different system and call it 'Indian' .</p>
<p>Presentation</p> <p>10 min.</p>	<p>Arabic numbers are presented in flashcards, compared with western numerals. Students trying memorising as many symbols as possible, comparing with the familiar numbers.</p>
<p>3.Controlled practice</p> <p>10 min.</p>	<p>Students make their own flashcards, copying the symbols presented, additional cards for '-' '+' and '+' signs.</p>
<p>4. Freer practice</p> <p>10-13 min.</p>	<p>After whole group demo activity students work in pairs or small groups using the cards for simple math addition and subtraction formulas using the new symbols, for example <math>\text{آ}+\text{آ}=\text{٦}</math> ( 3+3=6) Arabic numbers are written from right to left side.</p>

**Subject:**

MATHEMATICS

**Aim:**

to introduce students with the migration statistics; to improve their analyzing, comparing and calculating skills.

**Materials:**

online resources: World Migration: <http://www.iom.int/cms/en/sites/iom/home/about-migration/world-migration.html>, migration in each partner country (Lithuanian example: <http://123.emn.lt/lt/uzsienieciai-lietuvoje/kiek-uzsienieciu-gyvena-tavo-apskirtyje>).

**Time:**

35 - 45 min.



## Procedure:

Lead-in 5 min.	Group discussions about the statistics (numbers, origins, etc.) of immigrants in their country and all over the World. Teacher reminds how percentage is calculated.
Controlled practice 20 – 30 min.	<p>Variation 1. Each student marks their country on the electronic map (<a href="http://www.iom.int/cms/en/sites/iom/home/about-migration/world-migration.html">http://www.iom.int/cms/en/sites/iom/home/about-migration/world-migration.html</a>) to see the quantity and the nationality of the immigrants living in their country. Having these numbers they have to calculate the percentage of immigrants coming from different countries.</p> <p>Variation 2. Students calculate the percentage of immigrants coming to different regions of their country (they have a general number of immigrants in their country and numbers of immigrants that live in different regions) (<a href="http://123.emn.lt/lt/uzsienieciai-lietuvoje/kiek-uzsienieciu-gyvena-tavo-apskrityje">http://123.emn.lt/lt/uzsienieciai-lietuvoje/kiek-uzsienieciu-gyvena-tavo-apskrityje</a>).</p>
Summing-up 10 min.	Group discussion about the data they calculated: what was surprising and what was up to their expectations, what are the reasons for such a tendency of general immigration.

## Recommended activities for INFORMATION TECHNOLOGIES (IT) classes

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### Subject:

INFORMATION TECHNOLOGIES (IT)

### Aim:

to introduce students with the migration statistics and improve their IT skills, creativity and visual aesthetics.

### Materials:

results from the investigation they did in previous Mathematic class (online resources: World Migration: (<http://www.iom.int/cms/en/sites/iom/home/about-migration/world-migration.html>), migration in each partner country (Lithuanian example: <http://123.emn.lt/lt/uzsienieci-ai-lietuvoje/kiek-uzsienieciu-gyvena-tavo-apskrityje>)).

### Time:

45 min.

## Procedure:

Lead-in 10 min.	Group discusses the results of the investigation they made in the previous Mathematic class; teacher explains (or reminds) how diagrams using the specific computer programmes are created.
Controlled practice 20 – 30 min.	According to the data accumulated during the Mathematics class, students make diagrams that reflect immigration situation in their country and in the World.
Summing-up 10 min.	Group presentation of the visual data, how it helps to observe better the immigration situation in general.

## Recommended activities for GEOGRAPHY classes

### Subject:

GEOGRAPHY

### Aim:

To expand student's knowledge about the world's Cultural Diversity in a fun competitive quiz way to learn about the countries and the flags to increase their familiarity with the variety and richness of the world.

### Materials:

Flashcards with different flags, which are available in numerous online or printed resources, for example Iceland, India, Indonesia, Iran, Jordan, Latvia etc.



The names of the countries might be covered or written on the other side of the card. The number of flags depends on the length of the activity; 20 pictures for 15-20 min activity. The best way is to mix 'easy' and 'difficult' flags to keep the task challenging.

### Time:

20-40 min. Depending on the number of student and groups participating.

## Procedure:

Lead-in 3 min.	Students might be asked to find out the information about one particular flag, its colours, meaning and history.
Controlled practice 10-15 min.	<p>Class is divided into small groups of 4-5.</p> <p>Variation 1. Teams are shown a flag and have 20-30 seconds to discuss what country it belongs to. One point for each correct answer. As a more challenging way the quickest team gets the point for the right answer.</p> <p>Variation 2. Students have a set of cards with world flags. The leader tells the country, teams discuss and show the picture. A point goes to the quickest team with the right answer.</p>
Summing-up 3-15 min.	The winner team makes the presentation about the chosen country, its flag, colours and history.

## Subject:

GEOGRAPHY

## Aim:

To expand student's knowledge about the world's countries and capitals in a fun competitive quiz way to learn more about the World Cultural Diversity.

## Materials:

20-30 cards with questions and answers, for example

1. What is the capital of Egypt?  
a. Cairo   b. Bogotá   c. Buenos Aires
2. What is the capital of Kenya?  
a. Tripoli   b. Nairobi   c. Port Louis
3. What is the capital of Tunisia?  
a. Lusaka   b. Bern   c. Tunis
4. What is the capital of China  
a. Seoul   b. Beijing   c. Baku

Variation:

1. Amman is the capital of which country?  
a. Egypt   b. Jordan   c. Venezuela
2. Ulaanbaatar is the capital of which country?  
a. China   b. North Korea   c. Mongolia
3. Muscat is the capital of which country?  
a. Oman   b. Nepal   c. Maldives
4. Sri Jayewardenepura Kotte is the capital of which country?  
a. India   b. Vietnam   c. Sri Lanka

## Time:

20-30 min.

## Procedure:

Open class discussion 3 min.	A very frequent geographical question is 'How many countries are in the world? The best answer is that there are 196 countries in the world.
Controlled practice 10-15 min.	Class is divided into small groups of 4-5.  Variation 1. Teams have a question 'What is the capital of..' and the choice of three answers. As a more challenging way they do not have any clues or help.  Variation 2. The question is 'This city is the capital of which country?' with or without a multiple choice, depending on the age and abilities of students.
Summing-up 3-15 min.	The winner is the team having the most number of correct answers.

## Subject:

GEOGRAPHY/FOREIGN LANGUAGE

## Aim:

To expand student's knowledge about the languages spoken/currency used in different countries in a fun competitive quiz way to learn more about the World Cultural Diversity.

## Materials:

10-20 cards with questions and answers, for example:

1. What language is spoken in Gabon? (English)
  2. What language is spoken in Kenya? (English/Swahili)
  3. What language is spoken in Libya? (Arabic)
  4. What language is spoken in Cyprus? (Turkish/Greek)
  5. What language is spoken in Iran? (Persian)
- 
1. What currency is used in Israel? (new shekel)
  2. What currency is used in Japan? (yen)
  3. What currency is used in Thailand? (bath)
  4. What currency is used in Belgium? (euro)
  5. What currency is used in Gibraltar? (Gibraltar pound)

## Time:

20-25 min.



## Procedure:

<p>Open class discussion</p> <p>3 min.</p>	<p>In the world today, there are more than 2700 languages spoken and with over 7000 dialects. When different cultures meet and mix, new languages are developed.</p>
<p>Controlled practice</p> <p>10-15 min.</p>	<p>Class is divided into small groups of 4-5.</p> <p>Variation 1. Teams have a question 'What language is spoken in...'. The point goes to the team that gave the fastest correct answer.</p> <p>Variation 2. Teams have a question 'What currency is used in ..?'</p> <p>The winner is the team having the most number of correct answers.</p>
<p>Summing-up</p> <p>3-15 min.</p>	<p>Students might bring currency from all around the world they have and to organise an exhibition with possibility to look at and touch money from different parts of the world.</p>

## Recommended activities for RELIGION classes

### Subject:

RELIGION/GEOGRAPHY

### Aim:

Developing understanding the world's diversity of Customs, Traditions and Celebrations among young people through discussions, research and presentation of the famous celebrations as Hanukkah, Indian Diwali, Thanksgiving Day, Chinese New Year etc.



### Rationale:

Touching culture sometimes is a list of holidays or shared recipes, religious traditions and celebrations; it is a lived experience unique to each individual. As educators, it's our job to stimulate the intellectual development of the student.

### Materials:

Books, magazines, online resources.

### Time:

40-80 min.

## Procedure:

Preparation stage	Students are divided into several groups, each group chooses a celebration, for example Indian Diwali, Ramadan or Thanksgiving day. The groups make research through online resources, books or magazines.
Presentation 10-15 min. each	1. History 2. Recipes 3. Decorations 4. Activities  Each group makes a presentation using PowerPoint or role play demo.  <ul style="list-style-type: none"><li>● Let's Celebrate Ramadan!</li><li>● Let's Celebrate Diwali!</li><li>● Let's Celebrate Hanukkah!</li><li>● Let's Celebrate Thanksgiving Day!</li></ul>
Freer practice 10 min.	Making one digital or paper poster.

## Subject:

HISTORY/RELIGION

## Aim:

Developing tolerance towards diverse religious beliefs and practices among young people through discussions, research and presentation of the main world religious systems: Islam, Buddhism, Christianity and Judaism.



## Rationale:

On a global level religion is an influential resource in peoples' lives; it can frame the shape of the actions of groups of people and societies. Education for tolerance is increasingly concentrated in formal and a range of informal education initiatives.

## Materials:

Books, magazines, on-line resources.

## Time:

40-80 min.

## Procedure:

Preparation stage	Students are divided into four research groups; each one is given a religious system: Christianity, Buddhism, Judaism and Islam. The areas of research are:  <ol style="list-style-type: none"><li>1. History and Geography;</li><li>2. Scriptures;</li><li>3. Celebrations and Traditions</li></ol>
Presentation  10-15 min. each	Each group makes a PowerPoint presentation of their research
Controlled practice  10-20 min.	Group discussion. The example of questions:  <ol style="list-style-type: none"><li>1. What are the common things all religions share?</li><li>2. Why religious tolerance is important in 21st century world?</li></ol>
Freer practice	Making one digital or paper poster.

## Recommended activities for HISTORY classes

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### Subject:

HISTORY

### Aim:

to expand students' knowledge about migration history and improve their skills in discussion, talking in public and creativity.

### Materials:

books and online resources: <https://genographic.nationalgeographic.com/human-journey/>, <http://www.youtube.com/watch?v=RGtaq3PiIoU>, [http://en.wikipedia.org/wiki/Historical\\_migration](http://en.wikipedia.org/wiki/Historical_migration).

### Time:

90 min.

## Procedure:

<p>Lead-in</p> <p>10 min.</p>	<p>Group discusses what immigration means, when it started, what were its reasons in earlier times and what reasons are now, what types of migration can be found.</p>
<p>Controlled practice</p> <p>20 – 30 min.</p>	<p>Class is divided into groups of 4-6 people.</p> <p>Each group chooses a topic of migration history that they are most interested in.</p> <p>Topics suggested:</p> <ul style="list-style-type: none"><li>• Early migration;</li><li>• Modern migration;</li><li>• Migration in their country.</li></ul> <p>Each group makes a Power Point presentation about the topic they have chosen. Some questions are recommended to be answered during the presentation:</p> <ul style="list-style-type: none"><li>• Who did migrate?</li><li>• From where to where did they migrate?</li><li>• When did they migrate?</li><li>• Why did they start migrating?</li></ul>
<p>Summing-up</p> <p>10 min.</p>	<p>Group discussion about visual representation of data concerned; about how it helps to know the immigration situation etc.</p>

**Subject:**

HISTORY, FOREIGN LANGUAGE, ETC.

**Title of the task:**

ETHNOCENTRISM

**Aim:**

Raise awareness among students on human and cultural multiplicity in order to reflect on the tendency to ethnocentrism.

**Materials:**

Projector, paper and pens

**Time:**

Screening of the documentaries (about 60 min.) + 60 min.



## Procedure:

60 min.	<p>Watch with students some documentaries on other cultures or direct evidence of migration experiences.</p> <p>Among the documentaries chosen in Italy: Come un uomo sulla terra by Andrea Segre, Dagmawi Yimer with the cooperation of Riccardo Biadene (2008) <a href="http://comeunuomosullaterra.blogspot.it/2008/01/since-2003-italy-and-europe-have-asked.html">http://comeunuomosullaterra.blogspot.it/2008/01/since-2003-italy-and-europe-have-asked.html</a> and Mare Chiuso di Stefano Liberti and Andrea Segre (2012) <a href="http://www.zalab.org/project-en/14/#.UoHqPjeFfz0">http://www.zalab.org/project-en/14/#.UoHqPjeFfz0</a>.</p>
60 min.	<p>After the screening, the students are asked to write which of the things they have seen they feel are more distant from or closer to their culture, explaining their reasoning. Open a debate on what they have seen and encourage them express their questions and thoughts about the movie. Introduce the theme of ethnocentrism and open a debate with the students.</p>
Summing -up (evaluation)	<p>Ask students to try and put themselves in the shoes of people coming from another culture, country, political, economical and social system.</p>

## Recommended activities for ART classes

### Subject:

ART

### Aim:

to introduce students to the diversity of the World's Headwear and the purpose and significance of these in a multicultural society through art and craft.

### Materials:

A range of hats/headwear from different cultures as Mexican Sombrero, Cowboy Hat, Jewish skull cap (kippah), Muslim hijab, Hindu/Seikh turban, Scottish beret.



- Materials for making own headwear: cardboard, fabric, scissors, paints, pencils, paper.
- Story about hats/headwear. (optional)
- A range of picture books showing people wearing a variety of headwear.

### Time:

45-60 min.

## Procedure:

Time:	
10 min.	Teacher facilitates a class discussion about different kinds of headwear worn (protection, fashion, faith) and their practical use, treating each of the headwear with respect and set the expectation for students to do the same.
20 min.	* One at a time, students model the hats/headwear for the rest of the class, who suggest how they differ in material, size, colour, style and function. The teacher records the name of each item of headwear, the country/ies it is mostly worn in and/or by which cultural group.
5 min.	*Students look at pictures of people and headwear in the picture books and suggest possible reasons/situations for which they might be worn.
5 min.	Teacher elicits students' experiences regarding family or friends who use headwear for particular purposes. Individually or in pairs, students to craft one of the items they have discussed.
5 – 10 min.	*Students model their headwear at a school assembly or to another group of students, explaining the background and purpose of the items they have chosen.



## Procedure:

Lead-in 10 min.	Teacher facilitates a class discussion about different kinds of ornaments in different parts of the World, practical use ( vases, clothes, dishes, jewellery)  *Students examine and model the different kinds of ornaments, how they differ in size, colour and style.
Controlled practice 20 min.	Every student chooses one sample of the World's ornament and creates his/her own ornament in the same style. Teacher monitors and helps students if there is a need.
Freer practice 15 min.	Students make an exhibition of the art works, indicating the cultural origin of the each ornament.  Students can make presentation of the Cultural Diversity in the World ornaments, their history and practical use.

## Subject:

ART

## Title of the task:

DECORATIONS FROM AROUND THE WORLD

## Aim:

Foster students to be creative while playing with cultural contamination using decoration materials from different cultures and geographical areas.

## Materials:

Paper, colour, pencils, paper documents about decorations from different cultures, glue, scissor



## Procedure:

40 min.	Show students different types of decorations from different parts of the world, then encourage them to design a decorative weave in which they will be free to intermingle different styles when creating their collages.
Summing -up (evaluation)  20 min.	Students will describe their compositions indicating and justifying the origin of their inspirations, which will be displayed in a collective exhibition.

**Subject:**

ART

**Title of the task:**

ART LAB

**Aim:**

Make students understand and experience how our cultural identity is the result of an artistic and cultural story made of contaminations between different cultures.

**Materials:**

Screenings and photocopies

**Time:**

45 min.



## Procedure:

35 min.	A comparison will be made between different images of artworks made by great European artists of the XX century such as Picasso, Matisse, Brancusi, Modigliani, Henry Moore, with images of artworks belonging to the African and Asian culture. The students will have to recognise the images belonging to the different cultures. A reflection will be opened about the similarities, inspirations and contaminations between different cultures that can be found in our city: in monuments, in the architectural and artistic heritage, in our daily life.
Summing -up (evaluation)  10 min.	Ask students if their way of seeing reality has changed, and in what sense.

## Recommended activities for MUSIC classes

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### Subject:

MUSIC

### Aim:

To enhance students' awareness of the presence and diversity of music in all cultures. To develop students' understanding of the moods conveyed by music and their appreciation of the diversity and beauty of different folkloric music styles in the World's cultures.

### Materials:

- Ten to fifteen short pieces of music, each from a different culture and with different moods.
- Flashcards with the names of the country
- Paper and paints

### Time:

90 min.

## Procedure:

Lead- in 5 min.	1. Teacher facilitates a whole class discussion about the students' favourite music, why they like it and how it makes them feel.
Controlled practice 20-30 min.	2. Students listen to the pieces of music (the teacher might use Arabic, Chinese music samples, Brazilian Samba, African drums, Celtic music or Spanish Guitar etc.) Students guess the origin country of the each piece of music.
Freer practice 10-15 min.	3. After listening to each piece again, students offer words or phrases to describe the music: these may refer to the sounds, mood or instruments being played. While listening the music students might try to draw a picture of their mood , feelings and associations connected with the particular piece of music. Students apply a coloured wash over each drawing, choosing a colour and style they feel is appropriate.  The pictures may be grouped together for each piece of music for display.

**Subject:**

SOCIOLOGY

**Title of the task:**

WHO ARE YOU BRINGING WITH YOU?

**Aim:**

Reflect with the students on the concept of stereotyping and on how we all tend to draw a classification when observing the people around us.

**Materials:**

Papers, pens, board to write comments, photocopies

**Time:**

60 min.

## Procedure:

45 min.	Students will be given a list of 12 people from whom they have to choose their fellow travellers to accompany them to a new planet, where to found a new city. Students will have to rapidly choose 7 people, using the few elements written on the board, identifying those which motivated their choice. After the selection, students will receive new information about on their fellow travellers ( which will probably provide then with some interesting surprises) highlighting that, when we have to make a choice, we make unconscious classifications of reality.
Summing -up (evaluation)  15 min.	An evaluation will be carried out with the students on the method used for choosing the fellow travellers, and on how this mental process is triggered in our daily approach to diversity. The concept of „classification urgency“ by the Italian sociologist Marinella Sclavi will be introduced: namely, the human ability that allows us ing to reduce the complexity of the surrounding world, through conceptual generalisations associating unknown events, people and things to re-known classifications. The concept of classification urgency is included in the essay „Arte di ascoltare e mondi possibili“ by Marinella Sclavi, published in Italy by Bruno Mondadori (2003). Students' comments will be collected, a debate will be opened and, finally, the scheme of the „4 levels of diversity“ by Gardenswartz and Rowe will be presented.

## Recommended materials:

- [http://ec.europa.eu/dgs/home-affairs/doc\\_centre/immigration/docs/studies/emn-synthesis\\_report\\_intra\\_eu\\_mobility\\_final\\_july\\_2013.pdf](http://ec.europa.eu/dgs/home-affairs/doc_centre/immigration/docs/studies/emn-synthesis_report_intra_eu_mobility_final_july_2013.pdf)
- <http://www.iom.int/cms/en/sites/iom/home/about-migration/world-migration.html>
- <https://genographic.nationalgeographic.com/human-journey/>
- <http://www.youtube.com/watch?v=RGtaq3PiIoU>
- [http://en.wikipedia.org/wiki/Historical\\_migration](http://en.wikipedia.org/wiki/Historical_migration)
- <https://genographic.nationalgeographic.com/?era=e003>
- <http://www.redpepper.org.uk/immigration-the-real-story/>
- <http://www.myimmigrationstory.com/>
- <http://www.liveinvictoria.vic.gov.au/information/skilled-migrants/migrant-stories>
- <http://123.emn.lt/lt/uzsienieciai-lietuvoje/kiek-uzsienieciu-gyvena-tavo-apskirtyje>
- [http://www.imdb.com/list/w-Fak\\_uFPS0/](http://www.imdb.com/list/w-Fak_uFPS0/)
- <http://www.migrationnewsheet.eu/ecj-a-third-country-national-whose-child-has-eu-status-is-entitled-to-residence>



# Examples of feedback forms for teachers and students

## School week activities evaluation form for teachers

Dear teacher,

We are happy you participated in "Feel It" project school week organized by your school. As you integrated different tasks and activities (related to the topic) into the lessons of your subject, we would be grateful if you shared your opinion about it.

School: .....

Subject: .....

"Feel It" school week activity integrated into the lesson:

.....

Grade: .....

Number of students who participated in the activity:

.....

We invite you to assess the following

(1 = insufficient - 5 = excellent):

1. "Feel it" school week in general.

1   2   3   4   5

2. Interest that pupils/students showed in "Feel it" school week activities in general.

1   2   3   4   5

3. Was it easy to integrate topics selected into your subject?

a. Yes, it was (please, indicate why): .....



.....  
b. No, it was not (please, indicate why): .....

.....  
**4.** Applicability of the activities presented in the Guide to your future work.

1   2   3   4   5

**5.** Which aspects of the suggested activities did you find most interesting or useful?

.....  
.....  
.....

**6.** Why did you choose a specific activity to integrate into your lesson?

.....  
.....  
.....

**7.** How would you like to adapt these activities (or have you already done that before giving them to your students)? (if applicable)

.....  
.....  
.....

**8.** Your comments and suggestions.

.....  
.....  
.....

Thank you very much!

## School week activities evaluation form for students

Dear student,

We are happy you participated in "Feel It" project school week organised by your school. Different tasks and activities related to cultural diversity and third country nationals' immigration were integrated into your lessons. We would be grateful if you shared your opinion about these activities.

Age: .....

Grade: .....

School: .....

Subject of the lesson you participated in: .....

Activity or activities integrated into the lesson:

.....

We invite you to assess the following:

( 😞 - insufficient, 😊 - excellent):

**9.** "Feel it" school week in general.



**10.** Relevance and importance of the topics (related to cultural diversity and third country nationals' integration) covered in the lesson.



**11.** Integration of these topics into the lesson.



**12.** Which topics of “Feel it” school week were most interesting for you?

- a. Cultural diversity.
- b. Linguistic diversity.
- c. Geographical diversity.
- d. History of migration.
- e. Reasons of migration.
- f. Migration statistical data.
- g. Other please: .....

If you discussed only one topic, please, specify it:

.....

**13.** Which activity did you like most and why?

Activity: .....

The reason you liked it most:.....

If you participated only in one activity, please, indicate which one and write down if you liked it and why:

.....

**14.** Did “Feel It” school week activities help you to understand better topics such as:

- a. Cultural diversity - Yes, they did. - No, they did not.
- b. Immigration - Yes, they did. - No, they did not.
- c. Integration - Yes, they did. - No, they did not.
- d. Tolerance - Yes, they did. - No, they did not.

**15.** Your comments and suggestions:

.....

.....

.....

Thank you very much!

# FEEDBACK ON THE PATH OF DIVERSITY IN PARTNER COUNTRIES

The project was implemented in six FEEL IT ! project partner countries : Austria, Germany, Italy, Lithuania, Spain and UK. In each partner country the "path of diversity" with 5-6 different stations to feel the cultural differences and specifics in an interactive and sensuous way was installed in public places and schools, which were involved in the project as social partners. All project partners included sensitive emotions in their stations, such as tasting, smelling, listening or feeling of objects, substances, music or text. In all six countries schools and their pupils / students were involved in the developing and production of the path and its stations.

Upon closer analysis, it is interesting to note that there are re-occurring elements and subjects in the paths in the six countries. Despite the fact that each partner in each country developed the path independently from the other partners, some shared elements become evident. Of course, this is due to specific thematic definitions and technical characteristics of the paths which partners had to follow. On the other hand shared elements such as teas-spices-smells, dances-costumes-music or interviews-biographies give evidence of a shared perception of migration, diversity and third country migration in Europe.



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	Austria	Germany	Italy
Schools involved	4 schools in Innsbruck area; pupils in project average 15-19 years of age	School center with 4 types of school; pupils in project between 14 to 17 years of age	Academia di Belli Arti di Palermo
Participants	Pupils from schools and tutors	Pupils from schools and tutors / vocational professionals	Students from Academia and instructors
Facts & data	Integrated into path	4 roll-ups with data on third country migration, class 9.1, Stuttgart, the Feel it! project	Integrated into path
Smelling / Tasting	1 station as 4-sided house with 4 spaces on hearing, smelling, feeling, seeing	1 station with spices from around the world and bread with these spices	1 station with spices from historical markets and description of dishes from migrant women  1 station with bread from around the world

Lithuania	Spain	UK	
5 schools (gymnasium, secondary schools, vocational training center, pro-gymnasium)	3 schools and cultural center San Cristobal	5 schools (of which one had to withdraw due to closure of school)	Schools involved
Pupils from schools and tutors	Students and tutors	Students, EMF team and help from a local tertiary college	Participants
Integration into path and into station with map of world an immigration to LT and EU	Integrated into path	1 station as wall map of migration of pupils' families and 12 interpretation boards on migration	Facts & data
1 station with world's teas, recipes for tea making and a tea ceremony	1 station with interview fragments of migrants and smells of countries from around the world  1 station with taste of "hospitality" and welcome	1 station with smells, herbs, tastes, textiles to touch and music from around the world	Smelling / Tasting

	Austria	Germany	Italy
Hearing / Listening		<p>1 station with interviews with asylum seekers and third country migrants (also as e-book)</p> <p>1 station with fairy tales from around the world as books and audios on e-book</p>	<p>1 station with music cassettes from around the world (also with digital photo frame with pictures)</p>
Watching / Listening		<p>1 station with international dances, music and costumes</p>	<p>1 station with audio/video-interviews with migrants from biggest migrant communities in Palermo</p>
Feeling / Touching			<p>1 station with cloth and pieces of used cans and embroidered messages on diversity</p>
Seeing / Discover	<p>1 station with "Diversity in sight" with action videos</p> <p>1 station as "wall of diversity" with notions of "inside" and "outside"</p>	<p>1 station as "globe" with information from third country nationals</p>	



Lithuania	Spain	UK	
1 station with music and costumes from around the world from third country nationals	1 station with fragments of sounds and interviews with third country migrants on their way how they came to Europe	1 station with audio- / video interviews about themigration experience on families. 1 essay by a Polish student about her family's move to Britain	Hearing / Listening
1 station with life stories of successful migrants, written information and videos		1 station of interviews with people who had migrated to Britain.  Fabrics, sculptures, face masks, instruments from various countries. One hand made batik displayed as a dress	Watching / Listening
1 station with palm imprint on Turkish mosaic	1 station with interviews and touch elements on new reality which migrants encountered in EU		Feeling / Touching
1 station with map of the world, postcards and information on migrants in LT and EU	1 station with fragments of social spaces, mirror and inter-connection of people	1 station with route map of migration.	Seeing / Discover

	Austria	Germany	Italy
Interactive elements	1 station with "blanket of diversity" with inter-active cards on "Diversity is ..."	Integrated into dance station	
Feedback	1 station with "notice board" and video-box for feedback	Feedback forms (short questionnaires) available at the path / interviews during opening presentations	Feedback forms available at stations
Characteristics of path and stations	Path with individual stations	Path with individual stations	Path with individual stations
Venues	- Shopping center / mall - 3 Schools	- "Atrium" community center - Jörg-Ratgeb-Schule-Center with four schools - Neugereut library	- Town library casa professa - 4 schools

Lithuania	Spain	UK	
At 1 station wishes to migrants on specially prepared postcards were written by Path visitors, identifying the country of destination and marking these places on the map.		1 station of interviews with people who had migrated to Britain. Visitors could choose to listen to different stories	Interactive elements
1 feedback station with questionnaire	Feedback with questionnaire	1 feedback station with laptop where visitors were asked to complete a questionnaire	Feedback
Path with individual stations	Path with 5 stations integrated into one construction (path of diversity and discovery)	Path with individual stations	Characteristics of path and stations
<ul style="list-style-type: none"> <li>- Shopping mall</li> <li>- SIH main hall</li> <li>- 5 schools</li> <li>- adult learners' week</li> </ul>	<ul style="list-style-type: none"> <li>- 1 school</li> <li>- 3 public places</li> </ul>	<ul style="list-style-type: none"> <li># 4 schools</li> <li># 1 shopping mall</li> <li># 1 hotel</li> <li># libraries</li> </ul>	Venues

A comparative analysis of the development and implementation of the paths in the six partner countries shows that all partners were working with schools. Pupils and students were fully involved in the planning, preparatory research and production of the stations. In Austria production schools were involved which assisted the construction of the stations. In Germany, Italy, UK and Lithuania the single station were planned and produced by the pupils and students.

Austria, German, Italy, Lithuania and in the UK, the paths consisted of five to six individual stations. The stations were interlinked by the shared common theme and element of diversity and third country migration. In Spain, the five stations were integrated into one large-scale installation. This installation was made out of card-paper and formed a "path" in the literal sense of the word. Visitors had to walk and crawl through this installation in order to discover the five individual thematic presentations inside.

All partners except the UK integrated tutors or professional instructors into the planning and construction process of the path. These tutors assisted and guided the pupils during the process of implementing the path. In Austria i.e. media professionals served as tutors, in Germany i.e. a choreographer and a creative writing expert worked with the pupils, in Italy i.e. professional teachers from the Arts Academy accompanied the project. Similar activities took place in Lithuania and Spain where graphic artists, video professionals, cooks or carpentry and construction professionals were involved. In the UK students were mainly responsible for the design, aided by teachers.

Shared common elements in all countries were:

- Tastes and smells from countries where migration originates from (smells of i.e. spices, teas, tastes of bread etc.);
- Interviews with migrants (audio and / or video) on their migration and integration experience in the EU host countries;
- Music and cultural heritage such as dances, traditional clothing etc. from countries of origin of migrants;

Feedback from visitors in all countries indicates that these emotional forms of exhibition “media” and communication methods worked very well to reach out to the general public. Emotional experience such as music, tastes and movements in form of dances was a successful method to attract people and to introduce them to issues of diversity, third country immigration and cultural enrichment brought along by migrants to the European Union.

In all countries media applications were part of the stations. All countries used tablet PCs (such as iPads or others), digital pictures frames or small size monitors to display videos. Audio files were presented from PCs as well or from MP3 players. In most cases headphones were used to allow visitors to listen to these files. In Germany, two e-books were available on the tablets.

In most countries paths had interactive elements. In Austria and Lithuania i.e. visitors could fill in postcards or in Germany join dances.

Basic information and facts & data on migration, third countries and diversity were integrated into the individual stations of the paths. In Lithuania and Germany additional roll-ups were produced with additional and more precise data on local (City of Stuttgart) or national (Lithuania) numbers of migrants, countries of origin etc. and background of the project. In the UK twelve information boards displayed migration data and case studies.

One element that was common to all 6 Paths of Diversity was the option for providing feedback. Visitors were directly asked to comment how they liked the path, in addition they were asked about their perception of diversity and migration in Europe. All partners used paper-based questionnaires to collect this feedback, except Austria. In Austria, a video terminal was available where visitors could directly record message and leave a feedback.

In all partner countries the path was on public display for up to three months. Interesting enough, many partners choose shopping malls and community centers to reach out to the general public (mall in Austria, Lithuania; community centers in i.e. Germany, Spain and in the UK). In addition, all partners presented the paths directly in schools. In all partner countries, the paths were displayed at the schools which were involved in the planning and production process of each path. In Lithuania, an adult learning center was integrated, in Germany and Italy and UK libraries were selected as additional venue to present the path. All these places were locations where people of all backgrounds meet, where they use public services or to where they came to be educated. These locations were identified as ideal spots to get people into contact with a subject such as diversity and migration and where visitors were open enough to be reached on a more emotional and empathic level.

In all countries the presentations of the paths included an official opening ceremony. Such opening ceremonies often included political and social stakeholders such as the Secretary of State for Migration (Madrid, Spain), the Lord Mayor (Innsbruck, Austria), Federal head of School Boards and Education (Stuttgart, Germany) , the president of the Lithuanian Association of Adult Education, representatives of migrants' organizations ( Lithuania, UK). In all countries the pupils and students involved in the planning and production of the paths were present during these opening ceremonies. Visitors could directly talk to these young people and exchange experience. In some countries smaller teams of young people recorded feedback messages during these events (i.e. Austria, Germany, Lithuania). In Lithuania the official opening ceremony was followed by a concert, which gave visitors an insight into the diverse culture of the nations of the world. During the other days the following activities were organized: the Day of Culture of Belarus, introduction to mandalas and practice of working on them. The "Path of diversity" events were completed with Chinese tea ceremony.

Based on feedback and numbers available, the paths of diversity in the Feel it! partner countries reached up to 5.000 pupils and students and over 10.000 individuals in the general public. The paths were well received. They served as educational instrument and experience for pupils and students and as educational and informative method to attract the attention of the general public in all six participating countries



The Feel it! project in Austria





The Feel it! project in Austria



The Feel it! project in Germany



The Feel it! project in Germany



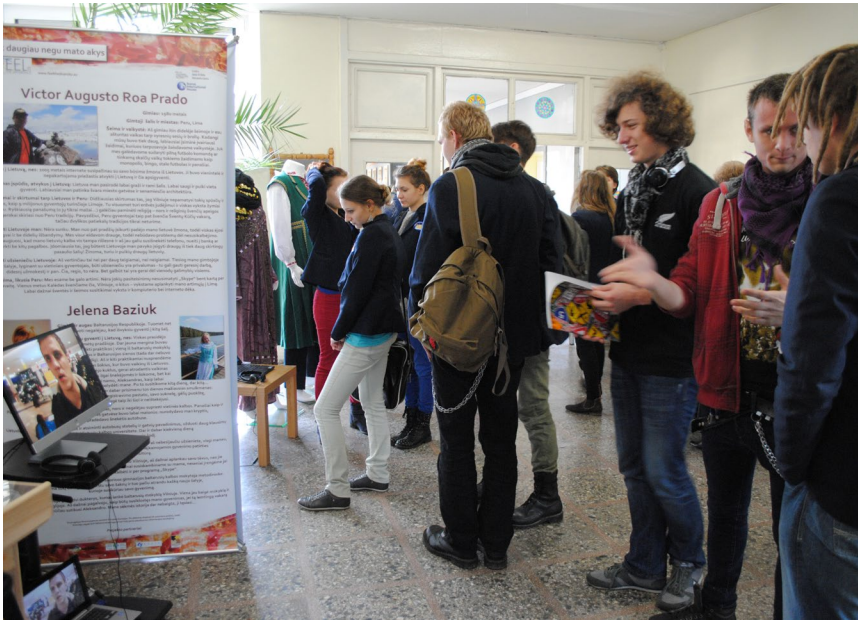
The Feel it! project in Italy



The Feel it! project in Italy



The Feel it! project in Lithuania



The Feel it! project in Lithuania



The Feel it! project in Spain





The Feel it! project in Spain



The Feel it! project in UK



The Feel it! project in UK

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