BETWEEN CULTURES

PEDAGOGICAL EXERCISES AND WORKSHOPS FOR INTERCULTURAL TRAINING

„A CROSS-BORDER REGION WHERE RIVERS CONNECT, NOT DIVIDE."

TEACHERS' HANDBOOK

CONTENTS

Dear teacher, educator, and reader,

We are happy to present a manual produced during the cooperation between 8 primary and secondary schools from Hungary and Croatia as one of the leading products of the Transcultural Education Alliance project in Croatia and Hungary, financed by the Interreg Hungary-Croatia EU program. TEACH was a 2-year project whose primary focus was to develop and implement cross-cultural educational activities for pupils with a new innovative approach and methodologies for this area. The project started in 2020 and faced the Covid19 challenge but successfully implemented all its perceived activities and accomplished many results.

Partners of the project TEACH stress the importance of intercultural education in schools of today and the future European Union. These educational activities can bring much-needed learning, understanding, and acceptance of differences and help mitigate conflicts and divisions in schools and communities.

Educating the young generations and preparing them for life in a culturally diverse society implies the need to train teachers in appropriate skills, develop new methodologies and tools (including digital) for teaching, and connect and cooperate with interested community stakeholders. The project produced two online courses and seminars for teachers; first is "Intercultural education theory and practice," where we elaborate on starting points on why it is essential to have these activities and programs in schools today. In short, every good school is an intercultural school – that preserves values like equality, diversity, respect for personal identity, critical thinking, and fights prejudice, stereotypes, and discrimination. The second part of this material aims to give teachers practical tools, topics, and workshops they can use in their everyday classrooms. Second, we developed a seminar on how to use digital technologies in intercultural education and expand to digital space. We thought about digital tools to be used and connected with these topics. More than 20 teachers finished this education, and we now have available, easy-to-reach materials for others to join and use through this manual and online in our video courses.

This manual delivers practical know-how tested in the natural environment of multicultural classrooms in Hungary and Croatia. We advise that you consider your specific learning group and tailor a program that can benefit the students. Combine pedagogic workshops with pupils' research of their identity, history, and community. Give pupils the space for sharing ideas and shaping join activities on the topics that interest them the most.

Significant ethnic, social, and religious groups have been part of our society. In the context of increasing diversity in our community, schools have a role to play. Intercultural education is the response to classroom diversity aiming to go beyond passive coexistence to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding, respect, and a productive dialogue between the different groups. We think intercultural education is valuable to all pupils, equipping them with skills to participate in an increasingly diverse society. Education can significantly contribute to communities through programs encouraging dialogue between pupils of different cultures, beliefs, religions, and individual characteristics. Education can set the direction for learning, mutual understanding, and creating the principles of coexistence based on tolerance and respect for others.

In the end, we wish to thank all schools and teachers, other partners, and supporters who helped us conduct these extracurricular activities. We want to thank all our colleagues and associates who worked with us to make the project TEACH a step towards the harmonious world we want to live in.

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WHAT IS A WORKSHOP?

At the base of the word workshop is the word WORK, which implies procedure, formation, process, work in space.

In this way, the teacher's workshop is also a specific method of work, in which the emphasis is on the process and the method of work.

The aim of all workshop work is to guide towards collaborative work. A general characteristic of all workshops is that they involve the personal and active contribution of all participants and do not allow for disinterestedness or a refusal to apply.

IT CAN BE DISTINGUISHED BY ITS OBJECTIVES:

1. Creative workshops - the basic aim is to stimulate and develop creative thinking and expression (e.g. dramatic, lyrical, visual arts...)

2. Educational workshops - the basic aim is to acquire knowledge in the broadest sense of the word.

A workshop consisting of a few activities is recommended to last from 1,5 to 2 hours.

At the start of the group work, the rules are jointly agreed, so that all members will be bound by them. Rules should be designed to clearly outline appropriate behaviour, not undesirable behaviour. There should also be clear consequences if they are not respected.

The workshop should have a pre-defined, very precise plan - a script. The success of the workshop depends on a good script.

At the heart of the scenario are structured activities, which are the result of specific expectations, led by the workshop leader and united around a theme.

The scenario guides the personal involvement of the participant through the specific expectations. It is important to encourage cooperation, not competition and discrimination.

The scenario should specify the forms and techniques of group work.

At the end of the workshop it is good to hear feedback on the feelings that have developed during the meeting. And this can, of course, be achieved in a variety of ways - from mood barometers to digital tools to responses to questions. It is important that it is anonymous and that participants feel free to express their views.

OBJECTIVE

- To recognise the workshop method as worthy of achieving the objectives
- Express expectations, hopes and feelings at the beginning of the workshop
- To activate and actively involve the participants
- Motivate participants

WHEN

- At the beginning of the meeting, after the leader's welcome and introductory remarks
- During the introduction of the activities

WHY

- To put our own feelings into words and expressions;
- For self-assessment of the participants and feedback from the leader;
- Intercultural learning should be a process and the workshop is a way of working that is process-oriented.

IN THIS HANDBOOK, THE THEMATIC WORKSHOPS WE RECOMMEND AND INTRODUCE ARE:

- Introductory exercises for focusing attention and motivation;
- Identity 1 and 2;
- Family history;
- Communication;
- Active listening;
- Group;
- Participation and teamwork;
- Stereotypes and prejudices 1 and 2;
- Discrimination 1 and 2;
- Respect diversity;
- Creative conflict resolution;
- Media literacy.

INTRODUCTORY EXERCISES
FOR FOCUSING ATTENTION AND MOTIVATION

OBJECTIVE

To focus on the topic of the work, to focus attention on the exercises

WHEN

At the introduction of the topic, before the serious and demanding exercises

WHY

For motivation and participation in the workshop

INTRODUCTORY EXERCISES

NOT BRAGGING...

It's a very simple exercise, but it gives you a sense of confidence and increases your belief in yourself. The leader asks participants to think quickly about what they are particularly good at, what they do well, or to recall a recent success they have had. Then, participants stand up in turn and say, "Not to brag, but..." and highlight their attribute or success. After each praise, the other participants applaud. It can be a completely simple or small success - I slept in, I wrote my assignment, I got a good grade, I read my homework, I met a new friend, I scored a goal, I helped Mom wash the dishes. Anything. One thing you notice with this first exercise is that children and young people find it hard to talk about their own good qualities and their own successes. They usually say that they have nothing to brag about, so the leader always tells them their own 'praise' first, and when they see that it is something simple and ordinary, they very quickly find their own praise. Then there are the days when they themselves, in the middle of a familiar lesson, start to say "No praise in the face of..." because they have the feeling and the need to share something. This creates a really great atmosphere and for children and young people it increases their confidence and the recognition that they are good at something.

SPEECH WITH PURSED LIPS

To create a cheerful atmosphere and increase the energy of the group, you can do this short exercise, which aims to create a cheerful atmosphere and increase the energy of the group. With lips pursed, participants try to utter a sentence describing what they ate or drank today, or what grade they received. The exercise can be done at any point in the workflow, and is followed by laughter and fun!

A GENERAL WITH A RIDICULOUS WALK

This is yet another activity that creates a good mood, but also serves as a relaxing activity. Everyone in the group comes up with an interesting walk, demonstrates it to the others and everyone repeats it. Fun is guaranteed.

MOOD-BAROMETER

During the workshop, it is not a bad idea to monitor the mood of the group. This can be done easily, and it lifts the participants' spirits and gets them thinking about themselves and their feelings during the meeting. On paper or white board, drawings or photographs are made of different weather adversities, each participant writes his/her name on a sticky note and sticks it to the weather adversity that corresponds to his/her feelings: cloudy is sad, depressed; sunny is cheerful and happy; stormy and lightning is angry, angry; windy is restless and similar. A few times during the meeting, the leader may ask participants to change the mood barometer, or participants may do this themselves when they notice a change or mood. They simply move the note with their name on it to the appropriate weather event.

EXERCISES FOR FOCUSING ATTENTION AND MOTIVATION

OBSERVATION

An exercise in concentration and focus. Participants divide into two teams, stand in a circle (two circles) with one participant standing in the middle of the circle. At the beginning of the exercise, everyone looks carefully at the person in the middle of the circle, then closes their eyes and the person in the middle changes as many things as possible. When the others open their eyes, they should be able to recognise the changes.

HOW ARE YOU TODAY, NEIGHBOUR

Exercise to focus attention and increase energy. Participants sit in a circle. Someone asks the person to their left "How are you today, neighbour?". If the answer is "Good.", they all move one chair to the right, but if the answer is "Bad.", they move one chair to the left, and if the answer is "So-so.", they all stay in their seats.

MAGNET

An attention-focusing, energizing exercise, but it also helps with belonging and not belonging, with finding your own group. Participants move freely in space and, at the leader's signal, touch their specific body parts: touch the thumbs of their left hands, the knees of four right feet, five elbows, two noses... Talk to those who remained unconnected during part of the exercise: how did you go about connecting?

GREETINGS IN DIFFERENT CULTURES

Participants draw a slip of paper on which they write how to greet each other and do what is written on the slip for a set time: GREET THE OTHER BY HUGGING AND KISSING TWICE ON THE CHEEK, GREET THE OTHER BY HUGGING AND KISSING THREE TIMES ON THE CHEEK, GREET THE OTHER BY FOLDING YOUR HANDS IN PRAYER AND BOWING, GREET THE OTHER BY RUBBING YOUR NOSES TOGETHER, GREET THE OTHER WITH A WIDE, WARM HUG, GREET THE OTHER WITH A FIRM HANDSHAKE, GREET THE OTHER WITH A SOFT HANDSHAKE, GREET THE OTHER BY TAKING TWO STEPS BACK, GREET THE OTHER WITH A SLIGHT NOD, R. Conversation round: how else do you greet each other. Greet someone in your usual way. How are you feeling? Do you know who greets you the way you greet each other? Do you know these greetings? How did you feel? Describe the difference between the way you greet people and the way you greet them as described in today's exercise.

IDENTITY 1

OBJECTIVE

To develop a positive self-image and self-esteem. Develop self-esteem and a sense of human dignity. To get to know the members of the group and their different interests.

WHEN

Beginning of intercultural learning. At the beginning of the meeting when getting to know each other. At any moment when it is necessary to illuminate our own identity.

WHY

In communities where there are many differences, it is good to know oneself first in order to know and understand others. To develop empathy and communication.

THE IMAGE THAT SURROUNDS ME

This exercise can be done at the beginning of the meeting when participants introduce themselves, whether or not they have known each other before. Something new can always be revealed. Offer participants a variety of photographs, illustrations, drawings, and each person chooses the one that describes him or her or that he or she can relate to in any way, and then in turn each person explains why he or she chose that photograph.

MY FRONT PAGE

Before the activity, ask the participants a few questions that they will think about themselves, they will not answer the questions out loud. The questions can be different depending on what you want them to think about, but you can start by asking them what you do in your spare time, if you have a pet, what kind of movies you like, if you have a brother or sister, what social networking sites you are active on, what you want to be when you grow up... If they want, they can have a short discussion about these questions and then distribute the work materials - magazines for young people, newspapers, leaflets, collage paper, glue, scissors... The students are asked to create their own newspaper page with their name on it. Each participant will create a newspaper front page that represents them. Participants can cut out sections from magazines and newspapers, draw and write, shape titles, use positive messages, messages to encourage people to buy newspapers or to make readers interested in themselves in some way. Once the headlines have been developed, participants can show their creations, say something about them or simply put them on display for all to see. A similar presentation can be done by creating a wall of your own on paper instead of a magazine cover on a community site or a digital poster, such as Canva, Poster Maker, Power Point and similar. Of course, it all depends on the technology available and the skills of the participants, but it also depends on the time available for the activity. In some form or other, participants are likely to find it easier to reveal some information about themselves, their own characteristics, opinions and views.

OBJECTIVE

To see the qualities of others. To understand and respect the differences of others. Develop media literacy.

WHEN

Beginning work on interculturalism. Always.

WHY

In communities where there are many differences, it is important to learn about them for better understanding.

WHO ARE YOU?

The exercise is done in pairs, with one person asking the other "Who are you?" and then writing the name and answer. The person asking the question does not comment, but asks the question 5 times. The other person answers in one word or short sentence - in the affirmative. The person who answers must give a different answer each time. The pairs are reversed. Discussion: how did you feel, is it easier to ask the question or answer... The exercise is followed by an introduction of your partner. The exercise can be varied slightly so that the person who answers changes pairs 5 times and in the introduction round 5 people say who the person is. The leader stands behind the person and says the person's name, and those who asked "Who are you?" now say the answer.

FIVE QUESTIONS INTERVIEW

The exercise involves preparing 5 questions and then selecting the interviewee. After the interview has been conducted in pairs of two, the next step is the introduction. These exercises can be combined - first they tell you who they are and then they define the interview. When you combine these two exercises, you learn a lot about the people in the group.

YOUR PROFILE

Critical perception of what we learn from the Internet and the media is crucial in the times in which we live, and any information that comes to us should be treated with caution and what we can should be checked. In this workshop exercise, participants work in pairs and it is generally assumed that all participants have a mobile phone, tablet or computer to work on. The exercise can be done with upper primary school students, but definitely with high school students, university students and adults. At the beginning, couples just introduce themselves, give their first and last names, maybe the place they are from or where they work. Each participant is then oriented to research their partner - on the internet, search engines, Facebook, Instagram... any social networking site - and try to find out as much as possible about them. They put this data on paper. Of course, the research is done in silence, nothing is revealed about the other, and nothing is commented on until the very end. The leader sets a time limit for the work, which in this case may be 5 minutes. Believe it or not, all of us leave some digital trace of ourselves on the internet, regardless of our presence on the web or in the media. At the end of that time, partners tell each other what they have found out about each other. This is where we can expect interesting situations - starting from the fact that the person we are looking for is not the person at all, but someone else with the same name, to the point where we find that our partner has been the subject of numerous media articles, revealing interesting data and results. Of course, the image of the person we know in person may change significantly after this research, hopefully - for the better. However, there may be surprises.

FAMILY HISTORY

OBJECTIVE

To explore cultural similarities and differences. To learn that everyone grew up differently. To awaken curiosity and compassion for other cultures.

WHEN

When group members already know each other well and feel safe in the group and ready to connect better. When they are ready to accept differences.

WHY

In communities where there are many differences, it is important to share stories drawn from life/family to awaken understanding and grow community.

MY CHILDHOOD

In this exercise, participants talk about childhood in small groups, depending on their age. How old were you when you started school? Who was living in your family? Did you go to religious school or receive other religious training? Do you do anything in your own home? What stories and games do you like? The aim of this exercise is to recognise that we do not all live in the same conditions and that there are similarities and differences between us.

MY STORY

The exercise is similar to "My childhood", but here participants are asked to think of 3 important events from their family, school or the world. Discussion: have you been surprised by certain events? What do those events mean to you? Why did you choose those events?

COMMUNICATION

OBJECTIVE

To develop empathy. Distinguish between accepting and rejecting speech. Recognising and naming feelings. Taking responsibility for the words spoken and/or written.

WHEN

Always. When it is necessary to develop communication skills. When necessary to improve communication. When conflict and problems arise in the community or online space.

WHY

In an intercultural community, all individuals are responsible for relationships and they are better when communication is better. Awareness of personal responsibility to contribute to the development of the community.

THE TONGUE OF THE SNAKE AND THE GIRAFFE

Communication is the process of exchanging information, meaning and emotions between people through the exchange of verbal and non-verbal messages. Active listening is an important part of effective communication. In this exercise, the aim is to elucidate and distinguish between accepting speech (giraffe) and rejecting speech (snake). Participants sit in a circle in pairs. One participant draws a card and reads it and his/her partner responds. The cards are coloured blue and green (or any other colour, just make sure they are different). One participant draws a card, reads what it says, and the other participant answers. They can also choose who they want to answer, or those who want to answer can sign up if they feel the need. Example: on the green card is the teacher's statement "You have come without homework again." One of the participants answers this statement. On the blue card is a statement from the teacher who says "I want you to do better in maths, so I am not happy that you are not writing regularly." All participants follow the speech situations and reactions. A few different situations are followed by a discussion: how was the conversation on the blue card? How did the conversation go once it started? How was the conversation on the green cards? How did the conversation continue?

CONCENTRIC CIRCLES

In this exercise, participants sit in two circles, one inside and one outside, facing each other in pairs. They talk about the topic "What I like about a different culture". At the leader's signal, both circles move to the left, so that the members of the pairs change and talk about "What would the world look like if there was only one culture?", and after another shift, they talk about "Where would you like to travel?".

THE UNDESIRABLE WORDS

The workshop participants write down the words that hurt and offend them on sticky notes or on a digital tool like the Mentimeter, writing down the words that hurt and offend them but they hear them in communication. They write the words anonymously and stick them on a whiteboard or pan or project them onto a canvas. A discussion about the words follows, and participants describe the situations in which these words are heard and the feelings they evoke. Participants then write down on paper a few words or phrases that make them feel good or positive, and then describe the situations in which they hear them and from whom. What often happens is that the students have no problem saying the nasty and rude words they hear, but very few good words they can say. This is where they need to be encouraged and reminded of the words that can be said, these words are "Bravo!" and "All praise!". If you want to focus on communication on the digital platform, examples can be comments on the internet, portals and social networks, but also the participants themselves can give examples of words that have been used and are offensive and nasty. This is an opportunity to remind people of the rules of communication on the Internet.

COMMUNICATION ON THE INTERNET

At the beginning of the exercise, discuss with the workshop participants the positive and negative aspects of the internet and digital technology. During or after the discussion, the whiteboard or the sheet of paper distributed can be divided into two parts and the positive and negative sides that were discussed can be written down. It is important to emphasise the positive and negative sides of the internet, as well as the particularly dangerous side of the internet (insults, misrepresentation, data theft, abuse, hate groups, etc.). The discussion continues on how the internet connects us. It speeds up the spread of information, learning and communication. How do we use it? Find a suitable video on the internet about using the internet as a motivation to talk about what to use the internet for, who to communicate with and how. Participants will continue to work in groups or pairs depending on how many tablets or mobile phones are available. Each pair or group is tasked with designing a poster with a supportive message and advice for those who have experienced some form of electronic violence. The poster can be developed using one of the quick and easy poster design apps such as Canva, Poster Maker, which can be downloaded to a tablet or mobile phone. Once the poster has been created on the app, the workshop participants can send it to the agreed email address. If there is no access on a mobile phone or tablet, students can design the messages on paper using writing utensils, collage paper, cut-outs from magazines and newspapers.

NETWORK OF GOOD MESSAGES

To complete this exercise, students stand in a circle. The leader takes a ball of wool and gives the instructions for the activity. Remind the pupils that the internet is actually a network that connects the whole world and that it is up to us what content, messages and notifications we spread on this network. In the hope of creating a web of good messages, they create the web with the wool by wishing each other well, sharing a good feeling or highlighting a positive attribute of the person. The leader grabs the end of the wool, says the name of the student to whom he or she is throwing the ball of wool, says his or her good message to the student, and throws the ball of wool. The participant takes the ball of wool and throws it with the good message to the next person. When everyone has been netted, the leader declares that a web of good messages has been created and reminds them to always send a good message to others, to be considerate of others' feelings and to exchange messages received.

OBJECTIVES

Distinguish active listening from passive listening. To explain the importance of verbal and non-verbal communication in active listening. To recognise difficulties in communicating and understanding others.

WHEN

Always. When getting to know each other. As a prerequisite for a quality relationship. As a prerequisite for understanding.

WHY

In intercultural communities, where there are many differences, quality contact and understanding are important. It is necessary to understand the importance of communication and to understand that we have different perspectives on the world we live in.

LISTENING/NOT LISTENING

Active listening is the ability to recognise what the other person is experiencing. It is necessary to provide them with feedback about what we have perceived and seen, and how well what we have perceived reflects reality. The exercise should be done in pairs. Separate instructions should be given for each part of the exercise. In the first part, while one person tells about an interesting event, the other person remains silent. Then, while the twos tell a sad story, the ones show sympathy and interest. In the third part, while one tells an interesting story, the two remain silent. In the fourth part, while the twos are telling about an experience when they were very frightened, the twos turn their backs, and in the last part, while the twos are telling about their most hilarious event, the twos are constantly disturbing the twos. Discussion after the exercise: Is it easier to listen or to talk? How much does it depend on the subject? How do we feel when we are listened to and how do we feel when we are not listened to? What gives us the best feeling of acceptance?

DRAWING AS INSTRUCTED

The exercise should be done in pairs or with one person explaining and several others drawing. One person in each pair is given a piece of paper with a drawing on it and the other a blank piece of paper. The first participant turns his back to the other and describes the drawing given, the other participant tries to understand the description and draws as instructed. Or one participant can say the description while the whole class draws. The two drawings are then compared to see what was drawn and what was actually drawn. We discuss whether the instructions were clear and precise enough, whether they were understood and what the problems were in communicating. When they have finished this activity in the workshop, participants can leave their own notes on the table and look at the completed drawing. They can choose the drawing that best resembles the one they gave up, and then the authors can tell the secret of their success. The activity is followed by a discussion about whether it was difficult to draw according to instructions and whether it was difficult to give instructions. At the end of the discussion, the conclusion is drawn as to whether we really always understand everything accurately when someone else tells us something, and whether we always understand all the messages we receive from our environment. This is how communication misunderstandings or misinterpretation of the content around us in the media arise.

This exercise is similar to drawing according to instructions, except that there is no drawing, but cutting. Each participant is given a piece of paper. During the exercise, no one is allowed to watch what the others are doing. Everyone follows the instructions of the workshop leader without questioning or commenting. The instructions may be: take the paper, fold it in half, cut the top right corner with scissors, fold the paper in half again, cut the... The procedure is repeated until the paper can be folded in half. Then the paper is folded out and everyone can see what has been created. This is followed by a discussion about how it is that every snowflake turned out differently, while everyone followed the same instructions!

OBJECTIVES

To get to know each other in the group. To show that we are all different. To show that we are also the same as others. To develop tolerance for each other.

WHEN

To start working on interculturalism. Always.

WHY

In communities where there are many differences, it is important to get to know each other in order to better understand each other.

OUR HOUSE AND OUR TOWN

Similar to the previous exercise, the participants in the group make houses, are given specific materials, are given a specific time and are also required to work without speaking. Discussion: how did you feel working in your group? How did they feel about their group? What was easy and what was difficult? How satisfied were they with their own contribution? What was your role in the group? After the first part, each group makes a settlement from their own houses, adds everything they need for a settlement, has a verbal discussion within a limited time. Discussion: what was your role now? What role would you like to play in the group work? How can you get that role? What is important for the success of the group?

ME TOO

In this exercise, participants sit in a circle and have to think of their own unique qualities that they believe are unique and that no one else in the group has. One person in the group starts the exercise by saying their personal attribute, and if someone else has that attribute, they say "Me too." and sit on their lap. They go back to their seats and the person says another characteristic. Everyone says their own trait, and that's how round 1 ends. In round 2, a chair is taken, the person in the middle of the circle looks for the person who is the same, e.g. "I like nature.", and all those who like the same thing also swap chairs, but the same person also looks for a chair for themselves. One person will be left without a chair and that person will continue the game. What was easier, finding the similarity or the difference? In real life, sometimes we value our uniqueness more, and sometimes we want to be like others. Can you think of a situation? Are the things that are common in a group the same in all people?

DRAWING IN PAIRS

In this exercise, the participants draw a colour and find its pair, and their task is to draw without speaking for 5 minutes. How did they get started? Who started first? How did the discussion go? What was the most difficult? How did your ideas clash when drawing the theme? How satisfied are you with the work and how satisfied are you with the result?

PARTICIPATION AND TEAMWORK

OBJECTIVE

To recognise and understand the essence of teamwork, the results that can be achieved through teamwork, and the role of each individual in the group and their contribution. To encourage understanding of the different team members. To practise cooperation and teamwork.

WHEN

Always. To prevent conflict and misunderstanding.

WHY

In intercultural communities where there are many differences, it is important to know that each individual makes the community a more livable place to live.

OUR BRIDGE

For this exercise you need to prepare in advance various materials such as building blocks, boxes, paper and the like. Participants are divided into groups and choose materials to work with, without knowing what they are doing. Once they are told that they have to make a bridge, the groups can take one more thing they think they will need. The purpose of this exercise is for the groups to briefly discuss the work verbally, and then complete the task non-verbally. For the younger pupils, the verbal discussion remains and they gradually move to the non-verbal. When they have completed the bridges, they test its strength by loading it with books or something else. First, allow the group to comment among themselves on the success of their own group's bridge. Discussion after the exercise: How did you feel during the meeting and how did you feel while working? What were you satisfied with and what were you not so satisfied with? What was missing to feel better and work better? How did they feel in their role? If they were to work again, which role would they choose? How much time was needed for the meeting and how much for the work? Recognise the advantages and disadvantages of working in pairs or groups!

DRAWING WITH ONE COLOUR

Each participant chooses a colour and draws the season they want. The leader leads a discussion about what it was like to draw and what was missing to make their drawing successful. The leader allows them to find out what the other participants were missing, and this is how the groups come together. The leader then starts a discussion about how the groups were formed, what bound them together/what separated them, etc.

STEREOTYPES AND PREJUDICES 1

OBJECTIVE

To challenge and recognise stereotyping and prejudice. To consciously rise above our own limitations of tolerance. Understanding and respecting the differences of others. Intercultural contribution.

WHEN

When we recognize stereotypes and prejudices. Preventing the creation of false stereotypes and prejudices.

WHY

In intercultural communities where there is a lot of diversity, stereotyping and prejudice are common phenomena leading to misunderstanding and conflict.

WHO AM I?

One participant has a strip on his forehead with a word (mother, father, teacher, policeman, gypsy, president, well-known singer, well-known sportsman, cleaner, friend, prisoner...). The person does not know what is written on his forehead. The other participants behave towards him/her in the way they have towards that person, but non-verbally. The person with the stripe has to guess who he represents (what is written on his forehead). Discussion about the exercise: how did the person guess or why he could not guess, who helped him, what confused him. How the group behaved - individuals talk about what their stance was towards the concept/person, what general images/stereotypes emerged, was there any bias.

TRAIN

In this exercise, the participants are also divided into groups. The exercise is described to the participants and they are introduced to the topic. The participants have to imagine they are travelling on a train. They have to share the sleeping car with 3 other passengers. Each participant has the task of choosing 3 passengers from the list of names with whom they would travel and 3 passengers with whom they would not travel, even by chance. Examples of passengers: an overweight Swiss banker, an Italian DJ who is rich, an African lady who sells leather products, a young artist who is HIV positive, a gypsy who has just been released from prison, a Dutch overheated feminist with a body. The group should justify their choice, the group should make a collective decision and present it to the other groups. Discussion after the exercise: How real did the situation seem? What were the main factors in the individual's decision? If the group could not reach an agreement, why not? What was the most difficult? What stereotypes did the passenger list remind them of? Is the description of the stereotypes a given or are they in our minds and imaginations? Where do these prejudices come from? How would you feel if no one wanted to share a cubicle with you?

STEREOTYPES AND PREJUDICES 1

OBJECTIVE

To identify stereotypes and prejudice in our environment and in the media. Understanding and respecting the differences of others. To appreciate media content with a critical eye. Building self-confidence and a positive self-image.

WHEN

When we recognise stereotypes and prejudices. To prevent the creation of false stereotypes and prejudices.

WHY

In intercultural communities where there is a lot of diversity, stereotyping and prejudice are common phenomena leading to misunderstanding and conflict. To promote media literacy.

For this exercise, you will need to prepare slips of paper with professions written on them. Participants draw a slip of paper from a ball or a box with the profession written on it. They pantomime the sessions they have drawn out. After the pantomime, the aim is to explain to the participants how stereotypes and prejudices that are used to justify certain professions are discussed, as well as the role of the media in promoting these stereotypes and how prejudices are transmitted to the public. Participants will again be offered a box from which they will pull out a slip of paper with the name of an profession on it. Participants write their preconceptions about the profession they have drawn out on sticky notes, and they can all read the preconceptions. Then, on the blackboard on which the jobs have been marked, the stickers on which the prejudices have been written are stuck, creating a whole wall of prejudices. Afterwards, the workshop leader explains what stereotypes and prejudices are, and the participants can tell what stereotypes and prejudices they have experienced in their own environment. Participants should be divided into groups of four or five. One member of each group goes to the wall of prejudices and chooses a session. The task of the group is to write down one positive and one negative story about the chosen job. The workshop leader sets a time limit for the writing, which should be no more than 6-7 minutes, because the group members can split up and write both the positive and the negative story at the same time. The news is then read out by the group representatives, followed by a discussion. Discussion after the exercise: Where did the idea to write news come from? It is important to perceive positive and negative news. We have different opinions about the same thing. Sometimes we simply cannot understand each other's opinions. We base our own opinions on our own experiences, but also on how the media present different professions and different groups of people. If there are adults in the workshop, they can write down their own prejudices about their profession - positive and negative - and then discuss them. If the group is made up of people with different professions, you could also do the activity where each person writes down their profession on a piece of paper. Each participant passes on their slip of paper to the others and each participant writes a positive quality, the nice thing about their job. The slip goes around the room and when it is returned to the person who originally sent it, they will be surprised at how many nice things about their session they may not have known about.

STEREOTYPES AND PREJUDICES IN YOUNG PEOPLE'S NEWSPAPERS

Participants work in groups. Each group will be given a newspaper, newspaper or magazine for young people or similar for analysis and critical reflection. Participants analyse according to set guidelines, depending on the purpose of the workshop. Instead of newspapers, some photocopies of the press may be offered, depending on the time and purpose of the workshop. The leader sets a time limit for the analysis, which can be up to 10 minutes. This is followed by a discussion on the conclusions of the analysis. Participants freely exchange views on what the media prescribes as appropriate appearance and whether everyone can look like the young gentlemen and ladies in the newspapers. Topics for discussion: eating disorders, anorexia and bulimia, the importance of good nutrition, depression, alienation, the importance of physical activity, the role of digital processing of celebrity photos.

OBJECTIVE

To experience discrimination. To analyse how certain groups are discriminated against. To become aware of the ways in which we help to maintain unjust social relations. To encourage compassion for those who are different.

WHEN

When discrimination occurs. When discrimination is prevented. When opening and closing the topic of discrimination, stereotyping and prejudice.

WHY

In intercultural communities, where there is a lot of difference, discrimination of difference and others appears. To understand the existence of different social groups.

Sociology defines discrimination as the unequal treatment of a social group or individuals in a society; the arbitrary and unfair classification of the population into groups according to the fact that some are entitled to the same social treatment and others are not, and this is set out in specific rules (admission is restricted to members of a particular club) for gender, race, age group, nationality/ethnicity, occupation, education, etc. The exercise must be carried out in groups. Each group will be given 4 sheets of paper, 4 newspapers, scissors, glue, markers - each group will be given the same materials. The groups will also receive instructions on how to work, but one of the discriminated groups will also receive materials and instructions. Observers note the group's behaviour. 1. The task is to make a collage of spring. The task must be completed in 20 minutes. You can start the work whenever you want. 2. The task is to make a collage of summer. The task must be completed in 20 minutes. You can start the work whenever you want. 3. You have the material. The task is to make a collage of autumn. The task must be completed in 20 minutes. You can start the work whenever you want. 4. MSO, FLOSAMED LOER ABTZ LOSNISE BUKUNVAXA POYEKS, NSENIOMANS SAJIYUDO LAVERZA LOSI FALITOME. Discussion after the exercise: what it was like to work in the group, observers report on what went on within the group. We start a discussion on the reality of who is the 4th group in our society, how victims, observers, society behave. If the group is small, it can be divided into 2 groups, one of which is the discriminated one. The nonsense sentence can be replaced by a mispronounced sentence or one of them can be pronounced in another language. Be wary of angry reactions and frustration, follow the process yourself. Expect a variety of reactions - arguing with the leader, leaving, anger towards the other group, confusion, sometimes reticence, withdrawal - so it is important to randomise groups and also to give everyone time to express their feelings.

This exercise involves making cards with roles on them (at least 3 cards should say "Be what you are") - depending on the number of people in the game. Participants draw a card. At least three of them draw a card that says "Be who you are" and play no other card. Their role is not revealed, discussed or commented on. The actors stand in a line next to each other and think about their role. The leader asks the players to think about their role by asking the following questions. What house do you live in? What are your parents' occupations? What does your room look like? Do you travel to the sea every year? Do you go to the cinema with your parents? What are you afraid of? Do you ever get hungry? What do you do in your spare time? Everyone has to live into their role. The cards with the roles should be adapted to the workshop, its purpose and the age of the participants. Recommendation for cards with roles: you are 12 years old. You live in a city. Mom and Dad have a successful business. You like going to school. You like to make friends. You are the little girl who is made fun of because you are overweight. You don't like your weight. You have a girlfriend you can open up to honestly. You're a 15-year-old gypsy. You live in the slums. Your parents don't work, they collect bottles to feed you and your two sisters. You do well at school, you get good grades and you have big dreams. The guide reads out statements that relate to different situations and events. Each time the participants can answer YES to a given statement, they take one step forward. If they cannot answer YES, they stay in their place. The statements should be read out one by one and the participants should think about whether they can move forward. They can look back and see where they are in relation to the others. So participants put themselves in the shoes of the person on the card, rely as much as possible on their imagination and try to make an effort. Suggestions for moving forward: 1. Always have enough money for chocolate. 2. Have your own room. 3. You are always free to invite friends to your house. 4. You love being at home. 5. You go on holiday to the sea every summer. 6. You can buy any clothes you want. 7. Your family has a good car. 8. You have lots of friends. 9. You often get invited to birthday parties. 10. You often go to the cinema. 11. Your clothes are clean and tidy. 12. Your parents understand you. 13. There is always plenty of food in your house. 14. You are a happy child. How did you feel when you were not allowed to move? How did it feel to watch others move forward? How did you feel when you were allowed to move? When did you realize that others were not moving as fast as you? Can you guess who was who (read out some extreme roles)? What did they imagine the person they were playing to be? Is this really what these persons are like?

DISCRIMINATION 2

OBJECTIVES

To understand our own impact on the feelings of others. Improve communication through digital technology. To see the advantages and disadvantages of digital technology.

WHEN

Topics such as: diversity, human dignity, unwanted language, hate speech, feelings, prejudices and stereotypes. When conflict arises in communities based on prejudice, stereotypes and discrimination.

WHY

For the development of quality relationships. In intercultural communities, it is important to understand that we can become "other" and "different".

WORDS CAN HURT OR HEAL

Before the lesson starts, cut out a life-size human silhouette. Bring it to the workshop participants, introduce it to them as a new colleague. Together give it a name, it can be the colour of the paper to avoid associating it with a real person. Blue paper - his name is Bluey. Explain that new students often have difficulty fitting into the class because they are entering a situation where other students have already established a circle of friends. Some students decide in advance that they will not make friends with the new person and that they will not even get to know him or her. Then the participants approach our figure and say something rude and mean to him. They can start by saying things like: "We don't want you here", "You're completely different from us." or "Look at your messy hair". Every time someone says something rude or mean to the paper, the leader should tear off a piece of the figure and hand it to the person who said the comment. Once everyone has had a chance to say something mean, it is time to start gluing the pieces of the figure back together. The participants who have been given a piece of the figure step up to it and glue the part back on with duct tape. Then everyone has to apologise for what they said to him. Once the body that was totally torn to shreds has been fully restored, it doesn't matter, but it will never look the same again. Topics for discussion. The feelings are hurt, the scars remain. It can happen that the scars never heal. What would you do if you were that person? What have you learned from this? After this activity, the figure can remain in the room as a reminder of how hurtful words can be.

HATE SPEECH IN THE MEDIA

The media often discriminate against certain groups in society. During the discussion, review what discrimination is and then, at the beginning of the workshop, explain to the participants what e-violence is. All participants who wish to do so should be given the opportunity to share their own experiences of e-violence. Encourage them to tell honestly whether they have been instigators or victims. Write down words they have sent to others online or received from someone else. Comment on these words and the feelings they evoke. Emphasise the importance, especially for children, of telling an adult person what has happened to them (parents, teachers, educators ...). Encourage them to do this and to stop it.

RESPECT DIVERSITY

OBJECTIVE

To understand the difference in the group. To learn the virtues of tolerance and accommodation. To improve communication skills between members of different cultures. To see the connection between media content and the world.

WHEN

When forming a "healthy" group. To prevent conflict, counter-tolerance, prejudice. On the topic of media literacy.

WHY

In intercultural communities, where there is a lot of diversity, to create good relations, we must have a developed tolerance, To promote media literacy, we must have a tendency to adapt and respect.

For this exercise, the participants are divided into four groups, each group is on its own island, and they form a community/state/society, develop their culture and all the things needed for the life of the people in that place. They design the flag, coat of arms, anthem and all the rest. Three members of the group are given the task of going to the other three islands to learn about their culture and try to live with them, but without forgetting their own culture. They can return to their own islands and come back with new experiences, incorporate them into their own island life if they want. The way the exercise is presented is that the groups describe their own primary island and the changes that have taken place since they returned from the other islands. Discussion after the exercise: How did you feel as hosts and how did you feel as guests on the other islands? Did anything change, what changed and how? Three similarities and three differences. In this exercise, the participants choose one person from the other participants whom they have known the least and look for three similarities and three differences with that person. Pairs are grouped in fours, comparing similarities and differences, and looking for three similarities and three differences within the small group. Then everyone is introduced to everyone else and the whole large group looks for three similarities and three differences. Discuss ways of finding similarities and differences.

PROMOTE YOUR OWN RIGHT/PROMOTE YOUR OWN DIVERSITY

Before the exercise, choose some rights from the Convention on the Rights of the Child that are interrelated (e.g.: the rights of the child in the family, the right to information, the right to education, etc.). Divide participants into pairs or groups according to their number and give them a section from the Convention. Discuss the rights they have chosen and tell participants to put themselves in the shoes of the people who make the decisions, replace people who work in the media or take on the role of someone who is assigned to an important post. Discuss what their ideas are for improving the promotion of children's rights. After the discussion, ask them to work within the group to develop their own promotion of the children's rights that they have been assigned. They can develop the advertisement in the form of a video using the school camera, a tablet or a mobile phone, or they can make a poster using newspapers and magazines, from which they can cut out details to decorate their own poster. When they have finished, participants can create a small exhibition of their work and say a few words about it. They can also exhibit their creations to celebrate a special day that promotes children's rights, such as International Children's Rights Day, Children's Week, School Day, etc. This activity does not have to be only about children's rights, but can be organised as a diversity promotion activity, depending on the composition of the group or the workshop and your own wishes.

In this case, the participants should be asked to think about how they differ from others (hair colour, height, hobbies, sports, nationality, religion, place of birth, place of residence...) and to present this difference in the most positive way possible, highlighting their advantages.

CREATIVE CONFLICT RESOLUTION

OBJECTIVE

To practice constructive conflict resolution skills. Recognise the logic of shifting the perspective from the dispute in the first place to the recognition of the real interest of the party to the conflict. Awareness of the feelings that arise when we are different from others, when we are not part of the team and do not know how to approach others.

WHEN

When we experience conflict and exclusion in the group based on prejudices, stereotypes and discrimination. As a conflict preventer.

WHY

In intercultural communities where there are many differences, conflict often occurs. Conflict resolution in the group or in the digital environment.

ORANGE BASKET

The exercise is done in pairs. In pairs, the participants choose an orange from the basket. They experience it with all their senses, thinking without saying a word about what they would do with it. One orange represents two wishes, one from each participant. The wishes are not spoken. For example: each of the pair wishes for an orange. As a solution, they cut the orange in half and each took half an orange. Girl 1 peels the orange, discards the peel and eats the orange, Girl 2 peels her half, discards the flesh of the orange and takes the peel to dry for a loaf of bread. Discussion after the exercise: how did they solve the problem (by talking, negotiating, arguing, conflict), how do they feel? Worksheet: pupils answer what is the requirement of the first girl and what is the requirement of the second. What is the interest of one and what is the interest of the other? What should have been done?

THE CONQUEST OF THE CASTLE

Five participants leave the room. The others hug each other tightly and form a closed circle. Their bodies form the walls of the castle. The participants outside the room come into the room one by one with the task of breaking through the walls of the castle. The group's task is to let only the participant who says the word "Please?" or asks to be let in in some other polite way through the wall. Discussion after the exercise: How did they feel when they did not want to be let into the castle? Were they surprised to find out how to get into the castle? Did they think about saying the right words?

OBJECTIVE

Informed decision making and empowerment in relation to others. To shape the character of those who respect and value similarity and difference. To build a society of mutual understanding and respect. Recognise media content that promotes positive communication patterns.

WHEN

Moving patterned behaviors from the virtual world to the real world. When we experience the negative impact of media content in everyday life.

WHY

To create a society in which diverse ideas and opinions are allowed. To create dialogue between people of different cultures. To understand that our actions have consequences and results.

IN THE WORLD OF VIDEO GAMES

This activity is of interest to children, young and old, but also to anyone who likes to play video games at least a little. To start, offer participants sticky notes with photos from video games. Participants can work in pairs or teams and write down the names of the video games they recognise from the picture. Of course, the games themselves are adapted to the age of the participants and to trends. This is followed by a discussion about the games they recognise, play, how long they have been playing them, what attracted them to these games and what they have learned from them. They then work in groups or pairs and select the positive and negative effects of the games. Positive attributes here could be: having fun, learning English, meeting new friends, getting to know them quickly or the like. Negative qualities can be: loss of time, aggressiveness, bad words they start using, swearing and so on. Every game has an indication of who it is and who it is not recommended for. In the same way games have an indication of what to expect in their content. The next task is for groups or pairs to search for certain clues. It is up to the game leader to decide how the distribution will be done, depending on the number of participants and the time available. Participants research on the web what each signal means, what content is expected from it, then they develop a poster with their research results on a piece of paper or some digital device. It is important to underline that children and young people cannot fully understand the messages that the media provide, nor can they fully understand games. They need to be used with caution and to consider how these games affect children's communication with and perception of others. Games are having an increasing impact on shaping children's and youth's attitudes, prejudices and stereotypes, as well as towards certain social groups.

We assume that we have a relatively good knowledge of the cultures with which we share the space in which we live and work, but here too we encounter a lack of understanding and acceptance of differences. What can we expect when it comes to members of cultures about whom we know very little or nothing at all. Take photographs from the media of people from different cultures. In the media we follow what is said and written about migrants, gypsies, the disabled, the developmentally disabled, but how much do we understand them, or if we understand them at all. The media have a crucial role to play in the development of intercultural dialogue, in which we ourselves must first show an interest in the other. If possible, invite representatives from a group to a workshop or meeting, so that there is either a participant or a guest who will be open to discussion and debate. Cook dishes typical of a particular people or region, make handicrafts, a souvenir from another country, share your experiences at school, compare differences and similarities in family life and customs... There will be more similarities than you think. The best results are achieved by making direct contact, by getting to know and by eliciting empathy with others and with people who are different.

SCHOOL PROJECTS

WHAT IS A SCHOOL PROJECT?

The best and easiest way for children and adults to connect is to do and create something together.

Through the creativity of workshop work, people of different ages and from different cultures can get to know each other better.

A mini-project is a way of working within a larger project, carried out in a series of workshops over a set period of time.

Mini project 1:

Croatia-Hungary exhibition

Duration: 2-3 weeks/
3 workshops

Mini project 2:

Interactive map of the region

Duration: 4-6 weeks /
3 workshops

OBJECTIVE

- To learn about other cultures and their customs
- To create a positive atmosphere that encourages participation
- Develop practical skills
- Learning to understand one's own feelings and those of others

WHEN

- As part of a larger project or series of workshops
- When it is necessary to strengthen the bond and cooperation within the group.

WHY

- To help members of different cultures connect more easily
- To build a positive self-image
- To motivate and inspire.

INTRODUCTORY WORKSHOP: CROATIA-HUNGARY EXHIBITION

Duration: 45 minutes

Objectives: to explain the project's objectives and activities to the pupils; to motivate pupils to participate; to show the benefits of school participation and exchange education in EU projects from the children's point of view.

Materials needed: computer, projector, speakers, whiteboard, chalk

THE WORKFLOW

Introductory section:

1. Start the discussion with the students by asking them if they like to travel, what are their recent destinations (e.g. last year and this year)?
2. Where have you been outside Croatia and what experiences have you had? What have they learned about people, places, culture, etc.? What can you learn from travelling?
3. Which of them have been to Hungary and which places have they visited? Do they have any other connections with Hungary, e.g. origins, language skills, friends, social network, parents' work, etc.?

Location of activities:

1. Present the purpose and activities of the project focusing on the common tasks that will be carried out with the students through the mini project:

a) To create a Croatia-Hungary exhibition: the exhibition will consist of 20 posters, 8 of which will be reserved for Croatian schools and the same number for Hungarian schools. 1 poster with general information about the exhibition and the project. Each Croatian school will develop 2 posters, choosing the level to which the poster will relate - national, county or local/municipal. The choice of level should follow the link below in order to diversify and avoid potential repetition: https://docs.google.com/spreadsheets/d/1ho1TFmXhP-Ya-jlxpVH3ejnaaUKrwR5azALfPaClmQY/edit?usp=sharing

b) Developing an interactive map of the region - showcasing your own locality and county through the website, which will allow a digital overview of the content that students will recognise as being of interest to their own region. A questionnaire from Workshop 4 should be used for this activity. Each participant will present 1 feature.

c) Develop a quiz (Kahoot) on the theme of the previous two activities. Develop a knowledge quiz on Croatia and locally.

d) School study trip to Pécs, Hungary; hosting the school in Hungary

e) Seminar for young people in Zlatna Greda (for secondary schools only). Emphasise to the pupils that through the activities listed above they will become ambassadors of their locality, region and state to pupils, parents and teachers in Hungary.

2. Brainstorming: "We know everything about Hungary" - have students write comments on the board or flip chart paper.

3. Have students watch the YouTube video "Geography now - Hungary":
https://www.youtube.com/watch?v=omx66rFK5yM
After the video they comment: what did they like? What did they learn? What did they learn?

 Closing activity:

1. Highlight the links between Croatia and Hungary. One way is through language (ask students if they know any Hungarian words), then share with them interesting comments in the following article:
https://www.tportal.hr/lifestyle/clanak/cipela-pandur-i-hahar-samo-su-neke-od-madjarskih-rijeci- koje-koristimo-svakoga-dana-20180611/print

2. complete the process by announcing the next workshop, in which you will spend more time working on the specific task and preparing the exhibition of the Croatia-Hungary mini project.

WORKSHOP 2: CROATIA-HUNGARY EXHIBITION

Duration: 45 minutes

Objectives: to raise awareness of the role of young people in representing their country, homeland and locality; to create the content of the future exhibition.

Materials needed: computer, projector, sound system, whiteboard, chalk, printed text of the cards

THE WORKFLOW

Introductory section:

1. Watch the Geography now - Croatia video:
https://www.youtube.com/watch?v=Ok5Lmqoromi

Ask students all the following questions: What did you like about the video? What would you do differently? What did you know about the data and what is new to you? How important is the way our country is presented? How much impact do we young people have on how we experience our country in the world?

Middle part:

Inform the students that the next task is to think about how many different ways we can introduce Croatia to others.

1. Divide the pupils into small groups. Each group should first draw 1 card with a task on it:
a) show Croatia
b) show the county of Osijek-Baranja
c) show your town/city
Then draw the 2nd card (or more) with the task:
a) by song
b) with food
c) by people you know
d) by language
e) interesting places to visit
f) by a monument
g) by natural landmarks

h) by literature
i) sport
j) religion
k) minority groups
l) distinctive customs
m) whatever you like
(n) legends and myths (etc. you can make up your own/tailored to the area)

In small groups, the pupils answer the questions on the cards and think about how to present the area (poster, game, song, etc.). They present their work to each other.

Closing part:

1. Divide them into pairs and/or working groups, who will come back in a week (or more if necessary) with their poster proposals. Warn them not to put too much text on the poster and to be creative, using photos, links, QR codes and similar links to the specific content they want to present.

WORKSHOP 3:
CROATIA – HUNGARY EXHIBITION

IDuration: 45 minutes

Objectives: to raise awareness of the role of young people in representing their country, homeland and locality; to create the content of the future exhibition.

THE WORKFLOW

Introductory section:

1. at the plenary, ask the children which place in Croatia they would recommend to others to visit and where they have not been and would like to visit?

Middle section:

1. invite the children to show their creations - posters they have been working on for the past week.
2. after each presentation, invite other groups to comment on how they liked it and what they would add to the poster.
3. discuss the poster with the students whose presentations were the best, and then make a shortlist of some of the best presentations that could potentially be displayed in the poster exhibition (Work 2). Note: the works that do not make it into the shortlist can of course be kept and displayed alongside the exhibited posters when the exhibition takes place at your school.
4. If necessary, allow time for additional changes to be made to the selected works and for useful offers to be included from the group.

Closing section:

1. select two works to be included in the exhibition and send the material for elaboration (to the Nansen Dialogue Centre).
2. discuss with the students the ideas on how they imagine the exhibition to be realised in their school (the exhibition will be organised in the second semester of the school year 2020/2021).

WORKSHOP 4:
INTERACTIVE MAP OF THE REGION

Duration: 45 minutes

Objectives: to explore the cultural richness of the community, to foster inclusive and open attitudes in children and young people.

THE WORKFLOW

Introductory section:

Praise the students for their previous work, which was on the topic of developing a "Croatia-Hungary" exhibition. Mention that, due to limited space, not all the works will be displayed on the panels, but the project plan is to develop an interactive map of the region on the project website, which will allow for much more content to be included than the actual exhibition. Show an example of the interactive map:
https://www.danurb.eu/#/projects/heritage/251
(Select an example that includes photographs).

Explain that the map they will develop is from the young people's point of view and how they would present their own place/region to a friend from another country (e.g. Hungary, etc.).

Middle section:

Tell the children that the data will be collected from the Google Forms questionnaire:
https://forms.gle/FUNhzQFCzn8WeGfS7
Walk through the questions with the pupils and explain where some explanations are needed.
Prepare a brainstorm by classification (or the class could be split into 5 smaller groups), all of which could be written into the future map. Then the groups present or keep a reflection of what is written in the maps.

Closing section:

Decide whether students will work on the tasks individually or in pairs, and discuss the deadline (e.g. 2 weeks) for completing the questionnaire with 1 input (if working in pairs, it could be 2).

WORKSHOP 5:
INTERACTIVE MAP OF THE REGION

Duration: 45 minutes

Objectives: to explore the cultural richness of the community, to foster inclusive and open attitudes in children and young people.

THE WORKFLOW

Introductory section:
Launch the topic and ask students what it was like to collect the material.

Middle section:
Invite the children, individually or in pairs, to give a presentation of the material they have collected in any format they wish (with photos, storytelling, writing up what they have written down, etc.). Provide opportunities for comments and additions from other students after each presentation. To what extent they are able to mark on a map of the locality/region all that the pupils have presented.
Organise data entry with learners on Google Drive - tablets, smartphones or IT classroom (whatever is available).

Closing section:
Summarize what the students collected most of (which classification to enter), whether there is anything else they would like to explore afterwards. If you think that more work is needed on the texts for the photographs and so on, give the students another day and then repeat the workshop.

WORKSHOP 6: KAHOOT QUIZ

Duration: 45 minutes

Objectives: to increase knowledge about the community that surrounds us, our cultural heritage and interesting ways of learning through quizzes.

THE WORKFLOW

Introductory section:
Play with the pupils the "World Interactive Quiz" or some other quiz of your own choice.
https://create.kahoot.it/share/interkulturni-kviz-svijet/a2e1bc96-2820-4d69-90a0-8aea25d0c50c
After the quiz, ask the children what they liked and invite them to make a quiz asking questions about the children's place/religion.

Middle part:
Divide the pupils into small groups to come up with questions and answers that relate to what they find interesting about their locality/religion.
The groups present their questions and the whole class gets involved to select the students they think are interesting. Choose 10-15 questions for the pupils to create a quiz together.

Closing section:
Test the quiz in the school where your pupils are the "administrators" of the quiz and provide explanations to the questions if necessary.

THE POSSIBILITIES OF USING DIGITAL TOOLS IN INTERCULTURAL EDUCATION IN SCHOOLS

INTRODUCTION

In the 21st century, the traditional model of education (students, curriculum, teacher) has been supplemented by a fourth component that, as educators, we cannot ignore for much longer, especially in the context of the education situations brought on by the pandemic. Digital transformation is a complex process in which not only the tools change, but also the competences to be developed, the learning objectives, the methodology of teaching and learning.

In this methodological material, we aim to help teachers to make this change. The first part of the handbook presents a general overview of tools that are easy to use in everyday pedagogical work, but which can significantly enhance the learning experience and thus the engagement of learners. The second part summarizes the most basic theoretical background to intercultural learning, while the third part contains a set of lesson plans that can be implemented on a one-to-one basis.

For educators who would like to become more immersed in digital transformation, we recommend the e-learning courses also developed under the TEACH project. https://www.teach-intercultural.com/

THE SAMR MODEL

The SAMR model shows how digital tools are used in a methodological context, learning objectives and activities. It is important to identify precise pedagogical objectives for the tasks carried out on digital platforms and not just use them as "busy work". Knowledge of the SAMR model will help in this.

- S - Substitution

Technology replaces a traditional procedure in the practice of teaching without creating a substantial change (e.g.: a presentation instead of writing a lesson plan on a blackboard; online test.)

- A - Augmentation

The use of technology is an additional opportunity and feature compared to previous practice, but essentially the traditional methodological environment applies (e.g. when completing an online test, the student receives immediate feedback on their performance from the teacher or peers; they use an AR app with their device.)

- M - Modification

The first step of a technology-enhanced pedagogical transformation, whereby teachers modify student tasks and activities according to modern possibilities (e.g. 21st century competences are introduced in tasks supported by digital platforms).

- R - Reinterpretation (redefinition)

Rethinking and reinterpreting teaching, tasks and activities, where students can plan creative tasks and problems to solve that were not possible before (e.g.: getting involved in solving real problems that affect the place where they live).

HOW CAN WE USE ONLINE TEST AND QUIZ BOARDS AT M AND R LEVELS?

Playful learning aids and tests, which are S or possibly A level in their original function, can be a good tool for developing learner autonomy if we involve our students in learning decisions through such interfaces. They can also be played with in groups or by playing peer-created tests.

However, learning can be not only passive, consumerist, but also active, participatory, where the student builds knowledge, prepares, presents tasks, teaches peers directly or indirectly, and learns himself. Thus, it is worthwhile to have students create games and tests to play with each other. This can also be a great opportunity for peer teaching.

The following are some of the applications that can be a first step - a stepping stone - to digital inclusion for both teacher and student. The applications are very similar in their operation and design, so everyone can easily find the one that suits them best, the one that is most practical and simplest for them.

In these platforms, we can not only give learners tasks, but also assess the knowledge they have acquired. The big advantage of digital applications/systems is that assessment is not perceived as distressing feedback, and that it is easy, simple to understand and playful. In addition, any such system can self-correct tasks that require precise answers.

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QUIZ PROGRAMMES

- **Quizizz**

https://quizizz.com/

Easy to edit with average user skills, but at the same time a flashy and fun online quiz maker.

- **Kahoot!**

A detailed description is given in Annex 1.

The Kahoot! platform is one of the best known and most popular online test creation and testing platforms. It's great for end-of-class or end-of-subject revision, or even for a pop quiz. The platform has a competitive approach to assessment, so it is important to keep group dynamics in mind when using it. When tackling performance causes anxiety, it is better to use it in pairs.

Students go to www.kahoot.it, where they can enter the game by entering the task ID, which is a series of numbers (game pin) generated by the system for the task set by the teacher. In addition, there is an option (assign) where the Kahoot! can be completed at any time within a time frame and the results are automatically collected by the interface.

- **Socrative**

https://www.socrative.com/

Socrative has a very special interface similar to Kahoot!: it has the option for playful competition and more serious testing in one place, single answer and multiple choice, true-false, short text answer, image upload option. Another rather important positive is that in case of a stuck message, the helpdesk will answer. Socrative can be used in the classic quiz way and as Spacerace, a group competition. Perfect for end-of-class review of what you've learned.

For larger classes, it's worth playing in pairs, as a maximum of 20 devices can enter the Spacerace platform. The idea is that a coloured rocket (or other icon) indicates groups, which students can join as individual or group users.

Throughout the game, the performance of team members is added up and the progress of the rockets pulling the coloured stripes indicates the status of the player or team on the screen without their name. Emphasis is placed on the balance of speed and correct response. The rocket moves forward on the correct answer, but the fastest of the correct responders wins, so both the correct answer and time count.

PLAYFUL LEARNING AIDS

The use of playful learning aids is based on a very simple pedagogical consideration, often best expressed by the children themselves: 'Playing is better than learning!

- **LearningApps.org**
https://learningapps.org/tutorial.php
LearningApps.org is a free application, also available in Hungarian, that supports learning and teaching processes with small, interactive building blocks. Existing building blocks can be directly linked to learning materials, or users can create or modify them themselves. Our aim is to collect reusable building blocks and make them publicly available to everyone. These building blocks therefore do not contain any specific framework or specific learning situation, but are purely interactive. The building blocks are therefore not in themselves closed learning units, but must be embedded in an appropriate learning environment. The site itself is interactive and easy to use, thanks to the Hungarian language and the editing interface. A big advantage is that you can search through the public coursebooks that have been created, so you may not even need to create your own. The cubes can be shared with a link or QR code, so students can play the exercises without registering.

- **Wordwall**
https://wordwall.net/hu
Wordwall is a Hungarian-language application where you can create interactive exercises to diversify your class work. The free interface comes with 16 templates and 5 tasks. In addition, you can also use public exercises already created by the Wordwall community. The ready-made exercises can be played with by children individually at their own pace or with teacher guidance. Tasks can be created using a template system. These templates include classic task builders such as Quiz and Crossword. There are also games such as Labyrinth and Wheel of Fortune, and classroom management tools such as Seating Order, which can be used to organize children into groups to complete a task. But this is a paid service.

In group play mode, all the children do the same task at the same time, and each joins the task with their own device. In this case, the teacher controls the flow of the game.

ome games are competitive, such as Quiz, where students have to get the correct answers as quickly as possible. Other tasks, such as the Idea Fair, facilitate cooperation. Once a game is selected, students need to go to goWordwall.com and enter the access code that appears on the screen (as in Socrative or Kahoot!). Then they just need to type in their name and wait for the teacher to start the game. Wordwall guides you step-by-step through its operation in English.

You can find the descriptions here: https://wordwall.net/hu/features

CONTENT PRODUCTION

Content consumption is when I watch, read, listen, etc. to some content. It is a one-way process in which I participate as a receiver. Content production is an active process. It can be created as a reaction or as independent content. It has a larger digital footprint when using online interfaces.

National and school traditions, shaping the common history of the class community, sensitisation, even our dress, hairstyle and style of speech can be a cultural medium. Yet the first thing that comes to mind when we think of cultural education is some kind of content-consuming attitude. We show pictures, videos, go to exhibitions, listen to music with students, learn about other cultures through multimedia, take part in school celebrations, and so on. Meanwhile, with the rise of digital tools in particular, content production has become as much a 'leg' of cultural education as content consumption.

VISUAL SUPPORT TOOLS

The internet is open to you, and the possibilities are endless. From the unedited mass of information, you can create thoughtful knowledge content tailored to individual needs. Accordingly, the role of content-mediating institutions can be reduced, the boundaries between teacher and student can be blurred, and the internet can become, and in many places has become, a natural platform for personal and collaborative learning.
Visual support tools are designed to create products that we then use as consumers of content. At the same time, they create content, and remember, you don't always have to be the one to create the content. Many students, even at a very young age, are better at using these tools than we teachers are, and the content they create represents knowledge and learning.

- **Canva**

Canva is an incredibly versatile platform. You can create posters, invitations, flyers, photo montages, infographics, certificates, CVs, (video) presentations, Facebook videos, Instagram stories, Zoom virtual backgrounds, and more. The range of free options is enough to make a learning process more exciting, but for those who want more, there is also a paid option.
You can see a video of how it works here: https://youtu.be/C0xPHo_cJI0
Source: the future of learning MOOC 2020

- **ThingLink**

ThingLink is an award-winning app for creating interactive images and videos, available at www.thinglink.com. The app is simple to use and easy to learn. All you need to do is upload a picture or video of your choice that you want to work with (uploaded media files can be 360-degree files).

Ideas for using ThingLink
Here are some good practices for out-of-the-box ideas that have sprung from the minds of colleagues in the forced situation caused by Covid:
- You can show a geographical location, a piece of art, a famous person, a mathematical theorem or a chemical element in a picture or video;
- You can put on an exhibition of your artwork from visual culture, media literacy, singing and music lessons;
- You can organize a charity auction, where you can present the items to be auctioned;
- They could create an interactive exhibition together for a national holiday;
- You can hold an online graduation;
- You could plan a class trip.

DIGITAL STORYTELLING

As mentioned earlier, cultural connectedness is no longer just about content consumption, content production starts at a very young age. As educators, we ask the questions: how can we become part of a new kind of self-representation through interactive user behavior? What tools do we have to better understand them?
Digital storytelling is a method that combines traditional, personal storytelling with contemporary techniques.

Dávid Bán: The most beautiful Christmas tree of my life.
https://youtu.be/wI_zpgjV--4
Source: Anthropolis Association

Digital storytelling is a way to help us tell our stories and present them through photographs, so that they can be accessed, experienced and felt by others. It helps us to get to know ourselves and others, while developing our self-expression and creative skills.
The storyteller collects images of his story, which are then narrated in his own voice and presented in a short film of about two minutes. Because of its personality and depth, it is a method that can be applied in many areas, as it helps us to get to know ourselves, to express our feelings, to get to know a community better, and to build a community by revealing traditions and cohesive forces. It can be used to stimulate reflection on important social issues, and of course it has great potential for pedagogical use.

The teaching method, which can be used in schools, develops digital competences, provides opportunities to process experiences and reflections along individual learning paths, develops self-expression and empathy, and strengthens critical thinking and tolerance. "In addition to, and in combination with, the use of digital tools, it helps to develop narrative skills and oral communication."

Digital storytelling offers a new alternative for students to build their own social network, and for teachers to present topics, even subjects, in a new way.

When can we talk about digital storytelling?
"StoryCenter defines a digital story as a combination of the following components:
- The creator thematizes a story that is important to them from their own point of view,
- personal reflections in the singular 1st person,
- depicts a temporal context, its story is made up of scenes,
- illustrated with still images, and
- with background music.
- The finished work is a unique, individual creation,
- ideally 2-3 minutes in length."[1]

How can we use it in education?
"Digital storytelling offers the opportunity for learners to use their own narrative logic to put the information chaos in their heads related to a given topic into order within a narrative framework. In the process, they explore sources, articulate what they find relevant and personal, establish causality and contextualize their story. Thus, in addition to individual life stories, they can be used to learn, process and integrate subject content."

Examples for use in schools:
- sharing individual stories that help group cohesion, so that we can get to know ourselves and the other members of the group better,
- important social messages, personal development,
- building class community, bringing hidden conflicts to the surface,
- even processing trauma,
- and perhaps most exciting of all: the processing and integration of subject content in a specific, interactive way.

1] Anita Lanszki: Digital storytelling and student content (re)construction
http://folyoiratok.ofi.hu/uj-pedagogiai-szemle/digitalis-tortenetmeseles-es-tanuloi-tartalomrekonstrukcio

What can a presentation be good for and how?

The first thing that comes to mind when we think of the presentation is perhaps the illustrated frontal transfer of knowledge, which of course has its own very important pedagogical place and purpose. However, as a tool, presentations can be useful not only for teachers, but can also provide information on students' progress. We can use both more static and dynamic presentation applications to make any topic colorful and exciting. However, before we get started with the interfaces, it is important to discuss a few aspects that we and our students need to take into account when making a presentation.

Criteria for a good presentation:
- The presentation makes it clear what the key ideas are.
- You only present the key words, the main ideas in writing, accompanied by relevant illustrations or graphs.
- You don't write down everything you say verbally. You use the note function for that.
- A good presentation has a clear structure, which structures what the presenter has to say (this structure should be explained at the beginning of the presentation).
- The lettering is large enough and the colors should be well chosen so that people in the back row can read it comfortably.
- Don't animate the elements unnecessarily and for no purpose! Too much and unnecessary movement between slide and slide breaks attention and distracts focus.
- Animate when it's important that the information on a slide is not displayed at the same time!
- Check the spelling and grammar of your presentation.
- Always indicate the source of the text and images correctly!

TOPICS AND LESSON PLANS RELATED TO INTERCULTURAL EDUCATION

Intercultural education is not confined to a single arena, nor is it the task of the teacher alone. It is an ever-changing, never permanent process, always taking place in the context of current interactions and finding its place in the opportunities offered by the current social situation.

Thus, the student, the teacher, the parent and the current social policy are all active players in intercultural education, but so are the staff of the school who are not closely involved in education, such as the receptionist, the cleaning staff, the kitchen staff and the secretariat. The macro- and micro-environment surrounding a school has as much influence on whether a school or education is multicultural as the educational policies of local authorities or the state.

INDIVIDUAL AND COMMUNITY IDENTITY, INTERCULTURALITY

Aim: To raise awareness of how prejudices form and function, to develop self-awareness and cultural competence.

CULTURE AND IDENTITY

- In a broad sense, culture is a system of values and behaviors that allows us to understand and interpret the relationship between ourselves and the world around us.
- Our identity development is fundamentally determined by our family, the culture into which we are born, and then, as we develop as individuals, the primary socialization arena expands and other cultural environments and communities leave their mark on our personality.
- While we are only aware of one culture we are born into, we are often unaware of our own cultural system, most often when we encounter the diversity of other cultures and experience our differences and similarities.

Goldman: The iceberg model of culture

- There are also visible parts of culture - architecture, art, cuisine, music and language, to name but a few - that are easy to identify.
- At the same time, the powerful foundations of culture - such as the history, norms, values and fundamental assumptions about space, nature and time of a particular group of people in a given culture - are harder to discern.
- In the model, the part of the iceberg above the imaginary water level represents the uppermost layer of culture, of which people are aware, consciously able to influence and modify it with their will, and thus it is easily learnt and copied in a foreign environment. Its manifestations may be in the form of etiquette, language, traditions, history and norms of behavior, which are "tangible" to the researcher and thus easily observable.
- The underwater9 /10 part of the iceberg is so deeply embedded in our personality during youth socialization that its existence and impact does not become conscious until we are confronted with a different, alien culture. [1]

Hofstede, Geert: The onion model of culture

- Symbols: words, gestures or objects that have a specific meaning, a meaning that is known to those who belong to the culture.
- Heroes: living or dead persons, real or imaginary, who possess qualities valued by the culture and who thus provide a model for behavior.
- Rituals: common activities that are technically unnecessary to achieve a goal, but which are considered socially essential in the culture and are therefore performed.
- Values: they determine what is right and wrong.

[1] Intercultural learning T-kit. Council of Europe and European Commission, 2000
https://pjp-eu.coe.int/documents/42128013/47261257/content.pdf/eb30ed1e-8c08-4cd0-8e7d-ac01f9aa8619

CATEGORISATION

One of the most basic procedures of cognition, in which we classify phenomena according to whether or not certain features are present (scaling). Generalizations without which it would be impossible for us to know even the simplest facts.

Function:
- create a cognitive map
- simplifying the environment,
- creating expectations, processing more information efficiently.

Dysfunction:
- simplification, generalization,
- assumption of value differences between own group and foreign group,
- Valuing your own group.

STEREOTYPES

Categorisation-based statements, which refer to the characteristics of different social groups, are based on a high degree of consensus and are persistent over time (e.g. Italians are passionate; Jews are greedy for money, etc.)

Function:
- quick orientation, superficial but easy to find your way around,
- justifying inequalities in inter-group relations (e.g. "Roma don't work because they are lazy").

Dysfunction:
- simplification, generalization,
- stereotypes are usually rigid and difficult to change, even in the face of direct experience to the contrary.

PREJUDICE

According to Giddens, prejudice is the maintenance of preconceived notions about individuals or groups, based mainly on word of mouth and not on direct experience, which do not change in the face of new knowledge.

According to Allport, two factors are necessary for the development of prejudice: the appeal to an unfounded judgment or impression (based on lack of information) and the emotional tone, which can be positive or negative, but the more intense the negative attitude, the more likely and the sooner it will result in hostile action.

Aronson attributes the development of prejudice to four main causes. These causes are not mutually exclusive, but can be more than one:
- economic, political competition (access to resources is limited, the majority tries to squeeze out the minority),
- displaced aggression, scapegoating (the majority takes out its frustration on the vulnerable minority),
- authoritarian personality (character trait),
- conformity (adherence to prejudiced social norms).

According to Allport, there are five interlocking degrees of prejudice:
1. verbal bias,
2. avoidance,
3. discrimination, segregation, exclusion,
4. physical aggression,
5. persecution and extermination.

Discrimination

According to Giddens, while prejudice implies attitudes within a group towards another group, discrimination refers to actual behaviour or actions that are intended to deny a group the opportunities that are open to others. Prejudice is often the breeding ground for discrimination, but it does not necessarily translate into action.

Any discrimination, exclusion or favouritism that eliminates or impairs equal opportunities or violates the principle of equal treatment is called discrimination. Discrimination takes the form of actions that deprive a group/individual of opportunities open to others.

According to Hoopes, the critical factor in the development of intercultural knowledge is the extent to which one has mastered the intercultural process of knowledge acquisition, communication and human interaction:

- **ethnocentrism:** the naïve assumption that everyone has the same worldview as their own;
- **awareness:** recognising the existence of different world views and values;
- **understanding:** realizing, grasping and understanding the underlying causes of differences;
- **acceptance - respect:** respect for another culture's worldview and ways of doing things;
- **appreciation - respect:** recognising and acknowledging the absolute values of another culture;
- **selective adoption:** the adoption of some elements of another culture based on certain selection criteria;
- **assimilation - adaptation - biculturalism - multiculturalism:** adaptation to another culture through identification with it.

EXERCISE: MY ICEBERG

Age group: primary school lower and upper grades
Tools: sheets of A4 paper, coloured markers, smartboard
Canva or ThingLink
Time frame: 45 minutes

Steps:

1. Give out a sheet of paper and coloured markers to everyone.
2. Tell your students that today's lesson is about answering the question "Who am I?", we are going to talk about the diversity of our personalities.
3. Ask the students to draw an iceberg on the sheet. One of the characteristics of icebergs is that only about one-ninth of them can be seen out of the water, this is the visible part. The underwater part is invisible at first glance and only becomes visible when you dive underwater. It's the same with people, we only get to know a fraction of their personality when we first meet them, so our first impressions can be very deceptive. We don't know what lies beneath the surface (what the person believes in, what their desires are, what brings them joy, what they carry, what they are good at or have weaknesses in, where they come from, where they are going, what is important to them, what values they live their life by) until we get to know them better.
4. Today, students are invited to let the unseen parts of their personality shine through. Next, they can create their own iceberg (they can draw and write).
5. Once the icebergs have been made, form small groups of 4-5 (preferably with students who know less about each other; if there are few, no small group is needed). Swap the sheets between them, each one showing someone else's iceberg.
6. Starting from the individual level, we will also look at the concept of community identity, the iceberg model and the process of prejudice.
7. They can use Canva or ThingLink to create a montage poster or everyone can create their own identity card.

LESSON PLAN: WHO AM I? HOW WE RELATE TO EACH OTHER

PRACTICE: IDENTITY MOLECULE

Target group: primary school, lower and upper secondary school, high school
Tools: sheets of A4 paper, coloured markers, sticky notes, smart board
Word cloud programme: https://www.usernet.hu/blog/a-15-legjobb-ingyenes-szofelho-keszito-program
Time frame: 45 minutes

Using a molecule chart, students reflect on the identity slices that define them. They present their molecules to each other, looking for commonalities. Based on the themes that emerge, we look at the diversity of the group, the similarities and the uniqueness.

Steps:
1. Ask the group to recall what a molecule looks like, based on their studies. A molecule is made up of different atoms. We are looking at people in the same way, we are looking at the elements that make up someone's personality, what defines them. Let's collect some examples of these with the students.
2. Give each participant a sheet of paper and 5 slips of paper. Ask everyone to draw a circle in the middle of the sheet and write their name in it, this will be the central atom. To do this, look for other related atoms containing each identity piece. Everyone should individually design their own molecule with at least 5 related properties. These are also written one by one on the slips of paper.
3. Once you have done this, form small groups of 3-4 people and collect the slips from the students. Have the participants in the groups show each other their molecules and look for common points, even if they are not on everyone's paper but can still relate to it. During this time, the group leader makes a word cloud on the board from the properties on the slips.
4. Discuss the group work experience together. Did the exercise surprise you, how easy or difficult was it to make your own molecule? Did you find common ground with others, how did it feel to talk about yourself and listen to others?

5. Then return to the word cloud on the board. Let's say that this is the set that is made up of the slices of the group identity. Next we will look at how diverse we are, how much we have in common. We'll do this by reading out a trait at random, and whoever feels true to it will stand up (even if their molecule didn't have it). We'll see how many people are standing, and then everyone will sit down and a new identity will come in. We don't need to go through the whole word cloud, let's try to pick some things that we think many people will stand up for, and some more specific ones that we expect few or even only one person will stand up for.

6. Discuss your experience of this part too. What was it like to stand up, did you watch for anyone else moving? What was it like being in the majority or the minority, even being alone? What did they think of the group and the community afterwards?

7. Close with a screening of the short film DNA Journey. https://www.youtube.com/watch?v=Sq6A8ty1BKQ

LESSON PLAN: QUIZ ON CULTURAL DIVERSITY

Age group: primary school, upper secondary school
Tools: smartboards, tablets/laptops per group, A4 paper, markers
Time frame: 2x45 minutes

Steps:
1. Divide the class into 5 small groups. Tell the students that together we are going to create a multi-round competition, which will be held as part of a school project day in the upper grades or in a single grade.
2. Ask each small group to draw up a diversity mind map to present to their peers in a large group.
3. Then, small groups brainstorm topics they like, and finally choose one.
4. In the next lesson, introduce different methods, including digital tools (e.g. Kahoot!, LearningApps), from which students can choose.
5. Small groups work out their own problem using the method of their choice.
6. The second time is for in-class testing and possible correction.
7. Also in the second period, we will develop the scoring, the scenario and the staff to run the quiz.

NATIONAL DIVERSITY AND CULTURAL COMMUNITY

Aim: to explore the issues of national and ethnic identity, the value of a diverse community and to foster an inclusive and open attitude.
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NATION AND NATIONALITY

In 1993, the first freely elected Parliament adopted the 1993 LXXVII. Law on the Rights of National and Ethnic Minorities. According to this Act, a national and ethnic minority (hereinafter referred to as "minority") is any ethnic group which has been resident in the territory of the Republic of Hungary for at least a century, which is in a numerical minority among the population of the State, whose members are Hungarian citizens and who are distinguished from the rest of the population by their own language, culture and traditions, and who also demonstrate a sense of belonging which is aimed at preserving all these and at expressing and protecting the interests of their historically established communities.

Before 1 January 2012, there were 12 national minorities and 1 ethnic minority (the Roma) in Hungary, but the National Minorities Act came into force, the concepts of national and ethnic minorities ceased to exist, and were replaced by the term nationality. The exact definition of nationality is contained in Act CLXXIX of 2011 on the Rights of Nationalities (hereinafter referred to as the Njtv.), according to which (§ 1 (1)) ethnic groups are considered to be nationalities if they are:

● have been living in Hungary for at least a century (indigenous nationality);
● form a numerical minority community within the population;
● are distinguished from the rest of the population by their own language, culture and traditions;
● have a sense of belonging.

Currently, the law recognises 13 nationalities: Bulgarian, Croatian, German, Greek, Armenian, Polish, Romanian, Romani, Rusyn, Serbian, Slovak, Slovenian and Ukrainian.

The law allows, under certain conditions, for the recognition of additional nationalities as national minorities, which must be initiated by at least 1,000 Hungarian citizens with the right to vote in local elections. Membership of a nationality is based on self-declaration and is freely elective. Accordingly, in the censuses, the declaration of nationality is considered to be sensitive data and the answering of the question is voluntary.

Hungary's Fundamental Law recognises the nationalities living on its territory as constituent elements of the state, and also sets out certain rights for nationalities.

Article XXIX states the following rights:
● freedom to choose your identity;
● use of mother tongue, individual and community naming in their own language;
● cultivating their culture;
● mother tongue education;
● the right to self-government.

Nationality rights are regulated in detail by the Nationality Rights Act, which distinguishes between fundamental, individual and community rights.[1]

MULTICULTURALISM AND INTERCULTURALITY

In the decades following the Second World War, economic trends, international migration and mobility also contributed to the emergence of multiculturalism in society. Social scientists have argued that multiculturalism, diverse coexistence and intercultural encounters are all complex processes whose success is influenced by individual attitudes and stereotypes, social order, but also by history, economics and, not least, education.

At the same time, a terminological dichotomy was already noticeable in the 1960s: in North America, this approach and moral norm was more commonly referred to as multicultural education, while in Western Europe it was increasingly referred to as intercultural education. From the 1980s onwards, the term multicultural in Europe was used primarily to refer to a multi-national, multi-ethnic society, while in education, interculturality and the interaction of cultures were increasingly used to mean the recognition of the equivalence of cultures and the acceptance of cultural diversity, thus emphasizing the process characteristic.

Since the second half of the 1990s, the internal development of the various social sciences, especially cultural studies, but also the critiques of the political philosophy of multiculturalism, has changed the "discourse" and the themes of intercultural pedagogy. The former understanding of culture in educational discourse has also become more differentiated, and its scope has been extended to a wider and wider range of life-worlds. Intercultural pedagogy does not see the difficulties of social and school integration as problems of minorities, but as a general cultural, social and educational issue that strongly affects both the majority and the minority, and which requires the development of an appropriate theoretical framework and the efforts of several disciplines.[1]

*Forray R. Katalin: A multikulturális/interkulturális nevelésről. Iskolakultúra, 2003
http://real.mtak.hu/60616/1/EPA00011_iskolakultura_2003_06_07_018-026.pdf

*Forray R. Katalin: A multikulturális/interkulturális nevelésről. Iskolakultúra, 2003
http://real.mtak.hu/60616/1/EPA00011_iskolakultura_2003_06_07_018-026.pdf

This approach is also used by the Council of Europe in its educational activities, which focus on democracy, human rights and the rule of law, and the prevention of human rights violations. It argues that education increasingly serves as a shield against violence, racism, extremism, xenophobia, discrimination and intolerance. This recognition is reflected in the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education, adopted by the 47 member states of the Council of Europe in Recommendation CM/Rec(2010)7. The Charter, which is the result of several years of extensive consultation, is non-binding but can serve as an important reference for all those involved in active citizenship and human rights education. [1]

According to the Council of Europe, multiculturalism is a way of looking at things, while cultural diversity and multiculturalism refer to the empirical fact that different cultures exist and can interact within a given territory and within a given social organization. Instead of the concept of interculturality, the definition of intercultural dialogue is given: 'Intercultural dialogue is an open exchange of ideas between individuals or groups of different ethnic, cultural, religious and linguistic backgrounds and heritages, based on mutual understanding and respect for each other's views... This applies at all levels: within society, between European societies and between Europe and the rest of the world." In Europe, therefore, the term interculturalism is generally used to refer to interaction between social groups, while the term multiculturalism refers to the structure of society.[2]

At the same time, current trends in intercultural education in Europe have in common the emphasis that interculturality is a process aimed at developing and increasing mutual understanding and acceptance between learners from different cultural backgrounds and at improving the academic performance of minority and/or migrant learners from different cultural backgrounds. It aims to promote intercultural education and cooperation between different social groups, and to develop individuals' attitudes and frames of reference in a direction that favors fairness and negotiated conflict resolution. In this way it is in line with the objectives of the sub-disciplines of human rights and democracy education and citizenship education. In the meantime, however, the theoretical framework and research topics of intercultural education have also broadened and become interdisciplinary. The changing discipline has been increasingly concerned with subjects not previously covered by intercultural education, while its 'target group' has also changed: it no longer seeks to be a pedagogy for social minorities in some sense, but a renewed pedagogy for the majority, responding to the new needs of multicultural societies. [3]

[1] Nationality rights - Nationality self-governments. Infojegyzet 2017/19.
https://www.parlament.hu/documents/10181/1202209/Infojegyzet_2017_19_nemzetisegi_onkormanyzatok.pdf/19350a97-ecef-4b87-ade5-06811626ba43

[1] Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education
https://rm.coe.int/1680487827

[2] Katalin Forray R.: On multicultural/intercultural education. School Culture, 2003
http://real.mtak.hu/60616/1/EPA00011_iskolakultura_2003_06_07_018-026.pdf

[3] Cs. Erzsébet Czachesz. School Culture, 2007
http://pedagoguskepzes.elte.hu/images/anyagok/ii3/27_interkulturalis_mutikulturalis_oktatas_alapjai.pdf

LESSON PLAN: IN THE MAZE OF NATIONAL STEREOTYPES

EXERCISE: FOREIGNERS ABOUT US

Age group: primary school, upper secondary school
Tools: short films, smartboards, tablets/laptops per group, flipchart paper, felt
Time frame: 45 minutes

Steps:

1. Students analyze image films and clips during the exercise. In the first part of the exercise, we will explore the following questions: what image of our country can foreigners have of our country through the films, and how does this image fit with reality and the image we have of ourselves?
2. Form groups of 3-4 people and distribute to each group a short film from the links below. Ask the students to watch the videos and, in small groups, analyze them and form their opinions according to the criteria below:

- information: what picture do the videos give of our country, what are the main pieces of information that are presented, is there anything that is left out or that they would change if they were making a film?
- feelings: how did the short film make them feel, could they identify with it, did it make them feel proud? Is there anything they found offensive or hurtful?

3. Let's introduce the Padlet app to the students. This allows all groups to work at the same time. Upload the assigned videos to the Padlet interface we have created and ask the students to summarize their opinions on the basis of the criteria they have previously given in their comments.
4. When you have finished your analysis, ask the groups to present what they have come up with.
5. While processing, let's also discuss who has their own experience of what foreigners think about Hungarians and how these experiences have made them feel. Ask if they can formulate similar opinions about other nationalities.
6. How do you think lack of information, generalization, prior negative or positive experiences influence our opinions? Let's explore the concepts of categorisation and stereotyping and the process of prejudice formation, including its dangers.

- ▪ Geography Now! Hungary
- https://www.youtube.com/watch?v=omx66rFK5yM
- ▪ more than 10 surprising things about Hungary
- https://www.youtube.com/watch?v=XiU5jBIV1fc
- ▪ Hungary - World of Potentials
- https://www.youtube.com/watch?v=Hmz8Ni9zO4M
- ▪ WOW HUNGARY 1
- https://www.youtube.com/watch?v=8MEIFf2-EhI
- ▪ Name a good place, find an even better one! Hungary is waiting for you
- https://www.youtube.com/watch?v=IkeIhdj7KIA
- ▪ HUNGARY IMAGE FILM 2015 FINAL
- https://www.youtube.com/watch?v=3rSt0oUQkY4
- ▪ Hungary is waiting for you - Supercut
- https://www.youtube.com/watch?v=1B1vURJz3lE
- ▪ Hungary's new image film 2018
- https://www.youtube.com/watch?v=8ZNJ5LoJ2DA

LESSON PLAN: DIVERSE PÉCS AND BARANYA

EXERCISE: COLLECTING DATA ON NATIONAL DIVERSITY AND MUNICIPAL/REGIONAL LANDMARKS, LINKED TO THE INTERACTIVE MAP

Age group: primary school, upper secondary school
Tools: short films, smart board, tablets/laptops per group, A4 paper, felt
Time frame: 45 minutes

Steps:

1. As a prelude, ask students what nationality they think they are and what nationality their ancestors in their extended family were. How many nationalities do they think live in Baranya? In what ways can nationality be reflected in everyday life and in celebrations? We also clarify the concepts of nation, nationality and citizenship.
2. The next step is to tell the students that they are going to do a collection task related to an interactive map, about the nationalities of Pécs and/or Baranya and the whole community, customs, traditions and built environment of the settlements. They will be helped in this task by what they have learned in their families and in class, but they can also use the internet.
3. Form groups of 3-4 people. Tell them that they have to do some collecting work on the following topics: building/architecture, art, cultural traditions. Divide the topics among the small groups.
4. For inspiration, take a look at the videos below to find the one that best matches your choice. Ask the students to note down if there is a landmark in the video that relates to their topic (not everyone may find one in their topic.)
5. Next, distribute the tablets/laptops in small groups and ask the students to collect 5 people or things that match their topic.
6. Then ask the small groups to select an item from their collection for which they would like to search for more detailed information.
7. Before the class, create a collection interface using Google Drive forms. Project this in class.

Following the instructions in the interface, we ask them to:
- ▪ Textual presentation

  This text will appear when you click on the location on the map.
- ▪ Video link

  If there is video footage on YouTube or any other video sharing site that describes the place and complements the text above.
  - ▪ Image from

    This image will appear when you click on the location.

8. Students are asked to search for the person or thing online and gather as much information as possible. With the guidance of their teacher, they should save the material they find and present it to the class. If their IT skills do not yet allow them to do this, they may need the teacher's help.

9. Using the material collected, we will create our own Google map for the class.

Baranya
- ▪ Baranya's Treasure

http://kincsesbaranya.hu/imazsfilm/
- ▪ Hungary- South Transdanubia image film

https://www.youtube.com/watch?v=9TtWj6250vI

Pécs
- ▪ PÉCS AKTUÁL X - OFFICIAL HD VIDEO (c) Punnany Massif & AM:PM Music

https://www.youtube.com/watch?v=Qroykq7xuWg&fbclid=IwAR0yXoV6D53CXc22AOTuIYEeNltn2Bx33k8usDJrEcUWwqu_OoK8zKp6mco&app=desktop
- ▪ Skateboarding image film

https://www.bama.hu/kozelet/deszkasoke-lett-a-legjobb-pecsi-imazsfilm-533269/
- ▪ That's why WE LOVE Pécs!

https://www.youtube.com/watch?v=rajhaAIA3bQ
- ▪ Pécs, Hungary - by Mavic Air 2

https://www.youtube.com/watch?v=O3899VEgl4s

LESSON PLAN: OUR STORY

DIGITAL STORYTELLING

Age group: high school
Materials: smart board, tablets/laptops per group, smartphone/camera, A4 paper, felt, editing program
Time frame: 6x45 minutes

Digital storytelling is a way to help us tell our stories and present them through photographs, so that they can be accessed, experienced and felt by others. It helps us to get to know ourselves and others, while developing our self-expression and creative skills. The storyteller collects images of her story, which are then narrated in her own voice and presented in a short film of about two minutes.

Steps:

1. Let's introduce the digital storytelling method. You can use the descriptions and videos in the manual. Ask the students to search the internet for videos that might be of interest to them and watch some of them. Together, summarize the main elements of the method.
2. Divide the class into small groups of 3-5 people. Ask the groups to choose a nationality from their region. The groups should choose different nationalities. Tell the students that they are going to make short films using the method they have learned.
3. Afterwards, the students search the internet for culture, language, famous people, buildings... anything that interests them. They should also gather information about the relationship between their nationality and their school or town.
4. In the following lessons, they should continue their research, visit related institutions and exhibitions if they have the opportunity, or organize a personal meeting with a person in their community who is willing to tell stories about their nationality with the help of their teacher. Record the conversation and collect old photos. Take your own photos in the process.
5. Hold an idea fair or create an online idea map. Think about the arc of your story. Write the text of the story and record it digitally when read out. Digitize old photos and select images to use. Create a storyboard, assigning the appropriate pictures to the text passages. Upload the audio and visual material to an editing program, cut the audio, then edit it together with the visual material, and create the captions.
6. At the end of the project, the groups present their videos to each other.