

# Promoting intercultural competence



Materials for heritage language teaching

**Didactic suggestions**

# Promoting intercultural competence

Zeliha Aktaş

In collaboration with  
Hüsniye Göktaş, Rolf Gollob,  
Basil Schader, Wiltrud Weidinger

Materials for heritage language teaching

**Didactic suggestions**

**4**

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Lifelong  
Learning  
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## Explanations, abbreviations

First language: Also mother tongue or family language: the first language a child has learned and speaks at home. Some children have two first languages.

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School language: The language that is spoken in the schools of the host country. In addition, the local dialect may count as an environment language.

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Abbreviations: S = student  
T = teacher (instructor)

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### Legend

for indications referencing organizational form, class, time requirements concerning teaching proposals:

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IW = individual work

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WP = working with a partner

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SG = small group

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WC = whole class

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1<sup>st</sup> – 9<sup>th</sup> grade

Suitable for... to... (e. g. 2nd– 4th grade).  
Keeping in mind that this designation may vary according to the requirements of the individual students.

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10–15 minutes

Approximate time requirement, e. g. 20 minutes.  
(Estimated time varies, must be determined by the instructor according to the level and the requirements of the class).

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# Preface to the series “Materials for heritage language teaching”

Heritage language teaching (HLT), or mother-tongue teaching, known mostly as “Herkunftssprachlicher Unterricht (HSU)” in Germany and Austria and “Unterricht in Heimatlicher Sprache und Kultur (HSK)” in Switzerland, plays an important role in the development of a child’s identity and language. It promotes multilingualism and serves as a valuable personal and social resource. The awareness of this fact has long been borne out by research and framework guidelines, such as the recommendations of the Council of Europe R(82)18 and R(98)6. Nevertheless, this kind of instruction for the most part still takes place under more difficult conditions than regular curriculum classes. Various factors are responsible:

- Heritage language education is on an insecure footing institutionally and financially in many places. In Switzerland, for instance, heritage language teachers almost everywhere are paid by the country of origin or even the parents.
- Heritage language classes are often poorly coordinated with regular classroom instruction; contact and cooperation with regular curriculum teaching staff is often very poorly developed.
- Heritage language classes often occur only two hours per week, which makes constructive, uninterrupted learning more difficult.
- Heritage language classes are mostly optional, and the commitment on the part of the students is not very strong.
- Heritage language classes involve multiclass teaching as a rule, with students from the 1st to the 9th grade joined into a single class. This requires a great deal of internal differentiation and didactical skill on the part of the instructor.
- The heterogeneity of the student body in heritage language classrooms is extremely high in terms of the students’ linguistic competence as well. While some have acquired at home good proficiency in both dialect and standard use of their native language, others may speak only dialect. For second or third generation heritage speakers who have already resided for many years in the new country, the language spoken there (e. g. German) has become the dominant language, while their command of the first language is limited to dialect, transmitted exclusively orally, and with a vocabulary reduced to familiar issues.

- The heritage language instructors have generally received a good basic education in their countries of origin, but they are not at all prepared for the realities and the challenges of teaching in a multiclass environment in the migration destination countries. Professional development opportunities in the host countries exist for the most part only to an insufficient extent.

The series “Materials for heritage language teaching” supports the teachers of native language education classes in their important and demanding task and thereby hopes to contribute to the optimal quality of this kind of learning. The review of the backgrounds and principles of the current pedagogy and didactics in western and northern European immigration countries (c.f. the volume Foundations...) furthers this goal, supported with concrete practical suggestions and models for the classroom in the workbooks “didactic suggestions”. Their main emphasis is the promotion of linguistic competence. The didactical suggestions purposely revert to the pedagogical principles and procedures that are familiar to the students from the regular curriculum and its teaching materials. This familiarity brings heritage language education and regular curriculum instruction in close contact and ensures the greatest possible coherence between the two. As the teachers of the heritage language education programs familiarize themselves with the didactic approaches and specific proceedings that are currently used in the regular curricula, they receive further training and, it is hoped, a strengthening of their stature as partners of equal value in the educational process of the students who are growing up bilingually and bi-culturally.

The series “Materials for heritage language teaching” is published by the Center for International Projects in Education (IPE) at the Zurich University of Teacher Education. It is developed in close collaboration between Swiss and other West European specialists on the one hand, as well as experts and practicing instructors of heritage language programs. This ensures that the offered information and suggestions reflect the real circumstances, needs and possibilities of heritage language programs and meet the objective of functionality and practicality.



# Introduction

## 1. Promoting intercultural competence in HLT: reasons and significance

Children and adolescents in the migration destination countries (as well as in many places elsewhere) grow up in culturally and linguistically very heterogeneous contexts. This diversity is most of all reflected in the context of daily life at school, where there are scarcely any classes left without multiple languages and cultures being represented and where the proportion of children with a migration background does not reach or exceed 30, 40, or 50 percent of the student population. The heritage language education classes (HLT) remain the one exception within the institutional context of the school. Although there are dialectal and, partially, national differences (e.g. Arabic speakers from different Arab countries), we can nevertheless speak of an Arabic, Turkish, or Albanian HLT.

A central task of the school is to prepare the children and adolescents for life in society. In our case, this means preparing the students for life in a multicultural and multilingual society. This challenge pertains to regular curriculum classes as well as to HLT, whereby mainstream education classes -in accordance with the curriculum - tend to mediate content and themes related to the host country, whereas HLT more likely emphasizes a) those which are related to the country of origin, its culture and language, and b) themes related to life in the immigration countries. In order to carry out their educational functions, however, both must actively contribute to developing a series of competences which are indispensable for a successful life in multicultural, multilingual societies. These include, for instance, conflict ability and tolerance, interest and acceptance (instead of rejection) relative to other cultures and a way of life, as well as the willingness to reconsider one's own values, norms and role expectations.

For children and youths from immigrant families, there is another important aspect of intercultural competence: the orientation in and between the culture of the country of origin and the one of the host country. Significant conflicts that harm development may result from the tension field between the cultures and their partially inconsistent norms and social values. The HLT instructors can make more valuable contributions in this regard, as they are often better acquainted with both cultural contexts than the regular curriculum teachers. The teaching suggestions comprised in this volume demonstrate in six thematically different topic areas what these HLT contributions might look like (see below). If their implementation, adaptation and extension leads to more exciting and stimulating lessons, the objectives of this publication have been met.

## 2. Goals and structure of this volume

The present guide supports the HLT students and instructors by means of exemplary themes in the development of intercultural competences. These should enable the children and adolescents to become capable of acting in the confrontation between the conditions of their living environment and the societal context. The strengthening of their multicultural and multilingual identity can serve them as a valuable resource when it comes to communicate adequately in a diverse, often contradictory and uncertain society, to articulate expectations, and to deal with conflicting situations.

This volume is comprised of six thematic units with an identical structure. Each begins with a short introduction and includes seven concrete teaching suggestions that are related to different areas of competence (see below; also the overview at the end of the booklet). The teaching suggestions are matched with the designated grade and proficiency levels; however, almost all of them can be applied at the lower or higher levels with corresponding adjustments.

The orientation on the actual environment and living environment of the children and youths was a central criterion for the selection of the themes for the six units. In order to support the students optimally and authentically in their possibilities for action and in their self-effectiveness, the teaching suggestions were designed to include discussions of conflict potentials, possibilities, resources and resolutions and to promote intercultural learning as a cross-sector task at all levels. Always included in the design and highly desirable is the cooperation with regular curriculum education or with other HLT groups.

The six units are presented in the following order (in parentheses are the central competence areas):

- 
- 1 **Culture and identity:** alike and yet different!  
(*Promotion of identity development*).

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  - 2 **Migration stories:** the world in our class  
(*Biographical learning*).

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  - 3 **Our languages:** we speak more than one language!  
(*Awareness of daily life multilingualism as a resource*).

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  - 4 **Intercultural communication** – getting along with each other  
(*ability to communicate*).

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  - 5 **Conflicts:** seeking solutions together  
(*competence to avoid and resolve conflicts*).
-

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**6 Democracy and children's rights:** we get involved! (*understanding the concept of justice and democracy*).

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Many of these themes relate to students' personal experiences, observations and attitudes. Dealing with these topics in class demands of the instructor a great deal of sensitivity, confidentiality and a classroom climate characterized by trust and acceptance. Without these important prerequisites, it is quite possible that the students will not open up and that the above referenced goals will either not be attained or only partially.

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### 3. Competence orientation in HLT education

The competence orientation as an important principle of current pedagogy is described in detail in the handbook "Foundations and backgrounds" (chapters 2, 5 and 9. For the topic of the present volume, three competences in particular are of central importance:

- a) The *perceptual competence*, here expanded with the recognition competence: this involves the cognitive development of the sensual – emotional ability to perceive the outside world and the inside world with all senses, to develop internal images, and to view oneself as a part of the communicative processes. The learners are taken seriously and recognized with their emotional worlds and forms of appropriation.
  - b) The *reflection competence* deals with the development of the cognitive ability to make increasingly significant connections through language, i.e. abstracting notions, and to discuss and reflect on them.
  - c) The (communicative) *competence to act* expresses that which is perceived and reflected upon through communicative action in one's own living environment. As a result, the individual can influence his/her own living environment and develop new forms of expression and new perspectives for acting.
- 

According to Holzbrecher (1999/2009); see bibliographic references, the concept of intercultural competences implies a linking of the subject level with the level of the living environment and society, so that children and youths can experience self-efficacy themselves. Only this fourth category allows for the development of new perception patterns, reflection patterns and behavior patterns.

### 4. The living world concept as an important foundation

The importance of orienting pedagogy and teaching on the actual living world of the students was referenced multiple times in the handbook "Foundations and backgrounds"; see most of all chapters 5.4 and 2.3. The orientation to the living world occupies a central role as well, particularly in view of interculturality and intercultural competences. Incidentally, this also concerns the language aspects of the multilingual society: everyday life multilingualism – living in, with, and between different languages. This is a lived reality which should be examined and appreciated (compare particularly Unit 3 "our languages").

The HLT child as a subject of his/her living world is also always a member of a society. As such, s/he moves along a plane of subject, living world, and society. With these levels connect multiple intercultural overlapping and interaction situations. These require intercultural learning, examining of identity processes and social framework conditions. At the same time, they ensure that people experience themselves as subjects capable of functioning and self-acting. The following elucidates this important principle more closely.

#### Subject and living environment orientation

Children and adolescents move about in different contexts: family, public school, spare time, relatives, neighborhood, peer group (circle of friends) etc. Every one of these social contexts represents its own little living world with its own values and norms; their sum total comprises the living world of the individual. The living world orientation as a pedagogical principle means the orientation of the child as a subject in the here and now with his/her previous knowledge, attitude, different roles and internal images.

For children to perceive themselves as self-efficient subjects, capable of acting and able to assume the responsibility for themselves and the shaping of their living environment, they must deal with their identity and with their self-image as well as the perception of others. In doing so, they must develop sensibility for self-awareness and external perceptions and for dealing with inner resistance and external challenges. The orientation to living conditions also means that children and adolescents gain experience as participants in their immediate surroundings that are to be traced back to their temporally, spatially and socially structured living environment. In working with HLT students, one has to expect to deal with at least two kinds of cultural and ethnic backgrounds: those Here and those There. The former are spatially within current range, in the immigration destination country. The living worlds in the country of origin lie within a potential range, owing to the students' assurance that there too – e.g. among the relatives there – experience can be gained that they can revert to as resources.

Aside from the spatial dimension, the living world concept also has a temporal dimension. A distinction must be made between a) the subjective, currently experienced perceptions and experiences and b) the social embedding in larger, historically grown social structures. A teaching approach that is daily life oriented ties into both dimensions, thereby orienting itself on the principle of biographical learning. It concerns itself seriously with the notion that the experienced self-efficacy in the present opens perspectives to the individual in order to also remain capable of acting in the future and to realize his/her identity conceptions. Since the living environments represent at the same time historically grown zones, they include also biographical migration experiences, competences and resources related to the past. These can support the children in their self-efficacy, in making them aware of their previous experiences as important resources.

As a third dimension of the living environment concept, in addition to the spatial and temporal dimensions, there is the social dimension. Children of any social environment are embedded in an interaction system that allows them to interpret reality and to adequately conduct themselves within this dimension. In each social environment, children have at their command different stocks of knowledge, different interpretative patterns and often also specific language customs to which they can revert in action and interaction situations. For instance, HLT students of Turkish origin in Switzerland in this sense not only have at their command a (supposedly homogeneous) Turkish and Swiss culture, but also a family culture, a school culture, a specific Turkish-Swiss migration, language and peer culture, a spare time culture, a food culture, a music culture, etc. The different values and norms that apply to these individual social living worlds, are partially in contradiction to each other and relativize each other. Often there arise tensions from the interaction between different living worlds with different interpretative and behavior patterns. A classical example are the conflicts that result from parents' still strong orientation along the value system of their country of origin, whereas their children embrace standards that they have acquired through their peers in the immigration country.

HLT can and should play an important mediating role in this case. It can assume this function in that it orients itself on the principle of interculturality and the students' different living worlds, seriously engaging in discussions as well as orientations in and between them. New possible actions and perspectives can be developed hereby and the children and youths can be supported in their identity and role as shapers of their own lives.

**Unit 1:  
culture and identity –  
alike and yet different!**



---

## Introduction

Not only the public school, but heritage language education (HLT) as well, is pursuing the goal of supporting all students in the development of their identity. The development of one's own identity and the confrontation with it require a life-long intriguing dialog of the individual with self and the environment. In a multicultural and multilingual context, the students are especially challenged in light of the plurality of living worlds, the socio-economic disparities and conditions, and the different value concepts, when it comes to asserting their identities and to experiencing themselves as self-effective. In doing so, HLT students can neither shirk away from the conflict with their status as minorities and their cultural origin, nor can they deny their cultural characteristics. In the constant negotiation processes between themselves and their living world, they depend on the one hand on social recognition and, on the other, on spaces and places of security and identification, where they can discuss experiences of exclusion and assure each other of their identity.

HLT can help the students to reflect on and come to terms with their varied experiences. It can thereby make an important contribution in terms of developing openness and tolerance in dealing with cultural diversity in school and in society. If this process is successful, the students will be supported in gaining experience with self-efficacy and solidarity and to discovering their personal strengths and abilities. In doing so, they learn to perceive and appreciate their ethnic and multilingual competences and potentials as part of their (bi)cultural identity. In considering their diverse affinities and cultural backgrounds, they also discover their uniqueness and individuality. Based on their commonalities and differences within the group, they learn to perceive their transnational affiliation as a matter of course within the globalized world society. At the same time, this recognition and appreciation of the identities of all students with their diverse social and cultural personality traits supports living and learning together in class.

The following seven teaching suggestions contribute to furthering the perceptual competence, reflection competence and competence to act within the framework of HLT. The identity experiences, resources and potentials of the students themselves serve as a constant starting point. A primary role, of course, is assumed by the teachers with their personal and foreign experiences, which serve as important resource in the preparation and delivery of classroom instruction.

Which partial competences are prioritized in which unit, is evident from the overview at the end of the book. The assignments to classes and levels are broadly defined; most of the suggestions can also be implemented on the upper or lower level with only minor modifications.

# 1.1 That's me

## Goal

The students learn to get to know themselves better with the help of a tree symbol. They perceive their own abilities, interests and needs, thereby finding out just how important and unique these are. On this basis, they can compare themselves with others and discover commonalities as well as differences.

1<sup>st</sup>–6<sup>th</sup> grade

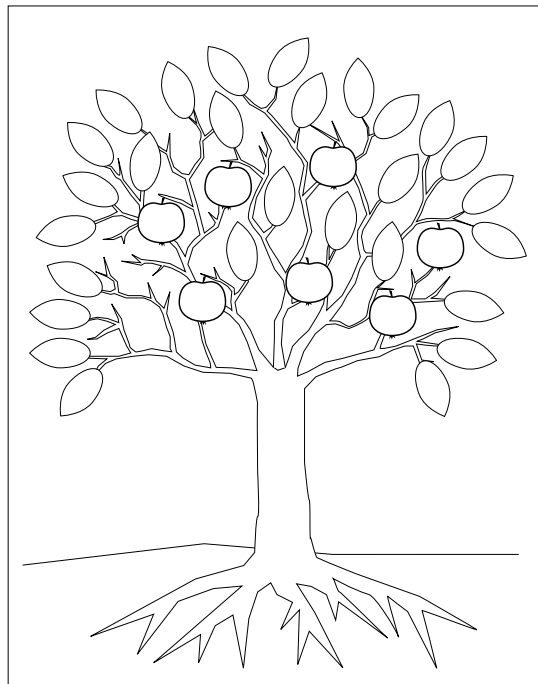
30–45 minutes



Materials:  
a worksheet with the  
outlines of a tree.

Procedure:

- The students receive a sheet of paper with the outlines of a tree. They learn that the tree is a figurative depiction of their own person, with the parts of the tree representing the following categories (this should be discussed and illustrated with an example on the board):
  - Roots: basic needs. What do I need to live? In what am I deeply rooted? (family, food, home, etc.).
  - Branches: abilities/strengths. What am I able to do? What are my strengths?
  - Leaves: interests/hobbies. What are my hobbies? What am I interested in?
  - Blossoms or fruit: desires/dreams. What do I wish for? What kind of dreams do I have?
  - Trunk: name/nickname.



- The students write to the individual parts of the tree what is characteristic of them. (The instructor or a classmate may help the very young students). Subsequently, they may embellish their paper with colors.
- Reflection and discussion with the class as a whole: each student presents his/her tree and with it, his/her own personality. It is useful to previously provide the students with a few sentence beginnings (maybe write them on the board), e. g. "My skills are...", "I am interested in...". Finally, commonalities and differences are discussed, including gender and age-specific similarities and differences.

# 1.2 Inside view – outside view

## Goal

The students reflect on self-perception and outside perception of their own person. They recognize that the self-image and external image can differ from one another and that the external image may help us finding out more about ourselves and develop further personally. They become aware that the knowledge of the external image is as important as the one of the self-image, and that both of them mutually influence each other. This furthers their ability for self-reflection and their critical faculties.

2<sup>nd</sup> – 9<sup>th</sup> grade

30–45 minutes



Materials:  
outline of a person  
(see master copy on  
pages 16 and 17).

Hints:

- This exercise can lead to very personal, perhaps even painful insights, and must be carefully guided by the teacher. The students should only reveal as much as they feel comfortable; it should in no way be inferred that they should “come out”.
- Sources: party game “Jetzt bist du dran!” (now it’s your turn); Begleitheft für Lehrerinnen (accompanying booklet for teachers). Demokratie-Training für Schüler/innen der Klassenstufe 5 bis 7 (democracy training for students, grades 5–7). Link: [http://www.gesichtzeigen.de/wp-content/uploads/2008/06/begleit\\_gesell\\_05.pdf](http://www.gesichtzeigen.de/wp-content/uploads/2008/06/begleit_gesell_05.pdf)

Procedure:

- The students receive one sheet of paper each with an outline of a person and the following oral instructions: individually they should fill in the space within the outline with adjectives or by writing short sentences about themselves (self-perception). In doing so, they should think about their characteristics, strengths, weaknesses, wishes, dreams, etc. This should be explained with a few concrete examples. Filling in may take about 10 minutes.
- In pairs, the students then exchange their outlines. On the classmates’ sheet they record in key words or short sentences how they experience them (outside perception; referencing the same points as in the self-perception).
- Reflection and discussion with the whole class: To what extent do self-image and public image coincide? What astonished me? What pleased me? What have I learned or noticed? What do I want to retain or change, inspite of, or because of the outside perception?
- As a further prompt for discussion: we have now familiarized ourselves with the outside perception by way of the input of one classmate. However, there are many more people who perceive and judge me “from outside”. Who are all these people? How do I experience these external views, what kinds of feelings connect me with them? (This is also an opportunity to recognize the cultural diversity within the environment and to reflect on its role and influence on these views.)

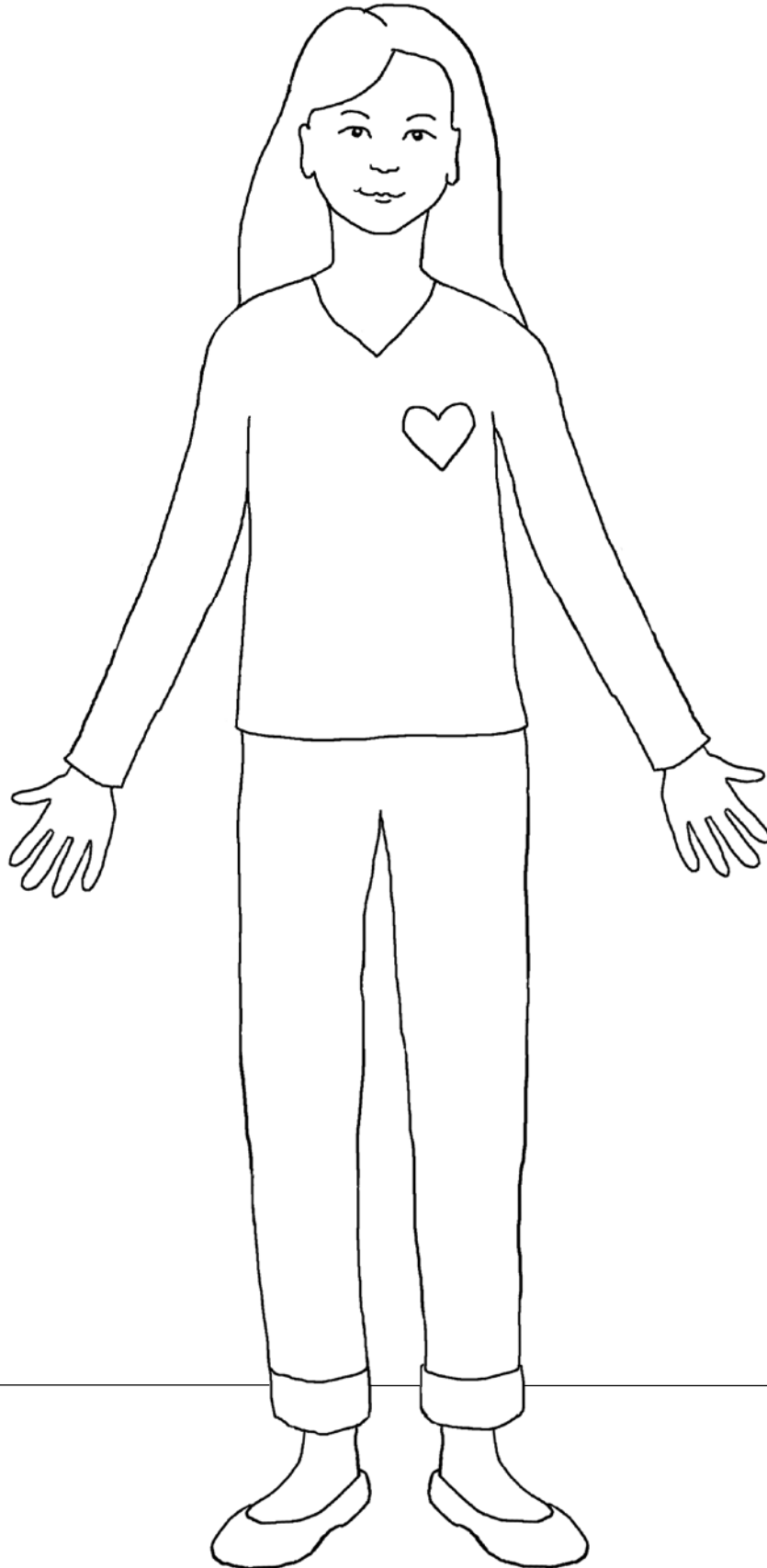
The exercise can be extended for upper level classes (e. g. discussion of a refined list of categories to be observed; reflecting of the outside views by two classmates instead of one). Instead of the picture with the outline, scales with certain aspects can also be drawn (lines with values of 1–10 for aspects, such as “my social behavior”, “my behavior as a student” etc.). On these scales, crosses with different colors are entered, signifying self-perception and outside perception. It is also possible to conduct interviews with different people about the topic of self-perception and outside perception.

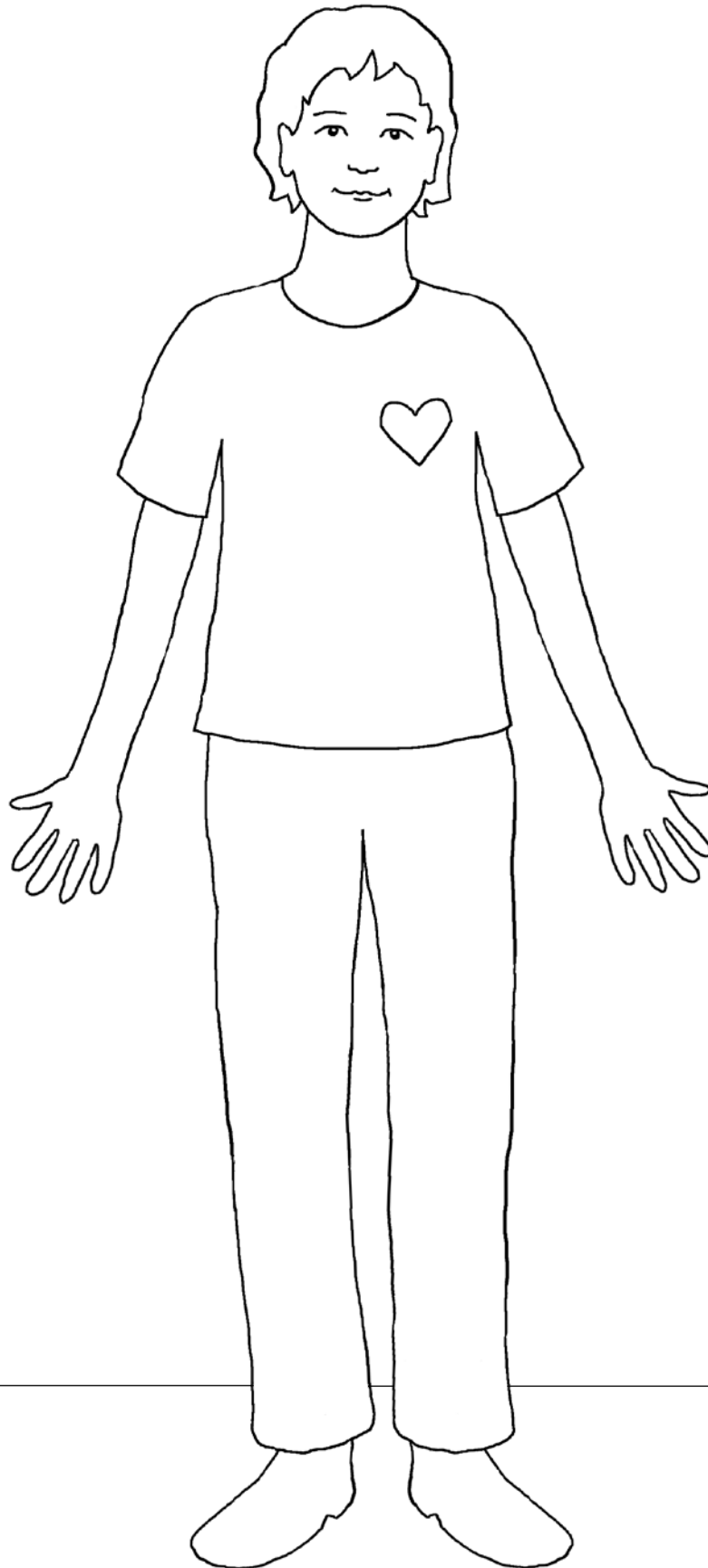


# Inside view – outside view

Worksheet for students

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# 1.3 I and the others

## Goal

*This exercise encourages the students to more closely examine and think about their own identity. It contributes to the strengthening of identity, self-confidence and appreciative self-analysis. It promotes the awareness of one's own strengths and the strengths of others.*

2<sup>nd</sup>–9<sup>th</sup> grade

30–45 minutes



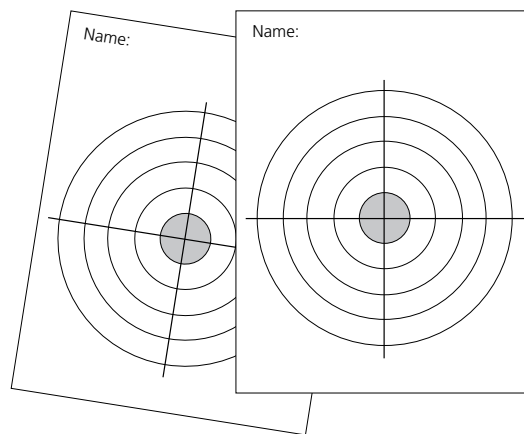
Materials:  
sheets of paper with a target  
(two sheets per student).

### Hints:

- The self and external analysis presupposes a great deal of confidence in the group and demands of the teacher an ability to deal with sensitive issues. It is useful to previously discuss and illustrate with examples in which areas people may have strengths (social competences, strengths in school, character strengths, etc.). This exercise may also be conducted with gender-specific teams, whereby subsequently the strengths of girls and boys may be compared and discussed.
- Sources: Methodensammlung Lernort Stadion. Politische Bildung an Lernzentren in Fussballstadien. Robert Bosch Stiftung in Zusammenarbeit mit Bundesliga Stiftung. Kapitel 3: Identität. Link: [http://www.bosch-stiftung.de/content/language1/downloads/Methodensammlung\\_mit\\_Lernkarten.pdf](http://www.bosch-stiftung.de/content/language1/downloads/Methodensammlung_mit_Lernkarten.pdf) (Collection of methods, place of learning, football stadium. Robert Bosch Foundation in collaboration with the German major league soccer foundation. Chapter 3: identity, see link above)

### Procedure:

- Working in pairs: each student receives two sheets of paper with a target. They put their own name on one sheet, and the name of another child on the other sheet.



- First, the students list on their own target page five personal strengths. The more important they consider a particular strength, the more closely it is entered to the center of target.
- They then repeat the same exercise in reference to their partner. Subsequently, they compare the results with one another.
- Reflection and discussion with the whole class: how did you experience this exercise? Were there great differences between your own awareness and the perception of your partner? What constitutes a strength, actually? Is there anything you can do for your own strengths? Could weaknesses actually become strengths?
- The evaluation should be focused first and foremost on the diversity of the differing strengths and potentials, and secondly on dealing with the question "Which weaknesses do we want to overcome and, in doing so, what kind of support do we need ?"

# 1.4 Let me fly!

## Goal

*By way of the "kite" as a symbol, the students reflect on their own cultural identity with all its pertinent affinities and roles. They recognize that they are not simply standing between two cultures and countries respectively, but that they possess valuable transnational and bicultural potentials and affiliations.*

4<sup>th</sup>–9<sup>th</sup> grade

approx. 2 lessons



### Materials:

kite worksheet with explanations, cut-out two-sided kite as an example; paper strip for the tail, string and coloring pencils.

### Hints:

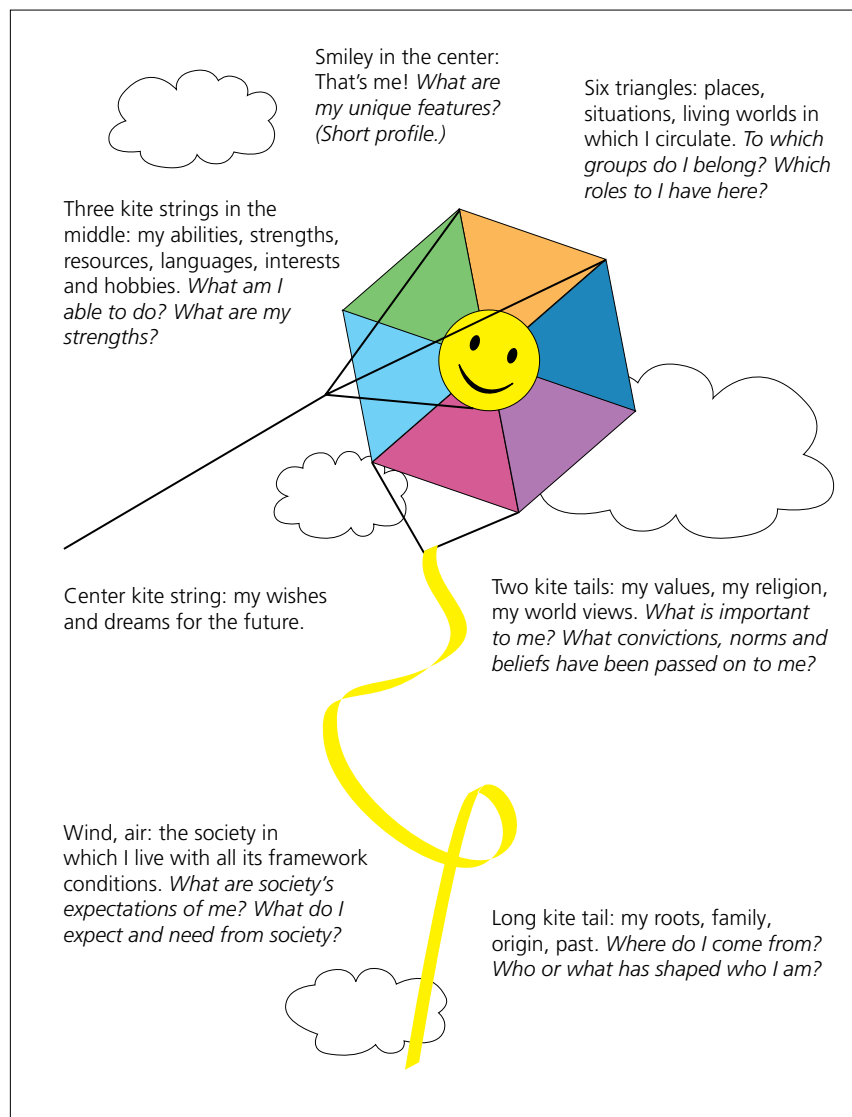
The reflection about one's own multicultural identity can easily be extended to a project of 2–3 weeks, whereby the individual parts or facets of the kite are more deeply analyzed. In doing so, the reflection questions are adjusted according to the students' proficiency levels. The project also lends itself easily for a collaborative implementation together with mainstream education teachers or parent involvement. It is also a nice highlight when the kites are flown at the conclusion of the project. This would require another step, however, (transferring the kite outlines onto appropriate paper and providing them with an appropriate, airworthy frame).

### Procedure:

- To begin the sequence, the instructor presents the kite with its parts as an identity symbol. S/he shows the cut-out kite as an example of the end product and explains the worksheet. The worksheet shows the outlines of the kite and references the parts and for which they stand. Each part represents a living environment and partial identity, e. g., family, school, friendship, neighborhood, etc.; each partial identity and living environment belongs to a corresponding role – daughter, son, student, friend, relative, etc. The sum of all partial identities and roles makes up a personality and identity. The explanatory introductory discussion should ensure that all students understand the following assignments.
- First, the students put a smiley face in the middle of the kite (hand drawn or glued on picture). Around the smiley, they write in key words the most important information about themselves (age, class, siblings, language, some characteristics...).
- They then label the various parts of the kite. Following the matrix on the worksheet, they enter the information to the individual facets. It is a good idea to use the front side of the kite for the living environments in the host country and the backside for the ones in the country of origin. If the six triangles are insufficient, they (or some of them) can also be divided in half.
- In a subsequent step, the class discusses the varied and concurrent affiliations or partial identities, respectively. To further the students' awareness, the teacher suggests partial identities and roles, such as "cousin", "athlete", "student", "club member"). Those students with such an entry on their kite stand up to announce it.
- It would also be possible to present and explain the kite concept in groups of four. As a prompt for discussion, the instructor could ask and write questions on the board, such as „What makes up my identity? What are the most important aspects of my identity? To which groups do I feel I belong? Which strengths and resources do I possess, based on my partial identities/living environments? What is important to me? Which beliefs, norms and ideas have been passed on to me?“

- The final discussion round centers on the influence of the various identity parts. The prompts for the discussion should be age-appropriate and revolve around the following themes:
  - Which identity parts are particularly important for you and why?
  - Which identity parts are not at all relevant for you and why?
  - Are there aspects or roles, which are mostly (or only) important in your country of origin?
  - Is there a ranking of the partial identities?
  - Are there partial identities which are ascribed to you from outside, from society, although you cannot identify with them?
  - What role does your language play for your identity?
  - Which partial roles take up a large amount of space in your kite symbol, which ones particularly little?
  - Are there roles that you particularly like, or rather dislike, respectively?
  - Are there conflicts or contradictions between these roles, or do they complement each other?
  - Have you learned something new about yourself and about the group?

## Kite worksheet with explanations



# 1.5 Included – excluded

## Goal

The students experience in a role play how people can be excluded from groups, unconsciously or consciously. The reflections about the feelings associated with this exclusion and the discussion of possibilities for action further the students' social and action competence.

4<sup>th</sup>–9<sup>th</sup> grade

60 minutes



### Materials:

set of five role cards.  
Four cards are identical,  
the fifth one differs.  
(See example below)

### Hints:

- It is helpful if the students already have had experiences with role play. The important rule is that comments may only be made after, but not during the role play!
- Source: [http://www.fippev.de/t3/fileadmin/fippev/userdaten/PDF/Anti-Bias-Ordner/Diskriminierung\\_Antibias\\_in\\_der\\_Schule.pdf](http://www.fippev.de/t3/fileadmin/fippev/userdaten/PDF/Anti-Bias-Ordner/Diskriminierung_Antibias_in_der_Schule.pdf)

### Procedure:

- Information to the students: to conduct a role play, presenting a situation in which four persons engage in a lively discussion about a theme from which the fifth person is excluded. (See above example). Other examples: 4 cards about the topic "vacationing at the beach", 1 card "vacationing in the mountains"; 4 cards about the topic "trouble with the teachers", 1 card "positive classroom experiences")
- Five volunteers receive each one card and chat about the topic (whereby it becomes soon apparent that someone is consistently talking at cross purposes). The five volunteers sit in a circle; the rest of the students sit around them. The role play lasts at most 10 minutes. It can be repeated with another set of cards if time allows.

1

## Example of role cards



- In the ensuing final reflection session, the class is discussing key questions, such as:
  - How did the participants feel during the role play, how do they feel now?
  - What did the observers notice?
  - Relative to the general mechanisms and motives for exclusion: why did the exclusion occur in this play, and what other situations of exclusion do you know? How could this painful exclusion have been avoided?

- Possibly compile a number of exclusion situations which are characteristic for our society; discussion of strategies to change these situations.

# 1.6 The personal identity molecule

## Goal

*The students reflect on their own cultural identity and become aware of commonalities and differences. They recognize their own diverse group affiliations, the affinity to minority or majority groups and the experiences involved with it.*

4<sup>th</sup>–9<sup>th</sup> grade

45–90 minutes



Materials:  
worksheet identity molecule  
(see example on right)

Hints:

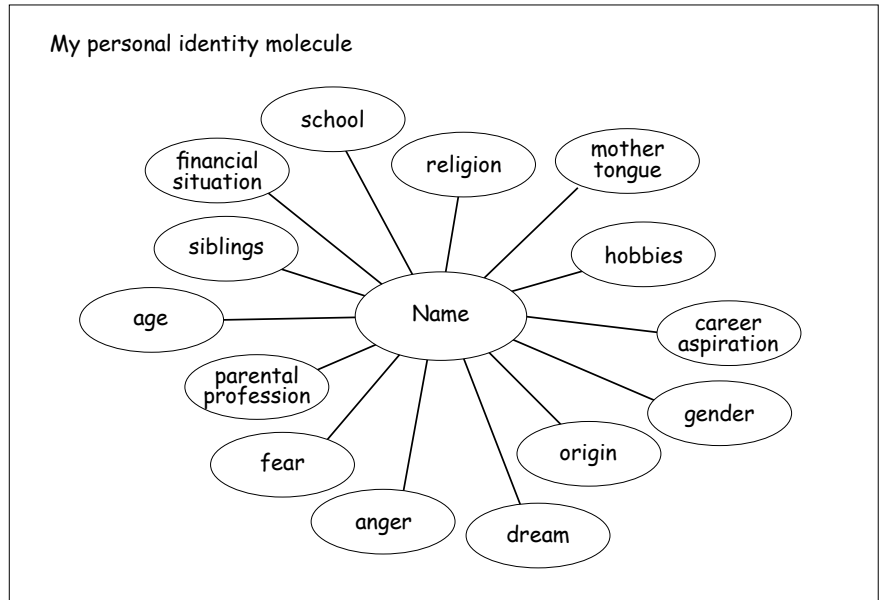
Source: “A World of Difference”; Institute Training Manual, ©1994  
Anti-Defamation League.

Procedure:

- The students receive a worksheet “My personal identity molecule” to comprehend what is at issue. In a short class discussion, they then reflect on the various groups to which they feel affiliated.
- After writing their names in the central circle, they then write in the surrounding circles the names of the different groupings to which they feel affiliated (family, school, spare time, relatives in the country of origin, chat groups, facebook friends, etc.).
- In a second step, the instructor conducts a “stand-up” exercise, in order to visualize group affiliations. S/he calls out various possible groupings (“football club”, “relatives in country of origin” etc.). The students who listed these groupings stand up and maybe give a short commentary. Subsequently, categories are discussed which were not called out, but are listed on the worksheet.
- In a third step, the students form teams of two (preferably involving someone with whom they generally have little contact). Each team discusses which groupings and affiliations have had a particular influence on them, what kinds of influences various persons, personal, political or social events have had (and how different living environments (family, spare time, national culture and traditions) have shaped their character. What is the particular significance and importance of being a member of this group, what makes it easy or difficult to be a member of this group? The prompts for the discussion in pairs should previously be explained.
- To conclude the sequence, the whole class engages in reflections to prompts such as:
  - What are the most important points that you discussed in your teams of two?
  - Did students find out something new or surprising about themselves?
  - Did someone notice something interesting (e. g. gender-specific or age-specific behavior) during the stand-up exercise or in the discussion in pairs?
  - Which group affiliations can be experienced as problematic and painful?
  - In your opinion, which group affiliations are recognized by society,

which ones are not?

- In order to address the last question mentioned, it is useful to first discuss various social group affiliations (rich – poor; foreigners – citizens; woman – man; Christians – Muslims; heterosexuals – homosexuals, etc.). The social advantages and disadvantages of belonging to these groups and their acceptance can then be discussed and maybe illustrated with a scale.



## 1.7 Together we are strong

### Goal

Through the principle of collective strength, the students learn that mutual dependence does not mean giving up one's own identity. The advantages of being supported by a group become clearly visible.

7<sup>th</sup>–9<sup>th</sup> grade

30 minutes



Materials:  
twigs or round wood sticks  
(ca. 5 mm diameter,  
ca. 30–40 cm length,  
two per students), string,  
small paper labels.

Hints:

Source: Schilling, Dianne (1993): Miteinander klarkommen. Toleranz, Respekt und Kooperation trainieren. (Getting along with each other. Tolerance, respect and cooperation training). Mülheim an der Ruhr: Verlag an der Ruhr.

Procedure:

- The students form groups of 6–12 persons. Each student receives a wood stick or a twig. The instructor explains that the sticks symbolize the students themselves with all their strengths, vulnerabilities and feelings which they as individuals have. S/he explains that the pressure and stress which people experience in their lives can lead to a situation where they warp and sometimes even break. This should now be practically demonstrated in that the students break their sticks.



- After breaking their sticks, the instructor asks certain students to demonstrate and to report how much pressure was needed – very little, medium or extreme stress. It will become evident that many were able to break their sticks very easily, whereas others had to try harder.



- The discussion will clarify that people – just as the sticks- can withstand the pressure exerted by life to varying degrees. How much stress a person can withstand depends to a great extent on how effectively s/he can deal with pressure. Even the strongest person can break if the pressure is too great.
- The remaining sticks or twigs are then distributed, together with a paper label. All students write their names on the label and affix it to the sticks, which are then collected and bound in a bundle. The instructor then asks various students to break such a bundle with their bare hands. It is clear that even very strong persons would have great difficulties to accomplish this feat.
- Prompts for the final class reflection and discussion:
  - What does this exercise have to do with us, which parallels could be seen?
  - What is the difference between personal identity and group identity?
  - What are the benefits of working in groups?
  - What happens to individual identity if a person becomes a member of a group?
  - When and in which areas can a group help a person to cope with life's difficulties and surmount a challenge; when and in what sense can it not?

**Unit 2:  
migration stories – the world  
in our classroom**



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## Introduction

The students of HLT have a unique biography, just like any other children and adolescents. What distinguishes them from “native” children and youths who grow up monoculturally, and what contributes to their uniqueness is (among others) their migration story – be it that they experience it themselves or that they grow up as children or grandchildren of migrated parents or grandparents. In both cases, the migration background is a significant existential resource of these adolescents, although it does not receive the corresponding appreciation in society.

The migration background, the culture of origin and life in and between two cultures, are central themes in HLT. The examination of one’s own migration history here reflects the influence of the migration on one’s own biography, and the students are thus sensitized to the challenges with which they have to deal in the host country. Conversely, they become aware of their specific resources and learn how they can use them in daily life as well. They learn about the migration process as part of their family history and develop respect and appreciation for themselves, and for the accomplishments of the parents and grandparents.

Besides dealing with their own migration history, the students should also examine those of their peers and other people from different cultural circles who live in their neighborhood in order to consciously experience and render cultural diversity visible. Through the analysis of other people’s migration biographies, they can reconsider their own history, as well as show understanding for the others. This biographical learning enables them to recognize the varied causes and consequences of migration, and to experience the opportunities and challenges of living together with people of different cultures. At the same time, they learn through this examination of migration biographies on different levels to understand the social, political, and economic implications of migration and to develop their own strategies and possibilities for action. They develop tolerance and recognition with respect to cultural and linguistic diversity and thus expand their own intercultural competences.

The initial position of the following seven teaching suggestions rests on the identity experiences, resources and potentials of the students. The instructors assume an important role, of course, with their self-experiences and external experiences at their disposal and which serve as an important resource in their preparations of the teaching units.

The assignments to classes and levels are broadly conceived; most of the proposals can easily be modified according to age and proficiency level.

Three proposals (2.7a–c) concern more extensive projects, which are especially suitable as cooperation projects with regular classroom education within the framework of project days or weeks.

# 2.1 Gone with the wind

## Goal

*Through the presentation of their own network of relationships with various persons, languages and localities, the students become aware of their own migration history and perceive migration as an everyday occurrence and matter of course.*

1<sup>st</sup>–9<sup>th</sup> grade

90 minutes



Materials:  
maps or large paper strips  
for recording the countries  
or regions, blank paper strips;  
graphics from exercise 1.6  
“The personal identity molecule”.

Procedure:

- Maps (of the country or countries of origin, Europe, and world maps) are displayed in the classroom. As an alternative, the countries' names can be written on paper strips and affixed to the walls. The four cardinal points can be added for additional orientation. In the middle of the room is a sign with the name of the current domicile and school location.
- The instructor asks the students to position themselves with the help of the maps, first by the country of their birth, then by the birth country of their father and mother, and then by the country of birth of the farthest removed grandparent(s).
- Following this collective introduction to migration, the students continue to work individually on their migration story, whereby they draw on an A4 poster their network of relationships, comprised of important reference persons, relatives, siblings with the corresponding languages, locations, countries. They use the presentation of the “personal identity molecule” as a template (see exercise 1.6), whereby the circle in the middle represents the current location and the outer circles signify the countries. The closer circles are used for the countries where the students have parents, siblings and grandparents whom they visit. The names of these persons are listed in the appropriate circles. The type size of the letters can also indicate the degree of these persons' importance. The more distant circles are used for the countries where students have unknown relatives whom they have never seen or do not know well. More advanced students can either outline or copy a world map instead of the circle form of display and document their network of relationships on it.
- Presentation and discussion of some of the representations with the class as a whole. A collective reflection about the origins, migration backgrounds, etc. can be conducted with the whole class, based on selected questions from exercise 2.7a.
- Possible further work can include interviews with the parents about their migration history (see 2.3) and letters to a distant relative according to the motto “searching for traces of our own family”.

# 2.2 Migration stories in my class

## Goal

The students research the migration stories of their classmates as part of an interview project. Based on the commonalities and differences, the effects of the migration are then reflected in one's own biography.

3<sup>rd</sup>–9<sup>th</sup> grade

90 minutes



Materials:  
worksheet with interview questions (will be created with the class), possibly A3-sheets.

### Hints:

- The instructor announces the project one or two weeks in advance so that the students can inform themselves at home and maybe bring an object of significance for them (e. g. a souvenir) to class. The project is also a good preparation for interviews with the parents and for researching the migration history of others in the residential district (see 2.3 and 2.7a and b below). It also lends itself very well for the collaboration with regular classroom instruction.

### Procedure:

- The instructor informs the students about the project. It will be discussed and demonstrated with examples as to what kinds of questions can be asked in the interviews. Appropriate topics for the interviews would include: the reasons for and the date of the migration, contacts to the country of origin, life in the immigration country, perspectives for the future, etc. (See also the questions suggested in 2.7a).
- The form in which the questions are posed must also be discussed and practiced (avoid narrow questions that can be answered with yes or no; prompts that animate the counterpart to tell a story are much more productive!).
- The students sit in age-appropriate or mixed groups of four (possibly in pairs) and develop a list of 4–6 questions for the interview. Before these questions, they should briefly note the age, region of origin, and the place of birth of the interviewee.



- In pairs, the students then interview each other about the migration topic, following the previously developed talking points. The interview should last 5–10 minutes, then the roles are reversed.
- If there is sufficient time, the students can create a poster about their interview partner, and present him/her by means of the poster. They can be further elaborated under the title "migration story of the week" or displayed for a parents' event.

- A final discussion of the class as a whole, moderated by the instructor, in which the above agreed thematic areas (reasons for migration, etc.) are cross-compared. Prompts: what kinds of commonalities and differences can you determine? Why do people emigrate; what are the most frequent reasons for migrating? Where, how, and what would you be now, if your (grand)parents had not emigrated? (possibly a text about the topic.)

## 2.3 My migration biography as my source of strength

### Goal

*The students explore from where they draw their strength, what resources they possess, and what role their migration history plays as a resource.*

2<sup>nd</sup>–9<sup>th</sup> grade

45–90 minutes



Materials:  
a “sun picture”  
(see example below) ;  
paper, colors.

### Hints:

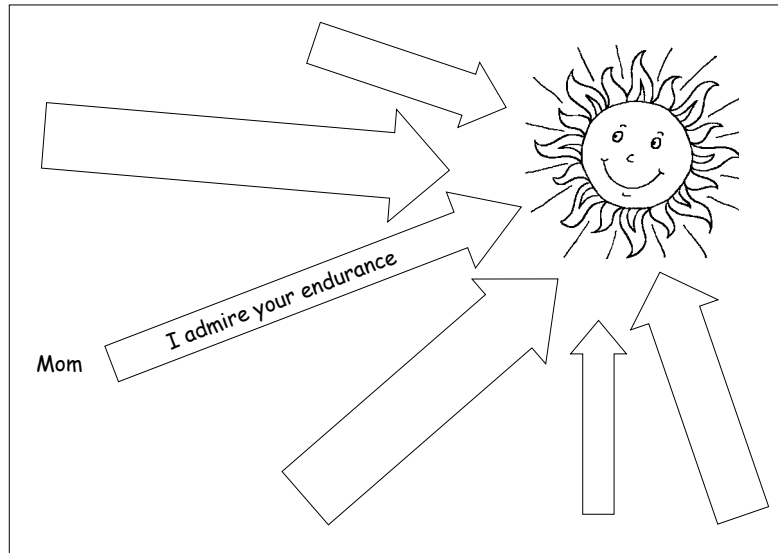
In order to avoid misunderstandings, the instructor may want to previously contact the parents and explain to them the goal of the activity (positive awareness of resources). This activity is also well-suited as a cooperation project with regular classroom instruction.

### Procedure:

- The instructor informs the students that their task is to interview the parents, siblings, acquaintances and relatives about the resources which they see and appreciate in the students.
- In the class as a whole or in groups, the students collect questions for these interviews. Example: What do you like about me? What do you appreciate about me? What do you find cool about me? What do you admire about me? What do you love about me? etc.
- Collectively the students design a questionnaire, possibly in two or three versions with varying degrees of rigor. Each student should get at least three surveys filled out.
- The students distribute the instrument to the relevant people for completion, or they fill out the questionnaires together with them. Surveys can also be conducted with phone conversations (skype) with the relatives in the countries of origin.
- Analysis of the surveys in the following week (students evaluate either their own questionnaires or those of a classmate): first in form of a “sun picture” (the sun as a symbol for power and energy; see depiction below). For this purpose, the students draw and color a sun in the right hand margin and label it with their name. Arrows of various sizes and colors point to the sun; these arrows will bear the statements found in the questionnaires (e. g. “I admire your endurance”). The arrows indicate from where the sun (or the child in question), respectively, draws his/her strength. Each arrow symbolizes a source of strength and recognition. Each arrow also bears the name of the person from whom the statement originated.
- In groups, the students present their suns and their personal sources of strength; these posters can be later exhibited at an event, such as a parents’ evening.

- Prompts for a final, closing evaluation by the class as a whole:
  - What do these sources of strength have to do with my migration biography?
  - What other sources of power do I have in order to recharge/refuel?
  - How did my sources of strength change in the course of my life?
  - What can I do with all my sources of strength?

### Example sun picture



## 2.4 My homelands – autobiographical narrations

2

### Goal

*The question of home country and personal identity is often difficult to answer for children and students with a migration background. In the exercise “my homelands”, the students show their migration-related geographical distribution of their relationships. Together with their autobiographical narrations, this will help them recognize how their migration biography was and is influenced by certain persons, locations and events. This exercise allows the students to creatively deal with the “homeland” theme.*

4<sup>th</sup>–9<sup>th</sup> grade

45–90 minutes



Materials:  
individual portraits of the students, family pictures, photos of parents and family members, photos with relatives and friends, etc.; A3-copies of a world map (possibly only map of Europe).

### Procedure:

- One week in advance, the students receive an assignment to collect and bring to class a small portrait photo (or a drawing) of themselves, as well as various photos and group pictures of family members, friends and acquaintances.
- At the beginning of the sequence, the students sit in a circle on the floor and receive an A3 size copy of a map of the world or Europe with the names of the countries on them. First, they affix their own photo to the actual place of residence on the map. Then, they must circle and label in color every country, city or other localities with which they have been in contact. Then, they connect their photo with a line in color with the circled countries and cities, respectively.



- Working individually, they consider through which family member, and which persons they have contacts to this country or locality and then paste the corresponding photo on that location on the map.
- As a last step, they remember a common experience with this person and write a sentence about it on the connecting line (e. g., celebrated birthday, received a present, helped with homework assignments, told stories, taught how to write, etc.). There should also be a space for negative occurrences. In such cases, the sentences begin with a minus sign.
- In groups of four, the students tell each other their visualized migration biography and make comments about the various persons, places and events.
- Closing evaluation by the whole class; questions and prompts:
  - What does “homeland” mean for you? Where is it, why?
  - What do you connect first and foremost with the notion of “homeland”? (place of residence, place of birth, family, friends, etc.)
  - Did you list several places as your homeland? If yes, which ones and why?
  - How important is it for you to feel at home in your place or residence (on a scale of 0–5)?
  - What can you do so that the country where you currently residence becomes your homeland?
  - Do you lose your cultural origin if your homeland is here as well?
- Possible deeper analysis: interviews with various people about the topic of homeland.

## 2.5 In the past – today – tomorrow

### Goal

*The students gain an overall impression of their own migration biography by means of a timeline. This enables them to reflect on the influence of the migration on their biography while, on the other hand, it allows them to deal with their own interests, wishes and hopes.*

4<sup>th</sup> – 9<sup>th</sup> grade

90 minutes



Materials:  
A3-paper for the timeline  
or lifeline (see example  
below).

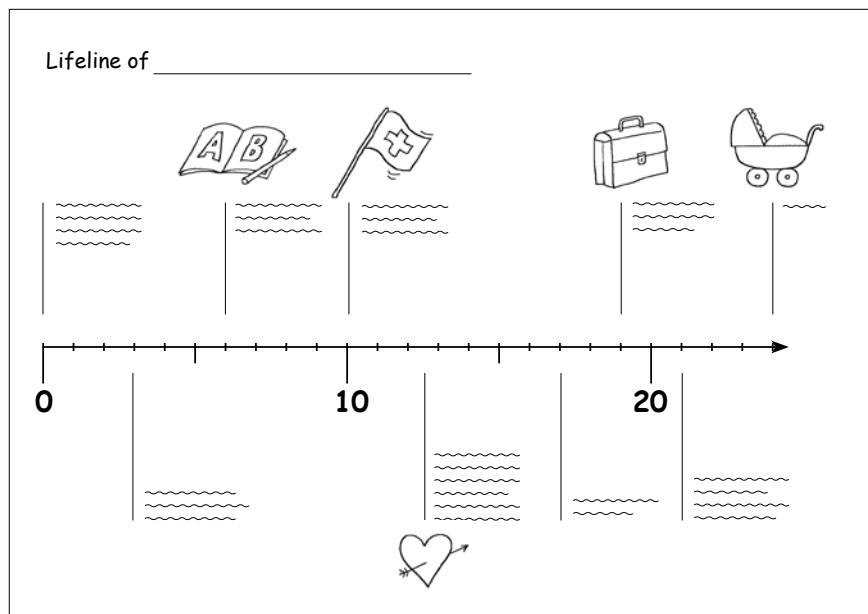
Hints:

This exercise is based on Gudjons, H., Wagner-Gudjons, B. and Pieper, M: (2008): Auf meinen Spuren. Übungen zur Biografiearbeit. (Following my tracks. Exercises for working with biographies). Bad Heillbrunn: Klinkhardt.

Procedure:

- As an introduction, the students receive a note with the following questions, which they answer individually (following an introduction and clarification in the class as a whole):
  - a) When I was 8 years old:
    - a main interest...
    - a problem, a difficulty...
    - a hope, a wish...
  - b) at this time in my life:
  - c) in 10 years:

## Example of a timeline or lifeline



- In the second phase they draw (on an A3 size paper) a timeline or lifeline, which begins with 0 (= birth) and extends to age 25. Working individually, the students think about which important events they want to record on this timeline. Events that are perceived as negative will be listed below, the positive ones will be entered above the time line. For transitional situations (starting school, migration, beginning a career, perhaps starting a family, emigration, etc.), appropriate symbols could be created.
- The pages with the timelines or lifelines will be displayed, reviewed, commented and discussed. In doing so, impressions are exchanged and questions answered.
- Collective reflection with the whole class, with prompts and pertinent questions:
  - What kinds of feelings have you experienced in this work?
  - Are there commonalities and differences in your lifelines, where?
  - To what do you ascribe these commonalities and differences? (aspects of gender, age, migration background, etc.)
  - Which events are designated as particularly positive/negative? Why?
  - How are the past, the present and the future connected for each one?

# 2.6 I am writing history!

## Goal

To make the students aware of the resources that result from their migration story and their bicultural-bilingual competences. They show how the students can apply and use these resources in daily life as well.

1<sup>st</sup> – 9<sup>th</sup> grade

30 – 60 minutes



Materials:  
paper strips,  
poster paper.

Hints:

The scenes which are remembered and related here can also be re-enacted as role plays. At the conclusion of each scene, the observers provide the actors with feedback in terms of content and presentation.

Procedure:

- By way of introduction, the instructor provides the students with an example of how s/he was able to use the bicultural-bilingual competences which she had acquired along with her migration biography as a resource. Further episodes originate with the students. Example: "I helped someone communicate with the police at the airport on the way back, because I could translate", "I dared to enter into a discussion between two people about my religion, because I am a member of this religion"; "I involved myself as I witnessed a misunderstanding between two persons from different cultures and was able to help clarify things".
- Subsequently, the students remember other personal experiences (or experiences of people from their environment) and write these on the paperstrips.
- The students in the class as a whole (or in two group levels) form a circle to read the strips out loud and make comments. They will be pasted on the poster "my migration resources" and perhaps complemented with other strips. Example: "I speak more than one language; that is why I can mediate", "I can communicate with people from two countries", "I have several residences and have friends here and there", "I can celebrate twice as much: the festivals from my culture of origin, and the festivals that are celebrated here!", "I know stories which not everyone knows", etc.
- Further exploration/continuation of the topic (well-suited for homework assignments): "photographic self-portraits": the student should take pictures of themselves (selfies) in ten locations that are important to them. By way of these pictures, the places of identification are documented and the resources emerge, visualized on the poster.

# 2.7 Three ideas for project days

Preliminary remarks:

The following suggestions are more time consuming and are primarily suitable for project days. Project days or daily projects rarely take place in HLT, since it meets only 2–3 hours per week. The suggested ideas are however well suited for cooperative ventures between HLT and traditional mainstream education or between different HLT groups, either within the framework of individual project days or as a day within a project week of the school concerned. Another context for the following suggestions are vacation or summer courses, as offered by many HLT sponsors.

## Goal

*Themes like migration, cultural and linguistic diversity (see also Unit 3) are highly topical in the country of origin, as well as the immigration countries. The acquisition of awareness, sensibility, and competences relative to these topics is an overarching objective that is unquestionably of high relevance. The following suggestions show different approaches for this.*

### 2.7a The migration story of my family



Procedure:

- The project is divided into at least two phases (e. g. two half days of a project week). In the first week, questions for the migration story of the family are collected and compiled in a questionnaire. (For sample questions, see below). These questions are first answered by the students individually. Then, they are exchanged within small groups.
  - As a homework assignment, the students interview their parents or grandparents and other relatives. The answers are recorded in writing and brought to class.
  - In the second phase, the results are documented and analyzed. Small posters can be created for this purpose. They will then be presented, discussed and compared. Important aspects: reasons for migration; visuals on a map of Europe or world map; effects of the migration on the family (e. g. in terms of economics, culture and language). The posters can be complemented with pictures, objects, graphics, etc.
- 
- Sample interview questions:
    - Questions about one's own migration background (where were you born? When did you come here? How old were you then? What kinds of contacts did you have with your relatives? How do you maintain these contacts? How do you speak with you parents, siblings? etc.)
    - Questions about the migration history of the parents, grandparents, neighbors (Where were they born; where do they live now? Why did they come here? How do the members of your family speak about the country of origin of your parents and grandparents? Which special feasts do you celebrate in your family; who participates, what do they eat? With which groups, associations, institutions do they feel affiliated? What kinds of contacts do they maintain in the country of origin and in the immigration country? In hindsight, how do they assess their decision to emigrate? Which dreams and desires have been fulfilled, which did not?)

## 2.7b Cultural diversity in our district

4<sup>th</sup>–9<sup>th</sup> grade

project day



Procedure:

- The instructor informs the class: by way of interviews and a report from the neighborhood, the cultural diversity and the origins of migration in a broader context that extends beyond the family and ethnic group will be studied and reflected upon. This project continues the suggestion 2.7 in an optimal manner.
- In the class as a whole or in groups, the students compile questions for the interviews with neighbors and other people from the neighborhood. The questions in project 2.7a may serve as a foundation and will be expanded with information about the country of origin, language, timing of the migration.
- The analysis follows the model for project 2.7a.

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## 2.7c Migration concerns us all!

4<sup>th</sup>–9<sup>th</sup> grade

project day



Procedure:

- As an authentic continuation of the interviews from project 2.7b, migrants from different cultural circles (e. g. acquaintances or neighbors from the environment of the students or the instructor ) are invited to tell their migration history to the class in school. Previously, the instructor can discuss with the students important stations and aspects of a migration biography and devise a grid which, for instance, lists the points such as origin, journey, arrival, today's situation, wishes, etc.
- The students make notes in the grid during the narration. In terms of the country's situation during the time of the migration, the students could also be assigned a research project about the country or reading a fundamental text about its situation.
- Follow-up with a final discussion of the mentioned points and comparison with their own migration situations and motives.

**Unit 3:  
our languages – we speak  
more than one language!**



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## Introduction

It is a priority objective of intercultural, integrative or inclusive pedagogy that people be able to orient themselves in a multicultural context and be able to successfully interact with people from other cultures without prejudice. In doing so, they should also be able to retain and develop their own identity, naturally, and without pressure to assimilate.

The linguistic side of multicultural societies is multilingualism, which is the reality in every school and in every class in the immigration countries. Meeting this multilingualism with interest and openness while, at the same time, valuing and cultivating one's own language(s) and dialects, ranks among the most important and indispensable intercultural competences.

Heritage language education can and should make a contribution in this regard. Its focus, naturally, is on the first language. However, this should not mean that the students' other potentials and resources be neglected or ignored. (Similarly, this must not occur in regular mainstream education classes either, which should acknowledge and make use of these potentials as part of their teacher and living environment orientation.)

The following seven proposals demonstrate simple ways of how bilingualism and multilingualism of students and society can lead to exciting teaching sequences. These projects are all the more motivating, as they revert to immediately retrievable and available potentials and experiences. Many times, they can be combined with creative activity options. Last, but not least, the comparison with other languages often demonstrates particularly well the characteristics and peculiarities of one's own language. Which partial competencies are prioritized in which unit (perception competence, reflection competence, competence to act) is evident from the overview at the end of the book. The assignments to classes and levels are broadly defined; most of the suggestions can be implemented on the upper or lower level as well, with only minor modifications.

Finally, an important hint: in terms of the first language, HLT prioritizes the promotion of literal competences (the mediation of the standard language, including reading and writing competence). This is plausible, as many students practice their first language at home only in dialect and sometimes with very limited vocabulary. The language projects in this chapter, however, absolutely include dialects (in the first language, as well as in the language of the host country), hence the group-specific codes or forms of language usage.



# 3.1 Language outlines

## Goal

This little project is suitable for all age levels and helps students to become aware of their own language environment in a creative way, as well as to reflect on their own relationship to the different languages (reflection competence). At the same time, it leads to fruitful discussions that are also instructive for the teacher.

1<sup>st</sup>–9<sup>th</sup> grade

30 minutes



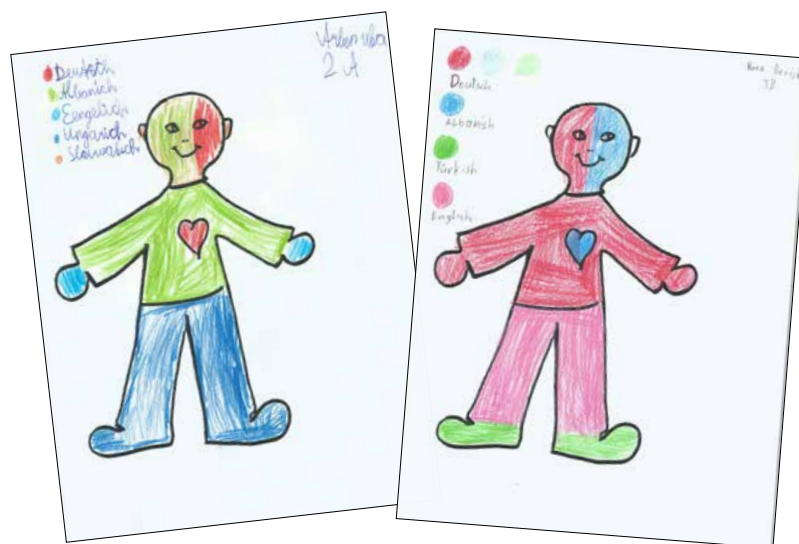
Materials:  
one A4 paper with the outlines of a boy or a girl (master copies, see p.16 and 17);  
colored pencils.

Hints:

The project is best suited as an introduction to language biographical topics, as described in 3.5.

Procedure:

- The instructor introduces the topic carefully, but not for very long. We all grow up in and between different languages: our own language, the language spoken in school, the language spoken by the neighbors, and English terms from advertising and music, etc. The dialect(s) and the standard variant of our first language and those of the host country should also count as languages. We may like many of these languages very much, others not so much. These different relationships can be very well demonstrated by matching individual languages with certain parts of the body.
- Every child receives a sheet of paper with the outlines of a boy or a girl. Assignment: with colored pencils create a legend of the colors (e. g. red = mother tongue in dialect; blue = mother tongue in the standard variety, green = language (dialect) of the immigration country, ..., purple = Tamil as language of a neighbor family, etc.).



- In the language outline, color the the region that matches a certain language with the corresponding color (e. g. mother tongue/dialect near the heart; the school language French near the hands, as it may help me with work later on, etc.) Many languages from the environment will not be entered within, but around the outlines (e. g. the language of the neighbor family, which I hear a lot, but to which I may not have a special relationship. Important: don't give the children suggestions or proposals that are too specific! Filling in of the outlines should occur by working individually and with absolute tranquility in the classroom.
- After 10–15 minutes, the students explain their pictures to each other (in the class as a whole or in groups). Which language did I enter at a given place, which language has what kinds of significance for me? Why is that so?

Variants:

Self-portraits or a personal description with the main focus on languages (my first language, other languages I can speak, other languages that are spoken in my environment, etc.).

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Bibliographic references

More in-depth information from the “inventor” of the language portraits, Prof. Hans-Jürgen Krumm, Vienna, can be found under [http://www.akdaf.ch/html/rundbrief/rbpdfs/61\\_Mehrsprachigkeit\\_Sprachenportraits.pdf](http://www.akdaf.ch/html/rundbrief/rbpdfs/61_Mehrsprachigkeit_Sprachenportraits.pdf)

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## 3.2 Bilingual or multilingual writing projects

### Goal

*In bilingual or multilingual writing projects, the HLT students are made aware of their bilingual resources and potentials and how to use them productively. In terms of their first language, authentic situations may arise, in which the writing competences can be promoted. The resulting attractive products contribute to the motivation.*

3<sup>rd</sup>–9<sup>th</sup> grade

30–60 minutes



Materials:  
depending on the project.

Hints:

- The focus in HLT is the realization of the project in the first language (although many students feel more secure in the language of the immigration country). The version in the second language or language of the host country will follow in a second step.
- A cooperation with regular classroom instruction for these projects is particularly productive and useful. The bilingual texts that are created lend themselves very well for a bilingual expansion (see ideas #21 and #22 in the volume “Promoting writing in the first language”).

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Procedure:

- The class is informed about plans for a bilingual or multilingual writing project, followed by discussions of the arrangements, theme, and the kind of text and product to be created. The students should understand that the project aims to utilize their competencies in two languages.
- Possible themes and products:
  - Lower level: creation of a bilingual picture book (the text in the first language at the bottom, the text in the second language at the top). The pictures are either drawn by the children themselves (for a story invented by them or a story read to them by the instructor), or they paste pictures into the text, following a template provided by the teacher (e. g. a picture book). Variant: create a “mini book”, as described in # 21.2 and 22.4 in the volume “Promoting writing in the first language”; Link: <http://www.minibooks.ch/>.
  - Lower and middle level: bilingual poems about a topic or a literary form (e. g. “Elfchen-Gedichte” or “eleven poems” as described in the volume “Promoting writing in the first language”, #21.1). The created texts can be artistically enhanced on colored paper and fashioned into a little booklet.
  - Middle level: creation of a bilingual adventure book, see “Promoting writing in the first language”, #21.2).

- Middle and upper level: a bilingual collection (recipes, instructions for handicrafts, jokes, riddles, etc.), compiled in a booklet or binder, possibly duplicated and decoratively enhanced.
- Middle and upper level: creating a book cover and jacket blurb (either in a bilingual version or parallel in the first language and the language of the school); see <http://www.sikjm.ch/literale-foerderung/abge-schlossene-projekte/mein-buchumschlag/> and <http://www.sikjm.ch/medias/sikjm/literale-foerderung/projekte/mein-buchumschlag-didaktische-anregungen.pdf>.
- Middle and upper level: creating a bilingual or multilingual “photo comic” or novella with self-created pictures and speech bubbles. Computer generated assistance recommended, as described in the volume “Promoting writing in the first language”, #21.3.
- Middle and upper level: bilingual student paper (wall newspaper, stapled newspaper A4 size, electronic newspaper).

## 3.3 Language-biographical themes

### Goal

*Dealing with growing up in and between two languages strengthens one's reflection competences as well as knowing the characteristics of one's own biography and personal competences. What makes this topic especially attractive is that it is directly linked to one's own experiences and memories.*

2<sup>nd</sup>–9<sup>th</sup> grade

30–45 minutes



Materials:  
depending on the implementation  
(A2 paper for poster).

### Hints:

- In most cases, there exist dialectal variants and a standard form in the first language as well as in the language of the immigration country. These must of course be discussed. (Many HLT students experience most of the difficulties with the standard variant of their first language.)
- The topic can be addressed with various, age-appropriate specific questions. Students could also work on these questions in different level-specific groups and then present the results to each other.
- Normally, the project is distributed over two weeks (introduction in the first week, execution thereof in the second week). The above referenced “language outlines” are a good introduction to the theme.

### Procedure:

- The instructor introduces the project and the exact formulation of the question (possibly an age-appropriately differentiated task, see above). The students receive clear guidelines for the continued assignment (e. g. collect the requested information until next week and bring to class with corresponding notes). For a list with possible questions, see below.
- In the subsequent week, the results of the assignments are compiled and possibly summarized on a poster and presented in class. Depending on the focus, a written text or a discussion may ensue where students reflect on their insights gained through this project.
- Possible questions:
  - All levels: my first words or sentences in the first and second language (ask parents); funny mistakes and blunders in the first and second

language (misunderstood and erroneously applied terms); important resource persons when learning the first and second language.

- Middle and upper level: what were my particular difficulties in learning the second language? How did I learn, what strategies did I have and still have? Which aspects are still problematic for me and how could I overcome them? Variant: a presentation of funny language misunderstandings as a sketch.
- Middle and upper level: What can I do well in my first language and in which areas do I still experience difficulties?
- Middle and upper level: dialect and standard variant in the first and second language. Which form do I apply in a given situation? What is my emotional connection to both variants, what is the reason for acquiring the standard language (what is it good for, particularly also in terms of the first language)?
- Middle and upper level: growing up with and in between two languages. What are the advantages, but also the problems relative to growing up monolingually? – Will I raise my own children bilingually as well, why, why not?
- Middle and upper level: experiences of the parents or the grandparents upon moving into the new language environment. How did they fare, what difficulties did they experience, how did they manage? It might be useful to compile a few key questions for an interview, and maybe also record parts of the interview on a recording device.
- Upper level: different languages often have a prestige that varies considerably. How is this in terms of our first language, what kinds of experiences have I already gained in this respect?

## 3.4 Using electronic media in different languages

### Goal

*Media competences, in particular when dealing with electronic media, ranks among the key qualifications in today's world. In a multilingual environment, this competence must, of course, be developed and expanded in terms of more than one language. In this case as well, HLT can and must take advantage of numerous diverse opportunities.*

3

5<sup>th</sup>–9<sup>th</sup> grade

10–90 minutes



Materials:  
computer  
with internet access  
(in school or at home),  
cell phone/smartphone.

Hints:

- Among the electronic media which lend themselves for multilingual use in school, the following must be considered first and foremost: computer (text processing, formatting and design; internet as source of information; e-mail, social networks (facebook, chat rooms etc.) as well as skype and other platforms for written and oral contacts and information), cell phone for sms, smart phones for performing computerized functions.
- The primary focus in HLT is, of course, the usage of electronic media in the language of origin; additionally, these media can also be used in conjunction with other projects (see suggestions 3.3–3.6 in the previous chapter).
- Correct spelling is important when entering search terms on the internet. Consult a dictionary or a machine-generated translation in case of uncertainties.

- If the school has no computers available, the assignments must be structured in a way that facilitates working on them with a computer at home. To facilitate access to a computer for every student, maybe teams can be created.

Possibilities and examples of use:

- Design of a text (poetry, story) or a book in the heritage language (nice layout, perhaps illustrations; possible without internet).
- Introducing the students to the most important search engines and sources of information in the language of origin (wikipedia etc.); go through a few examples).
- Acquisition of information from websites in the language of origin (e. g. about a historical theme; about agriculture, about poems, fairy tales, etc.) The planning of the topics should occur with the students, and the results of the internet research should be integrated into the teaching materials.
- Using e-mail, skype, sms, for obtaining information from the country of origin (relatives, friends).
- Corresponding with a class in the country of origin; see #3.8 below.
- Experiments with translation machines (e. g. with the integrated Google "translator"): enter a short text in the language of the country of origin for translation or vice versa. What happens, which errors can be attributed to what, etc.?

## 3.5 Dialects in our language and other languages

### Goal

*Most languages comprise a whole range of dialects, primarily for oral use, in addition to the standard or written form. The students' perception concerning this matter should be sharpened and their linguistic knowledge and awareness must be developed.*

5<sup>th</sup> – 9<sup>th</sup> grade

45 minutes



Materials:  
possibly a map.

Procedure:

- Introduction, for example, in such a way that the instructor begins the lesson by informing the students in the broadest possible dialect that today's language hour is devoted to a special topic. What could it be?
- Discussion: assumptions on the part of the students, experiences with the dialect(s) in their first language. Who uses dialect where and how, which typical words do you know in dialect (compile a selection of words on the board), what kinds of dialectal differences are there between different regions (show on the map!); address comprehension issues between the different dialects, etc.
- Assignment for the next week: record dialects (e. g. grandparents, etc., possibly by phone or skype). Perhaps audio samples can be obtained from the internet (Example for Italian: <http://www.yougulp.it/dialetto/>): bring to class and localize the region on a map.
- In view of the standard language: how does it differ from the dialects, where is it used (for written purposes, media, news, etc.) Possibly write and compare a short text in the standard language and in dialect. What is difficult in terms of the standard language?

- What is the prestige of dialect in our language; where are dialects heard, who uses them, who does not?
- Dialects and standard language in the immigration country: what do the students know about them, which variant is used and when; what is the prestige of dialect here?
- Discussion: my emotional connection to dialect and standard variants in the first language and second language; my assessment of the practical use of dialect and standard language.

## 3.6 Correspondence to intercultural questions

### Goal

*Questions in conjunction with life in, with and between the cultures are particularly current for HLT students. The objective of the project "correspondence" is for students to exchange ideas about these questions with persons from other contexts and thereby expand their own horizons. At the same time, the project contributes to the students' writing and media competence.*

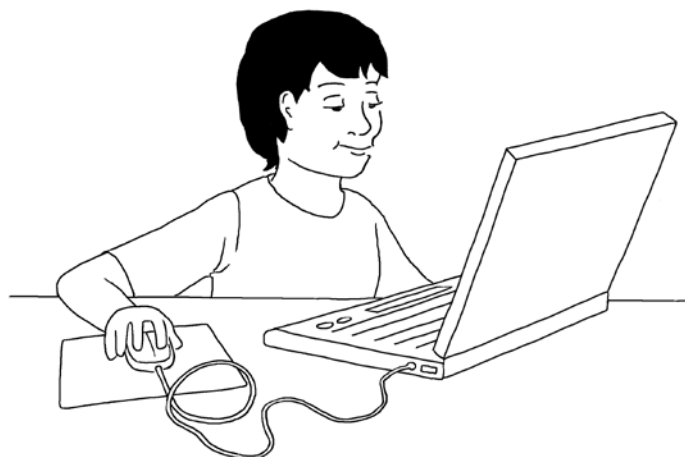
5<sup>th</sup>–9<sup>th</sup> grade

45 minutes



Procedure:

- By way of a current issue from the topic area «intercultural life together», the instructor suggests that students obtain and discuss the points of view of persons from other contexts. This should occur in form of an electronic correspondence (e-mails, possibly SMS). Potential topics and questions include: personal experiences with hostility towards foreigners in this country – the status of "foreigners" in the political system – the status of HLT in the educational system- the status and prestige of minorities, such as the Roma people, for example – discussion of a question from a current political debate.



- The class selects a topic and discusses potential correspondence partners and contexts. Examples for class correspondences: a school class from the country of origin – an HLT class from another community in the immigration country – an HLT class from another immigration country – an HLT class from another language group. (Perhaps the ministry of education from the country of origin can assist with facilitating the relevant contacts.)
- For individual correspondences: relatives, friends, acquaintances from the same or other language groups. It is exciting when the same prob-

lem is discussed with addressees of various contexts. It is of course possible to also contact and query politicians or relevant authorities for an opinion.

- Guidelines for the correspondence are previously agreed upon (e. g. a series of common issues) to ensure that the results are comparable.
- Once a sufficient number of responses have been received, they will be analyzed, grouped and presented (e. g. on a poster) and discussed.

## 3.7 Language use: different, depending on the context!

### Goal

*Part of the competence for action and the competence for communication is that one conducts oneself not only in terms of language, but also in terms of gestures, mimicry, language distance, etc. in a manner that befits the respective situation or social constellation. The appropriate rules are largely unwritten and culture-specific. To deliberate about them and to experiment with them strengthens the social and communicative competence.*

3<sup>rd</sup>–9<sup>th</sup> grade

20–45 minutes



Procedure:

- Possible introduction to the topic:
  - A stimulating learning situation (e. g. How does “Sie” (formal you address) and “Du” (informal you address) actually function in our language and in the language of the (German-speaking) country where we now reside?).
  - An episode about a communicative misunderstanding (e. g. a Sie/ Du blunder) ; standing too close to the person talked to (proxemics), voice level too loud, greeting too informal).
  - A good introduction to the topic also occurs when the instructor purposely models a violation of the unwritten rules of communication (too formal or too sloppy use of language with a student; proxemics or standing too far from the person addressed, speaking too softly or too loudly...).
- Discussion of the topic, raising awareness of the unwritten norms which, in addition to grammatical comprehensibility, must be observed to ensure a functional communication.
- Scenic experiments with group-specific use of language and non-verbal elements (body contact, loudness, gestures, mimicry, proxemics, etc.): What is “appropriate” in communicating with friends, with authorities, with grandparents, with siblings, etc.? What would be out of place or inappropriate? why? Also consider the use of dialect and standard language in this context.
- Compare the norms in terms of formal/informal address, loudness, speaker distance, body contact, shaking hands, kissing when greeting, etc. in the culture of origin and in the immigration country. Where are there important differences? What would you particularly recommend to someone who is newly immigrating? (Possibly compile a written check list.)
- Gestures: which gestures are customary (or taboo) in the country where we currently reside; which ones are “international”?

**Unit 4:**  
**intercultural communication –**  
**getting along with each other**





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## Introduction

When we communicate, we do not just exchange information. We are constantly transmitting signals about the kind of relationship we have to our counterpart. Moreover, our communication style – be it on the content or relationship level - is always culturally shaped as well. For instance, this pertains, to the loudness, gestures, proximity or distance to one's counterpart, physical contact with the conversation partner, the «ritual» elements at the beginning and end of the communication (question about one's well-being, etc.), the directness with which a concern can be raised, etc. These are all culturally-specific aspects. These will not be noticed within one's own culture, but in the context of intercultural communication, i. e. with members of another culture, they can lead to misinterpretations, insecurities and misunderstandings. Additionally, in a migration context, the communication may be affected by symmetries of power and stereotyped images. A conscious, difference-sensitive interaction with intercultural communication is therefore all the more important, which leads to sovereign capacity for action in multicultural and multilingual contexts.

The schools can and must make a significant contribution in developing intercultural communication competences. This applies to regular mainstream education with culturally heterogeneous classes, as well as to heritage language education with linguistically and culturally homogeneous groups. The present unit provides suggestions and examples for developing sensibility and competences in terms of intercultural communication processes in HLT. By means of different exercises, simulation and role plays, the students recognize communication processes and reflect on their own communication behavior, they get to know the pitfalls of intercultural communication and develop strategies for improving their own communicative behavior. Naturally, the resources and experiences of the students themselves play an important role, since they must navigate daily in and between two cultures in order to orient themselves and communicate.

# 4.1 Something is not right here

## Goal

*Reflecting on culture-specific differences in communicative behavior is an important part of intercultural competence. This exercise shows what kinds of reactions, feelings and assessments can result when people from different cultural contexts communicate with different body language, mimicry, gestures, etc.*

3<sup>rd</sup>–9<sup>th</sup> grade

30 minutes



Materials:  
game instructions  
(master copy on the following page).

Hints:

Source: Interkulturelles Training. Materialien und Übungen für den Einsatz in der Jugendarbeit im Sport. Link: [http://old.dsj.de/uploads/media/interkulturelles\\_training\\_2015.pdf](http://old.dsj.de/uploads/media/interkulturelles_training_2015.pdf)

Procedure:

- Students form pairs (e. g. s1 and s2). All s1 remain in the classroom, all s2 go to an adjacent room or into the hallway.
- The students in the classroom (group s1) must come up with a topic (an experience, a book, a film, a vacation, etc.) as a basis for a talk of a few minutes duration. Later on, each s1 student will chat with an s2 student about it for 5 minutes.
- The instructor distributes the game instructions to group 2 and explains until everyone has understood. The s2 students then return to the classroom.
- The students of group 1 initiate the conversation, which the instructor stops after five minutes.
- Reflection and discussion with the class as a whole about the previous exercise. What happened? How was the quality of the discussion? How did you feel? What did you think about your partner?
- Subsequent generalization: have you had or observed similar experiences with different communication styles in your own environment? What differences in communication are there between your culture of origin and the culture of the host country where you now live (in terms of greeting, loudness, distance between conversation partners, phrases, etc.) See also # 3.7 above.

## Game rules

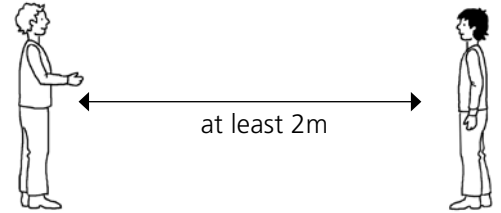
If you later speak with another student, then follow rules 1, 4 and 5.

With rule 2, you must decide if you want to select 2a or 2b; proceed likewise with rule 3.

- 1 To begin your conversation, you greet your partner by clapping your hands three times.



- 2 a) During the conversation, maintain a distance of at least two meters.



- b) During the conversation, stand in close proximity to your partner and once in a while touch his/her arm or shoulder with your hand.



- 3 a) During the conversation, always look on the ground.



- b) During the conversation, always look away from your partner's face.



- 4 When the other one speaks, always close your eyes.



- 5 Always wait ten seconds before you speak or answer; between sentences always pause for five seconds.



# 4.2 Point the way with language

## Goal

*A clear and effective communication is central to living and working together in a multicultural context. Exercise 4.3 furthers the students' competence in communicating clearly and effectively. At the same time, the students learn to describe problems which may arise from vague communication, and to consider and develop solution strategies.*

1<sup>st</sup>–9<sup>th</sup> grade

40 minutes



Materials:  
objects that are available  
in the classroom.

Hints:

Source for 4.2, 4.3 and 4.7: Schilling, Dianne (1993): Miteinander klarkommen. Toleranz, Respekt und Kooperation trainieren. Mülheim an der Ruhr: Verlag an der Ruhr.

Procedure:

- Without further explanations, the instructor asks the students for help with building an airplane landing strip. By using chairs, benches, etc., a runway of 6–8 meters in length and 1.5–2 meters width is constructed. Subsequently, 6–10 objects (books, paper, pencils, etc.) are distributed on the runway.
- The instructor then asks for a volunteer pilot who must land his/her plane on the runway, and an air traffic controller who has to issue instructions to the pilot from his imaginary air traffic control tower at the airport.
- The pilot and the air traffic controller are placed at the opposite ends of the flight path. The instructor blindfolds the pilot and declares that there is a severe thunderstorm in the area. Lightning strikes have interrupted two-way radio contact between plane and tower: the pilot can still hear the controller, but s/he is unable to issue any radio signals. Additionally, the storm has devastated the runway, and debris is everywhere. The pilot must try to land the plane safely in zero visibility, relying completely on the instructions from the tower. If an object on the runway is hit by the aircraft while trying to land, the plane is considered lost.
- Several teams of aircraft controllers and pilots attempt to land the plane safely. After each attempt, the difficulties that emerged are briefly discussed.
- Inputs for the final class discussion: How did the pilots feel? How did they try to compensate for their “blindness”? How did the controllers feel? What did they do in order to guide the pilots as precisely as possible?

Transfer: have you ever encountered a situation, which depended on highly precise formulations and instructions? What kinds of situations of this kind could arise in terms of different cultures and languages?

Generalization: how can we issue clear and exact messages? How important is the language aspect in communication? Which other elements play a role in communication and can help to improve it?

# 4.3 Active listening

## Goal

*This exercise furthers the students' active listening. It is a key part of communication and intercultural competence to act. By way of a simulated exercise, the students' interest in and awareness of their own role as listener in intercultural communication is awakened.*

4<sup>th</sup>–9<sup>th</sup> grade

40 minutes



Materials:  
copies of the worksheet  
"As a good listener..."  
(mastercopy, see next page).

Procedure:

- The students are queried about what communication means to them and examples for communication situations are compiled. The instructor then draws a simple diagram on the board (sender – receiver) and explains: "communication can be understood as ping-pong between two persons – the sender and the receiver. If they want to understand each other well, they must be able to communicate as reliably as possible. This also implies that the sender formulates his/her message as precisely as possible. Moreover, the word message is generally also accompanied by non-verbal signals, such as smiling, frowning or gestures. A successful communication also implies that the receivers listen carefully so as not to interpret the message erroneously".
- In the ensuing discussion, the students compile ideas of how a good receiver shows his/her interest in the messages in that s/he is actively listening. The worksheets are distributed to the class, the suggestions are discussed and possibly supplemented.
- The students form groups of three in order to practice active listening. In the first round, student 1 is the sender and student 2 is the receiver and active listener, respectively. The task of student 3 is to observe the active listening of student 2 and to report his/her findings to the group. There are three rounds, so that each student can assume each role once. The instructor suggests themes for the sender, such as: "when I needed help", "what I would like to do better", "a problem I would like to solve". The senders select a topic and remember to include pauses when speaking, thus allowing the receiver to respond. The instructor gives the signal to start, and then ends the round after 3 minutes. The observers have 1 minute to complete their report, then the roles are changed. In the end, the students fill out the worksheets individually.
- Reflection and discussion with the class as a whole. How did you feel as an active listener? What was it like for the observer? When you were the sender, how did you feel when someone listened attentively to you? When you were an active listener, what was easiest, what was the most difficult aspect? What did you learn from the observer? Why is it important to be able to listen well? Remember a situation where you were able to listen well! Share an example of when you were proud of yourself because you received good feedback based on your active listening.

**As a good listener...**



- ... you look at the speaker;
- ... you make eye contact with him or her;
- ... you are relaxed, but attentive;
- ... you listen attentively and reflect on what the speaker wants to say;
- ... you do not interrupt and fidget;
- ... you only answer during pauses;
- ... you try to feel what the speaker feels;
- ... you nod, say "hmmm" or summarize quickly, so that the speaker knows that you have listened.

**What you do well while listening**

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**What is not your strength while listening?**

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**What can you do in order to listen better?**

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# 4.4 Visiting

## Goal

*The students engage in a non-verbal simulation play to act out the encounter between strangers with different expectations. Through the subsequent analysis, their reflection competence should be furthered and they should acquire deeper experiences with intercultural communication.*

4<sup>th</sup>–9<sup>th</sup> grade

30–45 minutes



Materials:  
role instructions for hosts  
and guests (see template on  
next page).

Hints:

- The sensibility about nonverbal communication can be furthered when students are asked to purposely observe themselves or others in communication situations in the next 2–3 weeks and to bring examples to class.
- Source: Intercultural training (see 4.1 above).

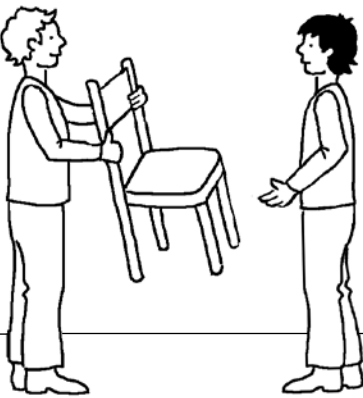
Procedure:

- Students are divided into pairs. One assumes the role of the host, the other plays the guest. All receive role instructions for their group (see next page). During the preparation time, the hosts remain in the classroom, the guests go next door or in the hallway. During their preparation time, the students must reflect and consider how they will interpret the points listed on their assignment sheet nonverbally, without speaking.
- The encounters begin after about ten minutes. No words may be exchanged. The play lasts ten minutes. The instructor then asks a few pairs to briefly report on their experiences.
- Reflection and discussion with the class as a whole. Prompts:
  - What worked well? why? What kinds of emotions did it provoke?
  - What did not work well at all, and why? What kinds of emotions were triggered?
  - Were the guests able to decode the hosts' behavior?
  - What did it provoke when certain expectations were not fulfilled?
  - What were the expectations all about?
  - Generalization: where do similar situations occur in reality with different expectations? What have you yourselves already experienced in this regard? What was your attitude?
  - Do you know examples of situations with different expectations which specifically have to do with cultural differences?





### Role assignments for hosts



#### Behavior of the hosts:

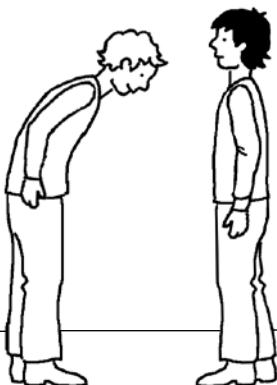
- They signal "yes" by rolling their eyes.
- They signal "no", by sticking out their tongue.
- If they want to show something, they do not use their hands, but by staring intently.

#### The hosts' expectations of the guests: they should...

- ... remove their shoes.
- ... first wash their hands.
- ... give the hosts a small coin as a present.
- ... fetch a chair for the hosts.
- ... sit cross-legged beside the chair.



### Role assignments for the guests



#### The guests' expectations of the hosts: They should...

- ... bow in greeting the guests.
- ... show their teeth.
- ... give out their phone numbers.
- ... give the guests a personal artifact.
- ... write their name on a piece of paper.
- ... offer the guests a chair.

# 4.5 How do I deal with critical situations?

## Goal

*The students are always confronted with critical communication situations in their living environment that include intercultural contexts as well. The present exercise supports the students' competences for action that are necessary for their development and furthers their empathy. Another objective of the exercise is to show gender-based strategies.*

4<sup>th</sup>–9<sup>th</sup> grade

45 minutes



Materials:  
questionnaire (master copy,  
see next page) large sheets  
of paper or flip chart.

### Procedure:

- Introduction to the topic: we are going to think about our handling of critical situations. Clarification of the term "critical situation" (e.g. an emotionally stressful situation, conflicts within the family as well as beyond, hostility). The students compile a collection of specific examples in class.
- The instructor distributes the questionnaire (see below). Individually, the students are to carefully read through each statement and consider how often they show the respective behavior in critical situations. For this, they use a scale of 1 to 4 (1 = I never or rarely behave in this way; 2 = I sometimes behave like this; 3 = often; 4 = very often).
- After about ten minutes, the answers are discussed by the class as a whole. Special attention will be paid to possible differences between boys and girls.
- Finally, the class attempts to organize the strategies into larger categories (e.g. avoid the problem, seek support, tackle the problem head on, show negative emotions). The students compile the nominations in order to document the frequency of a particular strategy and the distribution among girls and boys.

## Questionnaire: how do I deal with critical situations

Worksheet for students

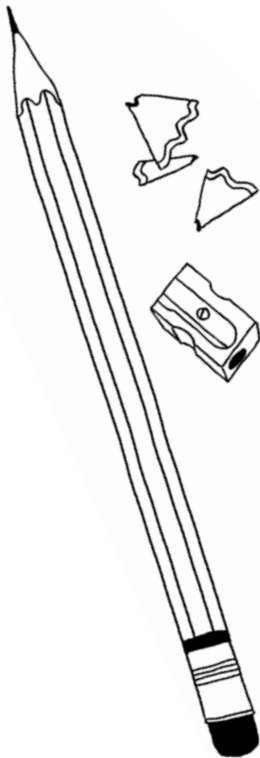
**1 = I never or rarely behave in this way**

**2 = I sometimes behave like this**

**3 = I often behave like this**

**4 = I behave like this very often**

Check applicable field with a cross



	1	2	3	4
I withdraw and want to be alone.				
I simply think about something else.				
I try to reduce stress through loud music, eating, sports.				
I try to let off steam.				
I try to forget about the issue by doing other things.				
I ask someone for help.				
I am unable to think about anything else but the problem.				
I get annoyed at myself. If only I could react in a more relaxed way!				
First of all, I wait and see.				
I try to tackle the problem right away.				
I leave everything as is.				
I consider various ways to reach a solution.				
I think about every individual aspect of the problem.				
I seek solidarity and support from others.				
I solve the problem immediately.				
I try to suppress the problem as long as possible.				

# 4.6 Attributions

## Goal

*The students strengthen their awareness of the influence which cultural thinking patterns and interpretation patterns have on our communication. The starting point is an example of a failed communication, based on culturally shaped attributions.*

7<sup>th</sup>–9<sup>th</sup> grade

45 minutes



Materials:  
copies of the dialogs  
(see master copy on next page).

Hints:

- The example for the dialog can of course without any problems be substituted with another from one's own living environment. It would however have to be treated similar to our example.
- Source: according to Triandis (1972) in Thomas Alexander et al. (publisher) (2003): Handbook for intercultural communication and cooperation, vol. 1. Göttingen: Vandenhoeck & Ruprecht.

Procedure:

- The instructor first explains the term imputation/attribution (Definition: everything that people attribute to themselves and project on others in terms of characteristics, e. g. ethnic or role stereotypes or other interpretations). Discussion of experiences that students may have had in this regard.
- The students are informed that a dialog must be analyzed on two levels: 1. Based on the level of what was really said, and 2. on the level of unspoken interpretations or attributions. The context of the exercise is a dialog between an American supervisor and a Greek employee of an international firm. The action takes place in Greece. The Greek is a long-time, successful employee. The American was recently promoted to manager of the Greek subsidiary.
- The students receive a copy of the dialog. The attribution side (right column) was previously folded back by the instructor and may not yet be viewed. The students assume different roles in reading the dialog out loud, and then discuss the reasons for the communicative breakdowns in smaller groups.
- They then unfold the paper and read the attributions in the right hand column. They discuss in pairs how these attributions came about.
- Reflection and discussion by the whole class:
  - What are the main reasons for the breakdown in communication?
  - What kinds of values, behavioral patterns and culture-specific attitudes could have been responsible for the behavior of the two men?
  - What could be the next step for dealing constructively with the situation? (It would be useful to compile strategies of intercultural communication.)
  - What kinds of experiences have the students themselves already had in this regard?



# The new American supervisor and his Greek employee

Worksheet "Dialog" for students

Behavior/what is said	Attribution: imputation/interpretation/thoughts
<b>American:</b> How long do you need to finish this report?	<b>American:</b> <i>I'm inviting him to participate; I want to include him in the decision.</i>
<b>Greek:</b> I don't know. How long am I supposed to take?	<b>Greek:</b> <i>What's the point of this? He is the boss: why doesn't he give me clear instructions?</i>  <b>American:</b> <i>He refuses to accept responsibility.</i>
<b>American:</b> You can best determine yourself how long it will take.	<b>American:</b> <i>He should accept responsibility for his actions.</i>  <b>Greek:</b> <i>What nonsense! It's probably better to give him an answer.</i>
<b>Greek:</b> Ok, ten days.	<b>American:</b> <i>He is unable to accurately gauge the time. This estimate is totally unrealistic.</i>
<b>American:</b> 15 would be better. Do you agree to finish the work in 15 days?	<b>American:</b> <i>I offer him an agreement.</i>  <b>Greek:</b> <i>Ok, he demands 15 days, he is the boss.</i>
In reality, the report takes about 30 days to complete. Thus, the Greek worked day and night, but still needed an additional day at the end of the 15th day.	
<b>American:</b> Where is the report?	<b>American:</b> <i>I will make sure that he complies with the agreement.</i>  <b>Greek:</b> <i>He wants the report.</i>
<b>Greek:</b> It will be finished tomorrow.	<b>Both:</b> <i>The report is not yet ready.</i>
<b>American:</b> But we had decided that it would be ready by today!	<b>American:</b> <i>I have to teach him to comply with agreements.</i>  <b>Greek:</b> <i>This stupid, incompetent boss! Not only did he give me false instructions, but he does not even appreciate that I completed a 30-day job in 16 days.</i>
The Greek submits his resignation. The American is surprised.	
	<b>Greek:</b> <i>I cannot work for such a guy.</i>

# 4.7 What inhibits communication

## Goal

*The students experience and describe how communication can be impaired and how to deal with difficult communication situations. They develop strategies and expand their communicative action competence.*

7<sup>th</sup>–9<sup>th</sup> grade

45–60 minutes



### Materials:

previously prepared material on the board; possibly copies of the worksheet "communication inhibitors" (master copy see next page).

### Procedure:

- Prior to the lesson, the instructor has compiled a list of communication inhibitors on the board (c.f. the terms in bold print on the worksheet that follows).
- The list is reviewed and discussed in class. The students should find a title for it, otherwise the instructor proposes the term "communication inhibitors". The individual points are reviewed once more under these aspects and how each one can block a conversation or another communication situation. The students should surely be able to contribute examples from their own experiences.
- In a role play, the students should experience and identify the effects which the referenced behaviors can have. It requires two roles: (role A), someone who would like to conduct a normal conversation (e. g. about the school or about hobbies), and someone who constantly interferes with communication inhibitors, such as interruptions, inappropriate questions, etc. The instructor can model this role in the first round to ensure that the students fully understand the process.
- The role play is limited to 5 minutes. Role B will dominate the conversation and make the conversation collapse, although role A will try again and again to continue the conversation in a collaborative manner.
- Short discussion, reflection, and analysis; then 2–3 additional rounds with other students.
- Final reflection: what did the students feel like in role B? Like those in role A? In your opinion, are there communication patterns or inhibitors that are typical for a culture, for a gender or an age group? Which strategies do you personally implement in situations where someone tries to torpedo the communication?
- For deeper analysis, review and reading, distribute the worksheet "communication inhibitors".

Communication inhibitors	This is how it's (better not!) done
<p><b>Interrupting:</b></p> <p>Interruptions are probably the most frequent reason for disrupting a conversation. They convey the frustrating feeling to the speaker that the counterpart does not listen at all and does not take him/her seriously.</p>	<p>Always interrupt when your counterpart speaks – e.g. with commentaries about yourself and things which you have experienced.</p>
<p><b>Providing unsolicited advice:</b></p> <p>No one welcomes unsolicited advice, such as: "If I were you..." or "If you ask me..." is often a red flag. They communicate: "I am superior". Unsolicited advice can lead to a counterpart's feeling helpless and foolish.</p>	<p>Provide much unsolicited advice. It is great to use phrases like: "If I were you...", "I think you should...", "It is better if you do it this way...", "If you ask me..." etc.</p>
<p><b>Assessing:</b></p> <p>If you explain to your counterpart that his/her ideas and feelings are wrong, you convey the impression that you know better. This often leads to defensiveness and hurt feelings. It would be ok, if you formulated your assessment as your own personal view.</p>	<p>Evaluate your counterpart and everything s/he says with such statements as: "it would be much better if...", "objectively speaking, this is nonsense...", "it surely won't work this way..." etc.</p>
<p><b>Interpreting:</b></p> <p>Those who constantly interpret or analyze the statements of their counterparts convey the impression they know better and do not take them seriously.</p>	<p>Analyze everything your counterpart says (e.g.: "You may think it is so and so, but you are wrong...", "That's because you don't know how to deal with it" etc..</p>
<p><b>Dominating:</b></p> <p>To engage in a conversation with someone who always comes up with something better or more interesting is demotivating. The counterpart will either soon withdraw in frustration or react aggressively.</p>	<p>Take control of the conversation and make it clear that you know everything better. "No, it is this way...", "Well, I have experienced something even far more exciting".</p>
<p><b>Asking inappropriate questions:</b></p> <p>Those who constantly ask questions instead of first listening, force their counterpart into the defensive. If you ask a lot of questions, you distract your counterpart and convey the impression of distrust and control.</p>	<p>Ask question after question in a challenging manner: "Why did you go there?", "Whom did you meet?", "In any event, what does that mean?" etc.</p>
<p><b>Questioning, accusing, contradicting:</b></p> <p>Those who question everything their counterparts say and who always belittle their ideas, render a partnership-based, equivalent communication impossible.</p>	<p>Contradict constantly and tell you counterpart how wrong s/he is: "You are wrong", "This cannot possibly be so", etc.</p>
<p><b>Criticizing, insulting, humbling:</b></p> <p>Negative, ironic, cynical or sarcastic comments have a smart aleck and demotivating effect. Few people would want to continue a conversation in which they are insulted and belittled.</p>	<p>Make sarcastic, negative comments, such as: "you probably think you are a genius", "you have never had a good sense for how people are" etc.</p>

**Unit 5:  
conflicts – seeking resolutions  
together**





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## Introduction

The aim of teaching in general, and heritage language teaching in particular, is to integrate all children and adolescents with their own stories, characters, requirements and qualities into one common reality within the class and the school. Rules and social manners must be developed that lead to a fruitful collaboration with others. In doing so, classroom instruction and the teachers are also tasked to perceive, analyze and deal with emerging conflicts and to find possibilities for handling potential problems.

Conflicts inevitably occur in daily life and at school. This happens always when the interests of individuals or of groups are confronted by the interests of other individuals or groups. The reasons can be disagreements in working together, but also preconceptions and opinions that collide.

In contrast to the multicultural regular mainstream classes, HLT classes have the distinction of being linguistically homogeneous as well as in terms of culture and origin. However, HLT is also focused on presenting the multicultural community and society of the host country as a reality and a matter of course. Only in this way can emerging conflicts be resolved within the context of a reflected and rational approach. Though each student belongs to a certain ethnic group, s/he is most of all part of another, larger group. Accordingly, the solution of conflicts must not be oriented to the adherence to an ethnic group, but to the allegiance to the real multicultural community and society. In developing intercultural competence as discussed here, HLT can make an important contribution.

Among the instructors' responsibilities is to ensure that conflicts are heard as well as to promote the students' perceptual competence, reflection competence and their competence to act. The goal is to find strategies for working with conflict and find and evaluate resolutions which are useful for the cooperation and emotional health of all parties concerned. It goes without saying that such conflict resolutions must not create new stigmatizations, cement prejudices, and harden the fronts between the warring factions. It is not just a matter of a momentary harmony in class, these teaching sequences should rather be considered as a preparation for life in society. In light of the importance of this topic, a collaboration between HLT and regular classroom instructors would be especially welcome.

The following teaching suggestions show on various levels how students can work on their competencies in the partial areas of perception, reflection and capacity for action, as well as their social and conflict competencies. The overview at the end of this volume lists the focus of the pertinent partial competencies. The suggestions are broadly defined in terms of age and proficiency level and should be understood as recommendations, which can easily be modified. The role of the instructor as thoughtful and careful mediator, coach and guide of learning processes and behavioral processes is critically important in shaping and developing the students' aforementioned competencies, attitudes and behaviors.

# 5.1 Everything okay! Really?

## Goal

The students develop an understanding of conflicts in their class and in life together at school. They create a first overview and assign the conflicts to different types of conflicts.

1<sup>st</sup> – 9<sup>th</sup> grade



30–45 minutes



Materials:  
a flipchart,  
2 large sheets of paper (A2),  
paper strips.

Procedure:

- The instructor writes the title “Everything okay! Really?” on the board or a flipchart paper. The students think about the things in their group or their class that are not okay. It is important that the instructor first point out different forms of difficulties:
  - Problems in working together with other students.
  - Problems between girls and boys.
  - Problems with sharing things (e. g. the work space or materials).
  - Problems with friendships with others.
- The students write their problems and conflicts on small paper strips and affix these on the board or the flipchart. When all strips are there, the students sit down in a circle.
- The instructor then explains that there are two kinds of conflicts and problems: individual and common. This should be explained with examples: too much noise in the classroom = a common problem; too little space on one’s own desk = an individual problem, etc.). The paper strips are then reviewed and assigned to the appropriate category. The instructor had previously prepared two large sheets of paper with the titles “common problems” and “personal problems”. When all problems have been sorted, the class discusses which of the problems could be easily solved and what that would entail. The sequence ends with a collection of the easily solvable problems.

Common problems 	Personal problems 
<p>We have too much homework.</p>	<p>Markus always takes my coloring pens without asking.</p>
<p>Not enough time on tests.</p>	<p>I am being laughed at because of my red hair.</p>
<p>The boys won't let us participate when playing football.</p>	

# 5.2 My no to...

## Goal

The students increase their awareness of the influence which cultural thinking and interpretation patterns have on our communication. The starting point is an example of an unsuccessful communication, owing to culturally shaped attributions.

1<sup>st</sup>–3<sup>rd</sup> grade

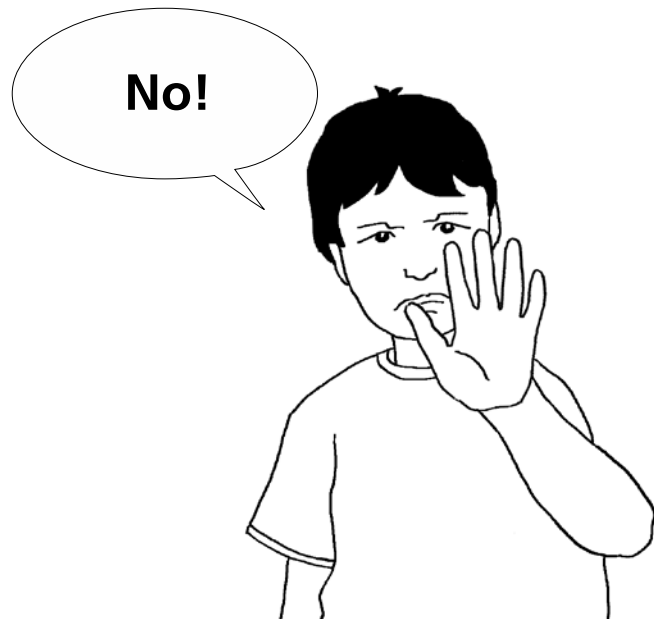
30 minutes



Materials:  
as needed, depending on  
the game situation.

Procedure:

- The instructor describes a typical conflict situation. The situation is then acted out two to three times as a role play. Example: one child builds a tower with building blocks. Another child joins in and proceeds to bother and push the first one who then reacts and clearly tells his/her counterpart : “Stop, I want to play by myself ” or: “I don’t want you to annoy me”. The children should voice these needs firmly and with inner strength.
- By way of this play situation, these clear formulations to voice their needs stick in the students’ minds. Later on, the children can retrieve these formulations from their memory in real situations, and are able to unequivocally express their needs.



- Other play or learning situations could include, for example, interference with someone’s putting a jigsaw puzzle together, problem situations in the cloakroom (something is being taken from someone, or a child has no space), conflicts while doing handicrafts in the crafts corner, etc.
- After initial hesitation, the students generally become quite lively. The game serves on the one hand to act out these situations without stress, as well as to practice correct behavior in various situations. On the other hand, it can also help to reduce pent-up emotions.

# 5.3 Good reasons for bad deeds?

## Goal

*The students explore possible reasons for conflictive behavior by way of short scenarios. They develop an instinct for which feelings and wishes could lead to manifestly negative behavior. In doing so, they practice their perception and reflection competences.*

4<sup>th</sup>–9<sup>th</sup> grade

30–45 minutes



Materials:  
short situation descriptions  
(the instructor should previously  
consider a few situations).

Procedure:

- The students sit in groups of three or four. Each group receives one or two short descriptions of situations in which one person does something negative. (Example: a child threatens to beat up another one if s/he does not hand over the pocket money to him.) It is important that the situations are age-appropriate and match the living environment of the children. The small groups then discuss what the motives and background situations might be for this negative behavior. Which feelings and wishes might be hidden behind this act? The answers generated in the small group will be recorded in writing.
- Subsequently each group presents their case to the class as a whole, including the possible motives which, in their estimation, might be behind this negative behavior.
- Possible additional questions and prompts for a final discussion in the group or the class as a whole:
  - Do you also experience such feelings and desires, respectively?
  - What do you do, when you have such feelings?
  - Do you know people who also behave this way?

# 5.4 That's how we do it!

## Goal

*The students think about their strategies for conflict resolution (reflection competence). They develop an understanding for different points of view, different personalities and different behavior patterns. They reflect on their preferred and generally practiced conflict resolution strategies.*

1<sup>st</sup>–9<sup>th</sup> grade

30 minutes



Materials:  
a list or cards with different  
conflicts (prepared by the instructor),  
flipchart or poster.

Procedure:

- The class is divided into groups of three or four students. The instructor presents small cards (or a list) with a series of possible problems and conflicts (see sequence 5.1). These can be either individual conflicts or common problems and conflicts. Each group selects two conflicts (if time is an issue, only one conflict) to resolve together.
- The groups then discuss their ideas for a possible resolution of the problem(s) they selected. The ideas are recorded in writing or as a drawing to illustrate possible solution possibilities on a poster. They underline or mark in color the solution to the conflict which the groups prefer.
- The sequence ends with the presentation and discussion of all conflict resolution proposals by the whole class.

# 5.5 Remaining cool – or the brighter one is leaving

## Goal

According to the motto “I won’t let myself be provoked!”, the students learn in short role plays not to engage in conflicts. In a second step, they practice to avoid a provoked conflict in line with the motto “I must not let anyone impose a dispute upon me, I can leave” (communication competence).

1<sup>st</sup>–6<sup>th</sup> grade

45 minutes



Materials:  
wall board or poster.

Procedure:

- The instructor asks the students to tell about dispute situations. The class then explores various ways of reacting to provocations and “dispute invitations” and other possible strategies to avoid them. The instructor records the possibilities on cards or a poster (in writing or with drawings).
- The instructor then selects those answers that best fit the “remain cool” strategy. Those solutions are to be dramatized as role plays. In doing so, the following four gestures must be implemented: cross your arms, raise both shoulders, say “Phh” and turn away. All students then practice this with a partner. The instructor writes on the board or a poster “remain cool – show the cold shoulder!”.



- In a subsequent step, the instructor inquires about situations in which simple ignoring, as previously referenced, will not suffice. S/he selects from the previously compiled conflict resolution suggestions those answers that fit the strategy of “the brighter ones go away”. This is then discussed and acted out with short role plays. In addition, the students’ assignment is to try out both tips. Their corresponding experiences will then be discussed in the subsequent teaching unit.

# 5.6 My conflict thermometer

## Goal

The students find out to which kinds of conflict situations they react personally and sensitively. In comparison with the others, they become aware that conflicts are experienced and perceived subjectively. It is not a matter of right or wrong, but how a person experiences something.

4<sup>th</sup>–9<sup>th</sup> grade

30–45 minutes



Materials:  
small cards with temperature indications (0°, 50°, 100°), situations to read out loud (see below).

Procedure:

- The instructor explains the issues (see above) and places three temperature cards in form of a thermometer on the floor. 100° centigrade signifies that it is a “hot” conflict, whereas 50° C would indicate a probable conflictive situation which is not yet that significant. 0°C symbolizes that the respective situation is not experienced as a conflict.
- The instructor then reads to the class the cards with descriptions of different conflict situations. The students then move to the position of the thermometer that corresponds to their subjective assessment of the magnitude of the conflict. They justify in short statements why they chose their position. In keeping with the objective of presenting one’s individual perspectives and how each person experiences conflict, the statements should remain uncommented.
- After that, the term “conflict” is discussed and clarified. If possible, a common definition should be worked out and documented in writing by the class.

### Supplement: situations for reading out loud and temperature cards.

A student trips a fellow student in the schoolyard.	A male student insults a female student as a slut.	
A student threatens to beat up another student if he does not give him his jacket.	A friend owes you money.	
A female student ranks her friends on a list of her favorite friends.	A female student says to a fellow male student “you stink”.	
A female student takes the cell phone of her table neighbor and plays with it during the break without asking.	A student throws another student to the floor to prevent him from beating up a younger classmate.	
You would like to play a game. Your friend would rather read a book, however.	Two students discuss a female teacher.	

# 5.7 Solving the problem in 6 steps – peer conflicts

## Goal

*The students learn a technique for problem solving. They understand that problem solving is also related to skills and aptitudes which can be acquired.*

6<sup>th</sup>–9<sup>th</sup> grade

60 minutes



Materials:  
worksheet “Solving the problem in 6 steps”  
(master copy see next page).

Procedure:

- The instructor describes a realistic conflict situation. (Example below). The situation will be dramatized in form of a role play. The students discuss how the conflict could be resolved. It is possible that they are already describing the partial steps listed in the model “Solving the problem in 6 steps”.
- The students receive and read the worksheet “solving problems in 6 steps”. They then compile a list of examples of conflicts that occur between the parents and children of their peer group. Examples:
  - A girl/boy would like to go out to a certain place. The parents are opposed and say the child should rather study. Most of all s/he should not go to that establishment.
  - A student makes fun of a classmate because of his/her accent or a speech impediment.
  - A girl/boy meets another boy/girl, but the parents are against it because of his/her origin (e. g. s/he belongs to another ethnic group or hails from another country).
  - Some youths would like to listen to certain music during the break. Others are against it, because they would rather listen to a different kind of music or piece.
  - Many refuse to sit next to a certain student, owing to their prejudices in terms of his/her origin, religion or nationality.
- A conflict is chosen, which then is more closely analyzed. (Variant: 2–3 conflicts for 2–3 groups).
- In a first step, the parties to the conflict convene separately to discuss their positions following the 6-step plan (e. g. all “parents”, all youths that want to listen to a certain kind of music, all girls/boys who don’t want to sit at this place, etc.). They then meet with their counterparts within the same group and begin the negotiations according to the 6-step plan. The instructor stops the negotiations after about 15–20 minutes; the students return to the classroom where they exchange their experiences in the class as a whole.
- Hint: it would be optimal if the groups selected a mediator who would guide them through the 6-step plan. This process could also be implemented in a second run through the exercise.

For master copy of the worksheet for “Solving a problem in 6 steps”, see next page.



<b>1. Step: Clarify the needs.</b>	
<p>What do you need? What exactly do you want?</p>	<p><i>Each party to this conflict must answer this question without blaming others or making accusations against them.</i></p>
<b>2. Step: Describe the problem precisely.</b>	
<p>What do you think is the problem?</p>	<p><i>All students can describe the problem from their own point of view. The opponents must be ready to accept the viewpoints of the other groups.</i></p>
<b>3. Step: Search for different solutions.</b>	
<p>What would other possible solutions look like?</p>	<p><i>All students can contribute answers. These must be recorded in writing – without commentary or evaluation. The goal is to find as many solutions as possible.</i></p>
<b>4. Step: Evaluate the solutions.</b>	
<p>How satisfied would you be with the various solutions?</p>	<p><i>Each party to the conflict evaluates the various suggestions for a solution and explains which ones are acceptable to them and why, and which ones are not and why.</i></p>
<b>5. Step: Decide which solution is best.</b>	
<p>Do you accept this solution? Was the problem solved?</p>	<p><i>It must be clear that both parties accept the solution. Their efforts to seek a solution should be appreciated.</i></p>
<b>6. Step: Analyze how the solution is implemented.</b>	
<p>Let's talk about the situation once more to ensure that the problem was solved.</p>	<p><i>A plan is developed to evaluate the solution. Depending on the kind of conflict and the age of the parties to the conflict, an evaluation can be implemented within a few minutes, hours or not until the next lesson.</i></p>

**Unit 6:  
democracy and children's rights:  
we get involved!**



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## Introduction

The development of modern society poses an important question. It concerns the fact that the right to freedom automatically also supports the development of pluralistic and open, secular societies. This development fosters more and more an individualized lifestyle. Question: how can these pluralistic societies find a minimal consensus in terms of their fundamental values which is binding for all citizens? If such a consensus is lacking, society consists of nothing but individuals without binding agreements and threatens to fall apart.

The foundations of democracy, as well as human rights and children's rights, are accepted and in force in almost all countries. They ensure that the citizens remain engaged in discussions with one another. Moreover, they have contributed much to the modernization of the political, economic and cultural systems worldwide. Nevertheless, the foundations of democracy, as well as the human rights and children's rights must never be taken for granted. Every generation must contribute to their development, and must again negotiate and advocate for it, and ensure that the principles connected to the foundations and laws will also be observed in the future.

Human rights, which serve as the basis for children's rights, have a long tradition. Precursors and parallels can be found in the great world religions and in many philosophical currents. The human rights of modern times were first defined in the age of Enlightenment and inspired the French and American revolutions. Today, they are anchored in the written and unwritten constitutions of modern democracies. Human rights were particularly important from the very beginning in order to protect the weaker members of society from the more powerful ones. This is also why children's rights are so very important: minors belong to the groups whose legal status is weakest relative to the executive power.

The following teaching models provide instructors and learners with the possibilities to collectively pursue the path of living democracy in daily life at school and to very directly discover children's rights.

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Hints:

The teaching models are derived from the revised German version of Gollob, Rolf; Peter Krapf; Wiltrud Weidinger (editors) (2008): Teaching democracy. A collection of models for democratic citizenship and human rights education. Council of Europe Publishing.

# 6.1 A bouquet of flowers

## Goal

*This exercise promotes the cohesion of groups and the self-worth of their members. The students experience and learn to appreciate that each individual within a group is unique and simultaneously contributes to the overall strength of the group.*

1<sup>st</sup>–3<sup>rd</sup> grade

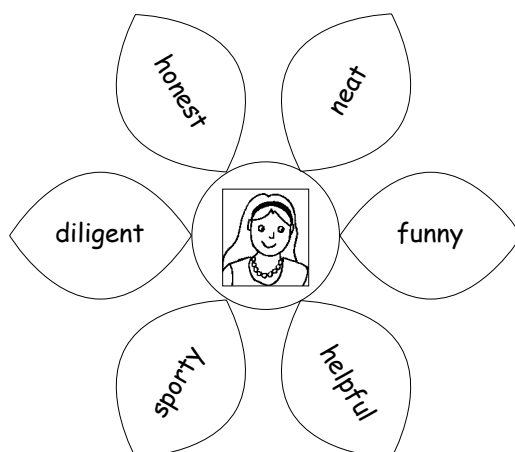
30–45 minutes



Materials:  
small photo portrait (possibly also a drawn portrait) of each child (max. 4x4 cm). Paper (yellow or orange) for cutting out circles of (ca. 6 cm in diameter) which represent the inside of the flowers. Other colored paper for cutting out the flower petals, colored felt pens or colored pens (A1, flipchart size papers), glue.

Procedure:

- The students receive a round piece of paper, upon which they affix their self portrait.
- Each student takes six petals and writes on it one or two positive words about something, that
  - the instructor could say about him/her (e. g. “diligent” or “sporty”)
  - a male family member could say about him/her
  - a female family member could say about him/her
  - s/he could say about him or herself
  - a friend could say about him/her
  - someone in class, school, or in the community could say about him/her.



- The students arrange the petals around the circle in the center with the photo, thus creating the flowers. They are then glued onto the large paper.
- To each flower head, the students then draw a stem and leaves, thus creating a colorful bouquet. With an added ribbon, the bouquet looks especially pretty!
- In the class as a whole, the students sit in a circle and comment on their bouquet. This procedure also illustrates the symbolism of diversity: without the many different flowers, the bunch would look less rich (community); each flower is different and contributes in a unique manner to the bouquet's variety (individuality, human dignity); each flower/each portrait is equally important as the next one (equal rights).

# 6.2 All different – all alike

## Goal

*The students learn to get to know and accept one another better in a group. They discover commonalities of which they had not been aware.*

2<sup>nd</sup>–6<sup>th</sup> grade

30–45 minutes



Materials:  
a piece of chalk or string.

Procedure:

- The classroom (or a part thereof that is freed of tables, chairs, etc.) is divided into two parts (with chalk or a string). In the beginning, the entire class stands on one side of the dividing line.
- The instructor then enumerates a series of characteristics (see below) one after another. If one of the characteristics applies to a student, s/he immediately moves to the other side of the line.
- The list should be age-specific and reflect other class-specific situations. Examples of characteristics:

Those who...

- are wearing jeans today
  - know or speak a special dialect of their mother-tongue
  - are older or younger than the average student in class
  - were born in their parents' country of origin
  - have spent part of their school days in this country
  - regularly read a newspaper
  - have already been subject to discrimination
  - have friends with physical or mental disabilities
  - are prejudiced against another group of people.
- The students discuss the following questions:
    - Did someone meet a student in a group with whom s/he thought to have no commonalities?
    - How does it feel to belong to a large group?
    - How does it feel to be alone, or almost alone?
    - In your lives, where have you already had similar experiences:
      - a) belonging to a majority,
      - b) the feeling of being alone and not belonging?

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Expansion

For a second or third round, the students can also previously compile the characteristics. However, the instructor must have the right to veto, in view of potentially sensible or discriminating points.

# 6.3 If I were a magician

## Goal

The students are encouraged to develop visions in creative and imaginative ways. They should understand that people without visions must content themselves forever passively with the status quo.

2<sup>nd</sup>–6<sup>th</sup> grade

30 minutes



Materials:  
prepared sentence beginnings on board or flipchart (see following page), possibly copied as worksheet.

Procedure:

- The students should mentally assume the role of a magician. A vivid and appealing introduction is important and stimulating, particularly for younger students.
- The students read from the board or flipchart the sentence beginnings: “If I were a great magician, I would ensure that men, women and children would never again have to suffer from a war. For that to occur, ...
  - I would decide that...
  - I would forbid that...
  - I would make sure that...
  - I would stop to...
  - I would continue to...
  - I would never forget that...
- Alone or in pairs, the students complete in writing one or several of these sentences.
- To simplify the lesson, the instructions and the sentence beginnings could be handed out as worksheets to the students (naturally, with enough space to complete the sentences). The rest of the sentence completions could also be taken up in a later sequence or given as a homework assignment.
- The answers are then read and discussed in the class as a whole, seated in a circle. If possible, time should be allocated after the individual contributions for follow-up questions and comments.
- Final round/summary: are there points that were raised by several or many students? What could we do in order to realize many of the desired “magic spells or visions?”



Variants:

- “If I were an architect, I would...”: the students imagine what their school or city would look like or should look like.
- “If I were a democratically elected politician (Variant: head of state, president, minister of justice, etc.), I would...”

# 6.4 The balloon ride

## Goal

*The students become aware of the importance and universality of human rights. They understand that some human rights are implicitly included in others, but are equally indispensable. It becomes clear that human rights are inviolable and that it is not permissible to arbitrarily suspend them.*

4<sup>th</sup>–6<sup>th</sup> grade

45 minutes



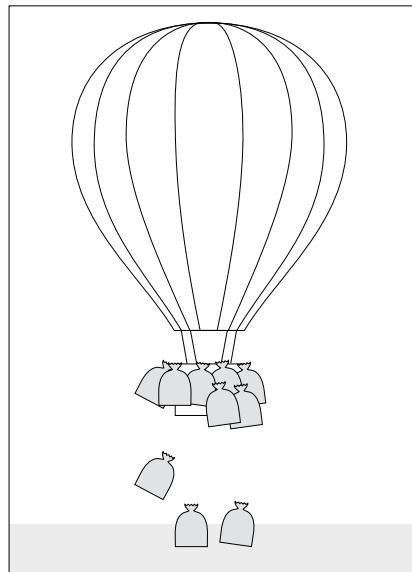
Materials:  
pencils, paper, large sheets  
of paper, list with human rights  
or children's rights (for selection,  
see next page).

### Hints:

- The present exercise can be used as an introduction into an instructional sequence about human rights or implemented at the end of such a sequence for practical application and deeper understanding.
- The weights or ballast, respectively, of a hot air balloon, could be comprised from the below referenced human rights. Also possible is another choice of human rights (see the complete list on various websites in the internet).

### Procedure:

- The class forms groups of five or six students. Each group receives a poster and felt pens with the instruction to draw a hot air balloon that floats above a landscape (e. g. above the school or the capital of the country of origin). The sandbags that weigh down the balloon symbolize ten human rights and are pasted on the poster (see list on following page).



- Now the game can begin. The students should imagine that they are riding in the “human rights balloon”. The balloon begins to descend and the passengers must release two or three bags of ballast in order to avoid a crash.
- The students must prioritize the human rights that are represented by the ballast bags. The following criteria are essential in determining the priorities: is a particular right implicitly included in another right? Is a certain right particularly essential for a democracy or for our personal needs?
- The balloon continues to sink, however. Additional two to three bags of ballast, or human rights must be dropped. After discarding about four or five bags, the balloon is able to safely land on the ground.



- Reflection by the class as a whole. Each group presents its list and comments on some of their priorities. Subsequently, the lists can be compared. What kinds of differences are there? There should be a follow-up discussion about the group work. Where did a decision become particularly difficult to reach, and why? Wherein lies the difficulty in prioritizing certain human rights over others?
- In a functioning constitution any abolition of any one of these rights would greatly damage the democracy. Human rights are natural rights and therefore inviolable. In this respect, the balloon ride was only a simulation of a situation that, it is hoped, will never occur. In closing, this must be clarified once more.
- The sequence can be continued on the upper level by analyzing which ones of these rights are found in the constitution of the country of origin and the host country, and how they are protected.

## Selection of human rights

→ Right to free elections
→ Right to property
→ Equal rights for men and women
→ Right to a clean and healthy environment
→ Right to healthy food and clean water
→ Right to education
→ Right to freedom of thought, conscience and religious freedom
→ Right to clothing and housing for all citizens
→ Right to privacy that cannot be interfered.
→ Right to freedom of movement.

# 6.5 Rights, responsibilities and rules in the classroom

Goal

The students learn a method of working with and agreeing on establishing rules in a democratic and consensus-oriented manner. They experience that their contribution counts and that they have at their command the possibilities of co-determination. Their feeling of self-esteem and their autonomy are strengthened and they experience an active participation in the classroom community.

4<sup>th</sup>–6<sup>th</sup> grade 45 minutes



Materials:  
large sheets of paper,  
divided into the fields of  
equal size (at least A3).

Procedure:

- The class is divided into groups of 4–5 students. Each group selects a speaker.
- Each group receives a sheet of paper (A2 or A3), which they divide into three equal parts. In the upper part, the rights are listed which, in the students' estimation, should apply to all students, the instructor included. Each proposal is given a number.

Rights:	Responsibility:	Rules:

- The students then pass on their work to another group.
- Each group discusses the previous group's list and considers the answers to the following questions: which responsibilities or duties do we have so that the referenced rights in the upper area are indeed respected? What do we have to do? How do we have to conduct ourselves?  
Example: "Every person has the *right* to be heard." – "Therefore, we have the *responsibility or duty, to listen.*"
- In the middle field or column they now write the corresponding responsibilities or duties. In each case, they also list the number from above which corresponds to the entry.
- Instructor input: responsibilities require rules. This can be illustrated by ways of the already known classroom rules or school regulations. These should be formulated in a positive way ("Do this" rather than "Don't do that"), they must be specific and describe the desired behavior.  
Example of the right to be heard: we have the *responsibility* to listen; as a *rule* it would read: remain silent when others speak.
- The students pass on their paper to another group. The groups study all entries of the previous two groups and agree on at most five rules. These will then be written in the third field or column.
- The speakers of the groups explain their agreed-upon rules to the entire class. In cross-comparisons the students discuss whether there are repe-

titions and overlaps of rules. Then they agree in a democratic fashion as to what should be deleted or summarized.

- Voting on the rules. Each student receives four tokens or adhesive points. S/he can assign them to the rule(s) which in his/her opinion should be applicable to the classroom. The students may assign their points in any way they wish (assign all the points to one rule or separately to 2, 3 or 4 rules). The class will adopt those four rules which received the most votes. The rules will be written on a poster, signed by all students, and placed in a highly visible location in the classroom.

## 6.6 The human rights poster

### Goal

*The students discuss and analyze individual human rights more in depth and in doing so also develop creative skills.*

4<sup>th</sup> – 9<sup>th</sup> grade

45 minutes



#### Materials:

large sheets of paper, felt pens, scissors, glue, old newspapers and magazines, pictures and fotos; texts of the European Human Rights Convention or the General Declaration of Human Rights (both easily available on the internet).

#### Procedure:

- The students form groups of four.
- The instructor assigns to each group an article from human rights. As a variant, the students themselves decide which article they want to consider.
- Each group creates a poster of “their” human right. The poster includes the following elements:
  - The title of the human right article chosen by the group.
  - The corresponding text passage from the European Human Rights Convention or the Universal Declaration of Human Rights.
  - A picture (symbol, pictogram), which symbolizes that particular human right (e. g. a wheel for freedom of movement, a mouth or lips for freedom of expression and speech).
- For advanced classes: an anlysis of the structure of the chosen human right with regard to:
  - The people who are entitled to this right and for whom this right is particularly important;
  - Its content (what the right protects and guarantees, respectively);
  - The means for its implementation and enforcement, respectively);
  - Possibly examples of violations of this right.
- The students present their posters and a discussion about it to the class.

# 6.7 Minorities

## Goal

*The students become aware that the feeling of marginalization is not just related to how "outsiders" are perceived by members of a society, but just as much related to the acceptance within one's own group.*

7<sup>th</sup>–9<sup>th</sup> grade

45 minutes



### Materials:

sets of cards with positive and negative statements (see next page) for each group; previously cut up into small units); two large sheets of paper (A3 or A2) per group; one with the title "feelings", the other with the word "reactions".

### Hints:

The content of the sequence is sort of a role play, whereby the students do not know initially whom or which group they are going to portray, as otherwise stereotypes might already come into play. The framework conditions in terms of play time and instructions must be explained clearly and understandably. Within this setting, the students have considerable freedom.

### Procedure:

- The class is divided into groups of four students.
- Each group receives a set with positive cards (see below), a pencil and a large sheet of paper with the title "feelings". Each group selects someone who records its reactions on the paper. (Alternatively, each student records his/her own statements.)
- The instructor then communicates to the students that in this exercise they are not going to represent themselves, but members of a minority group. In a first step, they should consider the strengths and qualities of their group, based on the positive cards, and how they will feel as members of this group. The corresponding answers will be discussed within the group and recorded on the paper labelled "feelings".
- Each group then receives the six negative cards and a paper with the title "reactions". The key question, this time, is as follows: how would you behave as members of your group in light of the negative experiences documented on the negative cards? The answers will be recorded on the sheet under the title "reactions".
- In the class as a whole:
  - Each group reports about the feelings which they documented on the paper, marked "feelings". Relevant questions are clarified and commentaries briefly discussed.
  - The same is true for the paper, marked "reactions". The class should identify constructive actions, violent actions and differences between and within the groups.
  - Questions about working in groups: where did problems occur and why; what have you learned about yourselves and the others?
  - Questions and prompts: would you be able to make a connection between the minority groups which you represented and other groups, that you might possibly know?
- Final round: which ethnic group could have been alluded to in the people characterized on the cards? (Solution: the people in question are travelling folk or Roma people, respectively.)

**Set of cards with positive statements (left side) and negative statements (right side).**

<p>Our houses are unlike the houses of other people. They are special to us and we love them. We like to preserve traditions.</p>	<p>TV and print media don't tell the truth about us. They say we are a problem. They won't give us any opportunity to present our own view of things.</p>
<p>We are skillful and have many talents. We perform the most diverse manual and craftsmanlike work. With our work, we make a valuable contribution to the country in which we live.</p>	<p>Certain people treat us badly and revile us. Sometimes we are attacked for no reason. Thousands of our people have been murdered not so long ago.</p>
<p>Our people have accomplished many brave acts in the past. We like to remember our history.</p>	<p>We rarely have running water; our garbage does not get collected.</p>
<p>We are very independent. We like to take care of ourselves on our own. We owe nothing to anyone.</p>	<p>Many doctors won't treat us when we're sick. It is difficult for us to receive social benefits.</p>
<p>We like to get together to share stories and to sing. We think it is important to promote and cultivate community. The (extended) family is for us the most reliable institution.</p>	<p>People don't want to have us near them. Many people will not give us work because we belong to this ethnic group.</p>
<p><i>We try to live near family and friends. We take good care of the elderly in our community. We love our children above everything else.</i></p>	<p>Sometimes we have problems with the police and the local authorities because we stay in a certain location.</p>



# Overview of teaching suggestions according to the areas of competence

## Teaching suggestions with the focus

### perception competence:

<b>1.1</b> That's me *	<b>1.3</b> I and the others	
<b>2.1</b> Gone with the wind *	<b>2.4</b> My homelands – autobiographical narration *	<b>2.7a</b> The migration story of my family **
<b>3.2</b> Bilingual or multilingual writing projects **	<b>3.5</b> Dialects in our language and other languages *	
<b>4.3</b> Active listening **		
<b>5.1</b> All okay! Really? **	<b>5.3</b> Good reasons for bad deeds? *	<b>5.6</b> My conflict thermometer *
<b>6.1</b> A bouquet of flowers **	<b>6.4</b> The balloon ride	<b>6.6</b> The human rights poster *

## Teaching suggestions with the focus

### reflection competence:

<b>1.2</b> Inside view – outside view *	<b>1.4</b> Let me fly **	<b>1.6</b> The personal identity molecule *
<b>2.2</b> Migration stories from my class **	<b>2.5</b> In the past – today – tomorrow	<b>2.7b</b> Cultural diversity in our neighborhood **
<b>3.1</b> Language outlines	<b>3.3</b> Language biographical themes	<b>3.6</b> Correspondence about intercultural questions
<b>4.1</b> Something's not right here **	<b>4.4</b> Visiting *	<b>4.6</b> Attributions **
<b>5.4</b> That's how we do it! **		
<b>6.2</b> All different – all alike *	<b>6.7</b> Minorities	

## Teaching suggestions with the focus

### communicative competence for action:

	<b>1.5</b> Included – excluded	<b>1.7</b> Together we are strong
<b>2.3</b> My migration biography as my source of strength *	<b>2.6</b> I write history!	<b>2.7c</b> Migration concerns us all **
<b>3.4</b> Using electronic media in various languages *	<b>3.7</b> Language use: different according to the context! *	
<b>4.2</b> Pointing the way with language **	<b>4.4</b> Visiting *	<b>4.6</b> Attributions **
<b>5.4</b> That's how we do it! **	<b>5.5</b> Remaining cool – or the smarter one leaves *	<b>5.7</b> Solving the problem in 6 steps – peer conflicts **
<b>6.2</b> All different – all alike *	<b>6.7</b> Minorities	

Legend: \* = suitable / \*\* = highly suitable for cooperation with regular classroom instruction

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**Comments, experiences, further ideas:**



The series “Materials for heritage language teaching” is comprised of six volumes, designed to enhance the quality of heritage language teaching (HSU, in Switzerland: HSK) and to improve its cross-linking with regular classroom education.

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