

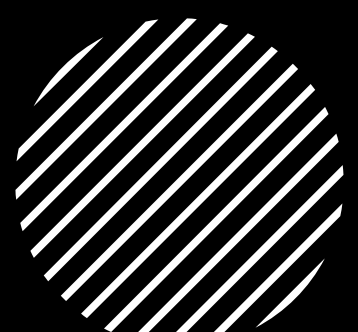
CULTURAL HERITAGE AND CULTURAL DIVERSITY EDUCATION


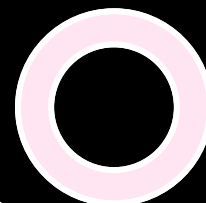


TRAINERS' MANUAL





The purpose of this handbook is to share information about cultural heritage and cultural diversity with educators and to assist instructors in expanding their subject-matter expertise and teaching abilities in this area.





ASPECTS OF CULTURE: The objective of this session is to delve deeper into the concept of culture by exploring and discussing its concrete and intangible components. Participants ought to be prompted to consider anything from attire to value systems.

Learning Outcomes:

- Demonstrate the different aspects of culture
- Identify tangible and intangible cultural elements

Materials:

- Poster paper or board & markers
- Copies of the pictures
- Handout on the cultural terms

Time:

- 75 minutes



Procedure:

Step One: Small Group Work with Pictures

- Invite participants to get into small groups
- Distribute one or two pictures to each group

Ask each group to analyse their pictures by discussing the following guided questions:

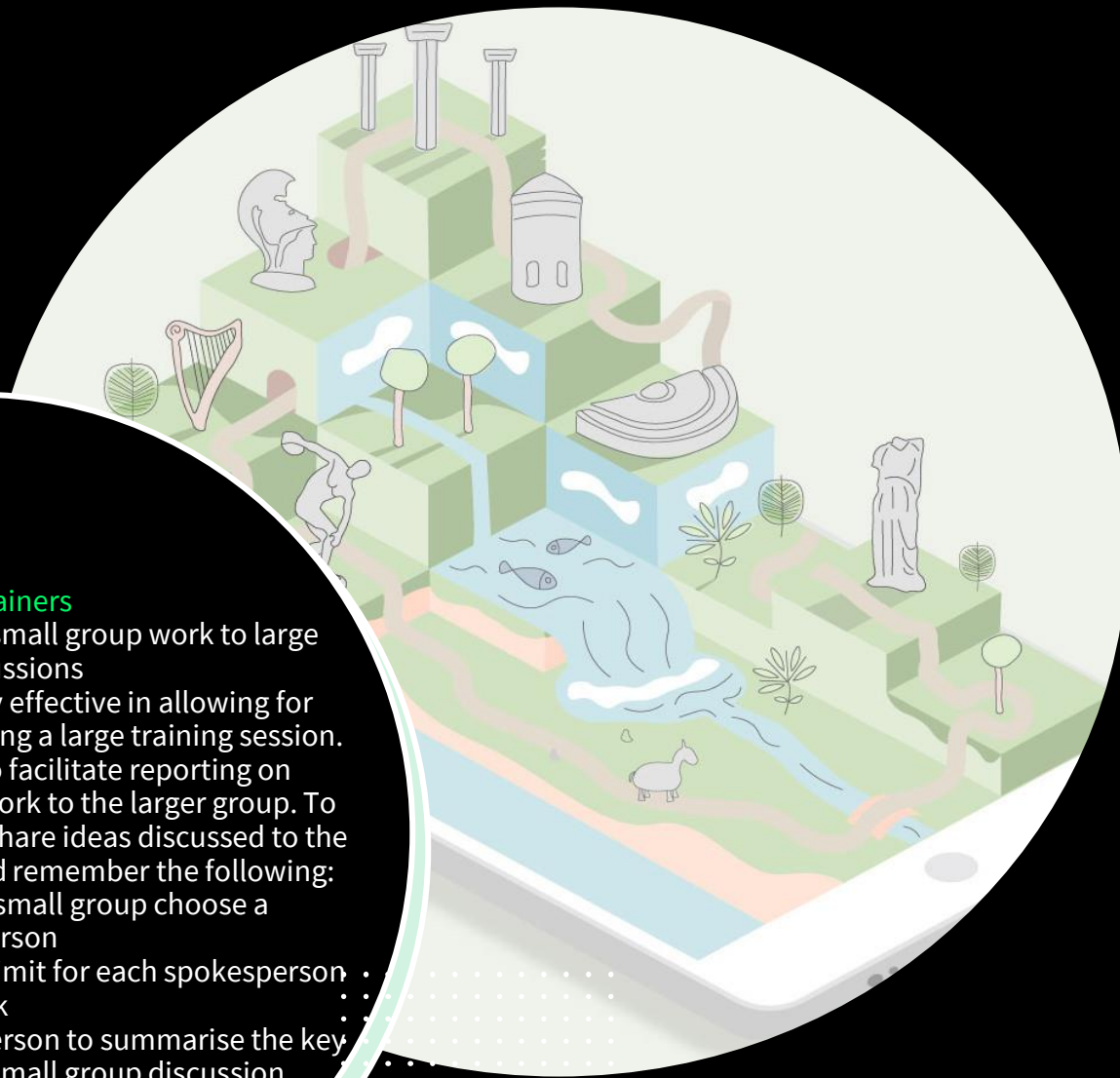
- o Are you familiar with the culture in your picture(s)? What do you know about this culture?
- o What cultural aspects do you see in the picture? (rituals, clothing, food, communications, etc.) List all the cultural aspects that are demonstrated in the picture.
- o Based on what you see in the picture, what values, belief systems are important to this culture?
- o What do you know about this culture? What are other aspects of this culture that aren't represented in the picture, but that you know from your experience? How did you learn about this culture? (media, travel, school, etc).





Step Two: Group Presentations

- Have each group present their ideas to the larger group. (As each group talks about their picture, you can show the picture using the power point.)
- After all the groups have an opportunity to share, summarise the meaning of tangible and intangible features of culture.
- Make a list of the features on a piece of flip chart paper/board.
- Give participants the handout on culture. This handout includes different definitions of culture and information about tangible/intangible culture. This is information that participants can use for themselves or in their classrooms. Take a few minutes to go over the handout and answer any questions.



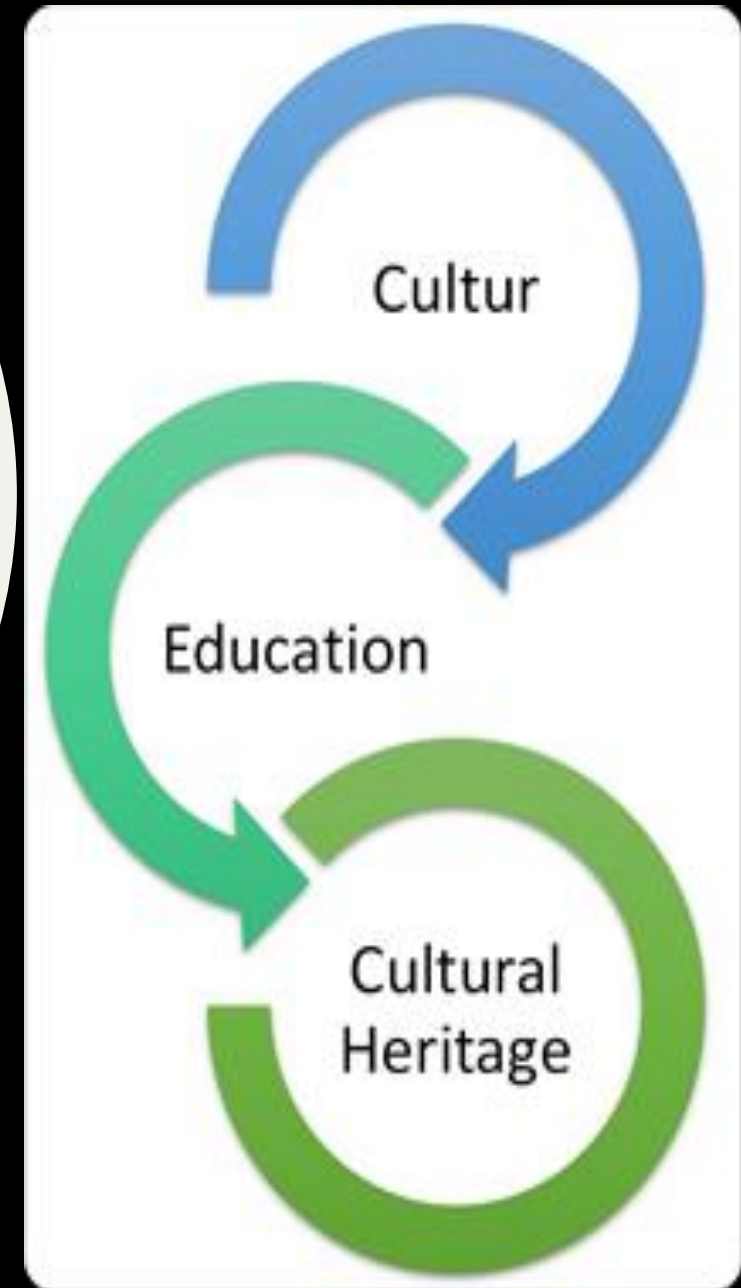
Tips for Trainers

Reporting Out: Shifting from small group work to large group discussions

Small group work can be very effective in allowing for multiple voices to be heard during a large training session.

It's important for trainers to facilitate reporting on presentations of small group work to the larger group. To help small groups successfully share ideas discussed to the larger group, facilitators should remember the following:

- Have each small group choose a spokesperson
- Establish a time limit for each spokesperson to talk
- Tell the spokesperson to summarise the key concepts discussed in the small group discussion





CULTURAL DIVERSITY AND DIFFERENT PERCEPTIONS ABOUT CULTURE

Overview of Session

The purpose of this session is to have participants explore personal perspectives about unfamiliar cultures and how different perspectives often lead to creating stereotypes and prejudice about people from different cultures. For example, we may have the perspective that people who live in a house different than ours maybe “poor” or “uncivilized” because we value our housing materials, structure and objects as superior. However, in reality, the house that looks “poor” from our perspective may be the best style of house for that culture. We must explore why we think the way we do about cultures that are different from ours.

Learning Outcomes:

- Describe how individuals perceive other cultures
- Know where and how cultural biases/judgments are created
- Analyse the basis of our beliefs/values

Materials:

- House pictures to display in the classroom
- Quiz handouts

Time:

- 90 minutes

Note to teachers: Participants could use or adapt this activity for their classrooms.



- Procedure:

- **Houses around the World Activity**

- Step One: warm-up activity: Quiz

- Before the activity begins, trainers should hang the house pictures around the room.
- Give each participant the House Quiz handout (Appendix 4).
- Tell participants to walk around the room and look at each picture. On their handout, they should match the picture of the house to the country where the house is located.
- When everyone has completed the quiz, ask participants to take their seats.
- Give the answers to the quiz. Ask to see if any participants got all of the answers correct.
- Step Two: Pair Work
- Ask participants to get in pairs
- Give each pair one of the house pictures to analyse.
- Give pairs 10-15 minutes to discuss their picture.
- Ask each pair to discuss the following questions about their picture:
 - What is the weather like where this house is?
 - Describe the surrounding environment where this house is located. Is it in the jungle? The desert? The mountains? Etc.?
 - What material is the house made of?
 - Talk about the people who live in the house. What do they look like?
 - What do the people do for a living? What do they do for fun?
 - What important items do they have in their house?
- Next, ask each pair to share their answer to ONE of the questions to the larger group. For example, ask each pair to share the items they would find in the house. (As each pair is discussing their house, you can show the picture of the house on the power point.)



- **Step Three:** Discussing cultural perceptions in pairs
- Have students get back in their pairs to discuss each of the following questions about diversity & perceptions.
- Ask one question at a time and give participants 3 minutes to discuss in pairs and then ask them to share their ideas with the larger group.
- **Questions for pair and group discussion:**
- How is cultural diversity demonstrated in these pictures?
- Are there similarities between houses in London and the houses in the pictures? Differences?
- Are these houses better or worse than houses in London?
- How do we determine if cultures are similar/different or better/worse than our culture?
- **Step Four: Wrap-up:**
- Highlight participants' answers and connect them to the larger idea of how cultures have differences and similarities between them. It is especially important to recognize that there are threads of cultural similarities that connect all human beings. This activity also points out how we form different perceptions about cultures and how we place value judgments on cultures.





- Tips for Trainers
- The Importance of debriefing or wrap-up activities:
- When doing an interactive activity, it is important to leave time for participants to reflect on the concepts that the activity demonstrated. Often, participants become so focused on accomplishing the tasks of the activity that they lose sight of the more important points that the activity is illustrating. In the above activity, the closing or “wrap-up” conversation is crucial for exploring important concepts and issues relating to culture.
- In general, after an experiential learning activity you may gather participants in a circle (sitting in their chairs or in the floor) and reflect on the activity. You need to have prepared questions for debriefing, so you could lead them in describing the experience they had, reflect on it and come to conclusions.





TEACHING CULTURAL HERITAGE & DIVERSITY

Overview of session:

The purpose of this session is to have participants recall ideas about culture that were discussed yesterday so they can think about and explain the ways that they teach about cultural heritage and diversity in their classrooms.

Learning Outcomes:

- Describe general concepts related to Cultural Heritage and Cultural Diversity
- Encourage reflection on pedagogical practices on cultural heritage and diversity teaching

Materials:

- A4 paper sheets, markers, chart paper

Time: 75 minutes

Procedure:

Step one: Energising activity “Parts of our body”

- Tell participants that they are going to group and regroup several times according to parts of our bodies.
- Ask them to randomly walk around the room.
- Say loudly: “6 legs”. They need to group with other people that way that they will have 6 legs altogether. After they do so, ask them to move again over the room.
- Follow this example using different numbers and parts of the body (examples: 3 heads, 4 arms, 5 backs, etc).
- Do this several different times and in the last round, make sure to give an order that creates 5 different groups. Ask them to stay in these groups for the next activity.



Step two: Recalling main concepts

- Invite participants to discuss about concepts from yesterday, using key words and write their ideas down on A4 paper.

Possible key concepts could be Culture, Aspects of culture, Cultural diversity, Perceptions, and Heritage. (You should also have key concepts already prepared in case participants don't provide any input.)

- Spread the A4 papers with the key concepts in different corners of the room.
- Put a piece of poster paper next to each of the A4 paper.
- Ask each group to go to one of the corners.

- Instruct them to write important things related to the concept on the poster paper.
- After 2-3 minutes, ask groups to move clockwise for one position. Now they will review the work of the other group, and add other contributions.
- Repeat this procedure until each group has had chance to work on each concept.

*Note to trainers: You could give each group a marker of different colour to see contributions of different groups within a single poster. Also encourage them to put a question mark where they don't understand something others wrote, or exclamation mark where they have a comment.

Step three: Reflecting about our teaching

- Open a discussion with participants about the way they teach cultural diversity and cultural heritage topics. Some questions to ask are:

O Do you teach heritage and diversity in your classrooms?

O How do you do that?

O How frequent do you teach these topics?

O Do you plan it in advance?

O What kind of methods/methodology do you use? Give examples.

O What kind of resources do you use? Do you use the existing curriculum in different subjects such as civic education, geography, history, arts, etc.? Or do you prepare/adapt special curriculum for these topics?

O What are the challenges you face? What are the rewards?



Note to teachers: Be aware that they might not feel confident to get involved immediately into a discussion, leave a space for them to think and write down their thoughts.

- Try to link the discussion about their teaching with the experiential learning methodology:

- Do you succeed to involve students in active learning?

- Do you put them into experience?

- Can you mention some examples from the discussion so far? Other examples?

- How are different stages of experiential learning manifested in these examples?

- Do students appreciate these methods?

Note to teachers: Tell participants that they are going to participate in model lesson units. They will approach the lessons from two different perspectives: as a student and then as a teacher. In session II and III, they will act as students, so instruct them to “put on their students’ hats” and engage in the lesson as students. During the last session, participants will “put back on their teachers’ hats” so they can analyse the lesson units through their understanding as a teacher.

Tips for Trainers

Dividing participants into groups:

There are a number of ways to divide participants into groups. You can count off according to numbers, alphabet, etc. or you can have participants draw numbers or pictures. There are also interactive ways like the example mentioned above which can group members. However, it is important to remember to be sensitive to participants’ needs and abilities. For example, if someone had a physical disability the activity above might not be a possible choice. Try different methods of dividing up the large group so that participants have the opportunity to work with different people each time.

