

|   |
|---|
| <b>Name of the unit: An intercultural world</b> |
|---|

**Target group**

12 to 14 year-old children. We consider the didactic unities not only to work in the formal education but also in every educational field: school, children and youth associations, youth centre, etc. We have chosen this age, 12 to 14 year-old, because it allows us to work on proposed topics with criticism and analytic spirit. At the same time, 12 to 14 year-old children are still open to new experiences and knowledge as well as to respect and engagement values, which we want to pass on. We have defined two groups, because at these ages there is a great difference in their learning capacity. In the first group, more playful and experiential activities will be done. In the second group, activities with higher critical analysis of reality and an improved skill to propose ideas will be presented.

**Aims**

Interculturality is the biggest challenge for Spanish state schools, where the composition of the classrooms has quickly changed in the last years because of an increasing number of students coming from other countries. One of the Interculturality Education aims is trying to understand that this new reality constitutes a wealth which we must use. Other aims are to identify values of respect, mutual knowledge and tolerance of a plural society.

**Educational Objectives**

1. To learn about intercultural society's meaning and to value it.
2. To know about human migrations throughout history and, specially, in present times.
3. To identify prejudices and stereotypes and how they influence our behaviour.

**Cognitive Objectives**

1. To know the meaning of multiculturalism and interculturalism terms. What is the meaning of interculturalism and what does an intercultural society imply. The global world throughout history: products, ideas, world's people.
2. Human migrations throughout history and in present times: why, throughout history, people have moved. Where they have moved to and what they did it for. What are the consequences of that.
3. Stereotypes. To learn to identify them and how they determine our behaviour. Images and news processing.

**Methodology**

We use a socio-emotional and constructive methodology, proposing activities in which children could experience by themselves what we are trying to transmit to them and, at the same time, they could construct their own knowledge. We also propose a mutual learning in which children and monitors could exchange their experiences and knowledge. Finally, we will use research-action techniques through which concepts we are dealing with will be investigated in order to put it later into practice in our daily life.

**Activities Description**

We will divide each unit into three topic-related blocks, each one 60 minutes long.

## **1. TOGHETER OR MIXED: multiculturalism and interculturalism.**

In this module we will analyze differences between a multicultural society and an intercultural society, betting on this last by discovering its values of reciprocal knowledge, exchange and enrichment between society's different cultures. For this purpose, we will carry out a first activity in which we will realize how mixed each of our societies already is and how this mix is a product of various contributions that have been made and will be made throughout history.

### **How would pizza without tomato be?**

With this activity we will realize that in our life there are many things with an intercultural origin which many times we associate with our own culture. *35 minutes.*

- Standing up, we try to find out the origin of the things we are using at this moment: clothes, course material, objects around us... Do they come from the same place? Where have these things been manufactured? Which materials have been used in its fabrication? *10 minutes.*
- We will distribute handouts with the origin of common products like sugar, coffee, chocolate and paper (Attached document 1). We form four groups and provide a handout to each group with a product's origin and a Peter's map. (If possible, we will use a Peter's map. To know about this projection we should read document 2). They must search for the product's route in the map. After this, a debate among all students is held in order to discuss the outcomes. *15 minutes.*
- With the aid of Internet, we ask students, divided into pairs, to investigate common products' origin, like cotton, oranges, pepper, cinnamon, potatoes, perfume, maize, chewing gum, the zero, numbers, etc. *10 minutes.*

### **A new calendar. 15 minutes.**

This activity is a practical attempt to build an intercultural society in our classroom or our area of action. To this end, we will elaborate a calendar together with the students in which holidays and customs will figure, using it to mark celebrations in the course of the year.

- We will split the classroom into groups of five or six participants. We will try to form groups as heterogenic as possible, i.e., if there are children from other countries, they should be present in every group. We will hand out a cardboard where a school calendar will be drawn, from October to June, and where the children will mark local holidays of students' countries and cities. Any holiday or celebration will be valid, whether it is religious or not.
- When finished, each group explains about the holidays they have marked, what they involve and how they are celebrated. We will mix the groups to make a calendar with all the holidays that have been marked by each group. We will hang it on the wall in the classroom to be visible and if possible, we will celebrate a similar holiday in the classroom.
- If there aren't any foreign children in our classroom who can share their cultural knowledge, we can ask the groups to research in Internet on other cultures and countries' celebrations in order to make the calendar: Ramadan, Pascha (Orthodox Easter), Christmas in southern hemisphere's countries... Although it will lose the socioaffective acquisition component of knowledge through classmates, this activity will be equally enriching.

**An intercultural world: Final discussion. 10 minutes.**

- We will mix groups and discuss any contribution to the occidental culture which has been made throughout history: Do we belong to a uniform culture? Where do our food and our costumes come from?

**2. THE WORLD MOVES. MOVE ALONG WITH IT: The human migrations.**

This second module will teach us about the past and present human migrations. We will focus on the last two centuries in Europe, because these displacements could have affected our students more or less directly. *60 minutes.*

**How do we organize ourselves?**

With this activity we will try to experience the sense of belonging to a group: How is a group formed, and how are people accepted or rejected if not considered part of it; how does a person feel if he is not accepted by any group. *10 minutes.*

- We ask children to close their eyes and we put on their fronts a colored sticker. There will be stickers of different colors. For example, five green one's, six blue one's, six yellow one's... There also will be only one of a different color. We will ask the children to open their eyes and, without talking, to form groups the way they deem best. After a while, we will discuss about the following: How have groups been organized? Have they discriminated someone? Anybody feels discriminated? Did they feel part of a group? Did anybody feel out of place? *10 minutes.*

**What is an immigrant?**

We will try to clarify terms used normally when people talk about immigration, but which sometimes are not used properly. We will realize that often we let ourself be guided by stereotypes when we talk about immigration. **10 minutes.**

- We will divide the students into pairs, we will provide the following handout and will ask them to fill it out:

| WHAT IS A...?    | DO YOU KNOW A...? |
|------------------|-------------------|
| IMMIGRANT        |                   |
| DISPLACED PERSON |                   |
| REFUGEE          |                   |
| EMIGRANT         |                   |
| FOREIGNER        |                   |

- We will correct the table: Is an immigrant the same as an emigrant? And a foreigner? *10 minutes.*

**Who doesn't have a family member who hasn't emigrated!**

Human migrations are not a present fact, but are as old as humanity. Only the sense of these movements has changed and the way they affect our daily lives. Not such a long time ago Europeans were emigrating to other continents as well as to other European countries. Nowadays, people move to Europe and that is why we must remember our past as immigrants. *20-45 minutes.*

- Individually, we ask each child to make his family tree. At home he must ask if any family member has emigrated at any time. If this is the case, the child will write his history and it will be read in the classroom, or he will stick it on the classroom's wall, next to family trees.
- We will start a discussion: if there are students from other countries in the classroom, we will try to compare Spanish students' histories to immigrant students' histories. Why did they go? What did they do there? How did the people there receive them? Did they all return? We will try to draw a parallel between Spanish who have emigrated and people who came to Spain.

Source: Amani. Educación Intercultural

### Human migrations

With this activity we will draw a parallel between past human migrations and present human migrations to realize about the differences and similarities between both. This way we will be able to understand better the reasons of people that are forced to leave their homes and to establish oneself in another place. *20-35 minutes.*

- We will divide students into pairs and they will read document 3, which will be about human migrations in Europe during the last centuries.
- Once they have read it, they will try to fill out the following table. They will draw human migrations about which they have read in a Peter's map.
- We will mix groups to discuss: Are past human migrations very different from present human migrations? Why are people normally moving?...

| PEOPLE WHO WENT AWAY    |           |                  |                  |                       |  |
|-------------------------|-----------|------------------|------------------|-----------------------|--|
| Where did they go       | Who went  | Why did they go  | How did they go  | How long did they go  |  |
|                         |           |                  |                  |                       |  |
|                         |           |                  |                  |                       |  |
| Where do they come from | Who comes | Why do they come | How do they come | How long do they come |  |

### PEOPLE WHO COME

**3. GET IT OUT OF YOUR MIND: FIGHT AGAINST STEREOTYPES.** In this last module, we will work on stereotypes: What are they? How are stereotypes formed? How do they affect our way of thinking and acting?

### Are you the black sheep?

Language is not only useful to communicate between us, but it also constitutes our own vision of the world. This activity will help us to understand that in our daily language racist and xenophobic ideas perpetuate, something we must avoid. *20 minutes.*

- We will divide students into groups of five or six. We will write phrases or common sayings related to other cultures, other races or other groups of population, for example: to work like a nigger, Chinese whispers... Once the list is done, the groups will decide if the expressions have positive, negative or neutral connotations.
- We will mix the groups to write all expressions in a cardboard. Afterwards we will talk about the connotations found by each group. We will evaluate: How many expressions related to races other than white have negative connotations? Which of these expressions have positive connotations?
- We will try to elaborate new expressions which can replace the others.

Adaptation from Amani: Educación Intercultural

### **The story of Lara and Fatima**

This activity will be useful for us to compare the roles which we assign to people from different cultures: when we create a story we quickly come out with stereotypes and preconceived ideas of a culture or a group, which we have assimilated. *20 minutes.*

- Kids will make a circle and we will explain to them that they will invent a story of two people: Lara, a Spanish girl, and Fátima, a Moroccan. We will throw a ball to somebody who must say something about one of the invented characters. The group leader will begin the story with "Once upon a time there was a girl called Lara. Lara..." and after he will throw the ball to somebody who will finish the phrase and who will throw again the ball to somebody. When we will have finished Lara's story, we will begin with Fátima's story, and like that we will collectively build the story of these girls.
- After having finished the stories, we will compare them: Are the two stories very different? What are the resemblances? What are the differences?

Source: Amani. Educación Intercultural.

### **To whom do I rent my house?**

Role-playing game. *20 minutes.*

A role-playing game is an improvised dramatization in which the participants assume the roles of fictional characters in a previously established situation, preparing them to face a similar situation or to come close to a far-away or former situation. With this role-playing game, we will try to analyze based on which values we act and we will experiment with taking decisions in a group.

- Half of the students will play a residents' association that wants to rent an empty flat. The rest of the students will play the candidates.

|                  |  |
|------------------|--|
| Pérez's family   | Homosexual couple who run a shop next to their house. They have two adopted children, aged 3 and 5.  |
| Students' group  | Carlos, 23, architecture student. He is not from the city, so he only wants to live in the flat during the academic year, 9 months.<br>Fabrizio, 25, Italian Erasmus student.<br>Alejandra, 26. She has just finished her degree and she is preparing for state examinations.<br>Ana, 22, Venezuelan student who has just arrived to Spain to start her Phd Studies. |
| Li-Chiu's Family | The parents work in a restaurant. They live in Spain for more than 20 years.   |

|                  |  |
|------------------|--|
|                  | They have two sons, aged 17 and 15, and one daughter, aged 12.   |
| Ismael           | Algerian, 52, painter. He works in <i>Plaza Mayor</i> (Madrid) and he has been living in Spain for more than 12 years. He has a teenage daughter who lives in Germany.   |
| Sánchez's Family | Alba, Colombian, 35, she works as a cleaning lady. She has been in Spain for 5 years. She has a 7-year-old son.<br>Rosario, her sister, has just arrived to Spain. She doesn't have work.<br>Raúl, her boyfriend, has also just arrived to Spain and he works in a building company. |
| Robles' Family   | The father works in a bank<br>The mother works as a private tutor of music in her home.<br>They have a 2 year-old child and another on the way.  |

- The residents' association will meet to decide to whom they will give the flat. All the candidates will be interviewed and afterwards the residents' association will have to come to a consensual, well-reasoned decision.
- We will mix the groups to discuss: How have we taken this decision? Do we all agree? Which reasons have we taken into consideration? Which values have predominated? What do the chosen candidates think? What do the rejected candidates think? Do they feel discriminated for any reason?

### Materials

Paper, scissors, glue, cardboards, a computer with access to Internet, felt-tip pens, pens and a ball.

### To know more

- Unidad didáctica: De Viaje con Mayra. Colectivo Amani. IEPALA Editorial.
- Educacion Intercultural. Análisis y resolución de conflictos. Colectivo Amani. Editorial Popular.
- [www.aulaintercultural.org](http://www.aulaintercultural.org)
- [www.educarueca.org](http://www.educarueca.org)
- [www.asolidaridad.org](http://www.asolidaridad.org)

**Timetable.** 60 minutes approximately for each block.

## **DOCUMENT 1. OURS PRODUCTS' ORIGIN**

### **CACAO**

Cacao tree is native from the South America's tropical regions, from where it was spread throughout the rest of tropical regions of America. It was a very common food among Aztecs and Mayas and they used it as an energetic, bitter, hot drink. Cacao seeds were so appreciated by Aztecs that they used them as an ordinary coin for trade. In the 16<sup>th</sup> century, Hernán Cortés introduced chocolate, as Aztecs drunk it, to the Spanish court. Ladies of the royal family held chocolate in reserve for them and sipped it secretly, flavoured with spices and sometimes with pepper. It has to be said that thanks to Jesuits missionaries cacao crude beans, without processing, began to be exported by sea to Europe. Later, Africa's European colonizers impose chocolates in this continent. Cacao first arrives at Ghana, by the hand of Swiss missionaries, and after of that, it was spread through Nigeria, Cameroon and Ivory Coast.

### **SUGAR**

Sugar cane is a plant coming from Southeast Asia. It was carried to the Iberian Peninsula by Arabians, where it was principally cultivated along the Malaga and Granada coast. At this place it is still preserved the oldest sugar mill of Occident. Later Europeans carried the plant to Western India, where climate was more favourable than Iberian Peninsula's one, so cultivation in this region was almost dropped. Still today sugar is industrialized and manufactured in america for the world consumption, placing countries such Brazil and Mexico as the greatest world sugar producers.

### **COFEE**

It seems like Africans tribes, which knew coffee since former times, grinded coffee beans and elaborated a paste that was used to feed animals and to increase warriors' forces. Since 12<sup>th</sup> century, its cultivation was extended through the neighboring country, Arabia.

Muslims introduced coffee in Persia, Egypt, northern Africa and Turkey. Thanks to Venetians merchants, coffee came to Europe about 1600. Coffee starts being cultivated in French Antilles, from where it was extended to Colombia, which today is one of the greatest world producers. At the same time, Dutch people spread his coffee cultivations through his Indonesia's colonies. Nowadays coffee is the second product more commercialized in the world, after petroleum.

### **PAPER**

In ancient times, in order to make symbols or scriptures, it was used to write upon papyrus, which was obtained from the stem of a very abundant plant in the Nile riverside.

In the Middle Age in Europe, parchment, made from goatskin or sheepskin, tanned and prepared to receive ink, was very used. Unfortunately, this material was very expensive, causing that since 8<sup>th</sup> century it was popularized the bad custom of deleting texts of parchment to rewrite on them. As a result, a large amount of invaluable works was lost.

However, Chinese already manufactured paper from silk and hemp, even from cotton, many time before. Due to trading relations, Chinese transferred this knowledge to Arabians, who in turn carried it to present Spain and Sicily about the 10<sup>th</sup> century. Elaboration of the paper was extended to France, which produced it from linen since 12<sup>th</sup> century. In the 14<sup>th</sup> century shirt general use allows low cost paper manufacture because of the great amount of old shirts. Thanks to that, the invention of printing

press allows the come up of the book as an accessible market product not as a curiosity.

Since then paper became one of the emblematic products of our culture, which is elaborated not only from old clothes or cotton but also from a great variety of vegetable fibers. Moreover, the successive invention of colorants allowed a great offer of colors and textures.

**Source: Wikipedia**

## ATTACHED DOCUMENT 2. HUMAN MIGRATIONS

### HUMAN MIGRATIONS IN EUROPE

In modern times a large group of European population has moved many times from one region, country or even continent to another. The movement of populations is called **human migrations**, but if a country lost population is called **emigration** and if a country increases population is called **immigration**. There are three phases for the 20<sup>th</sup> century Europe:

- **Emigration period.:** During 19<sup>th</sup> century and in the early 20<sup>th</sup> century, more than 60 millions of Europeans moved from Europe to America: USA, Canada, Argentina and Brazil, as a result of industrialization and agricultural crises. America was an uninhabited country which offers a lot of work and investment's opportunities. South America, concretely, was specialized in agricultural products' export and was a major attraction for South European population.
- **Forced migrations:** The second migration movement had a coerced character and was extended from First World War to the final of the forty's. After the First and Second World Wars millions of Europeans moved to another country because of their frontiers modification. Germans, Polish and Greeks were the most damaged.
- **Voluntary migrations:** In the second half of the 20<sup>th</sup> century human migrations have continued, although migrations background has continued changing:

In the early 20<sup>th</sup> century Mediterranean countries' population moved to North and Centre of Europe, principally because of **economic difference** between European countries.

In the second half of the 20<sup>th</sup> century Eastern European population moved to West Europe because of the decline of the Communism, the former URSS division in independent countries and the attraction of West Europe due to a greater economic development.

### THE INTERCONTINENTAL MIGRATION

Since the middle of the 20<sup>th</sup> century a large group of population arrives to Europe from other continents. Firstly the independence of the colonial countries and since the last third of the 20<sup>th</sup> century the economic differences between world countries because of globalization process have been the reasons of this emigration

In empoverished countries there are hardly economic improvement's expectations. Developed countries are afraid of the arrival of the Third World population and to avoid this fact, they have imposed very restrictive migration's policies to difficult free arrival of foreign people and to criminalize people who get to settle in the developed countries without pass by their immigration legislation's filter.

Political instability of some countries, sometimes caused by intern or extern war conflicts, is other of the reasons to human migration from South to North countries.

Due to these conflicts, people are forced to run away from their countries and to search refuge in neighboring -or not- countries. Another times people don't have political, religious or social freedom of speech in their countries, where they are persecuted by their ideals or their believes, being forced to run away to other countries where claim to stay as a political refugee, which normally is not given.

Source: [www.sauce.pntic.mec.es/](http://www.sauce.pntic.mec.es/)

### **ATTACHED DOCUMENT 3. Peters map.**

Peters' world map is a projection of Earth (round) on a plan.

This was introduced by the historian and cartographer Dr. **Arno Peters** in a press conference in Germany in 1974.

Until the appearance of this map, accepted world map was the Flemish cartographer **Gerardus Mercator** projection, introduced in 1569.

The Mercator projection distorts sizes, increasing it as we move away from the Equator. As we approach to the Poles, distortion increases. Cartographers refer to the incapacity to compare sizes on a Mercator projection as "Greenland problem". Greenland is presented as being as large as Africa, when in fact Africa's area is 14 times that Greenland's one.

Because of Mercator's map distortion at Poles, it's usual to cut Antarctica in maps. With this practice the northern hemisphere appears bigger than really is. So then, this cutting technique ends up with a map which shows Earth's 60% above Equator, reducing size and importance of developing countries.

Peters map shows all areas –countries, continents and oceans- according to their real size. This way it is possible to make exact comparisons.

Source: [www.solidaridad.org](http://www.solidaridad.org)