

Examples of intercultural activities

In groups of 4 study the 2 examples of activities below and for each activity decide for which language level they are appropriate for, for what learner age, what language they practice, what the objective of each activity is, what intercultural competences each activity aims to develop

Example 1

Our Mascot

Materials needed:

- The Mascot of the class. Instead of the Mascot of the class, it could be another Mascot, who speaks many languages and who has travelled a lot, visiting the class. It could be a doll, a puppet, or something similar i.e. a teddy bear, a glove doll or a finger doll, but not representative of the western cultures. Furthermore, we could use more than one Mascot, using the «Persona dolls».

<http://www.persona-doll-training.org/>



- Flashcards with greetings – saying “good morning” in the language of every child in the class
- Flashcards with photos, pictures of the countries that the Mascot of the class knows
- Authentic material from trips or residence to the country of origin of the children in the class and of their families, (pictures, objects, etc.)

Activity Description

1st step: Giving a sense of community, everyone (the pupils, the teacher and the Mascot) is sitting in a circle.

2nd step: The teacher presents the Mascot. Then we all introduce ourselves. The Mascot says “good morning” in English and in other pupils’ languages and the children repeat. Children ask information about the country that the Mascot has visited (or the country of origin). After they have all introduced themselves and exchanged greetings, they have a discussion conducted mostly in Greek. Through the discussion they ask information from the Mascot about the names of friends that he/she may have met at the place from where he/she comes, about a game that he/she has learnt there, or about an experience that the Mascot has obtained. The Mascot may have lived or traveled to some of the children’s countries of origin and he/she uses their experiences.

3rd step: During a subsequent lesson, the discussion/activity could be continued, after having asked the children to bring in class things of everyday usage, photos, maps or whatever gives information about their origin.

Example 2

Travelling

Material needed

- A map of the world
- James Tissot’s painting: *Goodbye on Mersey*. 1881.





Activity Description

1st step: Children observe the painting. They see people leaving on a trip. It must be a trip far away, because the ship is big and those who stay behind, on the deck, waving goodbye.

2nd step: The teacher tells the children that the painting is entitled “Goodbye on Mersey” and that it was James Tissot that painted it many years ago. The teacher explains that Mersey is the name of a river in England.

3rd step: The teacher asks children to describe what they see in the painting: What do you see on the picture?/ What can you see on the picture? I see/ I can see three women, one girl and a man. What are they doing? They are saying goodbye. To whom? To their friends or parents. They are on the boat and they travel.

4th step: The teacher lets children think for five minutes and then he/she divides them in pairs or in groups of three (share thinking) in order to discuss and answer to the question “why do people travel?”. The teacher completes their answers, if necessary, saying that as migratory birds leave our country in autumn in order to find better living conditions, people travel to improve their life. Some times they travel to study and others to meet friends or for tourism.

5th step: The teacher asks children to think and discuss in pairs or in groups of three (so that there are no annoyances), for five minutes in total, in order to answer the question “Which

do you think are the problems that a child has to face when he/she moves to another country?”.

6th step: The teacher calls children to imagine they are travelling to another place and asks them to choose where, how and why.

He/she shows children a map and helps them find a destination. Encourage dialogue: *Where are you going? I'm going to(name of a country)*

How are you travelling? I'm travelling by.....

Why? To see my grandparents/ On holiday

Children talk about the countries they want to visit and justify their choice (for studies/holiday/permanently). They exchange ideas and write their own text, that they will have to present in class.

I'm travelling by.....

I'm going to

I travel around the world

I say.....

It's your turn now!!

(Depending on the place that children choose, the teacher helps them say “good morning” or “hello” in the respective language (see first activity: Learning vocabulary for greetings: Hello/Hi/Good morning/Goodbye Përshëndetje/Mirë mëngjes/lamtumirë Доброе утро/до свидания)

Every text is read in class by other children and the rest of the class has to guess who has written it.

