

Activity 3: Strategies for inclusion and diversity in the curriculum - 55 m. – LO 4

| Students' activity | Timing | Teacher's Actions | Students' Actions | |
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| <p>3. Strategies for inclusion and diversity in the curriculum</p> | <p>55m</p> | <p>The instructor welcomes the students and asks them to brainstorm possible classroom strategies for promoting intercultural understanding and practices that work against prejudice and discrimination. (The instructor records the ideas on the white board or white board app.) (10 minutes)</p> <p>Connecting with the students' ideas, the instructor presents some general strategies.</p> <ul style="list-style-type: none"> - Share stories and cultural traditions and organize celebrations that reflect the diversity of the classroom. - Create a safe and welcoming space for all learners. - Emphasize multiple perspectives and “decentering” (through everyday events, historical phenomena, storytelling, artistic products). - Use both dominant and non-dominant languages/text within the classroom. - Use role plays and simulations (demonstrating different norms, beliefs and values). - Assign ethnographic tasks and field trips to learn about people coming from different ethnic, religious or socio-economic groups. - Invite guest speakers to tell their stories of identity and culture. | <p>Students brainstorm ideas for promoting interculturalism and non-discrimination in the classroom.</p> <p>Students actively listen to the presentation and make connections as future educators.</p> | |
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| | <p>- Use film, texts and photographs to present different world views and perspectives.</p> <p>All these strategies should encourage multi-perspectivity and awareness; critical thinking around identity, status and discrimination; and self-reflection on positionality. (10 minutes)</p> <p>The instructor then asks the students to break into groups of two or three to develop some curriculum ideas. Using the handout and accompanying worksheet (flip chart paper or digital) they should sketch out two or three different kinds of strategies for their future classroom. (20 minutes)</p> <p>After 20 minutes, the groups are combined in larger groups of two. In other words, if there were originally six groups in the classroom, there are now three. The students share their ideas with the other group and gets feedback and suggestions for improvement. (10 minutes)</p> <p>The instructor brings the students back together for some brief sharing of ideas. The students are asked to complete the design of their lesson plan or strategy as part of the course assignment.</p> | <p>Within the groups, students follow the instructions of the educator and complete the tasks. (The group work can be recorded on flip chart paper or on a white board app.)</p> <p>Student groups join with another group to share ideas.</p> | |
| Preparatory tasks for Students (if they needed): | | | |



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| Teacher's preparatory actions: | Handout: Strategies for Intercultural Competences. For an online session, a platform with a possibility for breakout rooms should be used. The instructor can set up a white board app (http://jamboard.google.com/ for ex.) with one page for each small group to work with in documenting their educational strategies. | | |
| Notes: | | | |
| Support Material: | Handout: Strategies for Intercultural Competences. | | |

