

## Material 9

Tool: **Mirrors and Windows – An Intercultural communication Book**, Council of Europe 2003, Chapter 7. *‘Up in the morning and off to school’*.

The activities within this workshop aim at stimulating participants to reflect on their own cultural background, think critically about the system of education and elaborate their own strategies on successful educational approaches (teacher trainees). The multinational and multicultural character of the group will provide participants with valuable cultural knowledge and opportunity to communicate and cooperate on an intercultural level.

The outline of the workshop has been structured with reference to the recommendations listed in *‘Developing and assessing intercultural communicative competences’*, Council of Europe 2007, Chapter 3 *‘Planning intercultural communication workshops’*.

Suggested outline of the workshop  
**‘School sweet school’**  
**(based on Chapter 7. Up in the morning and off to school)**

<b>Why?</b>	<p>The activities within the workshop aim to:</p> <ul style="list-style-type: none"> <li>• stimulate reflection on participants’ own cultural background (in relation to their educational experience),</li> <li>• develop participants’ skills to observe, interpret and think critically,</li> <li>• develop among pre-service teachers the ability to raise awareness of cultural differences in values, behaviour and ways of thinking,</li> <li>• develop participants’ skills to negotiate and find common solutions,</li> <li>• develop participants’ intercultural communicative competence,</li> <li>• develop participants’ language skills.</li> </ul> <p>By the end of the workshop, participants will have:</p> <ul style="list-style-type: none"> <li>• acquired cultural knowledge and greater awareness of intercultural differences in values, attitudes and ways of thinking,</li> <li>• developed constructive strategies on the approach to their future learners and successful teaching (teacher trainees),</li> <li>• improved their language and intercultural skills,</li> <li>• enhanced their professional expertise (teacher trainees).</li> </ul>
<b>What?</b>	<p>The content areas include</p> <ul style="list-style-type: none"> <li>- presentation of different educational systems,</li> <li>- cultural diversity,</li> <li>- cultural similarities and differences in values and norms,</li> <li>- non-verbal communication and body language,</li> <li>- open, curious and empathic approach and refraining from making judgments,</li> <li>- elaboration of successful learning and teaching strategies.</li> </ul>
<b>How?</b>	<p>Facilitator will enable participants to:</p> <ul style="list-style-type: none"> <li>- share their previous ideas, experience and knowledge,</li> <li>- engage actively in pair and group activities,</li> <li>- analyse and discuss the contents of any feedback information,</li> </ul>

	<ul style="list-style-type: none"> <li>- apply their knowledge and skills in creating the final product of the workshop.</li> </ul> <p>The following activity types and methods are suggested for selected activities of the workshop:</p> <ul style="list-style-type: none"> <li>- <b>pair work/small group work:</b> Completing the scheme on educational culture (p. 69-70) Participants prepare presentations on different aspects of education in their country (school/university, teachers/university lecturers, test and exam taking). Models given by facilitator (p. 71-73).</li> <li>- <b>discussion:</b> Monitored discussion on educational systems. Facilitator may use the questions on p. 71.</li> <li>- <b>presentation and role plays:</b> Participants present in small groups different aspects of education in their country (school/university, teachers/university lecturers, test and exam taking). The presentation may include humorous role plays on issues such as cheating in a test/exam, skiving, teacher-student relationship, motivation to learn.</li> <li>- <b>brainstorming activities:</b> Participants explain the meaning of the concepts on p. 76 (teacher education, homework, assignment etc.)</li> <li>- <b>project work:</b> Participants prepare leaflets containing advice for a foreign student/pupil who is coming to study in their university/school.</li> <li>- <b>charades:</b> Participants present idiomatic phrases featuring different nationalities. Facilitator presents and explains the phrases selected from p. 77-78 before assigning this task.</li> </ul>
<b>Learning outcome</b>	Participants prepare a picture collage on <b>'Ideal school/university'</b> . All participants are asked to explain the contents of their sketches.