**Material 9 – School sweet school. A journey through the education system.**

Tool:

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

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

**‘School sweet school’**

**(based on Chapter 7. Up in the morning and off to school)**

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’.*

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| **Why?** | **Aims and contents**  The activities within the workshop aim to:  • stimulate reflection on the participants’ own cultural background (in relation to their experience of education),  • develop the participants’ skills to observe, interpret and think critically,  • develop the participants’ skills to negotiate and find common solutions,  • develop the participants’ intercultural communicative competence,  • develop the language skills,  • develop the participants’ ability to raise awareness of cultural differences in values, behaviour and ways of thinking.  **Targeted competences**  • I can understand what unites or separates people from different cultures (Developing and Assessing Intercultural Communicative Competence),  • I can compare different methods of learning taking their successes or failures into account. (CARAP, skills, S-7.7.4.2),  • I can benefit from previous learning experiences in new situations (can transfer learning). (CARAP, skills, S-7.7.3),  • I can interact in situations of contact between languages/cultures. .(CARAP, skills, S-6). |
| **What?** | The content areas include:   * presentation of different education systems, * cultural diversity, * cultural similarities and differences in values and norms, * non-verbal communication and body language, * successful learning and teaching strategies. |
| **How?** | Facilitator will enable participants to:   * share their previous ideas, experience and knowledge, * engage actively in pair and group activities, * analyse and discuss the contents of any feedback information, * apply their knowledge and skills in creating the final product of the workshop.   The following activity types and methods are suggested for selected activities of the workshop:   * **pair work/small group work:**   Completing the scheme on educational culture (p. 69-70)  Participants prepare presentations on different aspects of education in their country (university studies, lecturers, test and exam taking). Models given by facilitator (p. 71-73).   * **discussion:**   Monitored discussion on education systems. Facilitator may use the questions on p. 71.   * **presentation and role plays:**   Participants present in small groups different aspects of education in their country (university studies, lecturers, test and exam taking). The presentation may include humorous role plays on issues such as cheating in a test/exam, skiving, teacher-lecturer relationship, motivation to learn.   * **brainstorming activities:**   Participants explain the meaning of the concepts on p. 76 (teacher education, homework, assignment etc.)   * **project work:**   Participants prepare leaflets containing advice for a foreign student who is coming to study in their university.   * **charades:**   Participants present idiomatic phrases featuring different nationalities. Facilitator presents and explains the phases selected from p. 77-78 before assigning this task. |
| **Product** | Participants prepare a collage on **‘Ideal university’**. All participants are asked to explain the contents of their work. |