

WELCOME!!!

"MULTICULTURAL EDUCATION"



DAY 1

WARM UP!!!



DAY 1

GETTING TO KNOW EACH OTHER

COURSE PROGRAM



PROGRAM

DAY 1

- GETTING TO KNOW EACH OTHER

- INTRODUCING THE COURSE PROGRAM

- FEARS/EXPECTATIONS - NEEDS/CHALLENGES

- CULTURE /

MULTICULTURAL/INTERCULTURAL

- BARRIERS TO POSITIVE ENVIRONMENT

- HUMAN RIGHTS EDUCATION IN THE CLASSROOM

DAY 2

- ROLE OF THE TEACHER IN A MULTICULTURAL CONTEXT

- PRACTICE POSSIBLE ACTIVITIES

DAY 4

- CREATIVE IDEAS PUT IN PRACTICE

- MORE ACTIVITIES

DAY 5 THAT YOU CAN DO

- HOW TO INVOLVE THE COMMUNITY AND THE SCHOOL?

- REVIEW OF THESE DAYS.

- EVALUATION.

- CERTIFICATE

DAY 1

FEARS AND EXPECTATIONS

DAY 1



NEEDS/CHALLENGES

DAY 1

Shh^h

SILENT DISCUSSION

DAY 1

WHAT IS CULTURE?

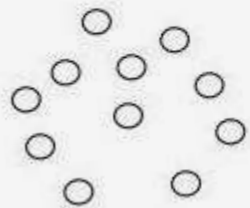
The diagram illustrates the components of culture, centered around a globe labeled "Culture". The components are:

- Working Schedule**: Represented by an icon of two people sitting at a desk.
- Language**: Represented by a speech bubble icon.
- Medical Care**: Represented by an icon of a bowl of medicine.
- Religion**: Represented by an icon of a red book.
- Child-rearing Methods**: Represented by an icon of a child.
- Food**: Represented by an icon of a hamburger.
- Folk Art**: Represented by an icon of a painting.
- Celebrations**: Represented by an icon of a birthday cake.
- Jokes**: Represented by a laughing face icon.
- Manners**: Represented by an icon of a group of people.
- Clothes and Dressing**: Represented by an icon of a colorful shirt.

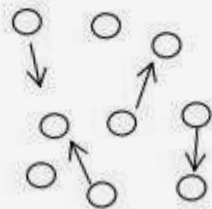


DAY 1

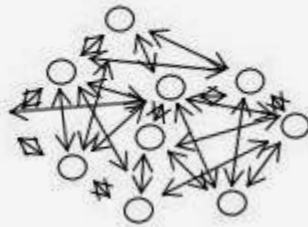
MULTICULTURAL



CROSS-CULTURAL



INTERCULTURAL



Multicultural (exclusive)



Assimilation (assimilative)



Intercultural (integrative)



Transcultural (inclusive)

DAY 1

Developing an understanding of and respect for cultural diversity.

Increasing creative intercultural communication in a heterogeneous society.

Providing equal access to quality educational programs for all learners regardless of culture, ethnic origin, religion, or social class.

Developing self-worth, respect for self and others, and social responsibility.

Working to eliminate stereotypes, prejudice, discrimination, and other forms of racism.

Including the experiences of all students in curriculum.

Multicultural education is antiracist education.

Multicultural education is basic education.

Multicultural education is important for all students.

Multicultural education is pervasive.

Multicultural education is education for social justice.

Multicultural education is a process.

Multicultural education is critical pedagogy.

DIMENSIONS OF MULTICULTURALISM

Article Summary

DAY 1

1 Content Integration

Basic form of inclusion that incorporate a group's culture, genders, abilities, religions, etc. Diverse members are visible or represented. This is the start to sharing identities with others, but that it is far from the final step in the goal towards fully embracing multiculturalism.

2 Knowledge Construction

Values and assumptions based on various identities, perspectives, or positionality. Asking: What is my frame of reference? How did I come to believe or know what I know? What have been my life experiences that have shaped my views? The same questions can be asked to learn about others.

3 Equity Pedagogy

They way an environment, routine, setting, or event is structured so that it positively affects as many people as possible. Having an awareness of the methods your are using and how it impacts diverse races, genders, abilities, beliefs, etc. Adapting and altering strategies to differentiate the way in which information is disseminated or learned.

4 Prejudice Reduction

Becoming aware of own biases and recognizing how stereotypes influence your actions and attitudes about differences. Explicitly discussing racism, sexism, ableism, etc. and how they show up in the world. Acknowledging the history and implications of the "isms".

5 Empowering Culture & Social Structure

Being mindful of the policies and procedures of institutions, organizations, or companies that perpetuate the isms. Self- monitoring the equitable treatment of all members and disrupt negative cycles in daily procedures, rules, routines, and traditions.



WELCOME TO DAY 2!!!

"MULTICULTURAL EDUCATION"



DAY 2

WARM UP!!!



DAY 2

THE ROLE OF THE TEACHER



THE ROLE OF THE TEACHER AS A MULTICULTURAL EDUCATOR

DEFINE MULTICULTURALISM

ENCOURAGE YOUR STUDENTS TO BE PROUD OF
THEIR HERITAGE

OBSERVE YOUR STUDENTS CLOSELY, AND VALUE
YOUR REAL-LIFE EXPERIENCE OF DIVERSITY OVER
THE TEXTBOOK VERSION

BE AWARE OF YOUR BIASES

CREATE ASSIGNMENTS THAT CELEBRATE
MULTICULTURALISM

LEARN YOUR STUDENTS' LEARNING STYLES (BASED
ON THEIR OWN BACKGROUNDS AND PERSONALITIES)

Goals of Multicultural Education

- Creating a safe, accepting, and successful learning environment for all
- Increasing awareness of global issues
- Strengthening cultural consciousness
- Strengthening intercultural awareness
- Teaching students that there are multiple historical perspectives
- Encouraging critical thinking
- Preventing prejudice and discrimination



ACTIVITIES



DAY 2

INDIVIDUALLY:

-PAINTING OF A PAINTER/ARTIST FROM YOUR COUNTRY

OR

-MUSIC/SONG FROM YOUR COUNTRY

OR

FROM SOMETHING YOU LIKE FROM YOUR COUNTRY



ACTIVITIES



DAY 2

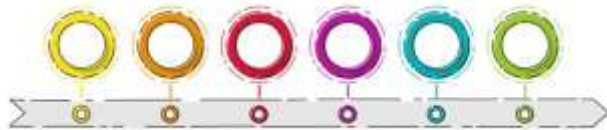
T R I O S :

- T W O L I E S A N D A T R
- C R E A T E A S T O R Y



G R O U P :

- G U E S S
- T I M E L I N E



WELCOME TO DAY 3!!!

"MULTICULTURAL EDUCATION"



DAY 3

WARM UP!!!



DAY 3



A SPECIAL PORTRAIT

DAY 3



WAIT BUT WHY

Stereotypes, Prejudice & Discrimination

DAY 3

Stereotype: Cognitive

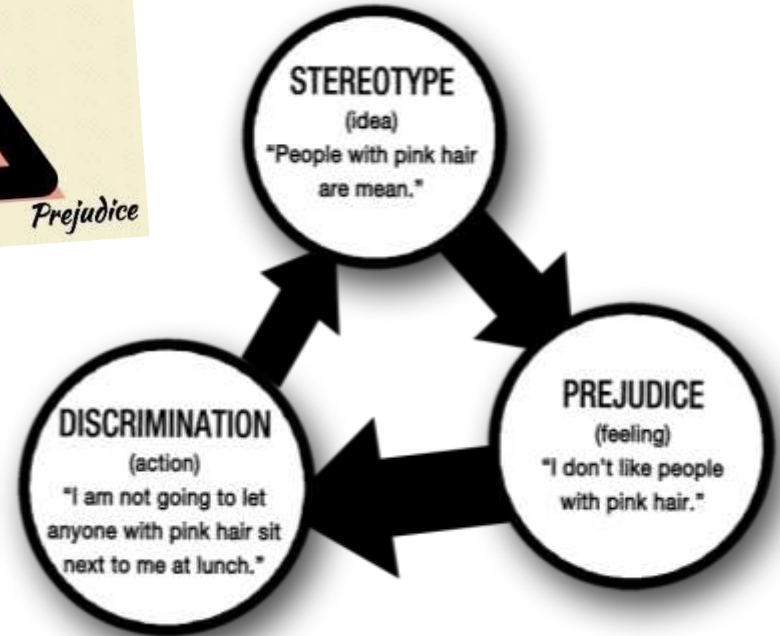
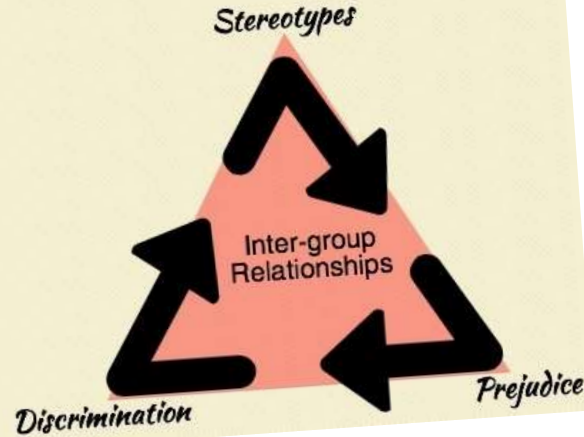
How do I categorize and "label" a person?

Prejudice: Affective

How do I feel about a person? What are my attitudes towards him/her?

Discrimination: Behavioral

How do I act towards a person?



STEREOTYPE: A SET IDEA THAT PEOPLE HAVE ABOUT WHAT SOMEONE OR SOMETHING IS LIKE, ESPECIALLY AN IDEA THAT IS WRONG.

PREJUDICE: PRECONCEIVED OPINION THAT IS NOT BASED ON REASON OR ACTUAL EXPERIENCE.

DISCRIMINATION: THE UNJUST OR PREJUDICIAL TREATMENT OF DIFFERENT CATEGORIES OF PEOPLE, ESPECIALLY ON THE GROUNDS OF RACE, AGE, SEX, OR DISABILITY, ETC.



EXAMPLES

RACISM TAKES MANY FORMS AND CAN HAPPEN IN MANY PLACES.

-IT DOESN'T NEED TO INVOLVE VIOLENT BEHAVIOR (RACIAL NAME-CALLING AND JOKE S, SITUATIONS WHEN PEOPLE MAY BE EXCLUDED).

-RACISM CAN BE REVEALED THROUGH PEOPLE'S ACTIONS AS WELL AS THEIR ATTITUDES, ALSO SYSTEMS AND INSTITUTIONS. BUT SOMETIMES IT MAY NOT BE REVEALED AT ALL.

RACISM IS MORE THAN JUST WORDS, BELIEFS AND ACTIONS. IT INCLUDES ALL THE BARRIERS THAT PREVENT PEOPLE FROM ENJOYING DIGNITY AND EQUALITY BECAUSE OF THEIR 'RACE' OR 'PERCEIVED RACE'.

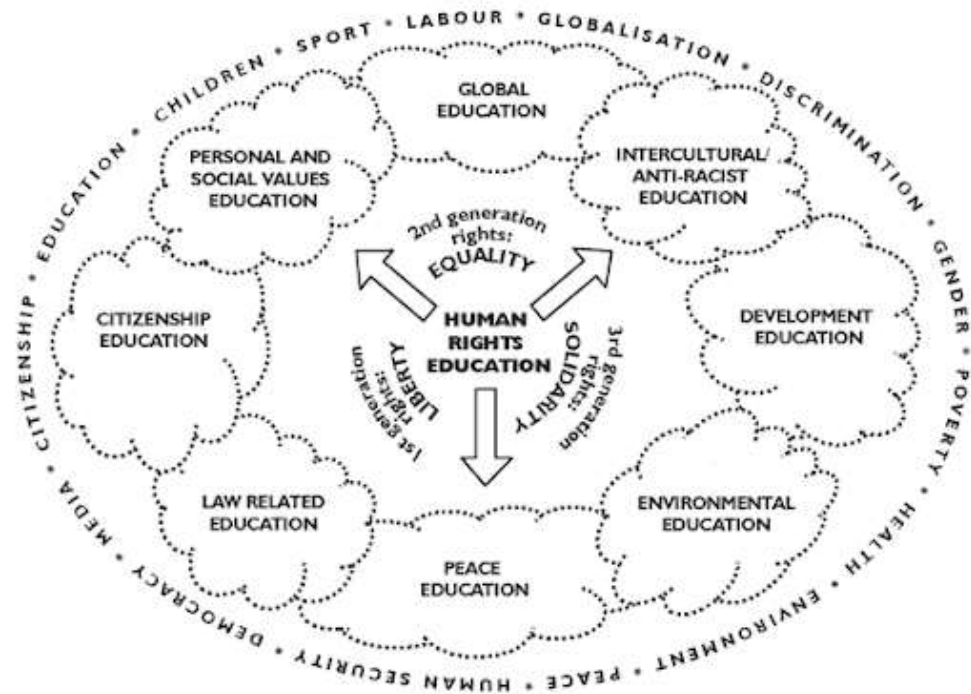
XENOPHOBIA, OR FEAR OF SOMEONE WHO IS DIFFERENT FROM US.

- IT TYPICALLY INVOLVES THE BELIEF THAT THERE IS A CONFLICT BETWEEN AN INDIVIDUAL'S INGROUP AND AN OUTGROUP.
- XENOPHOBIA OFTEN OVERLAPS WITH FORMS OF PREJUDICE

PEOPLE WHO EXPRESS XENOPHOBIA TYPICALLY BELIEVE THAT THEIR CULTURE OR NATION IS SUPERIOR, WANT TO KEEP IMMIGRANTS OUT OF THEIR COMMUNITY, AND MAY EVEN ENGAGE IN ACTIONS THAT ARE DETRIMENTAL TO THOSE WHO ARE PERCEIVED AS OUTSIDERS.

HUMAN RIGHTS EDU

DAY 3



HUMAN RIGHTS EDUCATION PROMOTES VALUES, BELIEFS AND ATTITUDES THAT ENCOURAGE ALL INDIVIDUALS TO UPHOLD THEIR OWN RIGHTS AND THOSE OF OTHERS.

- **LEARNING ABOUT** HUMAN RIGHTS: KNOWLEDGE, WHAT THEY ARE, AND HOW THEY ARE SAFEGUARDED OR PROTECTED.
- **LEARNING THROUGH** HUMAN RIGHTS (E.G. PARTICIPATION, FREEDOM OF THOUGHT AND EXPRESSION, ETC.) THE PROCESS OF LEARNING IS AS IMPORTANT AS THE CONTENT OF THE LEARNING.
- **LEARNING FOR** HUMAN RIGHTS, BY DEVELOPING SKILLS, ATTITUDES AND VALUES FOR THE LEARNERS TO APPLY HUMAN RIGHTS VALUES IN THEIR LIVES AND TO TAKE ACTION, ALONE OR WITH OTHERS, FOR PROMOTING AND DEFENDING HUMAN RIGHTS.

IN A HUMAN RIGHTS FRIENDLY SCHOOL...

Everyone has a say in decisions that affect them.

School leaders respect everyone's human rights.

We are all responsible for making our schools safe and welcoming for people of every race, religion, gender, sexual orientation, age, and ability.

Everyone can access learning resources and activities.

Everyone learns what human rights mean here and around the world.

Students have choices about how and what they learn.

We look after each other's wellbeing.

We treat each other with respect.



AMNESTY
INTERNATIONAL



ESCUELA ESPACIO DE PAZ

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WWW.MOVIMIENTO CONTRA LA INTOLERANCIA.COM

WWW.ASINITAS.ORG

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A HUMAN

DETECTIVE

PROBLEM



WELCOME TO DAY 4!!!

"MULTICULTURAL EDUCATION"



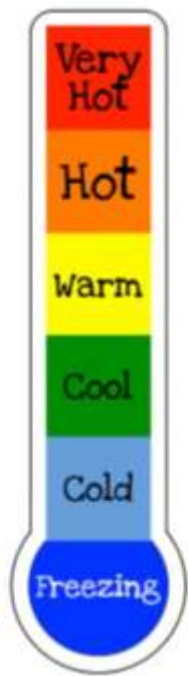
DAY 4

WARM UP!!!



HUMAN RIGHTS

TEMPERATURE IN THE SCHOOL



[HTTPS://ISSUU.COM/AI](https://issuu.com/aihk/docs/humanrights-temperature-en)

[HK/DOCS/HUMANRIGHTS](https://issuu.com/aihk/docs/humanrights-temperature-en)

[SYSTEMPERATURE_EN](https://issuu.com/aihk/docs/humanrights-temperature-en)

DAY 4

YOUR PROPOSALS !!



A SPECIAL CALENDAR





LOCATION, EXPLANATION OF
SINGULAR PLACES, CURRENT
SITUATION, MAIN THINGS THEY
WANT TO EXPLAIN...



WHERE, EXPLANATION, MAIN
THINGS THEY WANT TO
EXPLAIN...

WELCOME TO DAY 5!!!

(LAST AND FIRST DAY)

"MULTICULTURAL EDUCATION"



LET'S MAKE A PLAN



- CONCRETE ACTIVITY
(SCHOOL/COMMUNITY).
- NEEDS.
- WHO WILL DO THAT?
- CALENDAR.

COURSE PROGRAM (REVIEW)

DAY 1

- Getting to know each other
- Introducing the course program
- Fears/Expectations /Needs/Challenges
- Culture/Multicultural/Intercultural
- Multicultural education

DAY 3

- Barriers to positive environment
 - Prejudice/Stereotype
 - Discrimination/Racism/Xenophobia
- Human Rights Education

DAY 2

- Characteristics of a teacher in a multicultural context
- Possible activities to make a classroom multicultural friendly
- Ways to rise empathy and inclusion
 - Two lies and a true // Timeline

DAY 4

- Make it practical!
 - Activities

DAY 5

- Plan it!
- Evaluation and certificates

EVALUATION



AND CERTIFICATES

GRACIAS



Grazie

