

INTERCULTURAL APPROACH & COMMUNICATION



GIVEN TOPIC: INTERCULTURALITY



PROGRAMME:

- Promotion of the educational support through sport
- Relation between social private and institutions: methodologies and instruments
- Exercise: culturallye
- Elaboration of emerged contents

TOPIC: INTERCULTURALITY



PROMOTION OF EDUCATIONAL SUPPORT THROUGH SPORT

- School support to children and youngsters (with a specific attention to migrants target) envaluing the
- Peer education
- Useful instruments to perform the educational task and of school support in the sports field

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Video vision "*Per noi sono tutti Bambini*", by director - musician Giovanni Panozzo.

Link: <https://www.youtube.com/watch?v=6ebrLxpNgfU>

(English subtitled version available soon online)

- Which are the main elements for an effective integration?
- Which are the positive key subjects in the integration process?
- Which are the strategies needed to help the integration process?

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RELATION BETWEEN SOCIAL PRIVATE AND INSTITUTIONS: METHODOLOGIES AND INSTRUMENTS

- Periodical meetings of multifunctional equipes among health and social services, schools, institutional enthities and sport associations of the territory
- Sharing of useful materials in the field of the social integration in a shared platform
- Creation of italian and foreign leader parents' groups
- Creation and promotion of a network of parents of the territory to facilitate the integration

CULTURALLEYS



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Learning Objectives

- ✓ INTERCULTURAL COMMUNICATION: relate to new people, understand different cultures, adapt to implicit and explicit rules
- ✓ TEAM DEVELOPMENT: develop common rules, establish new rules
- ✓ FACE NEW CIRCUMSTANCES: develop new strategies, understand new situations and overcome difficulties

Content

Explicit and implicit rules are the expression of every culture of a society or a Country. Rules regulate our living together. Facing new foreign rules is the key goal of this learning exercise

Preparation and Implementation

Participants disposed in different tables start making themselves confident with the rules of the game. After that, they won't be allowed to speak and the game begins. After a while, participants change tables, but they don't know that each table has different rules. Since they can't talk, they have to adapt to the new situation learning new rules or «importing» their own. Cultural shock will open their eyes, by experiencing finding themselves in a new contexts and learning what occur to adapt to it effectively

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Which are the key elements to plan integration interventions?

Which are the main difficulties in the neighbourhoods and in the schools?

Which is the role of the volunteer in the integration process?



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The educational path and the working sessions

- This educational path is divided into 6 modules, that can be adapted according to the volunteers involved or different target group of participants:
- 1. "let's get to know each other!" dedicated to the first exchange of information between people from different cultures
- 2. "The reasons why people migrate" exploring the multiple and complex causes that lead to migration
- 3. "Are we free to move where and when we want?" quizzes and inspiring questions on social and cultural issues concerning the right to free movement of persons
- 4. "Video and photos for freedom of movement" interactive form where participants have to create photographic and video material
- 5. "The truth about migration today" debates and autobiographical stories on today's migration
- 6. "How and what changes with migrations?" easy and open analysis and reflections on how migrations transform societies.



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- Teaching resources have been created by the trainer using background materials and expertise of [Oxfam Italia](#) (which GEA represents for Northern East Italy), together with the participants to support their work as peer educators and mentors with young people coming from target group, trying to contextualize them to their respective countries and target groups.
- In the resources the trainer accompanied, step by step, the YAGs in the realization of the modules and with in-depth materials to be used directly with the beneficiaries, with bibliographies and useful links to interactive resources (videos most of all).



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- In agreement with the YAGs, it was decided to identify the following sessions:
 - performance of the activity in the class / learning environment of the beneficiaries
 - collection of feedback, reflections, and any productions, cards, photos, videos, etc. that can be used in the classroom with the beneficiaries
 - loading of the contents on a share point (Drive folder) where all learners (YAGs in our case) can access
 - vision of the materials loaded by everyone else (not only the trainer, the YAGs themselves collected materials and resources)
 - discussion and reflections, comments, both online and during the training session



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Example of videos used for the TRAINING:

«Per noi sono tutti bambini»,

a film created by GEA in a previous AMIF project on intercultural education and storytelling.

The video can be a powerful tool that YAGs can use to start reflection, stimulating both the rational and the emotional sides of viewers.

YAGs watched the video and then shared their emotions, their thinking, their reflections in a cineforum methodology that they can reproduce with beneficiaries.

Different videos were showed and illustrated to work with different age groups.

Keyword: *intercultural storytelling & communication*



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FOLLOW UP

The realization of exchange active and participatory intercultural lessons was very much appreciated.

YAGs acquired concrete knowledge and tools to promote interaction among kids with different cultural, social background, knowing each other on a personal and socio-cultural level. They explored and explored migration issues through cooperative, active and democratic learning methodologies working both during the training sessions and online.



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The key points of the lessons were:

- Personal knowledge of the respective country contexts
- Active deepening and critical discussion of issues related to migration
- Awareness of the link between every day's life and the migration phenomenon
- Increased linguistic and digital skills, to use videos and pictures as tools of training as mentors and peer educators



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SOME MORE TOOLS

- Oxfam Italia Educational Platform:
<http://edu.oxfam.it/it>
- Intercultural School:
<http://wholeschoolsocialabs.eu/>
- Intercultural Storytelling:
<http://learnenglishonlinedublin.weebly.com/>

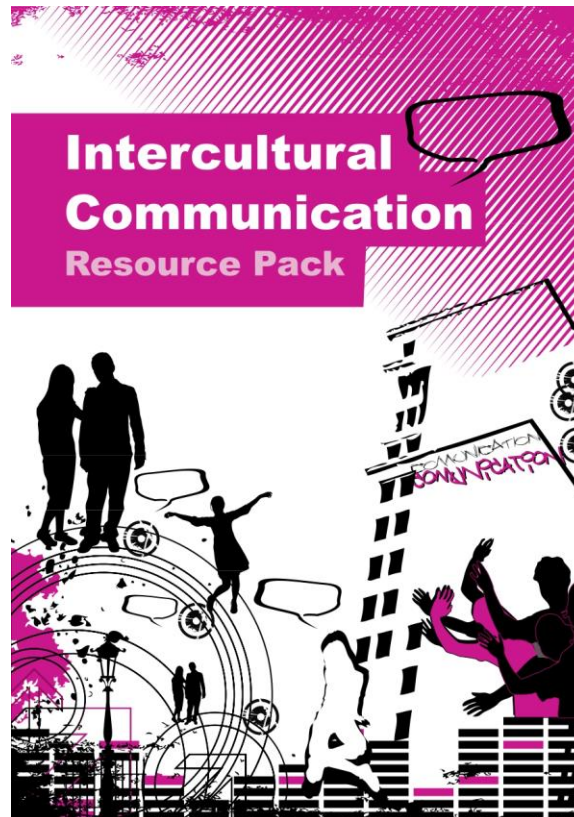


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A V.I.P. TOOL: SALTO NETWORK!

<https://www.salto-youth.net/>





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PRACTICE ACTIVITY ON A GOOD TOOL FOR BUILDING YOUR INTERACTIVE INTERCULTURAL ACTIVITIES AND PRESENTATION: PREZI

