

1. Identification of the educational scenario

Wusmed ES2

1.1 Title of the scenario

Unit 1. Valuing cultural diversity

1.2 Creator

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Website/ blog:

School:

1.3 Topics or courses involved

Language, History, Ethics, Citizenship education

1.4 Educational level

Primary

Secondary 13-16 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

Basic

7 Promotes the view that we should be tolerant of the different beliefs that are held by others in society

8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another

9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated

Intermediate

10 Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations

Advanced

11 Argues that intercultural dialogue should be used to develop respect and a culture of “living together”

1.6 Time-duration

Class time: 4 hours

Outdoor preparation: 2 hours

How many hours to be used in total: 6 hours

2. Development of the educational scenario

FIRST CLASS

STIMULUS

1. Warm up

THE AGRUPATION GAME

The target of this game is to make students think about group identity arbitrariness.

The teacher share different figures with different colors and shapes to the students. Then students have to make groups which are based on their own criteria. Once students are grouped together with other students, teacher will ask them why they have grouped in the way they did.

Dialectical discussion to reveal meaning:

What have you based on to do this groups?

Could you have done different group criteria?

Why have you make groups based on the figures the teacher gives you?

Think about the way you have chosen the group in this game, and the way we chose groups in our real life, is there any similarity?

Once you have finished the discussion, you order student to make different new groups based on his own criteria. Then you will compare both. Teacher can ask again previous questions.

On this game we are

Brainstorming what do you know about religions? / what do you think when you hear people who talk about their religion? / what do you feel when you see people who are wearing clothes or things of their religion?

2. Discussion to explore

Choose 2 or 3 videos:

Video 1 (Muslims)

<http://justicia.gencat.cat/ca/ambits/afers-religiosos/recursos/Audiovisuals/Videos-joves/>

Video 2 (Sikhs)

<http://justicia.gencat.cat/ca/ambits/afers-religiosos/recursos/Audiovisuals/Videos-joves/>.

Video 3 (Evangelical Christians)

3. Using Theatre techniques

For small groups they represent improvised situations about a group of young people belonging to different religions talking about common topics such as activities on the weekend, clothes they like, meals ...

4. Dialectical Discussion to reveal meaning

The facilitator guides a discussion based on questions that develop critical thinking skills.

Questions to explore and define a term:

Have you heard the word Sikh, Muslim?

What does it mean?

In which context have you heard or read this word?

Have you heard or read this word in another context and on another subject?

In which circumstances you would use this word?

Check the dictionary

<http://www.thearda.com/learningcenter/religiondictionary.asp#M>.

Dictionary of religions for boys and girls (Catalan)

<http://justicia.gencat.cat/ca/ambits/afers-religiosos/publicacions/Diccionari-noies-nois/>

Personalization The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

Improvisation. Students select phrases that are of importance from a story and create different roles of people who will say these phrases.

In a circle, students create physical images in response to a given theme, for example, different religions. They should do this quickly, without pre-thought. They are then invited to step into the center of the circle and remake their image. Other students can now add in their own still images. This could lead to an abstract group image or a tableau that is “dynamized” or brought alive through thought tracking or by adding sound or movement.

Pairs or small groups can also create their own images, where they take it in turns to “sculpt”

each other into a shape and then find a way to put these shapes together. This is most effective if done without talking.

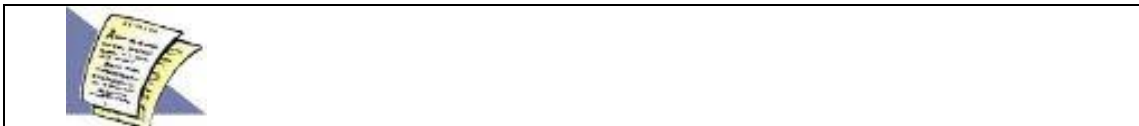
In pairs, **create a freeze-frame** where one partner has a religion with higher status than the other. Show some examples and ask members of the group to guess which partner the higher status has, explaining why. Discuss why there may be areas of disagreement.

Activity 4: Before and after as a further dynamization, the participants are asked to move to the position they would have been in one minute before this moment took place. Thought-track each character. Next, they move to a position one minute after the moment took place, again speaking their thoughts. Ask the onlookers to suggest where the scene could be taking place, as well as names and other details for each of the characters.

Conclusions

Flashbacks. (30') With everybody back in the group, discuss what could have happened to any of the characters previously that may have led to the other religions. In small groups make one or more frozen images showing a scene or scenes that took place earlier related to this moment of talk about religion, including one or more of the characters. Show these to the other groups, using thought-tracking if appropriate

[2.2 Worksheets & Resources](#)



[2.3 Infrastructure & Materials needed](#)

- Definitions of different religions
- Knowledge of similarities and differences between religions

[2.4 Versions-adaptations](#)

[2.5 Challenges](#)

If you have a multicultural and multilingual class, it's possible that there is a great participation or perhaps there is not much involvement.

[2.6. Further reading](#)

3. Evaluation of the educational scenario

- Evaluation

To know what changes have occurred in the knowledge of different religions. It can be done for small groups or large groups with a couple of questions such as:

What would you have modified in the conversation that you did on the first day about common topics?

- Lessons learned – conclusions

It should be taken into account that the purpose of this unit is to know and respect the other religions not to make an in-depth study of all religions.