

Learning Unit 1: Intercultural and multicultural education Partner: UPIT			
Aim	This unit aims to introduce intercultural and multicultural education to learners and enable them using it efficiently through art disciplines, when working with migrants for social inclusion.		
TOTAL Learning time 15 hours of which:	Face-to-face learning 5 hours	Self-directed learning 10 hours	Assessment¹ (additional to the one given through self-assessment, peer assessment and/or tutor observation) 1 hour
LEARNING OUTCOMES			
On successful completion of this Learning Unit, learners will be able to:			
Knowledge	K.1.1. Define inter- and multi-cultural education K.1.2. Describe teaching methods that value cultures without judging, enabling effective and appropriate communication and cooperation with people of all cultures.		
Skills	S.1.1. Deal with the cultural differences between migrants' communities and host communities. S.1.2. Demonstrate intercultural awareness and appreciation. S.1.3. Use theory to think critically about social inequities in local/global contexts		
Competences	C.1.1. Instruct trainees to develop the knowledge, values, skills and confidence for: <ol style="list-style-type: none"> a. expressing their own language and cultural heritage; b. learn about, value and appreciate the culture of others; c. learn about and express their own rights and freedoms and respect those of others; d. practice the values underpinning human rights; e. become responsible, productive citizens, able to contribute fully to society; f. live and work harmoniously with others of diverse cultures; g. behave in ways that are culturally appropriate and sensitive with others of diverse culture or gender, being mindful of language and jokes; h. advocate for others and act in solidarity, when others of diverse culture are being treated unfairly. 		

Note for partners:

The Learning Outcomes marked in yellow are the ones covered by Activity 1.1 from below. We should take care to cover the rest of the LOs by the other activities that will be designed within Learning Unit 1...

¹ We refer here to the final assessment (additional to the one given through self-assessment, peer assessment and/or tutor observation), namely the assessment to be acquired through a quick quiz, test, etc.

Activity Code ²	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity ³	Learning Time for this activity (in minutes)
A1.1	<i>Inter- and multi-cultural education: setting the foundation</i>	Face-to-face	K.1.1. S.1.1. S.1.3. C.1.1.a, b, h.	120 min
Overview of Content	<ul style="list-style-type: none"> After introducing him/herself, the trainer starts with an <i>icebreaking exercise</i> that allows all participants to know each other and feel comfortable by working together (s/he uses “Art4Inc_O1-A2_LU1_A1.1 - Annex 1 – Icebreaking.doc”). (5 min) Then the trainer announces the learning objectives of this activity, which are K.1.1.; S.1.1.; S.1.3.; C.1.1.a, b, g, as formulated above, in the table from page 1 (2 min) The main concepts of inter- and multicultural education are introduced by the trainer with the help of “Art4Inc_O1-A2_LU1_A1.1 - Annex 2 - Foundation.pptx”) (45 min) The trainer organises the class in 3 groups and explains the first task, namely a quick brainstorming (“Art4Inc_O2_LU1_A1.1 - Annex 3 - Brainstorming.doc”). Trainees work in groups and report in front of the others. The trainer provides feedback and advice to each group during the activity and also makes comments and overall evaluates the achievements of the groups. (20 min) The trainer splits the class in two groups and explains the next task – role play (“Art4Inc_O1-A2_LU1_A1.1 - Annex 4 – Drama_Solving_Problems.txt”) (45 min) The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (3 min) 			
Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)				
Lecture (by trainer) Brainstorming Group discussions Group work Role play				
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)				
Art4Inc_O1-A2_LU1_A1.1 - Annex 1 – Icebreaking.doc Art4Inc_O1-A2_LU1_A1.1 - Annex 2 - Foundation.pptx Art4Inc_O2_LU1_A1.1 - Annex 3 - Brainstorming.doc Art4Inc_O1-A2_LU1_A1.1 - Annex 4 – Drama_Solving_Problems.txt				
Resource(s) from the Art4Inc “Educators Toolbox of Alternative Educational Resources”				
Name or number of the resource in the		Brief Guide on how to use the Resource		

² The codes of the activities will be formed by 2 digits, the first representing the number of the Learning Unit and the second the number of the activity in that unit (e.g. A1.1 for the first activity of Learning Unit 1, A1.2 for the second activity of Learning Unit 1, ...A2.1 for the first activity of Learning Unit 2, etc.).

³ Please note that ALL Learning Outcomes of this LU should be covered through the designed activities!

Toolbox	
No. 7 “Drama: Solving Problems”	The trainer follows exactly the steps described in the resource (Annex 4).
Assessment method	
By presenting/explaining the mind maps resulted from the brainstorming and by carrying out a group analysis (as a result of role play) of how certain behaviours and motivations can explain certain situations.	
References	
<ul style="list-style-type: none"> • Chiriac, A., Panciuc, L. (2016). <i>Intercultural education: objectives, values and perspectives</i>. International Conference „New perspectives in Science Education”, 4th Edition. Retrieved from https://conference.pixel-online.net/NPSE/files/npse/ed0004/FP/1426-NTST861-FP-NPSE4.pdf • EC Culture Programme. <i>Supporting Europe's cultural and creative sectors</i>. Retrieved from https://ec.europa.eu/culture/policy/strategic-framework/intercultural-dialogue_en • The National Association for Multicultural Education. <i>Definitions of Multicultural Education</i>. Retrieved from https://www.nameorg.org/definitions_of_multicultural_e.php • The EDVOCATE. <i>6 Ways to Implement a Real Multicultural Education in the Classroom</i>. Retrieved from https://www.theedadvocate.org/6-ways-to-implement-a-real-multicultural-education-in-the-classroom/ 	

Please multiply this table as many times as necessary...