

## 2<sup>nd</sup> ACTIVITY: THE WELCOME GUIDE

We started our second activity on 26<sup>th</sup> September by celebrating the European Day of Languages since the respect for others' languages, cultures and identities is a precondition for creating a European space for mutual respect and cooperation in Europe.

While many people agree that everyone should be able to speak another language, in many countries in Europe only about half can converse in a language other than their own.

Europe is rich in languages - there are over 200 European languages and many more spoken by citizens whose family origin is from other continents. This is an important resource to be recognised, used and cherished. Language learning brings benefits to young and old - you are never too old to learn a language and to enjoy the opportunities it opens up. Learning other peoples' languages is a way of helping us to understand each other better and overcome our cultural differences.

In our school we discussed with our students the importance of learning foreign languages, we read different articles about this topic and we even read some passages of the book *The Little Prince* written by Antoine de Saint-Exupéry in English, Italian, Spanish and Croatian. It was very interesting to hear the same story in four different languages.



The following activity was to create a booklet with a title *Why is it important to learn foreign languages*. The 6th and 7th form pupils expressed their thoughts about this topic in a short written text. The assignment was their homework for their English class. Their homework was printed and published in a booklet. Here are some of their works.



It's important to learn other languages because maybe someday you'll have to go to different foreign countries to work and earn more money. It's also important to learn languages to ask for directions in a foreign country if you get lost because not many people speak our language. I'm now learning Italian and English and I hope to go to work to Italy or to America when I grow up.

Matteo Maričić, VI form



The world is full of foreign languages. How far do you have to go from your front door to know that it's true? Think about how many people and places you could discover, newspapers you could understand, books you could read, movies and TV programs you could understand, web-sites you could visit just by knowing another language. Nowadays, knowing another language has many benefits. By learning other languages we are discovering new cultures and traditions. Knowing foreign languages later in life will help us to get job that we want. Remember you are never too young to begin to study a foreign language but it's also never too late!

Laura Janković, VI form



Foreign languages are very important to learn because we can meet people from all over the world and learn about many cultures.

Travel and learn and meet people from all over the world. If you know the languages it's easier to communicate and there is no obstacle when you talk with other people from all over the world.

I love foreign languages and I'm trying to study as much as I can so I could speak with so many people without difficulties.

Foreign languages are very interesting for me. I speak Spanish, Italian, Croatian and English. I would also like to speak German, Japanese and Portuguese.

I love foreign languages very much!

Rea Petrc, VI form

If you move to a different country the language will help you to communicate with local community.

If your relatives or friends speak different languages, learning that language will help you to communicate with them and better understand their culture and their way of thinking.

Knowing foreign languages at work may increase your chances of finding a job or of going on business trips.

You may find information about subjects you're interested in foreign books or on the Internet.

A basic ability to speak a foreign language will help you to order food and drink, find your way around, buy tickets... Also, you can have a real conversation with the local people you meet who can be very interesting.

If you plan to study in a foreign university you have to know foreign languages.

You can easily read books, watch films, TV programs, listen to music in foreign languages. It's fun learning foreign languages!

Dora Ivezić, VI form

Knowing more about foreign languages we know more about foreign cultures, traditions...

All of the languages are important to study, but three of them are spoken all over the world. Those are: Spanish, English and French.

I also heard one proverb. I think it says something like: "More languages you speak, more people you worth".

Foreign languages are important to study when we travel to the other country, where that foreign language is spoken. Studying languages help us to make good friends and that is one very important thing in our life!

Karlo Žakula, VI form



It's important to study foreign languages to get to know other cultures.

It's important to study foreign languages for better communication.

It's important to because some words are similar in different languages so it's easier to understand.

It's easier to connect with other people from different countries.

It's important for some signs in a case of emergency.

It's important for reading instructions of computers, cellphones...

It's important and it's fun learning foreign languages!!

Lina Škorić, VI form



It's important to study foreign languages because if we visit some new places we can speak foreign languages, and understand something too. If we watch foreign videos, films... we can understand it. For tourist guides is very important to know many languages, because they are working with foreign people and they are talking them about our country and they have to explain everything about the place they visit. Speaking many languages you have a lot of knowledge and in this way you have more opportunity to find a job all around the world!

You can learn more about culture and customs of the states and more about the nations. Studying languages you get to know a lot of people and you find a lot of new friend. All the people say: "How many languages you speak that many people you worth!"

René Balint, VII form

I think it's very important to know foreign languages in the EU but also in other states of the world. It's important because you can communicate to other people without difficulty. For example in the EU you must know at least English. I think 90% of people in the world speak English. Also, it's good because studying foreign languages your memory expands and when you learn foreign languages you also learn about the culture and so many other things of the state in with the language is spoken.

Enis Ibiši, VII form



In my opinion, it's really good to know foreign languages. We have many reasons to know how to communicate with other people, and it is really useful. English is the business language so everyone should know it, it's the most spoken languages in the world. It's going to be easier for all of us to speak many different languages so that we would be able to work and live wherever we want. It is important to know and to communicate in other language. Knowing different languages can help you when you don't expect it at all. It is a hard work studying languages but knowing a foreign language opens many doors.

Lauren Cooper, VII form



I like to study foreign languages. I go to the Italian minority school. It's a multinational school and I am proud of this. I know a lot of languages: Croatia, Italian, Spanish and English. I think it's important to learn foreign languages. Our country has big problems such as unemployment, but when we become members of the European Union it will be easier to find a job. My dad travels all around the world and he needs to know foreign languages because he must understand people when he wants to buy something or ask someone for help. The tourist guides have to know a lot of languages too. You can't become a tourist guide if you don't understand the most important languages. Those are: English, Spanish and French.

Rea Stemberger, VII form

Also, as an introduction to the creation of our Welcome guide we decided to do all sorts of different activities with a different age group pupils.

So, for example the seven year old pupils talked with their teachers about friendship and the importance to be accepted. The results were portrayed in children's drawings.



The ten year old pupils along with their teachers dedicated some time to the Hans Christian Andersen's fairy tale *The Ugly Duckling*. The idea for this activity was taken from the *Forum for Freedom in Education*, a

Croatian non-governmental organisation whose main goal is to introduce the educational standards of the contemporary democratic society into the Croatian educational system. They have created several worksheets to promote tolerance.

This is the guidance to the lesson *The Ugly Duckling* by Forum for Freedom in Education:

## Ružno pače

od 1. do 4. razreda osnovne škole

Korelacije	Odgojni zadaci	Obrazovni zadaci
Priroda i društvo Hrvatski jezik Strani jezik Likovni odgoj Sat razrednog odjela	Potaknuti poštivanje različitosti Promicati toleranciju Razvijati empatiju	Informirati učenike što je tolerancija Upućivati na slušanje drugoga Poticati izražavanje vlastitih misli i osjećaja Razvijati i proširivati rječnik



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### Opis aktivnosti

Ispričajte učenicima i učenicima priču o ružnom pačetu.

Povedite s njima diskusiju o priči.

Što se dogodilo s ružnim pačedom? Zbog čega su ga odbacivali?

Po čemu se sve možemo razlikovati? Po čemu ste vi u ovom razredu slični? A po čemu različiti?

Zašto je lijepo što smo svi različiti? Kako bi bilo da smo svi isti?

A što mislite, zašto neke smeta kad je netko drugačiji? Oni ih tada mogu ismijavati, ponižavati, tući, ogovarati... Što misliš zbog čega to čine?

Što im možeš poručiti?

Naslikaj svoju poruku tolerancije na radnom listiću s četkom!

*The Ugly Duckling* was read and discussed in the classroom and its messages were explained to the children. What pupils learnt by reading this fairy tale is that it encourages us to be true to ourselves and to have tolerance and acceptance of others. By remaining true to ourselves and

following our dreams we will someday acquire the happiness we desire. Also, one of the messages that the pupils discovered was that different can be beautiful, and that we shouldn't judge a book by it's cover.

Here are some pupil's thoughts and drawings.

THE UGLY DUCKLING  
WHAT DOES IT MEAN BEING DIFFERENT ?

DIFFERENTE VUOL DIRE QUANDO QUALCUNO HA DELLE DIVERSE NECESSITÀ!  
 QUANDO QUALCUNO NON HA QUALCHE PARTE DEL CORPO!  
 QUANDO QUALCUNO SI VESTE DIVERSO, PARLA DIVERSO!  
 NON SA CANTARE, NON SA MATEMATICA, NON SA SCRIVERE, NON SA LEGGERE!  
 VUOLE DIRE CHE NON SI DEVE GUARDARE LA PARTE ESTERNA MA LA PARTE INTERNA.  
 SE QUALCUNO NON SA PARLARE LA NOSTRA LINGUA!  
 SE QUALCUNO NON SA SCRIVERE LE NOSTRE LETTERE!  
 SE HA IL DIVERSO COLORE DELLA PELLE  
 SE NON È RICCO !

The ugly duckling  
WHAT DOES IT MEAN BEING DIFFERENT?

TANTE PERSONE SONO DIFFERENTI DA NOI E STESSI, PIÙ O MENO SIAMO TUTTI DIVERSI. TUTTI DOBBIAMO ACCETTARE TUTTI CHE SONO DIFFERENTI, A TUTTI DOBBIAMO DARE UNA POSSIBILITÀ. NOI DOBBIAMO GLI ALTRI GUARDARE DALLA PARTE INTERNA E NO DALLA PARTE ESTERNA.  
 PER ME LA PAROLA DIFFERENTE VUOL DIRE CHE TUTTI SIAMO DIFFERENTI DAGLI ALTRI! ❤️

TUTTI SIAMO DIFFERENTI!

Se qualcuno è differente dagli altri, non dobbiamo guardarlo nella parte fuori del corpo. Importante è che non è nella parte in dentro. E anche dobbiamo accettare anche le persone che non hanno una parte del corpo.

TU SEI IMPORTANTE!

IO SONO DIVERSO DAGLI ALTRI!!!

## THE UGLY DUCKLING

UID was not accepted and was thrown away from the duck family. He was a little mad and really but really sad. I learned that we need to accept someone that's different, even if he's Austrian, American or African. We just need to accept them...



The ten year old pupils also discussed the word FRIENDSHIP with their teachers and tried to find the perfect definition for that word. What they realised was that defining such a word is a tough work because it can be defined in many, many different ways and it is almost impossible to



find all the words that describe it. This is only one small part of it written on the board.

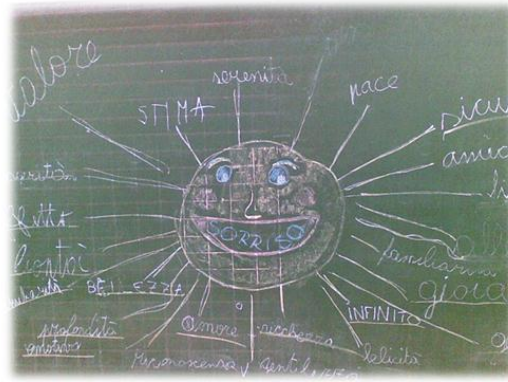
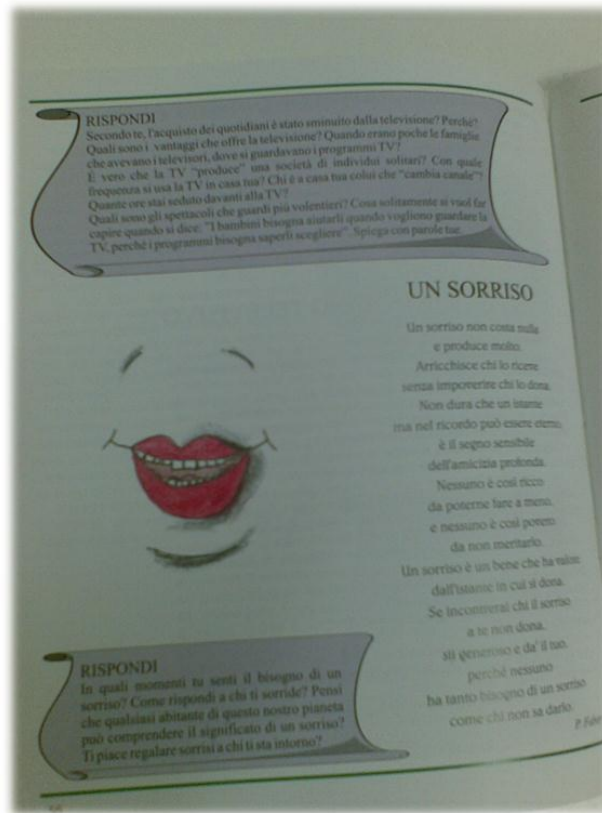


After discussing the word FRIENDSHIP, pupils made drawings which portrayed this topic.





One of the activities done with the ten year old pupils was the activity named 'Smile is important'. They read a poem 'Smile' during the Italian lesson and they had to define the word SMILE with as many words as possible.



The workshop that was done with the eleven and twelve years old pupils is called 'My family is different'. This workshop was taken from the Forum for Freedom in Education guidelines.

### Moja obitelj je različita | Radni list

Zajedno s prijateljima u razredu pogledajte i prokomentirajte slike. Raspravite u grupama: što primjećujete da je kod ovih obitelji različito? Gdje se ove obitelji nalaze i kako se ponašaju? Što im je zajedničko?



#### Što znači biti različiti?

To znači biti drukčiji u bilo kojem smislu riječi. Svaki čovjek je drukčiji, ali i ima puno toga zajedničkog s drugim ljudima. Ono što razlikuje tebe od tvojih prijatelja može biti izgled, dob, spol, osobine, ali i mjesto gdje živiš, tvoja obitelj i prijatelji, hobiji i kako provodiš slobodno vrijeme i ono u što vjeruješ.

#### Zadatak: Nacrtajte svoju obitelj!

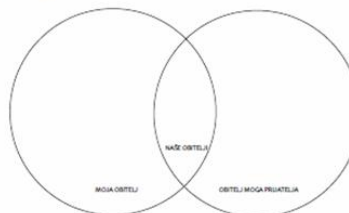
Što mislite, po čemu se vaša obitelj razlikuje od drugih? Kada razmišljate o tome kako je tvoja obitelj različita kako se osjećate zbog toga—zaokružite znakčić.



Kada retko govori o vašoj obitelji po čemu kažu da se razlikuje? Kako se zbog toga osjećate - zaokružite znakčić.



Zajedno s parom klasi napišite što je vašim obiteljima zajedničko, a što različito! Poslužite se dolje navedenim crtežom:



#### Što je to tolerancija?

Tolerancija označava poštivanje različitosti, a to znači uvažavanje svih osoba oko tebe, bez obzira na to što su oni različiti od tebe i tvojih prijatelja i bez obzira na to ponašaju li se te osobe različito od vas. Ljudi mogu imati različita mišljenja, potjecati iz različitih krajeva, voljeti ono što ne volite i ne voljeti ono što vi volite.

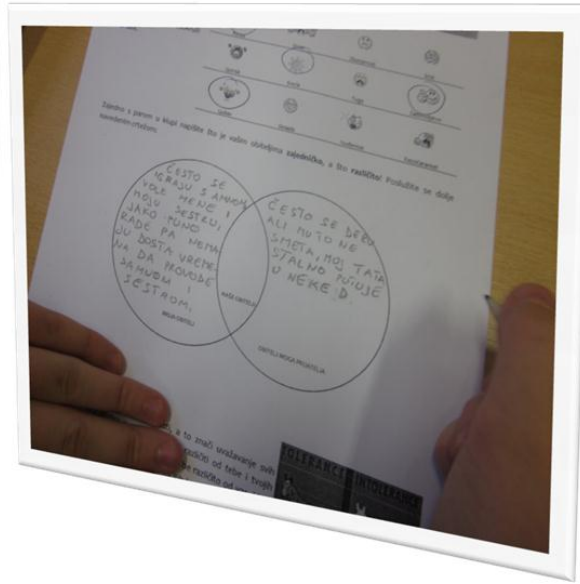


Tolerancija znači ne podijeliti ljutnju, mržnju i želju da povrijedimo drugoga. Tolerantni postajemo kada drugu osobu upoznamo, a time upoznamo i njihova mišljenja, strahove i nadežnja bez obzira na to razlikuju li se od naših.  
16. studenog obilježava se **MEDUNARODNI DAN TOLERANCJE**. To je dan kada se diljem svijeta podsjeća na poštivanje i uvažavanje drugačijih od nas.

The pupils first described the pictures on the worksheet, trying to define what all these people have in common but also what makes them different from each other.

The following step was to find a definition of being different. Each pupil based on his/her personal experience or personal environment described why he/she is different from the others. Then, they had to draw their own family and describe it by using the suggested words from the worksheet such as pride, fear, confusion, shame, anger, happiness, sadness, satisfaction, love, boredom and disappointment. At the end of this activity, pupils compared their families with each others and realised that some families have much in common while other ones are completely different.





On the 16<sup>th</sup> November, the 6<sup>th</sup> grade pupils (age 12) along with their teacher celebrated the International Day for Tolerance. Pupils did a research about this day and also they read UN's articles that define the meaning of tolerance. The outcome of the workshop was the International Day for Tolerance poster that was displayed in the school's main hall.





The 7<sup>th</sup> and 8<sup>th</sup> grade pupils, age 13 and 14, did two interesting workshops promoting multiculturalism, diversity and tolerance.

The worksheets, made by the Forum for Freedom in Education and implemented by our teachers were the following: 'To be or not to be friends?' and 'Who lives with us? Who celebrates with us?'

In the first workshop pupils were discussing if there is someone they tolerate the most, if there is someone they can forgive everything and if there is someone different from them with who they get along well. After the discussion the pupils were given the worksheet where they had different situations with different people involved and they had to write if they could get along with those people. One of the examples were a poor best friend, overweight neighbour, afro-american boyfriend, gay friend, HIV positive friend...

Pupils were very interested in these kinds of topics and most of them were relaxed and opened while expressing their opinions and preferences.

## S kim bi, a s kim ne bi?

od 5. do 8. razreda osnovne škole

Korelacije	Odgovni zadaci	Obrazovni zadaci
Priruda i društvo	Potaknuti poštovanje različitosti	Informirati učenike što je tolerancija
Hrvatski jezik	Promicati toleranciju	Poticati izražavanje vlastitih misli i osjećaja
Srpski jezik	Razvijati empatiju	Razvijati i proširivati rječnik
Likovni odgoj	Spoznati sebe i vlastite stavove	
Sat razrednog odjela		

### Opis aktivnosti

Povedite s učenicima diskusiju o tome koja najviše toleriraju, kome mogu lako sve oprostiti, ili koju osobu znaju da je jako drugačija od njih, a da se jako dobro slažu.

Ponudite im rasne listice s opisom različitih karakteristika pojedinih osoba te ih upotrijebite da ispunite tablicu. Pronađite skupine s kojima su se bili najmanje, odnosno najviše skloni zbližiti. Povedite diskusiju o rezultatima koje dobijete. Učenici mogu diskutirati najprije u malim grupama, a zatim svi zajedno.

Postavite im pitanja za razmišljanje, navedena na kraju tablice.

### Što je to tolerancija?

Tolerancija je poštovanje različitosti, a to znači uvažavanje svih osoba oko sebe, bez obzira na to što su oni različiti od sebe i svojih prijatelja i bez obzira na to ponašaju li se te osobe različito od vas. Ljudi mogu imati različita mišljenja, pojaveći se iz različitih krajeva, voljeti ono što ti ne voliš i ne voljeti ono što ti voliš. Tolerancija znači ne podijeliti ljutnju, mržnju i želju da povrijediš drugoga. Tolerantni postajemo kada drugu osobu upoznamo, a time upoznamo i njihova mišljenja, strahove i nadaanja bez obzira na to razlikuju li se od naših.

Do kršenja ljudskih prava dolazi najčešće zbog nesposobnosti vlada ili pojedinaca/ki da uzmu u obzir i toleriraju različitosti drugih. Kao krajnji primjer može se uzeti jedan vojni režim koji iskorjenjuje različitosti koje smatra prijetećima. Ili primjerice fizički ili verbalni napad na osobu čija naz jedina izdvojena osobina smeta (nacionalna, vjerska pripadnost, spolna orijentacija, neka osobina...) U blažim slučajevima, nedostatak tolerancije vodi do stvaranja osobnih predrasuda i diskriminacije grupa ili pojedinaca/ki (izoliranje, odbačivanje, ignoriranje, nedavanje jednakih šansi prilikom ocjenjivanja, zapošljavanja, napredovanja). Iz Opće deklaracije o ljudskim pravima.

16. studenog obilježava se MEĐUNARODNI DAN TOLERANCije. To je dan kada se diljem svijeta podjeda na poštovanje i uvažavanje drugih od nas.

Na, za početak dobro je biti svjestan onoga i onih koje ne toleriramo, ili prema kojima imamo negativan stav, jer smo tome svi sklorni. Na to utječu naša iskustva, stavovi društva, prikaz medija te navike i stavovi u našim obiteljima.

### Od susjeda do dečka i cure

Razmišlji o sljedećim skupinama i označi bi li volio/voljela osobu koja posjeduje tu karakteristiku, kao – kolegu u razredu / susjeda / prijatelja / najboljeg prijatelja/icu / dečka / curu.

	Susjeda	U razredu	Prijatelja/ica	Najbolji prijatelj/ica	Dečko/Cura
Negovorni navijač					
Rom/inja					
Delikvent					
Stari narodnjaka					
Srpska/inja					
Ostranica					
Osoba prislonjama težine					
HIV pozitivna osoba					
Starija od tebe godina					
Afro-amerikanca/ka					
Srbin/Srpska/ka					
Manjanc/ka					
Gay					
Slabost					
Emo					
Gothic					
Heavy metalac					
Osoba s invaliditetom					
Pubički oboljela osoba					

### Pitanja za razmišljanje:

Bilo koja od osoba s ovim osobinama može biti tvoj rođak/rođakinja – njih ne biramo, već su pripadnici naše obitelji. Kako bi se osjećao/osjećala u vesti te osobe? Bi li ti bilo lakše da je prihvatiti, ili čak da imaš blizak odnos s tom osobom?

Znaš li osobu koja pripada nekoj od navedenih skupina?

Što ako upoznaš nekog tko ti je jako simpatičan/simpatična, i zatim saznaš da pripada nekoj od ovih skupina?

Sjeti se još nekih osobina koje ti je jako teško tolerirati kod drugih? Koje su to osobine?

Što bi hteo/hotjela da drugi toleriraju kod tebe?

The second workshop, 'Who lives with us? Who celebrates with us?', was done with the same amount of enthusiasm. The pupils had to describe given photos and find the differences and the similarities. The pictures showed different categories of people that surround us every day. Some of these people are our friends and some aren't. The next step was to make an invitation list to the last birthday party they had and then to make a new invitation list where they could invite any person they want even if they don't know them. With this activity we were able to see if they are more curious about different kind of people.

### Tko s nama živi, tko s nama slavi? | Radni list

Promotrite slike. U kakve kategorije spadaju ljudi na fotografijama? Kakvi se vrijednosti vežu uz te kategorije? Možemo li reći da ti stereotipi vrijede?



Zadatak: Prolistajte neki od "teen" časopisa. Napišite na papir u koje sve kategorije ljudi koje vidite na fotografijama pripadaju pritom se koristeći svime što vam padne na pamet, od izgleda, načina odijevanja, što mislite kakvu muziku slušaju, itd. Usporedite kategorije s kategorijama koje su napisali drugi učenici u razredu. Poklapaju li se te kategorije?

Što mislite u koje sve kategorije ti pripada? Možeš li se svrstati u jednu kategoriju ili više njih? Opišite tu kategoriju i osjećaje koji vas vežu za nju. Što mislite u koje sve kategorije spada vaš najuži krug prijatelja? Imaju li vaši prijatelji iste stavove, uvjerenja i način odijevanja kao i vi? Što vam je zajedničko a što različito? Na koji način premostite različitosti među vama, razgovarate li o njima?



Our last activity before making guidelines for our Welcome guide was the International Christmas celebration.

First of all, pupils did a research about Christmas customs in our partner's countries and then they included some other countries more. They explored a wonderful array of traditional Christmas customs and also tried to learn how to make Christmas wishes in many different languages.







## **CONCLUSION:**

Having done all these activities in our school where we had the opportunity to work and to collaborate with pupils, their parents and with our colleagues, we have come up with the following actions that would have to be done when a new student comes to our school.

### **The SCHOOL ORGANISATION should do the following actions:**

- Collect available information about the family
- Inform the teachers
- Organize extra-language tuition
- Show the environment
- Provide the student and the family with the necessary information
- Give a welcome present to the new pupil
- Tests to know the level of students and problems in their mother tongue at the start.
- Links with other institutions: social services, legal services, immigrants associations....
- Decorate the school with multilingual labels, photos of the staff.
- Promote international days.
- Flags of different countries are shown at all school celebrations.
- Support teachers for intercultural activities.

### **Actions concerning FAMILIES should be the following:**

- Communication: Close contact with families
- Translation of correspondence, especially the first welcoming letter.
- Individual talk with the tutor- first time in mother tongue. Use of an interpreter if necessary.
- Election of a tutor family on voluntary basis.
- Frequent meetings for parents
- International meal celebrations
- Use of multilingual website
- Families must understand the importance of learning the language and the essential role of education.
- Provide the families with information about the educational system, grants, materials needed by students, social services, extra-curricular activities.
- To get some useful information from them about the family background, the previous education experiences, etc.
- If the student is old enough he/she can attend the meeting and be involved in the process.
- Give them specific information about documents to be filled.

- List of useful telephone numbers and addresses.

**Actions concerning PUPILS should be the following:**

- The newcomer should be assigned a student tutor.
- He should be given a special booklet: timetable, organization of the school...
- Diagnostic test in their mother tongue to detect learning problems in their own language.
- Outside activities: sports, excursions.
- Reception in the classroom: inform the group about the coming of a new student in advance, if possible. (Information about his country, his/her language, posters...)
- Students from the receiving country should:
  - welcome the new student.
  - wear labels with names for a couple of weeks
  - make presentation about their city, country, sports...
- The foreign student could get:
  - after school lessons in his own language
  - a starter pack in his own language and the language of the receiving country.
  - specific resources to develop the language.
  - special teachers, if possible.
- Activities to be carried out in the classroom: games, talent shows, celebration of foreign traditions, promote work in groups, projects and if possible homework in groups.

**Actions concerning TEACHERS should be the following:**

- They should be informed in advance, to be able to inform the class.
- Get in touch with the families.
- Take enough time for welcoming first lesson.
- All teachers should be coordinated with the tutor.
- All teachers should remember that they are language teachers as well.
- Cooperative education is essential (teamwork).
- Specialized teachers may be needed.
- Courses for teachers in multicultural education - ongoing training.
- Starter pack.
- Planning to include what foreign students do.
- Patience