

Diversity and Tolerance



Erasmus+ Project: EVA
Equality, Variety, Acceptance



Gesamtschule Volksgarten



**Workshop für Lehrkräfte im
Erasmus+ Projekt EVA**
GS Mönchengladbach, 5.12.2019

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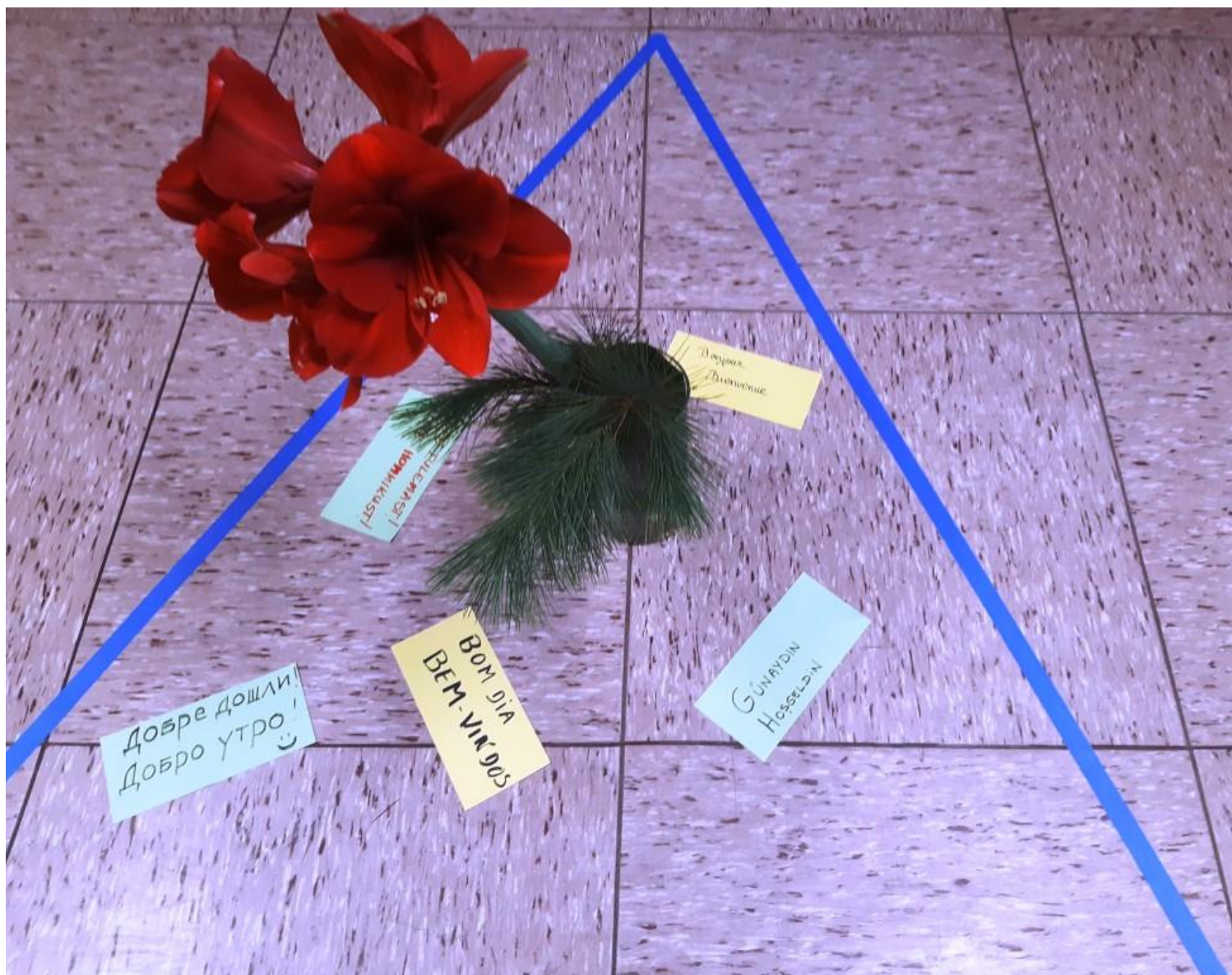
www.rezoom.koeln

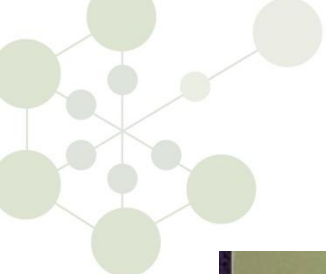


**Guten Morgen! Herzlich
willkommen zum Workshop!**



**Good morning and welcome to our
workshop!**





Добре дошли!
Добро утро!
😊

Guten Morgen
Herzlich Willkommen

TERE TULEMAST!
TERE HOMMIKUST!

GÜNAYDIN
HOŞGELDİN

Bonjour
Bienvenue

BOM DIA
BEM-VINDOS

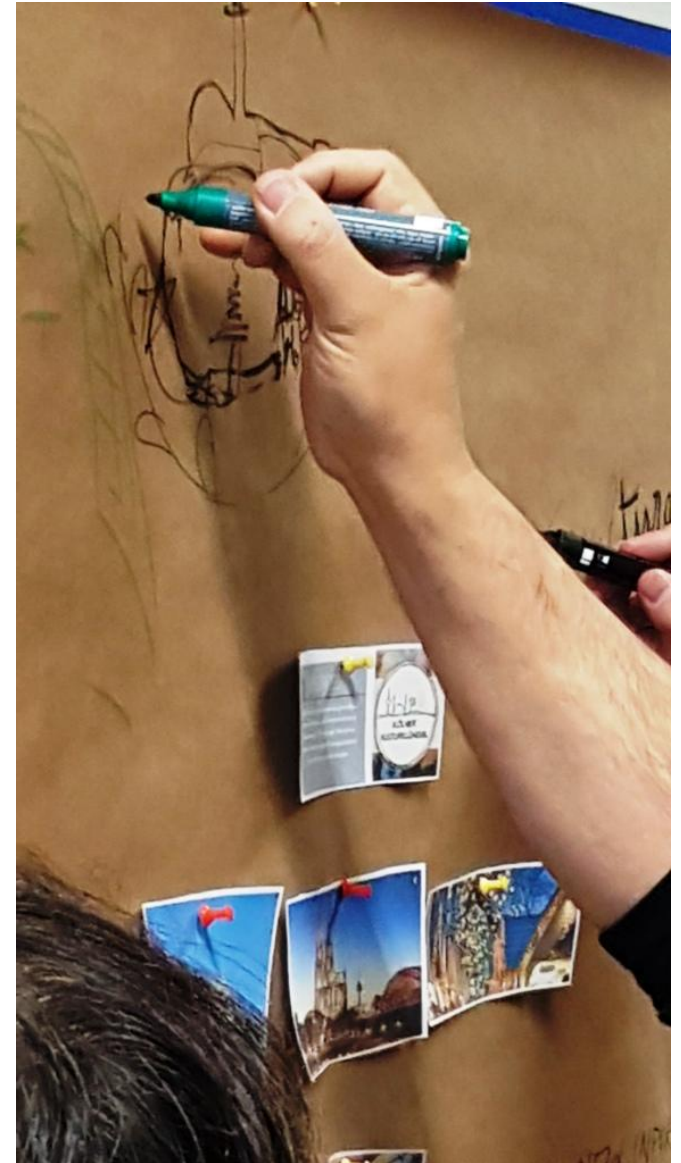
MUTE DIALOGUE



WELTREISE

Bei einer Führung durch die Zuwanderermilieus gehen Kölner auf Weltreise. Nur der Reiseleiter weiß, in welchem Land man als Nächstes landen wird. Auf dem Weg liegen Musik und Kunst, Vereine und Institutionen, die besten Geheimtipps und doch so ganz normale Menschen – aus allen Kontinenten.







An amazing synagogue visit!!!

Regina's Birthday

Shit-wei

Black Chinese White Jews

wonderful encounters

Great people.

respect each other?

One God ↔ different names

THE SAME GOD - SO DIFFERENT TEMPLES

THE SAME STOMACH - SO DIFFERENT FOOD

Common roots

Intercultural programme

interesting conversations with nice people

** LOTS OF NEW INFORMATION ABOUT COMMUNITIES LIVING THERE*

** OF COURSE CATHEDRAL*

Multicultural Christmas mood!

Amazing places

AWESOME!!

Mosque Dome Synagoge

SAME DAY!

We have become a really close group

GÜNAYDIN HOSSELDIN

BOM DIA BEM-VINDO

WHO OF YOU ...

- ... is an early bird?
- ... is visiting Germany for the first time?
- ... has got a pet?
- ... speaks more than two languages?
- ... has more than two brothers and sisters?
- ... is good in telling jokes?
- ... whose father and mother are from a different country?
- ... whose grandparents are from a different country?
- ... thinks that „Fridays for Future“ is an important movement?
- ... is a vegetarian?
- ... is a left-hander?
- ... plays an instrument?
- ... still lives in the place, where he/she was born?
- ... goes in for sports?





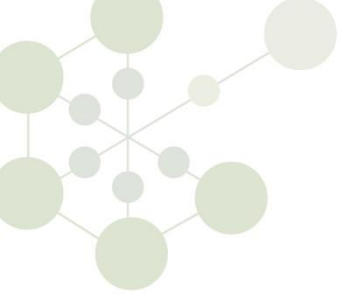
ALL WE CAN SHARE

ALLES WAS UNS VERBINDET



<https://www.youtube.com/watch?v=i1AjvFjVXUg&vl=de>

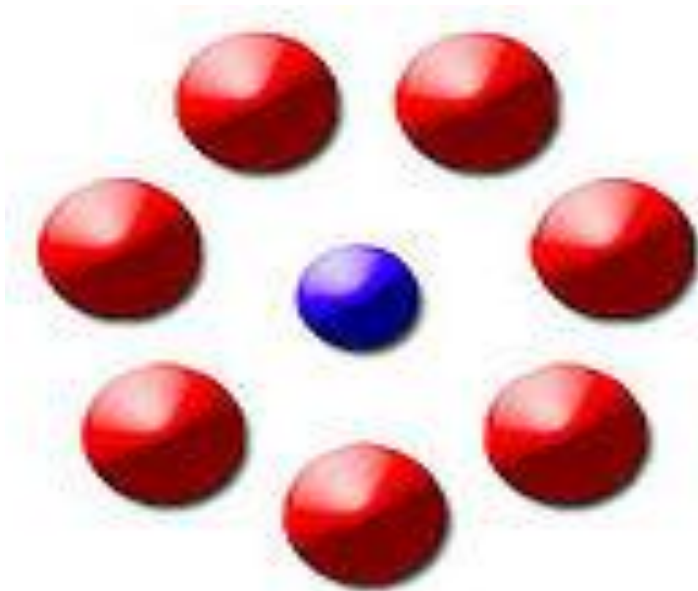




PERCEPTION

**„We don't see the things, the way they are.
We see them the way, we are.“**

Anais Nin





PICTURE-GALLERY



1. Go around and have a look at the pictures of **„Classrooms from around the world“**.
2. Please write down your first spontaneous impressions as regards the pictures.
3. Then please stick the note near to the picture upside down...



D

colours

I

Understanding
difference is
and bridging
the gap

E

Empathy
in the classroom

THE WITH
PEOPLE THAT
THE KNOWLEDGE?

There seems to
be a good
atmosphere...

student-
focused
/centered/

a good
atmosphere

collaboration -
integration

team
work

working
group

ART LESSON



D

Teachers

I

Concentration
in the classroom

E

6 (six) is
my favorite number

Knowledge to
share -
Teacher / student
relation.

a "normal"
classroom
situation

2 Teachers
TEAM

a classical
classroom.
Not so funny!

teacher-
centered

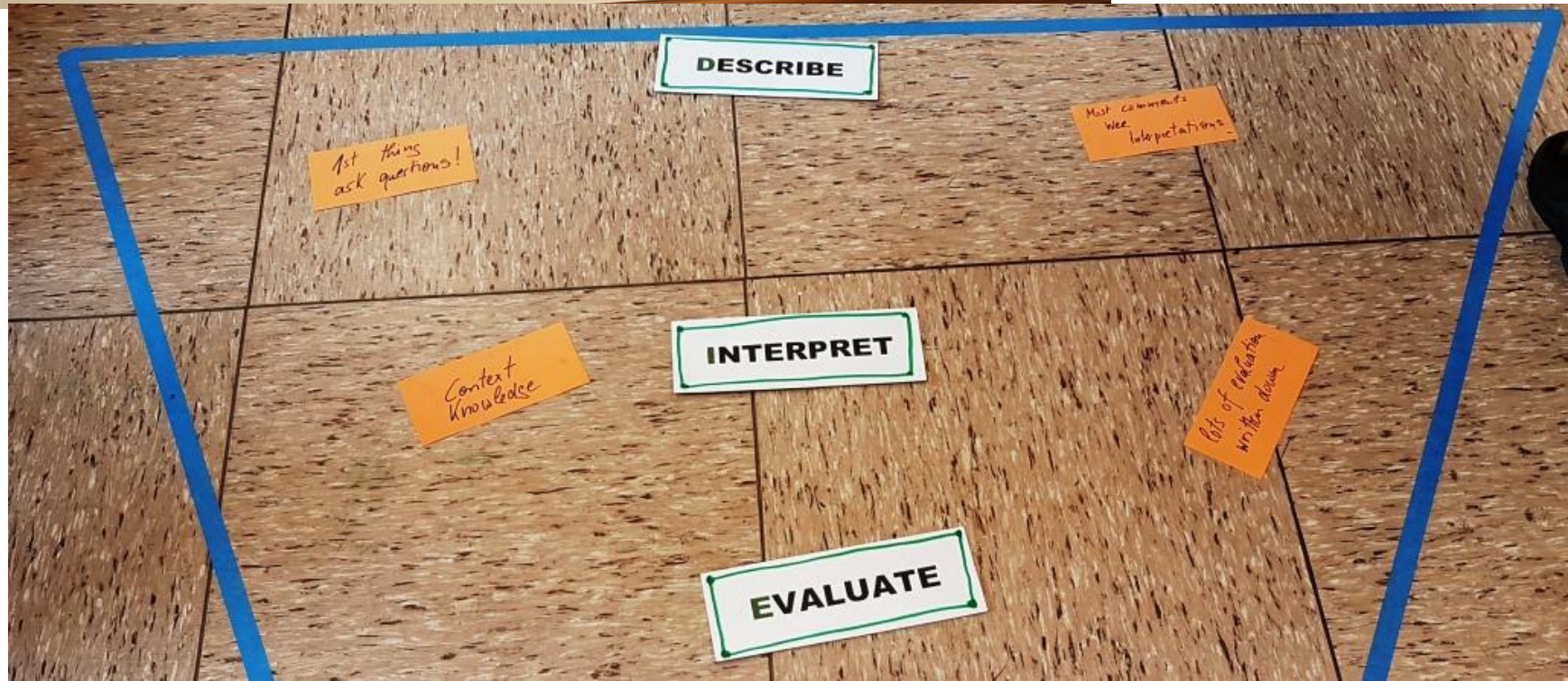
THE TEACHER
WORKS HARD!
BUT HE HAD
REHEARSALS?

A LANGUAGE
CLASS

Sometimes
teacher want
too much

peace







DESCRIBE

INTERPRET

EVALUATE



THE DIE MODEL

D	Describe	Information Gathering stage: Objective analysis and articulation based on observation	<i>"What you see"</i>
I	Interpret	Information Processing stage: Subjective analysis and articulation based in large part on individual cultural/personal opinions and cultural experiences	<i>"What you think you see "</i>
E	Evaluate	Determination stage: Assignment of value judgment based on Descriptive and Interpretive information	<i>"What you think and/or feel about what you think you see"</i>

PERCEPTION





PERCEPTION



Comparing with the well known
Building hypotheses



category /schema

Check against reality





PERCEPTION

- is shaped through individual experience
- is dependent on context
- the incoming information is compared to exiting schemata
- an analogy is generated through the use of familiar terms
- through „classifications“ hypotheses are formed
- Classifications in categories lead to reduction of complexity.

PERCEPTION




A DEFINITION

Stereotypes are conceptions and assumptions about another culture or another group ... which help us, to reduce the complexity of the world ... around us

but it's important to understand that stereotypes **simplify** and **distort** reality

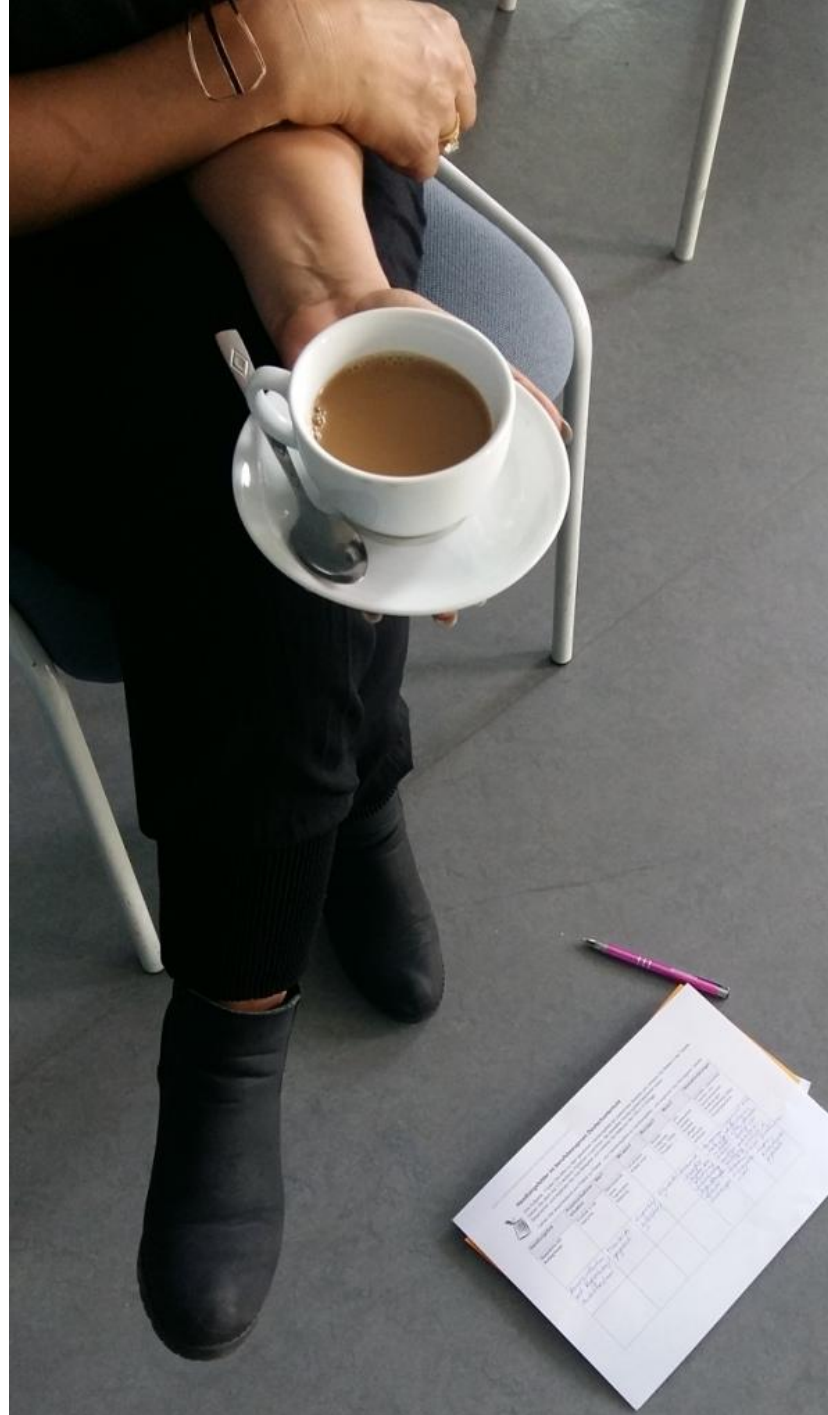


THE DIE MODEL



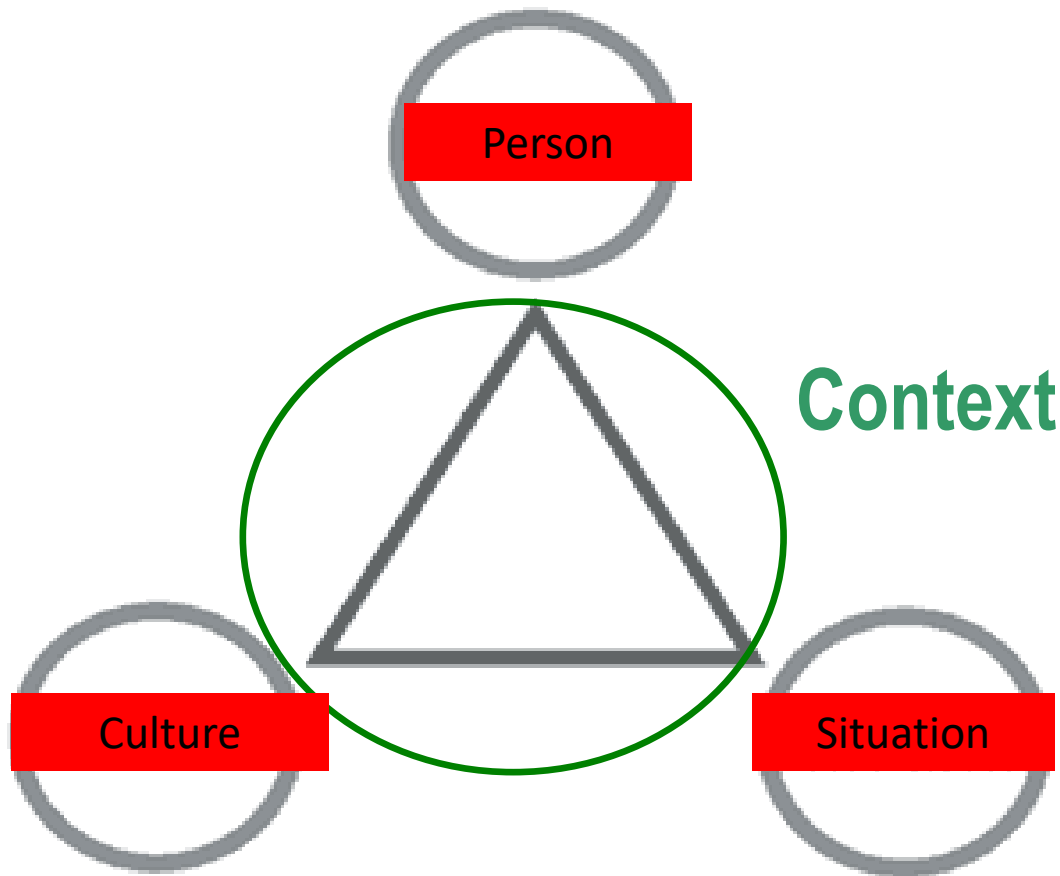
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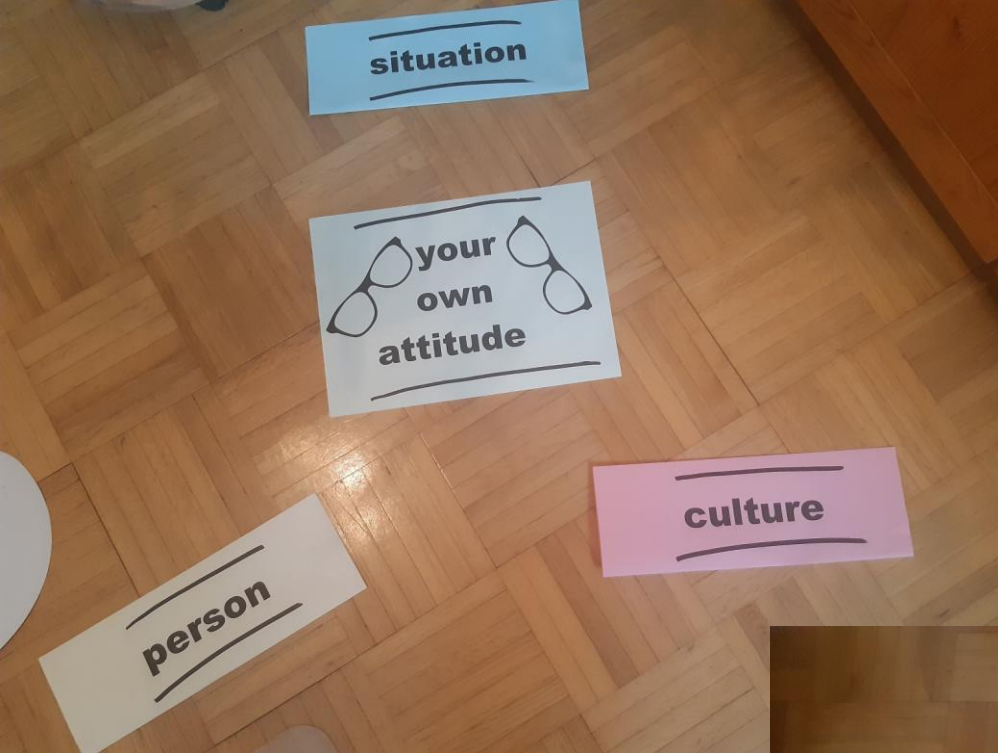
and Navigation



Coffee Break

PERSON - SITUATION - CULTURE







Cultural dimensions

low power distance

high power distance

collectivism

individualism

high-context „indirect“

low-context direct

monochrone concept of time

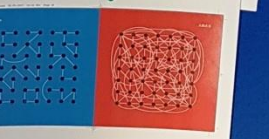
polychrone concept of time

fact-oriented

relationship-oriented

low-uncertainty avoidance

high uncertainty avoidance





CULTURALLYE















CULTURALLYE

1. How did you feel?
2. What kind of challenges did you face? How did you deal with them? Which solutions did you find?
3. What did help you to get along with the new situation?
4. What has been your biggest frustration / your biggest success?
5. Have you had similar experiences already in your daily (working) life?
6. Can you transfer the experience of the game to other situations?



Reflections on the CultuRallye

hesitation

Keep a level
to survive

Find out about
"Rules"

Learning by
"mistakes"

A "New" strategy
was born

Trying to
keep "focussed"

mixed
feelings

New Soss
wants to change
rules

Adapt to
"new Rules"

getting
supported
by the others

Started sad ...
... getting worse

it's sth
different going
on here

feeling pressure
on me

Learning by
imitation

REACTING INTERCULTURALLY COMPETENT

“It’s never **„cultures”** interacting together but always people, who have their very personal and individual cultural imprint. That’s why the meeting of two people ist always a unique occasion!”

Jürgen H. Schmidt





INTERCULTURAL COMPETENCE

Concepts inherent to one's own culture often differ from those observed in other cultures.

Intercultural Competence means understanding of the features of the „other“ in each single case and to be able to mediate between the personal and the standards of the other cultur.

source: Bolten 2009



<https://li.hamburg.de/bie/>



COOPERATION

“In our belief there is no bigger and efficient ressource - as regards alternating education - than working together.”

Johann Wolfgang von Goethe



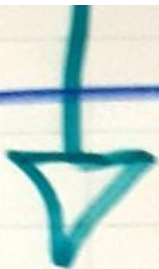
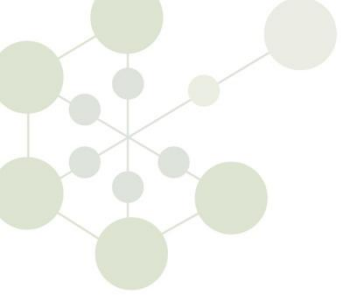
WHAT IS OUR COMMON GOAL ...?


What is our
common goal?

- ~~What limits us~~
Where is the limit to tolerance?
- To what extent ^{do} our prejudices hinder our understanding of the ~~others~~?
- What are the common challenges [in our schools] we are facing? ↓

Our common
goal is:

- How can we reach an understanding through our differences?
- What are the common values that we can agree ^{on}?
- What strategies are able/ useful to communicate the message?
- What are the bridges between our cultures?



 Share best
practise !



COMMON GOALS:

1. Where is the limit to tolerance?
2. To what extent do our prejudices hinder our understanding of the others?
3. What are the common challenges we are facing in our schools?
4. How can we reach an understanding through our differences?
5. What are the common values we can agree on?
6. What strategies are able/useful to communicate the message?
7. What are the bridges between our cultures?
- 8. SHARE BEST PRACTISE!**

Mixed Feelings



LITERATURE





