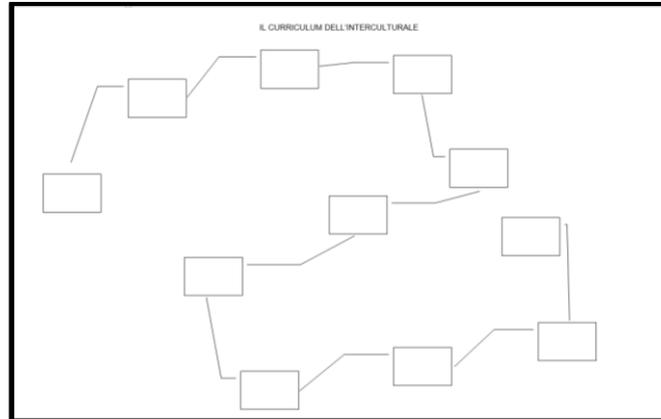


Intercultural Curriculum



TAGS (3 categorizations)

Is this activity focusing on one of the 3 steps of the method or tackling a transversal challenge facilitators may face?	Step of the method	YES	Decentering X	Discovery of the frames of references of the other	Negotiation
	Challenge treated	NO			

Small Description

Please explain in a short paragraph (using grammatically correct full sentences) what your activity is about, why did you create it?

Proposal for individual/introspective work guided by an outline for:

- Reflect on our cultural paths to try to understand who we are now.
- Understand the reasons that have led to changes, ruptures or the confirmation of our cultural reference points. Sometimes these are decisive encounters, sometimes the discovery of founding figures, the experience of important events, readings, travel, institutional changes, That is why it is necessary to put names and dates to the changes to contextualise them.
- Highlight and understand the values that have accompanied the transformations experienced by each person.

Quick info

TIME FRAME	GROUP SIZE	FACILITATI ON LVL	COMFORT ZONE	MATEdidatticaRIAL S
60-90 min	3-18	facile		Intercultural Curriculum" teaching sheet Pens / markers

Preparations needed

Identify a setting where participants can "isolate" themselves to do their individual work and then work in pairs without disturbing each other.

It is possible for the work to be displayed so that everyone can see the work of others.

Instructions Step By Step

Please give step by step instructions of your activity, including debriefing. Be direct, address the reader as a facilitator directly: eg. ask your participants to stand in a circle...

Step 1.

Distribution of the form to the participants to fill in.

Explanation of the exercise: starting from a precise moment in one's life (perhaps the date of birth), continue to fill in the ICV sheet by inserting dates, period and references to the moments in which the person underwent cultural changes. What were my transitions, transformations, ruptures? When? Explain why in a concise way. How did I get to what I am today?

(To explaining this task, you can give examples: think about the first time you went abroad, or when you met a new culture, or when you got a new experience, etc.?)

Step 2.

Once everyone has filled in and completed their sheet:

- If the group is not very large, each person can explain his or her route in plenary;
- If the group is large, it is advisable to form pairs. Participants in pairs tell each other what they have highlighted in their paths and the partner can help by asking clarifying questions (in the plenary they will report the essential points of this work).

Step 3.

Debriefing: The trainer and the group will listen to the report of the realised products.

Step 4.

Interaction and re-elaboration by trying to highlight

- cultural changes (customs, tastes, values, etc.)



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- what struck the participants about what was said
- what stands out in relation to values, cultural changes, diversity in groups that at first sight seem homogeneous....

Hints for the facilitator

It is important to bring data and informations related to identity, culture, sub-cultures. Look at the Torino Intercultural Center GLOSSARY (selection of "key words, concepts and themes" useful for understanding the meaning of education and intercultural issues): <http://www.interculturatorino.it/il-centro-2/archivio/glossario/>

Ressources (Who invented this activity or who inspired it)

If you invented it, please write the name of your colleague and institution as you'd like it to be referenced

If you used ideas /activities of others please put full reference as concretely as you can

Activity intercepted on some animation manuals.