Identity and Diversity Picture Books Collections

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Guide for Enhancing Inclusive Practice

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Introduction

About the IDPBC Project and the IDPBC Guide

The Identity and Diversity in Picture Book Collections project (IDPBC) can be described as a transnational effort to compile a collection of international picture books, approaches and activities that dwell on three issues of fundamental importance to contemporary pupils and educators across the world: Identity, Diversity and Inclusion. Forming one's identity and finding one's place in increasingly diverse communities are central concerns of children from the very first day of school. A strong sense of identity, which coexists with a healthy sense of belonging and acceptance, is even more important for children with disabilities or who are marginalised, as well as for children who come from minority and migrant backgrounds. Identifying and valuing one's self-image is crucial for a pupil's academic and social success. In numerous countries, an ever growing number of picture books and visual narratives approach these issues in innovative and engaging ways, potentially enabling children to explore and negotiate identity, diversity and inclusion in deep and productive ways. These are the picture books the IDPBC consortium collected and places into the hands of educators and pupils across Europe. In them you will find powerful visual stories about young protagonists who encounter diversity and explore issues of identity, difference and inclusion.

The IDPBC project seeks to empower children from disadvantaged backgrounds to find themselves in the curriculum, to enable all children to function within diverse / multicultural educational environments, and to prepare educators to teach diverse learners.

IDPBC project activities and outcomes

The Annotated Bibliographic Catalogue. A collection of international picture books in a series of languages with short bibliographical information and annotations on the three core concepts: identity, diversity and inclusion;

The Curriculum and Guide for Practitioners. Approaches and activities based on picture books, developed to support practitioners in integrating IDPBC picture books in the curriculum;

The E-learning modules. Provide training and professional development to pre- and in-service educators;

Open Educational Resources (OERs) platform. Enables pre- and in-service educators to develop networks of practitioners who integrate picture books into the curriculum.

Annex 1 presents summaries of all the outputs developed in the IDPBC project.

Target groups

The IDPBC project aims to affect in a positive manner pre-primary and primary school pupils aged 4 to 12 who feel or are perceived as 'different' from the majority. Furthermore, since learning to function in diverse environments and reflecting on one's identity and one's perceptions towards difference is essential for every child growing up in nowadays, all pre-primary and primary school pupils in Europe and elsewhere can potentially benefit from the IDPBC picture book and visual story, activities and pedagogical approaches.

These categories include: migrant children, Roma children and children from cultural, political and religious minority backgrounds, children at risk, children in care, children with same sex parents, adopted children and displaced children, among others.

The educators, teachers and parents of all these children are intentionally targeted by the IDPBC project, as research shows how important it is for them to participate in children's education and for children to have a close relationship with their teachers and schools.

IDPBC aims to equip educators with the necessary knowledge, attitudes and competences to successfully manage and support diversity in their classrooms, and help them make teaching and learning more inclusive and accommodating. Pre-service and in-service educators are expected to become members of an online community of practitioners where they could collaborate, exchange experiences, resources, lesson plans, and so on. This community is welcome to use the IDPBC Picture Book Collection in schools and other informal education contexts along with other supplementary tools developed by the IDPBC consortium.

Aims and Objectives

The "Guide for enhancing inclusive practices" (IDPBC Guide) was developed as part of the Intellectual Output 4 "Curriculum Development". The central aim of this output was to design a series of classroom activities to be referred to by educators around the world to encourage discussion of issues relating to identity and diversity in the community. However, since the structure and nature of these classroom activities is based on findings from a Joint Report, which was developed, based on all project partner's state-of-the-art research, it is evident that the "Curriculum Development" uses the results of the research developed in each partner country. "Curriculum Development" composes of:

1) IDPBC Pool of Activities – Didactic Units
2) IDPBC Guide – this document

Pool of activities represents a series of sample classroom activities based on books selected from the "Annotated Bibliographic Catalogue" (IDPBC Catalogue). They are presented as didactic units developed by the partners in the IDPBC consortium and aim to illustrate how the books could be used to enhance children's understanding of identity and diversity issues. These activities were piloted in classrooms in contributing countries

and the teachers' opinions resulting from them represent a very useful element in refining the lesson plans developed by each partner country. IDPBC researchers and practitioners created a large pool of activities, made widely available through the OER platform after piloting the developed units and collecting the teachers' opinions and suggestions.

IDPBC Guide is one of the most important outputs of the IDPBC project, together with the IDPBC Catalogue. Both these outputs represent tools which are conceived to be used together by the educators of children aged 4 to 12, offering a collection of picture books, a collection of pedagogical approaches and a collection of sample educational activities that guide and support educators in promoting inclusion. While the target group of the IDPBC Catalogue consists of pre-school and primary school teachers, parents, educators, stakeholders and, last, but not least, children, the IDPBC Guide focuses on educators (teachers and practitioners) who are expected to implement those pedagogical approaches in their classroom activities, as well as picture books that allow children to be positively affected in matters of diversity and identity, inclusion and acceptance.

The main purpose of the IDPBC Guide is to support practitioners in integrating IDPBC picture books in the curriculum, in forming their own picture book collections and activities and engaging diverse pupils, parents and the community.

The specific objectives of the IDPBC Guide are:

- To provide educators with significant inclusive pedagogical approaches based on inclusive practices.
- To propose guidelines on and how inclusive pedagogies can be applied in order to efficiently use the selected books included in the IDPBC Catalogue in the classroom.
- To propose sample IDPBC Didactic units to educators, with the fundamental aims of empowering children from deprived backgrounds to find themselves in the curriculum, of enabling all children to cope with diverse/multicultural educational environments, and of preparing educators to teach learners coming from diverse contexts.
- To inspire educators to design their own teaching units/activities based on the activities provided.
- To assort and disseminate relevant resources to educators.

Structure of the IDPBC Guide

The IDPBC Guide is structured as follows:

Introduction
This part of the IDPBC Guide outlines the general background of the project, with special emphasis on the outputs produced. Special attention is devoted to the aims and objectives of the IDPBC Guide, as well as to the target group and to the manner in which the guide can be effectively used.

Part 1: Pedagogical Approaches for Inclusion
This part of the IDPBC Guide brings together a series of ten pedagogical approaches developed by each partner in the consortium, correlated with three age groups (4-6 years, 6-8 years and 9-12 years) and books from the IDPBC Catalogue, which may be used in classroom activities to promote diversity.

Part 2: IDPBC Didactic Units
This part of the IDPBC Guide entails five didactic units, each encompassing three lessons. This section provides a link between the pedagogical approaches and the IDPBC Catalogue because a part of the methodologies suggested by the pedagogical approaches as well as books from the IDPBC Catalogue are used in the lesson plans which are included in the didactic units.

Part 3: Teachers Feedback after Units Implementation
This part of the IDPBC Guide provides the teachers' feedback after the implementation of the didactic units and demonstrates the applicability of the activities described in the lesson plans. The practical experience of the teachers who implemented the lessons was useful to refine the units.

Part 4: Conclusions and Recommendations to Educators
This part of the IDPBC Guide draws on the conclusions regarding the pedagogical approaches for inclusion, the didactic units using books from the IDPBC Catalogue, and the way these outputs are to be used together.

How to use the IDPBC Guide

Functioning as a toolkit for educators who are interested in making children, and, by means of children, the whole community, more and more aware of the significance of diversity and identity issues, the outputs of the IDPBC project enhance the efficiency of the picture books use in developing tolerance and respect from the last year in kindergarten and first school years.

The IDPBC Catalogue, the IDPBC Guide, the Didactic Units and the E-Learning Modules available on the project website are to be used together, as the picture books selected represent the basis for educational classroom activities, some of them being presented in the Didactic Units. These sample classroom activities could be used as a starting point for developing further activities focused on promoting inclusion trough picture books, either picked from the IDPBC Catalogue, or selected by each educator, according to the specificities of the class, community, educational objectives, etc.

The collection of pedagogical approaches included in the IDPBC Guide represents another element that can function both as a model and as a starting point for teachers to design identity- and diversity-based educational activities that could incorporate a pedagogical approach presented in the IDPBC Guide, with respect to one or several books in the IDPBC Catalogue or to other picture books selected by teachers on their own, taking into account the needs of their classes in a real learning environment.

Along with this IDPBC Guide, a series of IDPBC Teacher Professional Development E-

Learning Modules were developed. They are extremely useful in that they manage to provide training and professional development to both pre-service and in-service educators, endowing them with the necessary knowledge, competences and attitudes to successfully manage and sustain diversity by means of picture books or stories with illustrations. The online courses include interactive presentations, media objects and interactive assessments. The online courses include 5 modules which are addressed to school leaders and principals, teachers, parents, librarians, school staff and other interested parties. They have been designed as 90-minute units. In order to attend these online courses educators must to register. Instructions on how to register is available at project website and Annex 2.

The toolkit developed in the IDPBC project is completed with a platform, i.e. the OERs platform, which enables *pre*- service and *in-service* educators to develop networks of practitioners whose main purpose is to introduce picture books in the curriculum so as to make the process of teaching and learning more inclusive and accommodating for all categories of learners. Additional material is uploaded too in order to support integration of IDPBC material into educators daily practice (e.g. Short retelling of those IDPBC picture books which are not available in English, Quick Lesson ideas).

All the IDPBC outputs were developed in English, however some of the Didactic Units and E-Learning Modules were translated into national languages of the IDPBC consortium (Greek, Lithuanian, Romanian and Portuguese). The following table presents outputs available in these languages.

	Greek	Lithuanian	Romanian	Portuguese
Didactic Units				
My Traveling Family	●	●		
Living Happily Together	●	●	●	
The Other Is Like Me			●	
We Are All the Same but Also Different				●
(Enforced and Voluntary) Mobility	●			●
E-Learning Modules				
Technical instructions regarding how to use Pool of activities, IDPBC Guide and IDPBC Catalogue	●	●	●	●
Intercultural Education			●	
Pictures as a Tool for Teaching and Learning				●
Issues of Diversity and Inclusion	●			
Stories as a Tool for Teaching and Learning	●	●		

Part 1: Pedagogical Approaches for Inclusion

This part of the IDPBC Guide presents an outline of inclusive pedagogies and how they can be used efficiently with selected books included in the IDPBC Catalogue in the classroom and, even more importantly, to support an inclusive environment and diverse approaches.

Pre-school and primary school teachers and educators are introduced to a series of pedagogical approaches that may be used to enhance inclusion in diverse, multicultural, biased classes, but also in non-biased classes where there is a need for teaching and learning inclusion, tolerance, acceptance, taking into account the whole community.

The chosen pedagogical approaches for this Guide are considered relevant for educators with a view to teach/learn about identity- and diversity-based inclusion issues. These pedagogical approaches may integrate picture books in educational activities that enable 4-12 years old children to understand, respect, and accept the other and the difference.

This part of the Guide contains 10 pedagogical approaches presented so as to highlight their best use in supporting diversity and inclusion, offering also general and relevant information.

The structure of each pedagogical approach presentation includes:

- Presentation of the pedagogical approach
- Arguments for using this pedagogical approach in teaching for identity- and diversity-based inclusion
- Practical tips for classroom-based activities arising from the pedagogical approach
- Concrete example(s) on how to use this pedagogical approach with a book from the IDPBC Catalogue
- Additional comments related to the use/presentation of this pedagogical approach in the IDPBC Guide for Teachers
- Supportive literature/bibliographic evidences
- Websites providing information about the pedagogy/pedagogical approach

The pedagogical approaches present examples referring to books from the IDPBC Catalogue, which can be used with the respective pedagogical approaches:

- Diversity pedagogy - Last Stop on Market Street , Sparnuotos raidės / Winged Letters Meškelionė / The bear trip
- Cooperative learning - Last stop on market street, Mon Ami Jim / Jack & Jim, Agatha, Meškelionė / The bear trip, Azzi in between, Migrando / Migration
- Using pupils' migratory experiences - Η χώρα με τους παράξενους ανθρώπους / The country with the strange people
- Learning with the use of Information Communication Technologies (ICT)

- Learning with technologies Der Blumenball / Flowers Ball
- Constructivist Learning- The Invisible Boy, Os ovos misteriosos / The mysterious eggs
- Embedding Interdisciplinary ways of Educational Learning- Susan Laughs
- Multiple Intelligence Theory: linguistic, logical-mathematical, musical, intrapersonal, interpersonal, bodily-kinesthetic and spatial- Les dejeuner des loups / The wolves' breakfast
- Discovery Learning- Akim court / Akim runs
- Visual readings of the world- through 4 picture books- books from the IDPBC catalogue for the age range 4-6

The correlation between these pedagogical approaches and the age group of the children whom they may be used with is presented in the table below. However, this correlation is a recommendation and presented approaches are not strictly limited to the particular age group.

Pedagogical Approach / Age group	4 - 6	7 - 9	10 - 12
Diversity pedagogy	●		
Cooperative learning			●
Using pupils' migratory experiences	●	●	●
Learning with the use of Information Communication Technologies (ICT)	●	●	●
Learning with technologies	●		
Constructivist Learning		●	
Embedding Interdisciplinary ways of Educational Learning	●		
Multiple Intelligence Theory: linguistic, logical-mathematical, musical, intrapersonal, interpersonal, bodily-kinaesthetic and spatial	●		
Discovery Learning		●	●
Visual readings of the world through picture books	●		

DIVERSITY PEDAGOGY

4 - 6 | 7 - 9 | 10 - 12 Pupils Age

Presentation of the pedagogical approach

Diversity Pedagogy Theory (DPT) is a set of principles that point out the natural and inseparable connection between culture and cognition (Sheets, 2005 in Sheets, 2009). DPT links culture, cognition, and schooling in a single unit.

Studies have focused on three main strategies to respond to diversity: reduction of prejudice, development of an 'equity pedagogy', or using field experiences for raising pupil and teacher awareness and understanding and sensitivity to pupil cultural diversity (Kiselica et al., 1999 in Bartolo, 2007).

“Culturally relevant pedagogy”, “culturally responsive teaching” (Gay, 2002) (and other similar terms) are set to “develop the knowledge, skills, and predispositions to teach children from diverse racial, ethnic, language, and social class backgrounds”. Teachers must understand and acknowledge the critical role culture plays in the teaching and learning process. The main focus in this diversity pedagogy approach is on culture, cultural competences and environment in the classroom.

Diversity pedagogy has fundamental links with multicultural education and these terms sometimes are used as synonyms because culture is a fundamental axis. Bennett (1990) (in Ogletree and Larke, 2010) defines multicultural education as an approach to teaching and learning that is based on the democratic values and beliefs. He claims that multicultural education seeks to foster cultural pluralism within culturally diverse societies at national and international levels. According to Bennett, multicultural education has four dimensions: a) movement in order to achieve equality and equity; b) curriculum- knowledge that helps to develop one's history, knowledge and understanding of others; c) process that includes the way a person becomes multicultural; and d) commitment to an obligation to combat discrimination with the development of appropriate skills and attitudes.

Cultural competences

Cultural competences are fundamental in teaching diverse classroom. Effective teachers strive to acknowledge the kaleidoscope of background experiences pupils bring to the classroom and to ensure the materials and methods are representative of this ever-growing diversity.

It's important to understand how the application of culture to learning influences the way teachers teach. Teachers have to make connections between theoretical orientations, personal beliefs, and behaviour in the classroom. The international

project Bartolo (2007) reached seven main insights into the teacher preparation process for responding to pupil diversity: a) Develop own openness to diversity; b) Focus on the learner; c) Build a safe, inclusive learning community; d) Focus on learner reflection; c) Raise the challenges in action; d) Challenge assumptions; e) Use social interactive rather than individual learning.

Curriculum content

Homogeneous programs – of one race, ethnicity, religion, ability and/or language – must find ways to expose children to people who are different. The mainstream curriculum largely ignores the contributions and perspective of non-dominant groups. Such a curriculum fails to validate the culture of minority groups, which can further alienate them from a school culture. When pupils see their ethnic identities represented in the curriculum, they see their cultural history is valued. At this stage of the curriculum, pupils are prepared to use diversity-related examples to support and illustrate their points, they're able to choose and examine it from multicultural perspectives. Content integration focuses on how the teacher uses examples, data, and information from diverse cultures to support key concepts, principles, generalization, and theories.

Cognition

Knowledge of the ways children learn and the ability to apply a diversity ideology to practice requires contextual information on how culture, traditions, language, socioeconomic status, and gender influence teaching and learning.

Children use cultural tools to build upon their prior knowledge and competencies to construct new knowledge (Cole, 1996; Rogoff, 2003). The most common cultural tool is language. Acquiring new knowledge requires a connection between the child's prior cultural knowledge and the new knowledge being taught and learned. When the norms of interaction and communication in a classroom are very different from those to which pupils have been accustomed, they may experience confusion and anxiety, or be unable to attend to learning.

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

A major goal of multicultural education is for pupils from diverse racial, ethnic and social-class groups to experience educational equality. Multicultural education is a way of viewing reality and a way of thinking, and not just content about various ethnic, racial and cultural groups.

Research indicates that teachers can increase classroom participation and academic achievement of pupils from different ethnic and cultural groups by modifying their instruction so that it draws on the students' cultural and language strengths. This includes using a variety of the teaching styles and approaches that are consistent

with the wide range of learning styles within various cultural and ethnic groups (Au, 1980; Tharp, 1989).

In the prejudice reduction dimension, teachers help pupils develop more positive attitudes toward different racial and ethnic groups. Research indicates that most young children come to school with negative racial attitudes that mirror those of adults (Aboud, 1988; Stephan and Stephan, 2004). It also indicates that the school can help pupils develop more positive intergroup attitudes and beliefs (Levy and Killen, 2008; Stephan and Stephan, 2004).

A curriculum intervention that consisted of folk dances, music, crafts and role playing had a positive effect on racial attitudes of elementary pupils (Ijaz and Ijaz, 1981).

Practical tips for classroom-based activities arising from the pedagogical approach

Make instructional decisions[1]

- Visiting Parents' Places of Work. When children return to school, they can chart parents' occupations, create a community map of work locations, and study various occupations.
- Caring for the Community. Part of the idea of diversity is the idea of community, which is the sense of collective responsibility. Children can become responsible for caring for a part of a community – a park, the street in front of the centre or school, etc.
- Parent Visits. Possibilities include helping children to cook a meal or desert, talking about the country from which the parent came, demonstrating a folk song or dance, reading a children's book from his/her culture, telling a folk tale and etc.
- Visits of Interesting Community People. Care must be taken that people who are invited challenge stereotypes: a wheel chair athlete, a female lawyer or mechanic, a male cook (Wardle 2003a).
- Visitors from Other Schools should match up with a school or classroom that is radically different from their own.
- Internet Correspondence. Children learn about the different ways other children their own age live, which is a tremendously powerful tool to learn about all sorts of difference.

Select curricular content

- Find historical and current people who are part of an ethnic group to stand as “cool” models.

1 http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=548

- Use the curriculum to give kids opportunities to discuss universal kid problems that illustrate how alike we are.
- The use of multicultural children's literature is a key ingredient in the early childhood programs.[2]
- One of the tasks in supporting diversity is to continually challenge young children's simple thinking about race / ethnicity / culture – every child can become anything she wishes: boys can dress-up in dresses; girls can become mathematicians; no one religion is the 'right' religion for everyone; etc.[3]

Design classroom environment

- Focusing on the visual aspects of the classroom environment: materials, posted images (photos, posters) should show various cultural backgrounds of people (children, families) in the classroom. Objects used for holiday celebrations should reflect a variety of cultures.
- Manipulative materials (puzzles, little people figures, and games) should depict diversity in race and ethnicity, e.g. include skin tone (tan, brown, and black) paint, paper, markers and crayons. Baby dolls should represent various racial and ethnic backgrounds.
- Music is the universal language, so teachers should have various musical instruments and CDs in their classrooms. Singing and teaching songs in other languages reflects various cultural styles. Teachers should use music from other cultures for a background, movement, dancing , etc.[4]

Empower pupil's prior knowledge, skills, cultural practices, and life experiences

- Reveal differences of pupils and celebrate diversity. Be on the lookout for special talents and knowledge from the pupils
- Teachers can teach children other languages (common words, colours, numbers, food names, family names, months of the year, days of the week, greetings). Labelling classroom materials in different languages provides awareness of cultural differences and similarities.

Concrete examples on how to use this pedagogical approach with books from the IDPBC catalogue

- Take “a walk through pictures” of the picture book Last Stop on Market Street. Compare (through experience or research) the differences in city/urban living with life in a small town or rural area. Write an opinion piece arguing for/against city versus country/small town living. Show your pupils illustrations of the bus passengers or the shelter patrons. Give each person a name, talk about their race, nationality, native language. Talk in pairs about an experience with a grandparent or older relative/close friends. What can you learn from senior citizens? Tell about a time when you helped someone in need. Have you ever helped out, like CJ, at a church or shelter? How can you serve your community?
- Introduce pupils to the Braille book Sparnuotos raidės / Winged Letters. Talk about how pupils who are blind use this type of writing to read. Tell pupils that each bump represents a different letter. Hang up Braille alphabet cards on the board and demonstrate how to write names in Braille. Have pupils write their name in Braille. Invite a person who is blind or visually impaired, but is happy, social and successful.
- A quick activity you can do at the beginning of a lesson to introduce the theme of multiculturalism. Go through the book Meškelionė / The bear trip and try to make a list of things the Bear family brought from all over the world. What other things came from the countries the Bear family visited? (e.g. boomerang from Australia; fireworks from China; Tea from India and etc.). Ask pupils to create a list of everything in their lives that comes from a country outside of their country of residence.
- Discuss what benefits there are to learning about new cultures and countries. What can you learn from the book Meškelionė / The bear trip about other cultures and countries? Learn to say “Hello”, “Thank you” in different languages.

Additional comments related to the use/presentation of this pedagogical approach in the IDPBC Guide

Zeichner (1992) (in Saravia-Shore, 2008) highlighted 12 key elements of effective teaching for ethnic- and language-minority pupils:

1. Teachers have a clear sense of their own ethnic and cultural identities.
2. Teachers communicate high expectations for the success of all pupils and a belief that all pupils can succeed.
3. Teachers are personally committed to achieving equity for all pupils and believe that they are capable of making a difference in their pupils' learning.
4. Teachers have developed a bond with their pupils and cease seeing their pupils as "the other."
5. Schools provide an academically challenging curriculum that includes attention to the development of higher-level cognitive skills.
6. Instruction focuses on pupils' creation of meaning about content in an interactive and collaborative learning environment.
7. Teachers help pupils see learning tasks as meaningful.
8. Curricula include the contributions and perspectives of the different ethnocultural groups that compose the society.

2 Children books should present real images and information, and reflect different languages and cultures. Teachers should choose books that represent different ways of living. Books should contain different people from different cultural backgrounds solving similar problems.

3 http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=548

4 http://www.sosyalarastirmalar.com/cilt4/sayi17pdf/5egitim/tarman_ilknur_bulent.pdf

9. Teachers provide a "scaffolding" that links the academically challenging curriculum to the cultural resources that pupils bring to school.
10. Teachers explicitly teach pupils the culture of the school and seek to maintain pupils' sense of ethnocultural pride and identity.
11. Community members and parents or guardians are encouraged to become involved in pupils' education and are given a significant voice in making important school decisions related to programs (such as resources and staffing).Teachers are involved in political struggles outside the classroom that are aimed at achieving a more just and humane society.

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Multicultural education

http://www.education.com/reference/article/multicultural-education/

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4 - 6 7 - 9 **10 - 12** Pupils Age

Presentation of the pedagogical approach

Cooperative learning (CL) is the name given to learning in which pupils learn in groups. In this type of learning pupils interact with each other and build upon their school relationships. CL differ from traditional teaching approaches because pupils work together rather than compete with each other individually. The main idea behind CL is to teach the pupils to be a functional part of a group so that they have shared responsibilities as well as individual responsibilities. Cohen (1994) defines CL as "pupils working together in a group small enough that everyone can participate on a collective task that has been clearly assigned". Another definition highlights accountability: "The term cooperative learning refers to pupils working in teams on an assignment or project under conditions in which certain criteria are satisfied, such as team members being held individually accountable for the complete content of the assignment or project." (Felder and Brent, 2007). CL can be as simple as a five minute in class exercise or as complex as a project across class periods.

CL is not simply a synonym for pupils working in groups. There are three main models of CL:

1. In the model given by *Johnson & Johnson*, there are five advantages given of CL. A learning exercise only qualifies as CL to the extent that the five listed elements are present: *Positive interdependence*. Team members are obliged to rely on one another to achieve the goal; *Individual accountability* refers to specific and group assessment that results in the skills and outcomes of each pupil and the whole group; *Face-to-face promotive interaction* encourages the pupils of a group to share and help each other on specific topics; *Interpersonal and small group skills* refer to the social skills that each and every pupil of the group should have; *Group processing* refers to the assessment and identification of the capabilities and actions of each group.

2. The model of *Dr. Robert Slavin* is more based on meeting the needs of individual pupils. His theory is also based on five principles, much like that of Johnson & Johnson. Those five principles are: team recognition, individual improvement scores, quizzes, teams, and class representation.[5]

3. The model of Dr. Spencer Kagan mainly advocates two basic principles. His first principle states that the world is very competitive, while in some respects not that much. For that reason he wanted to design a learning method that balanced individualistic, competitive, and cooperative classroom organization, as a way to prepare pupils for the complete social skills they will need. Kagan's structure is based on four factors that he considers essential to his structural approach to CL: *(P) positive interdependence; (I) individual accountability; (E) equal participation; and (S) simultaneous interaction*.

Kagan and Kagan (1998) present CL activities that promote the various multiple intelligences, via peer collaborative tasks involving music or skills such as drawing, classifying, computing, body movement, requiring pupils to collaborate in teams (interpersonal), or be introspective (intrapersonal). If the teacher, or pupils, select a broad range of activities, which require various multiple intelligences to complete them, pupils will have a chance to see each other shine over the course of the term, as some pupils are likely to excel at tasks requiring musical intelligence, others at tasks requiring visual/spatial intelligence, and others at tasks requiring linguistic intelligence.

Kagan argued that CL also builds an ethnic relation among pupils creating mutual understanding between them. Moreover, by working in groups, pupils learn to work with and understand others who differ from themselves.

CL is becoming increasingly important for twenty-first century skills. Research results have consistently shown that CL (Cohen et al., 1982; Cook et al., 1985; Hartley, 1977; Ginsburg-Block, Rohrbeck, Fantuzzo, 2006; Gilles, 2003; Bos, 1937; Amigues, 1988; King, 1990; Webb, Troper, Fall, 1995; Coleman, 1998; Hatano and Iganaki, 1991; Webb, 1985; Shirouzu, Miyake, and Masukawa, 2002) does the following:

- Improves ability to work in teams
- Supports individual learning
- Encourages to solve complex problems
- Allows to share original insights
- Resolves differing perspectives through argument
- Explains one's thinking about a phenomenon
- Provides critique
- Allows for observation of the strategies of others, and listening to explanations
- Applies knowledge gained through one lesson or task to other circumstances
- Raises academic achievement (the result is that pupils attain higher academic outcomes and are more motivated to achieve than they would be if they worked alone. Several experimental studies have shown that groups outperform individuals on learning tasks and that individuals who work in groups do better on later individual assessments as well (Barron, 2000a, 2000b; 2003; O'Donnell and Dansereau, 1992).
- Promotes positive self-concept
- Raises positive feelings toward peers and regard for others
- Raises social interaction

To conclude, CL establishes a reciprocal relationship and promotes the development of social skills as a result of cooperative interaction.

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

Researchers (Cohen, et al, 1990; Miller and Harrington, 1990; Slavin and Cooper, 1999) have found the results of CL to include higher self-esteem of pupils, more positive peer relationships, including improved inter-ethnic/cross-cultural relationships, and lowered levels of prejudice.

Culturally responsive teaching implies using CL methods and strategies to discover the pupils' worlds and incorporate them into the world of the classroom.

One of the most important benefits from CL includes the celebration of diversity. Small groups allow pupils to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps pupils to better understand other cultures and points of view.

Racial and ethnic minority pupils benefit even more from cooperative group work than non-minority pupils, a finding repeated over several decades (see Slavin and Oickle, 1981). CL appears to be especially useful for pupils from racial minority and low socio-economic groups, who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom. CL may also help to lessen the fatalistic attitude toward schooling that is often found among pupils from minority groups and those who have experienced repeated failure in school. When these pupils notice the value of their input and effort, a more internal locus of control and belief in one's ability is fostered.

Practical tips for classroom-based activities arising from the pedagogical approach

Character traits

If pupils can make connections between characters in a book and people in real life, the strategy sticks. The “Double bubble chart” is popular for identifying similarities and differences. There are two circles, each representing one thing or kind of thing; e.g. the pupils' group and character from a book. Inside the circles we list words that describe those things. If a word describes both things we put it in the middle, in both circles.

Readers' Theatre

Readers Theatre is an oral reading activity that invites children to become the characters in favourite books and stories. In this activity, pupils develop scripts, perform in groups, and practice using their voice to depict characters from texts. The reader's theatre strategy blends pupils' desire to perform with their need for oral reading practice. Reader's Theatre offers an entertaining and engaging means of improving fluency and enhancing comprehension.

Uncommon Commonalities

Uncommon Commonalities can be used to foster a more cohesive group. Groups get together and first list individual things about themselves that define them as people. Groups then discussed each item, finding things that 1, 2, 3, or 4 of them have in common. When the group finds an item that all of them have in common, they list that item under 4; when they find something that 3 of them have in common, the list that item under 3, etc.

Uncommon Commonalities			
1	2	3	4
Team Name			

Think-Group-Share

Think-Group-Share is a CL strategy that is done in three stages. First, pupils think about a question or prompt. Next they discuss possible answers as a group, and decide on the best answer. Finally, they share their answers with the class. The sharing is often done in a Roundrobin, and answers may be recorded on the board.

Song About Me (Kagan and Kagan (1998) structures)

Pupils first brainstorm their own unique qualities, drawing upon intrapersonal intelligence, and then include these qualities in a song they compose, drawing upon musical intelligence.

Concrete examples on how to use this pedagogical approach with books from the IDPBC catalogue

Character traits

Divide pupils into groups of 4. Go through pictures in Agatha. When Agatha started kindergarten, she realised she was a little different from everyone else. Look at all the animals on the page. Choose one of them and compare it with Agatha. Use “a double bubble map“ to compare similarities and contrast differences. Then discuss what makes Agatha and other animals unique and special. Compare your maps.

Readers Theatre

Divide pupils into groups. Give each group only one picture book, for example, Last

stop on market street, Mon Ami Jim / Jack & Jim, Agatha. Ask each group to go through the pictures, choose characters from the book and perform their stories. They should attempt to show their differences through verbal and nonverbal communication. What would they talk about? How would they sound?

Uncommon Commonalities

Ask pupils the following question: "How does your family prepare for Christmas?". Ask them to take a minute to write down their answers. Then, divide pupils into groups of 3 or 4 and give them a copy of the picture book Meškelionė / The bear trip. Choose one bear family from the book and develop a list of uncommon things that they all have in common. They can only write down things that everyone on the team and characters in the book have in common. After 5 minutes of writing down these uncommon commonalities have each group read off their list.

Think-Group-Share

Look at the cover of picture book Azzi in between. What is Azzi is "in between" of? First, pupils think about the question and write responses on sticky notes. Next, they discuss possible answers as a group, and decide on the best answer. Finally, they share their answers with the class.

Song About Me

Take a "picture walk" through the book Migrando / Migrating. Divide pupils into groups. Pupils work together to create a song that expresses thoughts and feelings of migrants.

Additional comments related to the use/presentation of this pedagogical approach in the IDPBC Guide

In order to apply CL and achieve high results do not forget the following:

Forming a group

Size of the group. According to Slavin (1987), having two or three members per group produces higher achievement than groups with four or more members. On the other hand, most teachers prefer pairs and small groups of three and four.

Composition of the group. Researchers suggest that we have dialogues with pupils about their preferences for group composition and expected outcomes. One of the rationales of grouping children up in the classroom is that each child has some particular strength, which will be brought out by the wide variety of tasks that are assigned to the group.

Ability level. Group should be comprised of pupils of different ability levels. Assign groups according to different ability levels or backgrounds, keeping each team as diverse as possible.

If you faced issues within the group. It is important to discuss the value of reflecting in order to correct errors we make in group assignments. Group members are also responsible for the behaviour of all members.

Division of labor among pupils in the group

Individual accountability. Individual accountability is held to be essential to the instructional effectiveness of CL methods (Slavin, 1983). Group tasks with structures promoting individual accountability produce stronger learning outcomes (Slavin, 1996).

Assignment of specific roles and duties to pupils. Teachers are encouraged to pay attention to unequal participation among group members, which often result from status differences among peers. Teacher should be given strategies that allow them to bolster the status of infrequent contributors (Cohen and Lotan, 1997).

Group rewards

CL methods in which each group member has a unique subtask have positive achievement effects only if group rewards are provided.

Presenting the task

- Start with smaller tasks when you think the students are ready to work in groups and illustrate the task in a slow step by step way;
- When pupils are allowed to pick up their own topics, they open up to more learning opportunities as they get to benefit from finding out more about their chosen topic;
- Assign a task to be completed by defining its scope and clearly identifying its goals;
- Promote the concept of cooperation in a fun format;
- The given task should be interesting and open enough for the group of pupils;
- Tasks that require a variety of skills, such as research, analysis, visual representation, and writing are well suited to this approach.

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http://www.kaganonline.com/about_us.php

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4 - 6 7 - 9 10 - 12 Pupils Age

Presentation of the pedagogical approach

Immigrant pupils come into classrooms with a unique way of viewing the world and a distinct set of expectations and behaviours, with variations in personal histories and life experiences. As learning takes place in cultural contexts, mediated by language, beliefs, and values, educators need to think how to lift the social inequities alienating immigrant pupils.

Though it may seem that immigrant pupils are causing problems in the classroom or school, in reality immigrant pupils bring rich, diverse cultural backgrounds to the classroom and expose their peers and teachers to different ways of understanding the world. The main challenges that immigrant pupils face in a foreign education system include issues that come with learning a new language and a new culture. Teachers need to ensure that the classroom is a safe space for all pupils. They can ease the transition of migrant pupils to a new school by having an open communication with them about their prior educational and life experiences. In this way, teachers become sensitive to the learning needs of immigrant pupils through culturally responsive pedagogical practices.

Teaching immigrant pupils requires relevant teaching practices and pedagogical approaches. The strategies for addressing the challenges that immigrant pupils experience may be divided into the categories of (1) classroom-based instruction (focus on individuality, home language preservation, and representation in the curriculum), (2) School-wide pedagogical approaches (implementing family and community involvement, and activities and support services), (3) teacher professional development (recognise immigrant pupils for their strengths in skills and diversity, redevelop their own meanings of effective education of immigrant pupils, cultural competency). The literature on migrant education emphasises the importance of (a) building on the strengths and experiences migrant pupils bring to the classroom, (b) establishing a positive learning environment where the diversity among pupils is acknowledged and celebrated, and (c) allowing pupils to demonstrate their knowledge in a variety of ways.

To sum up the key points, teachers who employ a pedagogical approach for immigrant pupils are expected to:

- Use inclusive teaching strategies to create fair and equal opportunities for all pupils.
- Use inquiry and critical reflectiveness to drive learning.

- Incorporate culturally relevant learning resources and experiences and deliver culturally representative knowledge by using their pupils as teaching resources in the classroom.
- Hold high expectations and provide meaningful feedback. They must view the immigrants as diverse in talent and ability and set appropriate, challenging learning goals.
- Build a community of learners where acceptance and respect prevail.
- Show empathy and willingness to bridge the gaps between immigrants and non-immigrants, including linguistic, cultural, racial, and nationality differences.
- Scaffold the development of self-efficacy and personal identity. Through their teaching, evaluation and assessment of pupils, they become role models to their pupils.
- Encourage pupils to use their native language as this use will allow them to share and acquire information in the classroom during the course of their academic work.

Immigrant relevant pedagogical approaches put at their centre the individual immigrant child. The importance of such an approach that addresses the issues related to the immigrant child is nicely expressed through the words of American researcher Natasha Kumar Warikoo, who said “The more work schools can do to improve race relations and attenuate stereotypes and stereotype threat based on immigration status, ethnicity, and race, the more immigrant youth and their U.S.-born peers will thrive.”

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

In the heart of the approach lies the identity- and diversity-based inclusion. The approach teaches pupils of minority and non-minority groups to respect and accept each other in a multicultural classroom and society. The approach emphasises the importance of making schools a safe, welcoming and culturally sensitive environment in which immigrant pupils can prosper academically and transition smoothly into their new cross-cultural identity. The approach takes into great consideration the pupils' experiences and needs in instruction design.

Practical tips for classroom-based activities arising from the pedagogical approach

- Use stories as teaching material which promotes the development of values against racism, discrimination, and marginalisation of minority groups.
- Whenever possible, relate new content to immigrants' experiences and background. Learning flourishes when content is relatable.
- Encourage pupils to share and teach about their country, their culture and tradition through pictures, stories, or words. Provide them with opportunities to choose a topic, research on it, and make class presentations.
- Provide opportunities for parents to become actively involved and part of the classroom.
- Provide immigrant pupils with individualised support and help with their work.
- Incorporate learning in home language and then gradually increase use of the host language. Encourage pupils to use their native language to assist each other inside and outside of class, to check for comprehension, to explain activities, to provide instruction, to assist with their social interaction.
- Pair newly arrived immigrants with another immigrant pupil who speaks the same language to allow cooperative learning. This will make it possible for the pupil to become familiarized with the educational system and classroom norms more quickly. If this not possible, use an interpreter in the pupil's beginning stages of adaptation.
- Ensure availability of learning materials in the home language (e.g. videos, books, audio CDs, dictionaries, toys).
- Incorporate all pupils into the visual landscape of the classroom, e.g., by putting up posters, art work, and artefacts that are reflective of all the cultures in the class.
- Organise teacher-parents meetings to meet each pupil's background and experiences and to bridge the home-school gap. If necessary hire an interpreter.
- Incorporate interactive social events in the classroom in which all newcomer immigrant pupils can actively participate and meet with each other and local pupils, e.g. sport tournaments, crafts, cooking, folk dances, team building activities, etc.
- Incorporate the skills and expertise of a professional such as a school psychologist.

Concrete example on how to use this pedagogical approach with book from the IDPBC catalogue

Through the story “Η χώρα με τους παράξενους ανθρώπους / The country with the strange people“ pupils are given the opportunity to explore the feelings of alienation, anxiety and fear as experienced by the main character, Porphyrios, who is the victim of racism. The teacher encourages pupils to share any personal experiences in which they or other members of their family lived or witnessed similar situations. Ultimately, pupils suggest ways for standing up against racist behaviour, as well for easing the cultural transition of pupils of minority groups to the host country.

Additional comments related to the use/presentation of this pedagogical approach in the IDPBC Guide

Addressing the education of immigrant pupils in the host country requires great sensitivity and responsibility from all involved in education at all levels. A relevant immigrant pedagogical approach requires teachers to do more than just teach classroom material to their pupils. When it comes to immigrant pupils, learning involves teachers familiarizing themselves with the pupil's culture and getting a deep understanding of that cultural group. In this sense, professional development should incorporate all the skills that teachers need to teach in order to reach their pupils. It should be noted that many of the strategies of any relevant immigrant approach derive from other pedagogical approaches such as discovery learning, cooperative learning, interdisciplinary learning, differentiated instruction, experiential learning and peer teaching.

Supportive literature/bibliographic evidences

'…raise the prestige of home language by supporting teachers' use of lesson plans which allow pupils to talk and write in the first language…' (Benedict, 2016, p.177)

'…immigrant children … are allowed to use their home language freely in and out of the school setting, while acquiring the new language' (Janjusevic, 2010, p.11)

Gonzalez and Darling-Hammond (1997) recommend that teachers encourage pupils to use their native language as this use will allow them to share and acquire information in the classroom during the course of their academic work.

Dei et al. (2000) believe that teachers can represent minority immigrant pupils by incorporating them and their culture into the visual landscape of the classroom.

Schoorman and Jean-Jacques (2003) contend that educators ensure involvement of parents and members from the immigrant community both in the classroom and in the wider school system. Schools need to ensure that immigrant pupils are provided with a safe learning environment that helps them in their adaptation into a new community (Tong, Huang, & McIntyre, 2006)

Campey (2002) claims that educators should ensure that reading and teaching materials are representative of the range of cultures present in the classroom.

Tong et al. (2006) suggest that schools initiate a system whereby newly arrived immigrants are paired with another pupil with whom they can relate and communicate.

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LEARNING WITH THE USE OF INFORMATION COMMUNICATION TECHNOLOGIES (ICT)

4 - 6 7 - 9 10 - 12 Pupils Age

Presentation of the pedagogical approach

Information and Communication Technology (ICT) is a term that embraces a wide range of approaches used for communication with computers and a variety of the newest technologies holding a dominant position. Educational research emphasises the advantages pedagogical uses of ICT in the classroom. When used appropriately, ICT can maximise the potential for a successful lesson and high pupil achievement. There are claims that ICT has the potential to develop and facilitate the development of higher-level thinking skills: problem-solving, creativity, autonomy, collaboration, communication and critical thinking.

The literature reports on numerous advantages of ICT use, which has the potential to enhance teaching and learning. Overall, they point out that technology achieves the following:

1. Unlocks educational boundaries of the classroom – with online learning material content is available at all time and accessible from anywhere.
2. Simplifies access to educational resources - technology helps pupils gain access to an overabundance of information online and open educational resources.
3. Motivates pupils - today's pupils love technology, so they are sure to be interested in learning if they can use the tools they love.
4. Makes subjects easy to learn - different types of educational software are designed to help pupils learn various subjects easier.
5. Promotes individual learning - with technology the teacher becomes the encourager, adviser, and coach, whereas pupils learn at their own pace and take more control over their own learning.
6. Supports differentiated instructions - integrating technology into the classroom is a great way to reach diversity in learning styles.
7. Increases collaboration - technology gives pupils the chance to interact with their classmates and teachers more by encouraging collaboration.
8. Prepares pupils for the real world, for tomorrow's technological jobs and for their future careers.
9. Increases innovation and creativity - technology empowers pupils to solve problems in a creative way.

The pedagogical approach of integrating technology in the classroom efficiently and effectively requires careful selection, purposeful planning and thoughtful implementation. By simply providing access to pupils to ICT does not mean that

pupils will learn more effectively. Not all technologies are equally useful, either for individual pupils or for educational purposes in general. Effective technology integration changes classroom dynamics, encouraging pupil-centred project-based learning. The effective use of ICT for teaching subject matter requires not only knowledge about technology, pedagogy and content, but also their relationship to each other. Prior to employing ICT in the classroom, teachers should first address questions such as:

- How can different technologies support pupil learning?
- What types of learning tasks can these technologies support?
- Which pupils in particular would especially benefit from it?
- How do I choose the right technology?
- What do I need to consider in my instructional planning?
- How do I monitor and assess effectiveness of the technologies?

There is an abundance of learning activities that ICT can support. Some examples regard:

- Developing ideas: supporting imaginative conjecture, exploration and representation of ideas.
- Making connections: supporting, challenging, informing and developing ideas by making connections with information, people, projects and resources.
- Creating and making: engaging in making meanings through fashioning processes of capture, manipulation and transformation of media.
- Collaboration: working with others in immediate and dynamic ways to collaborate on outcomes and construct shared knowledge.
- Communication and evaluation: publishing and communicating outcomes for evaluation and critique from a range of audiences.

The potential of ICT to enable children to show and create knowledge lies in their teachers' critical understanding of the deeper purposes of learning and the ways in which learners, teachers, and new technologies can interact with each other. In a rich ICT learning environment teachers no longer need to adopt a didactic approach but take a more active and creative role as enablers of quality learning experiences.

It is important to note that the use of technology in the classroom should not be viewed as a standalone pedagogical approach. Technology should be integrated as tool to promote and extend pupil learning on a daily basis. Within this perspective it becomes clear that the use of ICT as a powerful and a valuable tool that fits in with any pedagogical approach and teaching strategy. Teachers need to find the ways to use it effectively and meaningfully to capitalise on the potential it provides for learning. Teachers' pedagogical practices and reasoning influence their uses of ICT, and the nature of teacher ICT use impacts on pupil achievement. The challenge is to nurture new and innovative learning approaches, to ensure that teachers and parents are aware of ICT potential and to support them in curricula, teaching guidelines, and teacher training.

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

ICT allows schools to address the individual needs of pupils and provide more personalised learning pathways by making a variety and diversity of learning materials available, which can be adapted to the level of the individual pupil's preferences and learning needs. Pupils can access material from home, learn at their own pace and have more control over their learning. Additionally, ICT can facilitate communication between school and immigrants. It can make relevant information available to immigrant families in their mother tongue (i.e. school policy, regulations, and announcements). ICT supports the development of networks and fora that help immigrants define their cultural identity within their host country, empowering them to become active citizens. These resources promote the exchange of intercultural experiences and increase self-confidence by giving immigrants a voice and making it heard. ICT tools are a very versatile means of making learning and teaching material on intercultural themes generally and openly available.

Practical tips for classroom-based activities arising from the pedagogical approach

- Search the internet for information and pictures.
- Use Word application to write a story or an essay.
- Create a presentation on a topic with the use of PowerPoint Presentation.
- Create a video using the Movie Maker application.
- Hold a video conference, i.e. to interview an expert, an author, over the internet using the Skype software application.
- Create a strip or a story with a comic creator application such as Toondoo.
- Create a story with the use of available freeware applications such as Story Maker.
- Pupils post their comments on a virtual wall, i.e. Padlet application.
- Use Google Earth application to find places and countries.
- Use resources and programmes that facilitate foreign language acquisition, first language usage and intercultural learning.

Concrete example on how to use this pedagogical approach with book from the IDPBC catalogue

Pupils have a Skype conference with pupils from another school and hold a discussion about a book they have read; or use Skype to interview the author of a book they have read.

Supportive literature/bibliographic evidences

ICT skills and digital competences are key elements to accessing education, civic engagement and employment opportunities in European societies that are increasingly becoming internet and media based (Redecker, 2010).

Jonassen (1996) suggests that the use of selected computer applications as cognitive tools, which he calls Mindtools, requires pupils to think critically in meaningful ways… the role of the teacher must change from purveyor of knowledge to instigator, promoter, coach, helper, model, and guide of knowledge construction.

ICT has the potential not only to support the current curriculum but also 'extend thinking and learning in new ways'. ICT has the potential to develop and facilitate the development of higher-level thinking skills: problem-solving, creativity, autonomy, collaboration, communication and critical thinking (Loveless, 2003; Jaber, 1997).

Where ICT has been successfully embedded in the classroom experience, a positive impact on attainment is likely (Becta, 2007).

Cox et al. (2003) found evidence of positive effects on pupil attainment in almost all subjects. In general, impact is most clearly observed where tasks have clear educational aims, are designed to maximise the potential of the ICT in use, and are perceived as purposeful by pupils.

ICT can contribute to facilitating the social and cultural integration of immigrants; facilitate skilling; improve education and training opportunities for migrant children and adults; and assist in opening up employment opportunities (Redecker, 2010).

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Cox, M., Webb, M., Abbott, C., Blakely, B., Beauchamp, T. and Rhodes, V. (2003) ICT and pedagogy: A review of the research literature (London: DfES and Becta).

Jaber, W. (1997). A survey of factors which influence teachers' use of computer-based technology. Dissertation Virginia Polytechnic Institute and State University. In Muir-Herzig, R. G. (2004). Technology and its impact in the classroom.Computers & Education 42(2004) 111–131. Retrieved on 18 August 2006. Available: www.elsevier.com/locate/compedu

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Redecker, C., Haché, A., Centeno, C. (2010) Using Information and Communication Technologies to promote Education and Employment Opportunities for Immigrants and Ethnic Minorities. Retrieved on January 7, 2017 from http://ftp.jrc.es/EURdoc/JRC57947_TN.pdf

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http://www.useoftechnology.com/the-use-of-technology-in-education/

http://www.securedgenetworks.com/blog/10-Reasons-Today-s-Pupils-NEED-Technology-in-the-Classroom

http://www.teacherswithapps.com/top-10-reasons-technology-is-important-for-education/

https://www.edutopia.org/technology-integration-guide-implementation

http://is.jrc.ec.europa.eu/pages/EAP/eInclusion/IEM.html

https://joinup.ec.europa.eu/community/cultdiv/description

4 - 6 7 - 9 10 - 12 Pupils Age

Presentation of the pedagogical approach

A number of studies found that teaching and learning by means of technologies makes pupils acquire knowledge faster than traditional methodology. This direction is supported by numerous initiatives at international level. Learning through the new technologies leads to the development of e-learning. This term, formed by composing and abbreviation from e (derived from electronic, but, possibly, from enhance) and learning designates an integrative, complex concept, used in many domains. American researchers define the word eLearning, indicating even the period it appeared in. In Preparing for blended e-Learning, Allison Littlejohn states that "the term e-learning was not generally used in education until 2002", as other synonyms were in use, such as online learning, computer-assisted learning, web-based instructions, etc. Although Littlejohn considers e-learning hard to be defined, she establishes that its specific meaning is learning using the computer and the internet (Littlejohn, 2007: 16). In project managing e-Learning: a handbook for successful design, delivery and management, Maggie McVay Lynch and John Roecker state that the forerunner of eLearning was computer-based training (Lynch, Roecker, 2007:10).

The issue of the moment when the eLearning concept came up is also discussed in A History of e-learning. Echoes of the pioneers, a survey included in Computers and Education: e-learning from theory to practice, developed by the Australian researcher Paul Nicholson. He argues that "since 1960, the concept of eLearning has been understood differently in business, education and military domain". Nowadays, "eLearning in education refers to using the software and online mode, but, in the business, academic, military and training sectors, it refers only to on-line practices" (Nicholson, 2007: 1-12).

Another author, Sarah Knight, offers a different answer to the question of defining eLearning: "it is the definition of learning facilitated and supported by using information by means of communication and technology media, but eLearning can also involve using the following technologies: computers, software, including assistance software, digital cameras, mobile phones". She adds that "eLearning engages pupils in learning process, motivates them to learn, encourages independent learning" (Knight, 2000).

G. Lowerison, R. Côté, P. C. Abrami and M. C. Lavoire (Concordia University) define eLearning as a phenomenon "that includes any teaching and learning element involving digital resources and ICT. E-Learning may cover 100% of the teaching and learning environment or it may be part of blended learning, combining with digital or face-to-face elements" (Lowerison et alii, 2008: 424).

Serge Ponts-Lajus, observer of technology for education in Europe, states: "the meaning of the word eLearning in French refers to learning by electronic resources. The prefix e, pronounced i, is systematically used nowadays to describe a field of internet applications". This author argues for the success of eLearning, distinguishing three main principles: "A. eLearning expresses clearly what it aims to say, B. it is pedagogically legitimate, C. it is intercultural open" (Ponts-Lajous, 2002). After reviewing a range of online surveys, it can be noticed that French authors do not use the term eLearning, but they use substituting structures, such as new technologies, computer use, computer assisted learning, etc.

Behaviorism, cognitivism, constructivism, connectivism, as theories arguing for the eLearning phenomenon, are discussed in American, Asian, and Scandinavian research. Behaviorists focus on the stimulus-answer principle, analyzing the teaching-learning processes. Cognitivists consider learning as an internal process based on new knowledge tightly connected to the previous knowledge. In their opinion, within online training, visualizing the resources should be allowed for "these to be internalized and then memory to work" (Mohamed Ally, Foundations of Educational Theory for online learning, in The Theory and practice of online learning, 2008 : 15-45). Constructivists consider learning "is not received from outside or from somebody else. Rather the learning subject interprets and processes what he/she receives in the direction of building the knowledge" (Anderson, 2008).

New methods, including multimedia boards, 3D, 5D simulations, and educational online videos, facilitate learning. Educational software is meant to be applied, sometimes as a support for books, and it has an attractive and interactive graphics when designed for pre-school/primary school, so it brings a dynamic aspect in teaching and learning. Tridimensional games and animation captivate the young learners. Technology involves applying the ideas from different sources with a view to creating the best learning environment for pupils. Teachers should focus on questions such as how lessons could be adapted when a computer is integrated in daily activities.

Arguments for using this pedagogical approach in teaching for identity- and diversity-based inclusion

By means of technologies, teachers can organize effectively the educational process. When this is based on technology, the concepts may be better illustrated by images or multimedia elements that lead to understanding cultural diversity. For example, reading becomes more attractive when supported by short videos specific to different regions. An e-portfolio or other team work results from involving the

use of internet images, maps, even virtual tours of museums, cages, tribes etc., which lead to a deeper understanding of the topic. Technology was proved to support links between formal education and multicultural education on the internet, facilitating the understanding of concepts such as 'identity' and 'diversity' and the development of intercultural relations. A series of technologies can improve learning by increasing and connecting learning activities. For example, two or more classes in different schools can be connected through the internet to explore cultural, religious or other types of differences. Last, but not least, a major advantage of using technology in education is that it offers immediate feedback both to the learner and to the teacher.

Practical tips for classroom-based activities arising from the pedagogical approach

A multicultural class is one where both preschool learners and teachers are accepted, disregarding ethnic origin, culture or religion, etc., and this is proved by acceptance of the recommended books, accomplished activities and lessons. The ideas for identity and diversity included in the books from IDPBC catalogue may be turned into educational activities for preschool/primary school. Technology helps us enriching the encyclopedia of images for identity and diversity. So, in order to develop different topics about diversity and identity by means of technology, we should:

- Integrate the sequences of the lesson (introduction, presenting the content, feedback etc.)
- Interactive whiteboard use, which allows images in the books from IDPBC catalogue to be displayed by means of a digital projector. The users can interact with its content using a pen or touching it.
- Apps designed for mobile devices, such as smartphones and laptops;
- Web 2.0 include features and functions that have not been available before, for example podcasts, blogs, wikis, RSS, social networking;
- Creating a blog/wiki/page/virtual observatory of the group, a community which the learners belong to;
- Continuous communication with other communities, which can be found in the books from IDPBC catalogue;
- Creating podcasts, because learners need to know the authors of their favourite books/included in the IDPBC catalogue also through their interviews, social networking pages, or virtual lessons distributed by them on the internet.
- Integrate videos in the classroom activities to support the ideas about solidarity, human rights, values, acceptance of difference, exclusion, alienation, group cohesion, multicultural attitude, freedom, experience of being different, hostility, equality, understanding, prejudice, respect;
- Project web 2.0-based lessons.

Examples about the topic of diversity:

- A multimedia lesson which greets the children in various languages;
- Interactive whiteboard presents fruit specific to different countries, which some children originate from or asks the children to choose fruit specific to their country/region;
- Listen to different opinions about a custom, a phenomenon which has been visualized online;
- Starting discussions about specific feasts, as well as common feasts;
- Displaying signs/flags etc. specifically used for greeting in various regions.

Concrete example on how to use this pedagogical approach with book from the IDPBC catalogue

PowerPoint presentation of the book “Der Blumenball/Flowers Ball”:
http://www.slideshare.net/stories4/the-flower-ball

Focusing on the word invisible and searching for it in the book. During the presentation (online, PPT, as a Word doc), children can be asked whether they have ever felt invisible, when, what feelings/thoughts the book brought to them, etc.; the online support can be found at
https://www.youtube.com/watch?v=okAJ62ia63Q

More questions available at:

- http://www.witsprogram.ca/pdfs/schools/books/the-invisible-boy/the-invisible-boy.pdf
- http://www2.ac-lyon.fr/etab/ien/ain/dombes/IMG/pdf/Le_dejeuner_des_loups_ORLbis-2.pdf
- http://www.enseignons.be/fondamental/preparations/27801-questionnaire-sur-le-dejeuner-des-loups-de-geoffroy-de-pennart/

Additional comments related to the use/presentation of this pedagogical approach in the IDPBC Guide

- do not miss details of the lesson when focusing on new technologies;
- if the teacher is not familiar with the support technology, the technology based lessons can take a longer time;
- technology alone cannot assess creative feedback, so the teacher's imagination, experience, and involvement are needed in order to develop all the plans.

Supportive literature/bibliographic evidences

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Smith, M. K. (2003), Learning theory http://www.infed.org/biblio/b-learn.htm

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http://www.teachhub.com/12-easy-ways-use-technology-your-classroom-even-technophobic-teachers

http://www.teachhub.com/12-easy-ways-use-technology-your-classroom-even-technophobic-teachers

https://www.edutopia.org/stw-differentiated-instruction-ten-key-lessons

http://www.cnam.fr/rufo/fichier_texte/Train_Sess_2.pdf

http://books.google.com/books?lr=&cd=2&hl=ro&id=ORoiAQAAIAAJ&dq=Geisert+Futrell+omputer&q=+computer-using+teacher

CONSTRUCTIVIST LEARNING

4 - 6 **7 - 9** **10 - 12** Pupils Age

Presentation of the pedagogical approach

Constructivism is a theory of knowledge, by extension of learning as well, which provides principles and methodological suggestions for training. Its practice focuses on pupil learning rather than on the teacher's teaching, who has other roles now. It supports individual knowledge, first subjective, through direct exploration and mental processing of information, then through collaboration, for negotiation and generalization of ideas. It provides for the application and acquisition of specific procedures of shaping an idea in individual knowledge, but not through submission, explaining, demonstrating the information by the teacher. It enables integration through habituation of the new information and procedures in the mental schemes and previous experiences, which is why it starts with their being updated. It refers to the construction of new knowledge and not to its acquisition by passive transmission and reception. It is a personal construction of understanding the significance of the information in real-context authentic situations. The practical goal is an apprenticeship in scientific knowledge of reality, bringing science as a process in school. Building understanding takes time for search, exploration, interpretation, reasoning, solving, cognitive structures reconstruction, meanings referral, collaboration, ideas review, reaching of consensus ideas, generalization, final synthesis. Learning, through our own construction, is a process of internalization of the manner of knowing, and, as an effect, understanding is experiential, subjective, inductive, collaborative and, then, based on multiple representation, flexibility of thought, direct activity of exploration in an authentic, real context.

Arguments for using this pedagogical approach in teaching for identity- and diversity-based inclusion

Identity and diversity are important because the world is changing every day. From the youngest ages we must learn to accept all cultures, races and religions, customs and traditions, skin colours and standards of living, in order to become productive citizens of the world. It is the duty of pre-school and primary teachers as well to prepare children for the real world, a world full of diversity. Teachers have the opportunity to teach children everywhere love and acceptance now, even if these subjects are not taught at home. There are opportunities for change, once the pupils in your class get in the real world, where they will find a multiculturalism for which they should be prepared through the lessons that are taught today.

Constructivists, as stated by Mohamed Ally, consider learning “as not received from the outside or from someone else. Rather, the subject that learns, interprets and processes what (s)he receives for the purposes of knowledge building” (Anderson, 2008). If one asks the question “Why will we deepen constructivism?”, we will be able to answer through the words of Abed H. Almala, “constructivism can be considered a postmodern theory that reflects the intellectual and philosophical trends of the late 20th century.” Constructivism is not a method, it is a phenomenon that occurs in the collective, social context, it is the fruit of individuals' solidarity, of the social interaction which has well- defined rules and roles.

Practical tips for classroom-based activities arising from the pedagogical approach

To develop the various themes of identity and diversity that are based on constructivist learning, we have to :

- Complement the other forms, by emphasizing the social nature of knowledge, based on social interactions, of language as a means of communication and enrichment of cognitive individual experience, to which one adds the role of culture, of the identity and diversity context of the group.
- Correlate closely with the situational approach to knowledge, focusing on the role of certain cultural tools from its context: language, norms, beliefs, symbols, creations, non-formal accumulations, learning practices, models, and sources.
- Develop interpersonal relations, negotiations, confrontations, discussions, group resolutions; mediate the construction of individual knowledge based on the images that compose the IDPBC collection to make everyone aware of his/her “area of proximal development”, which may be the remedies and solutions to achieve it, the roles suited for asserting competences.

Examples of constructivist approaches in learning:

- Using images from the books recommended by the IDPBC catalogue, teachers can achieve a learning activity so as to demonstrate the possibility of using constructivist elements.
- Learning refers to the construction of new knowledge, and not to their acquisition, by transmission-reception-assimilation. The activities are based on reflection, on past experience.
- Learning is a process of internalization of knowledge. It is a type of active learning, a time during which pupils collaborate, but also find out for themselves.
- Learning is controlled internally and then mediated by pupils, verbalized, to end with group discussions, re-searches, reconstructions, alternatives. It is transferable to new contexts, experiences, through the knowledge and learning capacities and competences thus formed.

- The teacher encourages the construction and reconstruction of reality for each pupil based on personal experience (mechanisms, procedures, assumptions, schemas). Learning starts from personal discovery and construction and continues with debates, collaboration, group cooperation. Priority is given to: mental construction, autonomy and individualization/personalization, contextual learning, collaborative learning, formative, dynamic assessment priority.
- One's own search, exploration, investigation activity is encouraged. The focus is not on the product of the knowledge activity, but rather on the activity itself, on the approach that led to that product.
- Learning is achieved particularly by placing the pupil in concrete situations, real or hypothetical.
- New roles of the teacher, as organizer and coordinator of activities.

Concrete examples on how to use this pedagogical approach with books from the IDPBC catalogue

An authentic didactic auxiliary material is to be found at http://pt.slideshare.net/zealmeida/guio-ovos-misteriosos where we can generate activities of language education, math activities, environmental awareness activities.

For the same book (”Os ovos misteriosos / The mysterious eggs”) ttps://linguagemeafins.blogspot.ro/2012/12/a-galinha-que-sabia-nadaros-ovos.html?m=1 we can find versions translated in other languages.

Products of didactic activity on the same book can be found here:
http://portfoliomagico.blogspot.ro/2014/05/ovos-misteriosos-2014.html?spref=pi
http://www.slideshare.net/stories4/the-flower-ball

Lessons based on the images from the book” The invisible Boy”:
http://education.byu.edu/sites/default/files/SOCIALLEARNING/documents/the-invisible-boy.pdf

Lesson plan based on the book “The Invisible Boy”:

- http://www.witsprogram.ca/pdfs/schools/books/the-invisible-boy/the-invisible-boy.pdf
- http://www2.ac-lyon.fr/etab/ien/ain/dombes/IMG/pdf/Le_dejeuner_des_loups_ORLbis-2.pdf
- http://www.enseignons.be/fondamental/preparations/27801-questionnaire-sur-le-dejeuner-des-loups-de-geoffroy-de-pennart/

Concrete examples on how to use this pedagogical approach with book from the IDPBC catalogue

- The teacher has an important role in the constructivist approach to the lesson;
- The design of constructivist lessons is effective if the teacher knows the children very well;
- Constructivist principles are effective if the teacher demonstrates imagination and dedication.

Supportive literature/bibliographic evidences

http://www.cie.org.uk/images/271191-digital-technologies-in-the-classroom.pdf

http://www.teachhub.com/12-easy-ways-use-technology-your-classroom-even-technophobic-teachers

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http://sydney.edu.au/education_social_work/learning_teaching/ict/theory/constructivism.shtml

http://oaji.net/articles/2015/1707-1438677336.pdf

4 - 6 7 - 9 10 - 12 Pupils Age

Presentation of the pedagogical approach

Since the turn of the 20th century, many scholars have offered discussion about interdisciplinary ways of educational learning and integrated curriculum. The concept is about making skill-based and knowledge-based connections across different learning disciplines. Drake and Burn (2004) state that interdisciplinary education entails the use and integration of teaching methods from more than one learning discipline to deal with a theme or issue.

The interdisciplinary educational way of learning is based on organizational structure of interdisciplinary/cross-curricular teaching within which a thematic unit emerges. The specific framework is organized with goals/outcomes that specify what pupils are expected to learn as a result of the experiences and lessons that are a part of the unit.

There are two levels of integration that schools often adopt: the first is integration of language arts, listening, speaking, reading, writing, thinking (Fogarty, 1991; Pappas, Kiefer, & Levstik, 1990); the second involves a much broader kind of integration, one in which a theme begins to encompass all or many disciplines.

The interdisciplinary way of educational learning and teaching are often considered as ways to reform some of the issues in education, such as fragmentation and isolated skill instruction. It is seen as a way to support goals such as the compilation of learning, enhancing and motivating pupils to think and inquire, and providing a curriculum more relevant to pupils' interests (Marzano, 1991; Perkins, 1991).

The interdisciplinary way of educational learning and teaching is also applicable in early childhood education. It offers anticipation for thought, cognitive development, social and cultural engagement and, therefore, it is held to be accessible to all ability levels (EYFS, 2010; FEK B'304/8.08.2003).

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

The world around us is recognized as an interdisciplinary environment where pupils from different multicultural backgrounds are engaged in issues of identity, diversity and inclusion, issues that derive from real life. According to The National Council for Teachers of English (NCTE 1995) "educational experiences are more authentic and of greater value to pupils when the curricula reflect real life, which is multi-

faceted rather than being compartmentalized into neat subject-matter packages". Thus, an interdisciplinary way of teaching can be considered suitable for children to encounter, accept, and understand such issues of diversity, through a holistic approach and from different learning lenses. Specifically, Repko (2009) suggests that it is when using an interdisciplinary educational framework alongside with a gradual exposition to classroom activities that deal with real life problems, that children gain cognitive abilities to better confront challenging issues.

The mentioned issues are regarded as essential for younger pupils as well. The rapidly changing field of early childhood education and the growing multicultural early year environment require a thoughtful consideration of embedding issues of identity, diversity and inclusion as educational themes within interdisciplinary ways of teaching and learning. Keith Barton and Lynn Smith (2000) stress the significance of using interdisciplinary educational learning methods in the early grades so as to "provide authentic experiences in more than one content area, offer a range of learning experiences for pupils, and give pupils choices in the projects they pursue and the ways they demonstrate their learning."

Practical tips for classroom-based activities arising from the pedagogical approach

- Create a learning environment in which children and educators together, can consider the issues, raise questions, and develop strategies for investigation.
- Configure classrooms in a way that children can collaborate with each other and with teachers to raise questions, investigate issues, and solve problems.
- Consider diversity of thought and culture; enhance collaborative interaction among pupils who differ in abilities, perspectives, experiences, ethnicity, and interests. This promotes learning for all.
- Use a wide range of tools derived from the different learning domains and teach children strategies to use these interdisciplinary tools.

Concrete examples on how to use this pedagogical approach with book from the IDPBC catalogue

Teachers prepare a unit for the whole class or small groups that focuses on a desired concept, strategy, or skill, taking into consideration children's interests and preferred activities.

Teachers, in collaboration with the children, choose a specific theme and gradually organize activities related to different cognitive subjects and learning disciplines (Literacy, Maths, Physics, Study of the Environment, Information and Communication Technology and Arts).

Book to be used: "Susan Laughs".

Activities:

- Introduce the book to the children, (Learning domain of Literacy).
- Read the book, discuss the characters, recognize and enumerate the characters' emotions, feelings, identities, (Learning domains of Literacy and Mathematics).
- Collaboration among the children for deciding specific roles and acting out the story, (Learning domains of Literacy and Performing Arts).
- Create a table of "things I can do - things I need help with", (Learning domains of Literacy and Mathematics).
- Reform story line of the book, model the characters of the story using plasticine and video animate the story using a specific technological application (Learning domains of Literacy, Visual Arts and ICT).

Supportive literature/bibliographic evidences

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http://serc.carleton.edu

http://www.ncte.org

MULTIPLE INTELLIGENCE THEORY: LINGUISTIC, LOGICAL-MATHEMATICAL, MUSICAL, INTRAPERSONAL, INTERPERSONAL, BODILY-KINESTHETIC AND SPATIAL

4 - 6 7 - 9 10 - 12 Pupils Age

Presentation of the pedagogical approach

Gardner defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings" (Gardner & Hatch, 1989). With a combination of biological and cultural research, he formulated seven types of intelligence. The seven intelligences Gardner defines are:

Logical-Mathematical Intelligence: The ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Linguistic Intelligence: This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

Spatial Intelligence: The ability to manipulate and create mental images in order to solve problems.

Musical Intelligence: This intelligence encompasses the capability to recognize and compose musical pitches, tones, and rhythms.

Bodily-Kinaesthetic Intelligence: The ability to use one's mental abilities to coordinate one's own bodily movements.

The Personal Intelligences include: i) interpersonal intelligence which is the ability to understand the feelings and intentions of others and, ii) intrapersonal intelligence which is the ability to understand one's own feelings and motivations.

Regarding the pedagogical aspects of the multiple intelligences theory, educators try to implement and integrate it through their curricula within a broader range of skills, despite the implications of the traditional educational system which emphasizes only the development and use of linguistic and mathematical intelligences.

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

Gardner's (1983) Multiple Intelligences theory is a widely used teaching model and it is regarded as a significant means for developing a systematic approach to teaching young children and meeting their individual needs and strengths within an early year classroom setting. Each child is unique and presents different levels of intelligence within these seven types of intelligence. All children are experts in specific domains; this means that they are stronger in some learning domains and less developed in others. All children are born to possess all seven intelligences and present their unique, diverse learning style. However, Lazear (1992) mentions that the multiple intelligences pedagogical approach is an important method for teachers to teach children how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences.

Practical tips for classroom-based activities arising from the pedagogical approach

- Both teachers and children should recognize the equality of all seven intelligences.
- Teachers should provide children with a variety of materials and present them in ways that engage all seven intelligences.
- Teachers can formulate an individualised evaluation practice, which allows them to understand how each child learns and have access to his/her learning process.

Concrete examples on how to use this pedagogical approach with book from the IDPBC catalogue

Multiple intelligence theory can be used as a conceptual framework for implementing developmentally appropriate practice in early education. Learning in all children can be enhanced such that each child achieves their highest potential. Three steps are required for implementing appropriate practice: i) knowledge about children and their development; ii) decision of subject matter taught and curriculum learning objectives; and iii) teaching and assessment.

Book to be used: “Les dejeuner des loups / The wolves' breakfast”.

Teachers prepare the learning environment according to children's current knowledge and skills and those that need to be gained. In collaboration with the children, they create an inclusive unit including activities in the areas of language, mathematics, music, visual arts, and movement:

- Verbal/Linguistic: read the book.
- Logical/Mathematical: create a collaborative recipe inspired by the book.
- Musical and Kinesthetic: Organize a feast like the characters of the book do, sing, dance and play instruments in small groups.
- Interpersonal and Intrapersonal: Act out the story or do a puppet theatre using the characters of the story.

Supportive literature/bibliographic evidences

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Gardner, H. (2004). The Unschooled Mind: How Children Think and How Schools Should Teach. New York: Basic Books.

Gardner, H. (2006). The Development and Education of the Mind, The Selected works of Howard Gardner. London and New York: Routledge Taylor & Francis Group.

Gardner, H. (2006). Five Minds for the Future. Boston: Harvard Business School Press.

Gardner, H. (2006). Multiple Intelligences: New Horizons. New York: Basic Books.

Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. Educational Researcher, 18(8), 4-9.

Lazear, D. (1992). Teaching for Multiple Intelligences. Fastback 342 Bloomington, IN: Phi Delta Kappan Educational Foundation.

Websites providing information about the pedagogy/pedagogical approach

http://www.earlychildhoodnews.com

http://www.springhurst.org

DISCOVERY LEARNING

4 - 6 **7 - 9** **10 - 12** Pupils age

Presentation of the pedagogical approach

The notion that knowledge is constructed by the pupil with reference to his/her lived experiences and situations in a very tight relation between the individual and the learning contexts originated in constructivist and socio-constructivist learning theories. By insisting that pupils need to be offered learning situations to construct their own knowledge, authors such as Dewey, Piaget, Bruner and Ausubel reinforce the value of discovery learning and guided discovery learning. Learning has to be meaningful for the pupil and it will be the more so if the pupil has to solve problems.

The situated learning movement further develops the notion that knowledge should be based on learning about authentic things and situations (Bidarra; Festas, 2005). This educational perspective argues, briefly, that knowledge resides in practice, that is it cannot be dissociated from the social and emotional contexts where it is acquired (Lave, 1993, cited in Festas, 2015). Thought and knowledge emerge from the relationships between people during specific social, cultural and historic moments. Therefore, learning is situated in a praxis of the world in which we live and results from the individual's participation in it (Festas, 2015).

These educational perspectives value a very close dynamic interconnection between cognition and motivation, on the one hand, and between the individual and the social, on the other. It is by listening, observing and participating that learners develop their knowledge and competence.

Bruner highlights a series of advantages of discovery learning, namely:

- Greater use of the individual's intellectual potential as it promotes the competence to organize and memorize the information received.
- Intrinsic motivation because the reward for learning resides in the processes of discovery and insight.
- Understanding of discovery: it is only through the practice of solving problems and the effort to discover that the individual understands discovery and finds pleasure in the act of discovery.
- Direct experimentation on reality, practical application of knowledge and knowledge transfer to diverse situations.

This pedagogical approach is important because “Discovery learning is a kind of teaching that is based on the pupil finding things out for themselves, looking into problems, and asking questions. Essentially, it's all about pupils coming to their

own conclusions and asking about things in their course that might not make particular sense. Obviously, as soon as enquiries are made, they can learn new things and hence will have become part of an innovative, thought-provoking and interesting educational journey."[6]

This approach can be initiated as soon as kindergarten, as described in the following quote, though it is appropriate for any school level: "Rather than being asked to memorize facts or learn by listening, children are asked to manipulate materials, experiment, make assumptions and discover by themselves. Most activities that are based on discovery learning are planned quite by accident! For example, a teacher may plan an autumn nature activity that involves making leaf rubbings. While the children are outdoors collecting leaves for this activity, a child discovers a squirrel hiding acorns. The child may ask a question which leads to a discussion of how animals live through the winter months. If the teacher is open, the classroom planning may evolve towards a hibernation theme or a broader animal theme."[7]

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

This approach enhances meaningful learning as it allows pupils to contrast their previous views with new perspectives on the world through looking at the pictures in picture books and through independent research on the things they are curious about. Making assumptions about situations visually represented in picture book pages about processes of acquiring new identities through migration or as a refugee, and thereby contrasting own experiences with new experiences lived by pupils, will probably lead to many questions, to which pupils will find their own answers through peer discussion and research.

Furthermore, this dialogic learning approach promotes self-consciousness about own conceptions, experiences and attitudes and is therefore very appropriate to explore processes of identity and diversity. Identities are reinforced when they are contrasted with diverse ways of doing things and pictures in international picture books constitute a wealth of representations of different situations and experiences.

However, the educator has to guide pupils into exploring the difference rather than the sameness in pictures, as research (Sullivan 2005, 95) shows that children will tend to use assimilationist strategies when looking at difference, i.e. at normalizing what they see different into something they already know.

7 http://www.brighthubeducation.com/teaching-preschool/120548-discovery-learning-in-the-preschool-classroom/
6 http://www.teach-nology.com/teachers/methods/theories/discovery.html

Practical tips for classroom-based activities arising from the pedagogical approach

- Exploring and interpreting pictures on picture book pages by identifying what pupils already know and what they do not know.
- Analyzing picture book stories by identifying with the main character and imagining what they would feel, do and expect in similar situations.
-
- Producing visual texts as evidence for learning (drawings, narrative text, posters).
- Sharing own work with other children that do not belong to the same group.

Concrete examples on how to use this pedagogical approach with a book from the IDPBC catalogue

Step 2 – Show the following 5 pictures and guide the analysis of pupils by speaking about war, armed conflict, refugees of war; identify the main character, Akim, and tell the pupils the picture book story will be about him as he stands alone.

Step 3 – Ask pupils to do independent research at home on war and conflicts in the world today.

Step 4 – Use the data collected by pupils through their independent research and the pictures already projected from the picture book (or any other selected by the educator) and debate with pupils how they imagine Akim and other children's lives to be like: where do they sleep, what do they eat, where and how do they wash, who would they talk to, who would protect them, where and when they would go to school, what would be around them…

Step 5 – In groups of 4, pupils draw a situation that has left a deep impression on them and they write about the feelings and/or emotions they felt as they looked at the pictures in the picture book story.

Step 6 – In the same groups, pupils produce a poster with pictures selected from the picture book story and their own texts.

Supportive literature/bibliographic evidences

Bidarra, G. e Festas, I. (2005). Construtivismo: implicações e interpretações educativas. Revista Portuguesa de Pedagogia. Coimbra, 39 (2), p. 175-195.

Botelho & Rudman (2009). Teaching Critical Multicultural Analysis. In: Critical Multicultural Analysis of Children's Literature: Mirrors, Windows and Doors. New York: Routledge.

Bruner, J. (1976). The process education. Harvard: Harvard University Press. https://www.google.pt/?gfe_rd=cr&ei=8iBlWOyGOsip8wfM2bLQDQ&gws_rd=ssl#q=aprendizagem+contextualizada+isabel+festas

0'Sullivan, Emer (2005). Comparative Children's Literature. Routledge: London.

Websites providing information about the pedagogy/pedagogical approach

http://www.teach-nology.com/ideas/subjects/literature/

http://www.learnnc.org/lp/editions/oralhistory2002/762

http://www.brighthubeducation.com/teaching-preschool/120548-discovery-learning-in-the-preschool-classroom/

4 - 6 7 - 9 10 - 12 Pupils Age

Presentation of the pedagogical approach

Pictures in children's picture books provide young readers with ways in which to read about the world. There are many situations, feelings and emotions that children would be unable to comprehend through verbal texts. 4 to 6-year-olds do not possess either the vocabulary or the syntax to apprehend complex concepts, even with the help of adults, but they do understand what pictures are aiming at representing. Therefore, pictures may be used to expand children's knowledge because they stimulate their curiosity. Zhihui Fang (1996, 132-134) argues that pictures in children's picture books may function in several different ways: to define and develop characters – in wordless picture books or books with only a few words the pictures give information on the physical aspect of characters and on their emotions; to extend or develop plot – pictures enable young readers to follow the plot easily without recourse to many words, they show how characters relate to one another and how they develop; to provide a different viewpoint – without having to explain that situations may be read in many different ways, or having to add verbal information, pictures show realities that are diverse. Sometimes pictures include story elements that are not included in text and therefore invite the child reader to interpret some things at her own ease in a non-explicit way.

The pedagogical approach suggested is based on the outlined features of pictures in picture books that we have just described.

Children learn with reference to their immediate surroundings and experiences. That is why pictures can probably enhance more concrete understandings for them than words would, as pictures offer children an opportunity to learn about new realities and fictions that expand their limited knowledge and invite them to learn about other ways of living and feeling. A 5 or 6-year-old knows that a rabbit is not pink and that wolves do not speak, but they also understand that these representations are pictures of well-being, of caring and of fear, and therefore they do not lose their impact (e.g. consider the cover of the picture book The wolves' breakfast, by G. Pennart, in the IDPBC catalogue).

Morgado e Pires (2010, 97) argue that each picture book has a socially shared ideology through which children are invited to look at society within a particular social and ideological framework. Children are quick to absorb the positive and negative ideological messages of picture books, even if they do not do so consciously most of the times. Therefore, it is very important to put picture books in the hands of children, which challenge social preconceived ideas and

concrete example of this approach would be to focus on diversity through diverse family structures represented in picture books. This would constitute a multicultural approach through a visual reading, which according to Donna E. Norton (1990, 93-94) would certainly meet the needs of children to better understand the world they live in, themselves and others.

Pictures trigger in children the will to name what they see represented, to discover a sense of story, to anticipate what will happen and to infer what comes next. Pictures also facilitate identification of the reader with characters and situations and stimulate the children's creativity by challenging the child to figure out what the story is telling and what is the purpose of the characters, even without adult supervision. When children contact with diverse styles of pictures and illustration their aesthetic sensibility is being developed and the seeds of visual innovation are sown. Pictures also support the organization of thought and ideas by facilitating the creation of mental visual images that will help the child retain and memorise information.

Thus, this pedagogical approach proposes visual readings of contemporary (diverse) families in pictures of picture books through self-learning activities, peer activities and guided discovery activities.

Arguments for using this pedagogical approach in teaching for identity-based and diversity-based inclusion

Azevedo (2015, 14) claims that “one of the topics that is often used to address identity and diversity with children is 'family'. The 'family' theme is an ever present theme of children's fiction because the family embraces diverse social and private roles. Kimberley Reynolds (2005: 25) calls attention that belongingness to a family signals belongingness to a specific social group which does not depend necessarily on biological relations. The concept of family is inevitably a metaphor and metonymy for the state and the preferred social organization in many stories, while also encompassing the visions, the dreams and the new social order (Tucker & Gamble, 2001). Representations of family in picture books are ideologically marked by several ideological frameworks based on class, culture, or historical moment. Representations of families are simultaneously problematic and ideal in the sense that they can never represent all experiences of families and because they are used to represent an ideal of what social relationships should look like” (Bradford, Mallan, Stephens & McCallum, 2008, 130).

Within IDPBC, picture books and their representations of families may be used to raise awareness among pupils about how families can be organized in a myriad of different ways (single parent, extended family, adopted children, reunited families, etc.). The focus of a visual reading through picture books is to offer pupils diverse representations of children in the family (not only the biological, but also the

affective relation), of families and of the conflicts, complicities, and alliances that occur within families.

Visual readings of picture books are often also combined with role playing as it is easy for pupils to transfer what they see to attitudes and behaviours. By contacting with diverse concepts of family and roles of the child in the family, the pupil will find it easier to decentre from his/her own conceptions and ideology and will be ready to experiment with other identities.

Practical tips for classroom-based activities arising from the pedagogical approach

- Exploring pictures one by one so that pupils can learn about visual conventions and use of space, colour, background and foreground in illustration, just to give a couple of examples.
-
- Reading the visual tips in a picture: what do you see? Do we all see the same things? How do the several elements of a picture combine? Look again: do you see something else? What is the meaning of it? If you changed a colour, a character's position on the page, would your interpretation be different?
- Role-playing: experimenting with identities that pupils have seen represented in pictures.
- Telling a story from pictures used by the educator to enhance the pupil's creativity and own sense of storying.

Concrete examples on how to use this pedagogical approach with a books from the IDPBC catalogue

This pedagogical approach can be used with more than one book from the IDPBC catalogue, although it is recommended that the educator just focuses on one picture book at a time and more thoroughly.

The educator selects 4 books from the IDPBC catalogue for the age range 4-6. Within those, sets of pictures from those picture books are selected, photocopied and distributed to groups of 3 pupils. The pupils are asked to select 3 to 5 characters they would like to be their relatives or members of their family. They are expected to say why they chose those characters.

The educator explains then that the whole class will create a family that will include some of the characters selected by the pupils. The educator talks to the pupils about the concept of family using the notion of several generations under the same rook, cross-cultural families (ethnicity, religions, cultures, nationalities …) so that pupils develop the notion that families may be heterogeneous and diverse from their own.

stereotypes, and enhance acceptance of diversity, as purported by IDPBC. A that they have created from the pictures, by suggesting that they all tell about a family party. When the story has been shared by all, a role-play follows of that family party for which the pupils will create the necessary props (costumes, body paintings, accessories like glasses, crutches and necklaces, etc.). The role-play can be repeated as often as pupils like. Photos should be made of the role-play.

Later, in the reading corner, pupils explore the picture books from which the pictures they played with originated. Helped by the educator they select one of the books to hear the story told.

Lastly, an exhibition can be posted on the class wall on the theme 'Families': it will include the photos of the role play and pictures from the picture book the pupils selected to be read/told in class.

Supportive literature/bibliographic evidences

Azevedo, F. (2015). Apontamentos sobre a construção cultural das representações da família na literatura infantil portuguesa contemporânea. Tropelías. Revista de Teoría de la Literatura y Literatura Comparada, 23, 14 -21.

Botelho & Rudman (2009). Critical Multicultural Analysis of Children's Literature: Mirrors, Windows and Doors. New York: Routledge.

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Morgado & Pires (2010). Educação Intercultural e Literatura Infantil. Vivemos num mundo sem esconderijos. Lisboa: Colibri.

Ponciano, L. and Shabazian, Ani (2012). Interculturalism: Addressing Diversity in Early Childhood. Dimensions of Early Childhood. 23, 40(1), 23-29. Retrieved http://www.southernearlychildhood.org/upload/pdf/Interculturalism___Addressing_Diversity_in_Early_Childhood___Leslie_Ponciano_and_Ani_Shabazian.pdf

Reynolds, K. (Ed.) (2005). Modern Children's Literature. An Introduction. New York, Palgrave Macmillan.

Tucker, N. and Gamble, N. (2001). Family Fictions. London, Continuum.

Websites providing information about the pedagogy/pedagogical approach

Center on Social and Emotional Foundations for Early Learning: http://csefel.vanderbilt.edu/

National Center for Children in Poverty – putting research to work for children & families http://www.nccp.org/publications/pub_882.html

https://tinybop.com/apps/me

Part 2: IDPBC Didactic Units

This part of the IDPBC Guide presents Didactic Units that aim to offer a collection of classroom activities designed to enhance inclusion by using picture books from IDPBC Catalogue for children aged from 4 to 12.

Each didactic unit identifies a thematic area (unit title) and a set of books selected from the IDPBC Catalogue in order to develop 3 interconnected lesson plans that contribute to achieving several educational objectives related to identity and diversity issues, focusing on inclusion. These sample activities incorporate picture books considered significant for promoting inclusion, tolerance and respect and they form a “Pool of Activities” meant to be used as an important educational resource, on the one hand, and as a starting point for further classroom activities, on the other hand.

The lesson plans, all presented on a common template, include:

- Educational objectives;
- Step by step activity description;
- Texts and other materials to be used;
- Evaluation;
- Notes to the teacher;
- Suggestions for further activities.

The lessons included in the didactic units were piloted and the suggestions and the feedback resulting from the piloting phase served to refine the lesson plans.

The IDPBC Didactic Units are available in the OERs as well and can be printed or downloaded separately. Units are presented in the table below, also taking into account lesson titles, the books to be used and the age group.

Lesson Titles	Books to be used	Age group
	My Travelling Family	
My Family A Family on the Move A Journey is Best Measured in Friends	Migrando / Migrating Meškelionė / The bear trip Mon Ami Jim / Jack & Jim My two blankets Akim court / Akim runs Spartuotos raidės / Winged Letters	8 - 12

Lesson Titles	Books to be used	Age group
Living Happily Together		
Stereotypes: myths to eliminate Fighting Racism The Struggle of Refugees	*The Three Little Wolves* Η χώρα με τους παράξενους ανθρώπους / The country with the strange people Το κόκκινο φόρεμα της Σαβέλ / Chavel's red dress	8 - 10
The Other Is Like Me		
What did you think the different coloured eggs look like on the inside before we broke them open Other things that are the same that look different Diversity around the globe	Os ovos misteriosos / The mysterious eggs Orejas de Mariposa / Butterfly Ears Der Blumenball / Flowers Ball	4 - 7
We Are All the Same but Also Different		
Am I different? My favourite object Helping Hands	Susan laughs Mon Ami Jim / Jack & Jim Το κόκκινο φόρεμα της Σαβέλ / Chavel's red dress Les dejeuner des loups / The wolves' breakfast	4 - 7
(Enforced and Voluntary) Mobility		
Introduction: Why do so many people migrate? Experiences, emotions and feelings attached to mobility Cross-cultural mobility	Akim court / Akim runs Migrando / Migrating My two blankets Azzi in Between	7 - 9 10 - 12

MY TRAVELING FAMILY

„My Travelling family“ unit encourages students, through a variety of reflective and interactive processes, to think about family, diversity, cultural differences found within families. Families are central to the formation of children's identity. Children often wonder if their family is a real family because it might not fit into the cultural norm. It is important to understand that there are many ways to live and form a loving, caring family. Students also gain an understanding about human mobility by exploring different experiences of immigrants, refugees. Through cooperating learning, drama activities, icebreakers and games students develop a more evolved understanding and empathy for others with different ideas, values, and life experiences.

KEYWORDS: Diversity, family, home, travel, migration, refugee, feeling different, friendship, disability, inclusion

8 -12 PUPILS AGE

BOOKS TO BE USED

Kasparavičius, K. (2010). Meškelionė / The bear trip. Baltos lankos

Crowther, K. (2000) Mon Ami Jim / Jack & Jim. Hyperion Books for Children

Dubois, C. K. (2012) Akim court / Akim runs. L'école des loisirs

Kobald, I.; Blackwood, F. (Ill.) (2014) *My two blankets* Little Hare Book

Mateos, M.C. (2010) Migrando / Migrating. Orecchio Acerbo

Leonardo da Vinci and Narecionis, V. (Ill.) (2015). Sparnuotos raidės / Winged Letters

Lesson 1 „My Family“

This lesson is designed to introduce students the diversity of families, help to understand differences and similarities between families, cultures, religions, life styles. Students use personal family histories to connect with literature. This help them develop an understanding the uniqueness of their own family. Active learning strategies such as cooperating learning, mind mapping, „Fruit salad“ game create a positive and inclusive classroom climate.

Lesson 2 „A Family on the Move“

In this lesson students will learn about human mobility. They will talk about travelling around the world, migration and refugees. Lesson integrates drama and group work for developing emotional intelligence. Students learn to identify others' emotions and understand how someone else is feeling. This will give a deeper understanding of the major global issue of migration and help to become more sensitive to the difficulties associated with relocating and being a minority in the community.

Lesson 3 „A Journey is Best Measured in Friends“

This lesson is designed to promote inclusion in the classroom. Students will experience inclusion and exclusion through active games and activities. They will learn more about blindness, cultural differences and challenges of diversity. Students will understand how they can show empathy toward others in words and actions, how to build relationships with other people.

Learning Outcomes of the whole unit

Knowledge

Describe different types of families, similarities and diferences of families; understand key concepts of *human migration*; define words „immigrant“, „emigrant“, „reffugee“; can identify and name the feelings of people who must leave their home and come to an unfamiliar place without the tools they need; understand the experiences and journeys of migrants; understand some of the challenges that students with disabilities face each day; understand how they can show empathy toward others in words and actions.

Skills

Ability to work within a team; speak and listen to support understanding in the exchange of diverse ideas/perspectives; respect the diversity of individuals, groups, cultures; identify and define problems/conflicts and devise creative, rational, logical solutions; appreciating and respecting personal and cultural differences.

Competences

Communication, social, global awareness and intercultural competences.

Lesson 1 „My Family“

EDUCATIONAL OBJECTIVES

- explore the diversity of families
- understand, appreciate and respect similarities and differences of families in their classroom and school
- identify common characteristics within all families
- exhibit pride in their own unique families without judging other families

ACTIVITIES

5 **Sticky-Note Brainstorming.** What does family mean to you? Write the sentence starter „A family is....“ on a board and read it aloud. Ask students to write a word, series of words or draw pictures on a sticky note to complete the sentence. Put all sticky notes on the board. What do you notice?

Introducing picture book „The bear trip“. Before introducing the book, encourage students to pay attention to different kinds of families that they see in the book. Observe the picture on the first page and encourage students to describe the family of brown bears, home and settings in the illustration. On the next few pages ask students to notice to the all the families that are different from the first illustration. Go through pictures of white bears in the North, raccoons in North America, koalas in Australia, pandas in China. Take a closer look at some different aspects of families and their lives. Some of the topics to feature include homes, jobs, clothes, food, tradition, religion. Ask your students to think about:

- What do you see in the picture?
- Do you see a family or home that looks like yours?
- How the families or the way they live differs from your family?
- What are some things in the picture that *are similar to your family*?

5 **Mind mapping.** Ask students to identify what makes one family different from others and write it together with whole class in a bubble map on the board.

5 **Game „Fruit salad“.** Form a circle of chairs that is one chair less than a total number of students. One student stands in the centre of the circle. He needs to say something about family. For example, “My family live in a city”, “I have a brother/sister”, „My family likes to travel“. If this statement applies to someone sitting in the circle, that student has to move from his or her seat and sit in a different chair. The student in the middle tries to sit down. There'll be one student left without a chair - he will be the next person in the middle of the circle. The standing person starts a new round by saying a different statement. If

5 **Introducing picture books „Winged letters“, „Mon Ami Jim“.** Present families of ostrichs, eagles, pelicans from picture book „Winged letters“ and families of crows, seagulls from book „Mon Ami Jim“. Work together to define their family values. Ostrich – love and care, eagle – generosity, dignity, leadership, pelican – selflessness, crow – adventures spirit, freedom and solitude, seagull – community and social.

5 **Pair work.** Ask students to find a partner and talk about what are their family values. What things are most important to your family? What is the most important thing your parents taught you? What will you teach your children? What's your favorite thing about your family?

5 **Discussion.** How does having different kinds of families make the world and our classroom community a richer place? What would the world be like if all families were the same?

5 **Mind mapping.** Come back into groups of four. Talk in groups about similarities of families. What are some important things in all families? What all families have in common? What makes group of people a family? Create a circle map:

- In the center of your paper write the topic „Family“.
- Then draw a circle around it.
- Brainstorm all of your thoughts about this topic and write or draw them around the circle.
- When you're finished, draw a large circle around everything.
- Summarize – love and care for each other makes us a family.

10 **Reflection.** Do you want to change or add something in your sticky note „Family is...“ ? Why?

TEXTS AND OTHER MATERIALS TO BE USED

Bubble map, circle map template https://hcms-resources.wikispaces.com/Thinking+Maps

Fruit Salad game https://www.youtube.com/watch?v=bj1XEmnj2uc

EVALUATION

Are all students participating in the discussion? Can students describe differencies and similarities of families? Can students name that the common bond that holds all kinds of healthy families together is love and caring?

NOTES TO THE TEACHER

It is very important to include and celebrate the broad scope of human experience with family across differences including race, ethnicity, economic class and family structure. There are many ways to live and form a loving, caring family: mother and father headed families, single parent families, families headed by members of the extended family, step-parent families, adoptive and foster families, adult-only families, families from different cultures. It is essential to create a positive school climate that fosters respect and acceptance of all.

SUGGESTIONS FOR FURTHER ACTIVITIES

One Word Collage. How would you describe your family in one word? Choose one word, cut letters and pictures from the magazines or newspapers, create a collage that expresses you and your family.

Family Constellations. Have the children cut out pictures of people from the magazines until they have a pile of fifteen or so. Then have them mount the pictures on the paper in family units. Encourage them to create as many types of families as possible – single-parent, extended, interracial, stepfamilies, etc. Remind them that families may live in two or more households.

Family Diversity Scavenger Hunt. Visit the library and research the kinds of families that are in the books and magazines at the library. Divide students into groups and ask each group to find 10 books that include a story or pictures of a family or families. Describe what the family (or families) in the book look(s) like. Choose categories and graph your results from the book search. Research families using socioeconomic, ethnic, racial and gender categories. Include discussion of multi-racial families in your research. What kinds of families are shown most often? Least often? Ask students how they think kids whose families are not represented might feel when they never see their families in any of the books they read.

Lesson 2 „A Family on the move“

EDUCATIONAL OBJECTIVES

- explore different reasons why do people migrate to another country
- learn about migration and the experiences of the migrants
- learn what a refugee is, engage students' common humanity to explore refugees' experiences and needs
- learn to identify others' emotions and understand how someone else is feeling
- become more sensitive to the difficulties associated with relocating and being a minority in the community

ACTIVITIES

5 **Brainstorming.** Ask students „Why people move?“. Give them a minute to think and then write all student's answers on the board.

5 **Introducing book „The Bear Trip“.** Go through the book and ask why are these bears travelling. Identify and name the feelings/emotions of the characters (overjoyed, excited, happy, loving, grateful, peaceful, confident, curious, energetic, suprised, touched, friendly).

10 **Drama game.** Divide students into groups of 6. Ask each group to choose a characters and emotions from the book and prepare a play that displays these emotions.

5 **Introducing book „Migrando“.** Spend time looking at the cover and talking about the book's title. How do you understand the picture? What are similarities between birds and people? Based on those two things, make a few predictions about the story. Explain terms „migration“, „emigrant“, „immigrant“ and take a "picture walk" through the pages of the book. While students are looking at the pictures, they should be thinking about the following questions:

- Where did the people in the pictures come from?
- Why did the people in the pictures decide to move?
- What was it like for the people in the pictures when they first arrived in the new country?
- Was it easy or difficult, why?

10 **Drama game.** Divide students in group of 6.Ask them following questions: Imagine what it would be like if their family had to make such a journey. How would they feel if they had to leave all of their things behind? What would they bring with them if they could only fill one backpack? What do they think the most difficult part of the journey was and why? It is important for the students to express their thoughts and feelings about this story and for them to understand the extent to which many families must go in order to be safe and have opportunity. Identify and name feelings/emotions of the characters (angry, sad, nervous, frustrated, fearful, homesick, lonely, confused, depressed, anxious, worried, hopeful). Each group creates a sculpture „Migration“ using their bodies and facial expressions. Every member of the group should comprise some part of the entire sculpture.

5 **Introducing book „Akim court“.** Ask students to look through the pictures of Akim's life in a refugee camp. Introduce the subject of refugees. Check that students know what is meant by the word. Explain the terms „refugee“, „refugee camp“. (A refugee is someone who has had to leave their home country to find a refuge: a safer place to live.) Spend a moment thinking about what it is like if you are not safe in your home. Then ask students to say what aspect of their home they would miss most. Could they take it with them if they had to settle into a new place? Ask students to imagine that they have been a refugee in an unfamiliar place for over a year.

15 **Activity „Present, past, future“.** Divide students in group of 6. Give each group a sheet of paper. Divide the sheet into 3 equal parts. In the middle part of the sheet write „Present“, on the left – „Past“, and on the right – „Future“. Ask students to ilustrate or write about Akim's present life. What are the needs of children in refugee's camp? Then draw or write what might have happened in the past and future. Share your works with all students. After you can ask to pick and play one episode from past, present or future.

5 **Reflection.** What is the difference between travelling to another country for a holiday and being a migrant or refugee?

TEXTS AND OTHER MATERIALS TO BE USED

Explain term refugee by watching this video
https://www.youtube.com/watch?v=WqQwVTwqdVY

EVALUATION

Can all students explain what is the difference between travelling to another country for a holiday and being a migrant or refugee?

NOTES TO THE TEACHER

Teaching about migration, the global refugee crisis require special sensitivity. The activity might be especially intense for students with a personal connection

to the issue. Teachers should help promote careful consideration of the topic and work to make their classrooms a safe place for all students.

SUGGESTIONS FOR FURTHER ACTIVITIES

Fairy tales. Watch these UNICEF videos. Choose one unfairy tale and create happy ending.

Unfairy Tales: Malak and the boat
https://www.youtube.com/watch?v=2UMjSZaMY2Y

Unfairy Tales: The story of Ivine and Pillow
https://www.youtube.com/watch?v=3scOr_d9Dwo

Unfairy Tales: Mustafa goes on a walk
https://www.youtube.com/watch?v=2mfkYtZkPVQ&index=3&list=PLzfcpxK7Y8rRkCl5-rJFzwSv-Lpf94TS8

Mapping refugee's journey. Watch 360 VR Video „The Displaced“. For the full effect, watch it in a Google Cardboard viewer.
https://www.youtube.com/watch?v=ecavbpCuvkI&t=13s

Find and shade on the outline map countries where these kids live. Find information where do major refugees go. Draw lines and trace a journey where could these children move to find a safe living place.

Lesson 3 „A journey is best measured in friends“

EDUCATIONAL OBJECTIVES

- Understand that our communities are made up of diverse people
- Through activities learn more about blindness/visual disability, challenges of cultural diversity, promote inclusion in the classroom community
- Encourages students to show empathy toward others in words and actions
- Learn to build meaningful relationships with other people in classroom community

ACTIVITIES

5 **Discuss your classroom community.** What does the word *community* mean to you? How and why is our community special?

5 **Introducing book „Winged Letters“.** Introduce a topic about blindness / visual disability to students and show a picture book with Braille. Explain how students who are blind use this type of writing to read.

5 **Blind walking.** Explain that everyone is going to have a chance to see what it feels like to be blind. Have students pair-up with one other student. One closes his eyes and the other guides him as they 1 min. walk around the room, avoiding other players. This is a silence activity. Exchange roles after a while.

5 **Reflect about their walk:**
How did it feel to not be able to see?
Was it hard, easy?
How does blindness affect school life?

5 **Think-pair-share.** People with disabilities often face insensitivity that can make it difficult for them to interact with others. How can we best make child who may be blind or have a visual disability feel comfortable and include them into our community?

- Think: Students think independently about the question that has been posed, forming ideas of their own.
- Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- Share: Student pairs share their ideas with a whole class.

5 **Introducing book „Mon Ami Jim“.** Take a "picture walk" through the pages of the book. Why seagulls were not tolerant and friendly toward crow? What does it mean to be tolerant? How Jim and Jack handle rejection? How you can deal with someone who doesn't like you or excludes you from group?

5 **Think-Group-Share.** List some ways that you could show empathy and tolerance for classmates, friends, and family members.

5 **Introducing book „My two blankets“.** Go through the pictures of the book. Ask students to describe what the local girl did to be a friend to Cartwheel. What Cartwheel did to be a friend to the local girl? What would you do in this situation?

5 **Drama play.** Ask students to form small groups of three to four and create a short drama about making others feel welcome in a new country.

5 **Debriefing and reflection.** How can you let other people know you care through words and actions? How can you use your strengths to help other members of your classroom community?

EVALUATION

Are all students participating in the activities?

NOTES TO THE TEACHER

Children and families from diverse backgrounds may face a range of challenges. Settling in a new country or community can be complicated. It is important that people who have migrated have access to support to help them settle into their new community. Not knowing how things work in the new community can make resettling more challenging and stressful. Family, friends and others who would normally provide support may have been left behind in the move. There can be feelings of loneliness, isolation or worry for those left behind. These difficulties affect all members of a family.

Language barriers can undermine people's confidence, make everyday life harder and make it harder to form social connections.

SUGGESTIONS FOR FURTHER ACTIVITIES

Inclusion/Exlcusion game. In order to increase the impact of the game, it is important not to reveal to the children the results that you are seeking, i.e. to have them experience inclusion and exclusion. This activity takes place in 2 stages.

1 stage: Inclusion

1. Prepare the coloured stickers. The total numcer of stickers should equal the numbers of players, but there should be 2-6 different colours.
2. Ask the children to form a circle with everyone facing the outside of the circle.
3. Ask the children to close their eyes and tell them that you will be placing a coloured sticker on their fore-heads. Every child will know the colour of the other children's stickers but not their own.
4. Ask the children to walk around the play area. At your signal, tell the children to group themselves with children with the same colour sticker. They must do this without speaking. Make sure every child is included in a group.
5. Start the game over by putting a new sticker on every one's forehead. This time ask the children to form groups where everyone has a different colour sticker. Make sure every child is part of a group.
6. You can repeat the game at third time. This time, distribute stickers so as to form groups of different sizes. For examples, if you have 10 players, distribute 2 green stickers and 8 yellow ones. Make sure that every child is included in a group.

2 stage: Exclusion

1. Repat the game a fourth time, placing new stickers on the children's foreheads. This time, distribute the stickers in order to form 2 groups of around the same size. However, make sure that one child is excluded by giving them a colour that is different from the others. For example, if you have 10 players, distribute 5 green stickers, 4 blue stickers and 1 red one.
2. Observe the different reactions.

Reflection.

Start a discussion on exclusion and the children's experience when they were the victims of exclusion or were responsible for it.

- How did you feel when you found a group of people you coul join?
- How did you feel when you couldn't find a group to join right away? Were you afraid that there was no group for you?
- (To the child who was excluded in Stage 2 of the game). How did you feel when all the every group rejected you?
- Have you ever had similar experiences at school or with your friends?
- Have you ever excluded friends, telling them that they could not play with you?

Game „Crossing the Line“

- Have everyone line up facing the same direction. Put a line of tape or ribbon down the center of your area. If there's no space for this, you can have everyone stand in a circle and step in and out. Or you can have students remain at their desks and stand up/sit down.
- Explain that you're going to read a series of statments. If statement is true for them they should cross the line, turn around and look at the group, and then walk back to their place.
- Warn that some questions are personal. It's perfectly alright if someone isn't

comfortable crossing the line and everyone has the option to choose when they cross the line.

- The activity must be done in absolutely silence. There are no judgement of anyone for crossing or not crossing. If you know something is true for someone and they choose not to cross, respect their privacy and don't call them out.
- Read the statements:

  Cross the line if...
  You are female.
  You have a brother.
  You prefer the city.
  You enjoy sports.
  You take a bus to school.
  You wear glasses or contact lenses.
  Your parents are divorced.
  You prefer vanilla to chocolate.
  You like to play computer games.
  You know someone with a disability.
  You have seen someone beign bullied and didn't do anything about it.
  Sometimes you get scared.
  Feel like your family is proud of you.
  You are an only child.
  You cried in the last month.
  You like to listen to music.
  You have a grown-up in your life that you really trust.

How did you feel when there were lots of people on your side of the line? How about when there were very few people on your side of the line? Was there ever a point when the whole class crossed the line? Were you ever the only person on the line? How did you feel? What does it feel like to be excluded?

LIVING HAPPILY TOGETHER

The unit addresses a series of global problems as a result of which many people today suffer. Specifically, through the stories pupils are given the opportunity to meet the impact of bullying, discrimination, racism and xenophobia as experienced by the victims. Furthermore, the unit examines the aspect of refugees and the problems children face in settling in the host country. Overall, the unit targets on raising pupils' awareness on human rights, on identity- and diversity-based inclusion, on peaceful co-existence among all people of the world and aspires that pupils will accordingly develop the appropriate moral values and attitudes.

KEYWORDS: bullying, aggression, hatred, stereotypes, acceptance, racism, discrimination, xenophobia, diversity, immigration, refugee people, migration, poverty, resettlement

8 - 10 PUPILS AGE

BOOKS TO BE USED

Trivizas, E., Oxenbury, H. (Ill.) (1993) *The three little wolves and the big bad pig /* Τα τρία μικρά λυκάκια. MINOAS

Michailidou-Kadi, M., Stamatiadis, D. (Ill.) (2014) *Chavel's red dress /* Το κόκκινο φόρεμα της Σαβέλ. Parga

Andrikopoulos, N. (2006) *The country with the strange people /* Η χώρα με τους παράξενους ανθρώπους. Kalendis

Lesson 1 „Stereotypes: myths to eliminate”

The key idea of the lesson is that in the book 'The three little wolves' there is role reversal from the classical story of the 'Three little Pigs' which allows students to challenge stereotypes. Students compare the two stories to identify similarities and differences. Through a theatrical game students explore and describe the feelings experienced by the bullied. Students develop a certain vocabulary relative to the feelings of the victim and create a words cloud with Wordle.

Lesson 2 „Fighting Racism“

With the use of the story 'The country with the strange people' students explore racist behaviour and the feelings experienced by the victim. They are given the opportunity to act in a theatrical game and learn to respect diversity and condemn actions of discrimination and marginalisation. In the lesson students are encouraged to create anti-racists slogans which are used to create a poster.

Lesson 3 „The Struggle of Refugees“

In this lesson students meet the anxiety and sadness as experienced by a refugee girl, Sabel, who struggles with her family to settle in the host country. Students watch videos of refugees packed on old boats risking their lives to reach Europe via the Mediterranean Sea. Students use Padlet application (virtual wall) to post their views.

Learning Outcomes of the whole unit

Knowledge

Children are expected to be able to:

- Explain in their own words the meaning of the words stereotypes, bullying, xenophobia, discrimination and racism and identify the relation between them i.e. racism could take the form of bullying.
- Develop and use a relative vocabulary to describe negative and positive feelings and emotions (e.g. fear, anxiety, insecurity, sadness, nostalgia, disappointment, bitterness, relief, happiness, excitement, etc.)
-
- Refer to some of the articles from the Universal Declaration of Human Rights of the United Nations.

Skills

- Retell the key points of a story with the use of the question words who, where, when, how and why.
- Decode the message of a story.
- Use their imagination to continue a story or give a different ending.
- Use certain tools and applications: Padlet to poster on a virtual wall, Toondoo to create comic story and Wordle to create digital words cloud.

Competences

- Develop a positive attitude towards reading books.
- Condemn and stand up against any actions of racism, bullying and discrimination.
- Defend people's human rights under threat and exhibit respect and acceptance to diversity.

Lesson 1 „Stereotypes – myths to eliminate “

EDUCATIONAL OBJECTIVES

- Retell the key points of the story using the questions words who, what, where, when and how as guidelines.
- Compare two stories and identify similarities and differences.
- Critically examine and review stereotypes.
- Describe the feelings experienced by a victim who is being bullied.

ACTIVITIES

3 Teacher projects on the whiteboard a cover picture from any book of the traditional version of the 'The Three Little Pigs' and asks children to recall and briefly retell the major points of the story.

2 Teacher projects on the board the cover picture of the book 'The Three Little Wolves' by Eugene Trivizas and asks children to imagine what the story might be about.

15 Teacher reads the story while projecting on whiteboard pictures of the story taken from the book. Alternatively, the teacher may project the Video 'The Three Little Wolves' (15 min.), a dramatization of the story.

5 Children answer questions orally relative to the story retell concept: who, what, where, when, and how.

10 Children, in small groups, compare the stories 'The Three Little Pigs' and 'The Three Little Wolves' to identify major similarities and differences between the two.
Children from all groups announce their findings and teacher notes them on whiteboard.
A whole-classroom discussion follows in regards to the swap of the roles in regards to the character of the wolf and the pigs. Teacher introduces the term 'stereotypes' and writes it on the whiteboard.

15 Children play the 'Freeze Game'. The objective of the game is for students to experience the feelings experienced by the victim being bullied (fear, humiliation, embarrassment, threat, exclusion, upset, anger, etc.). The words may be are inserted into Wordle to create a cloud of words.

10 Children in groups continue the story on worksheet 'Continue the story' and prepare to act the scene where the little wolves talk to their mother after they became friends with the Pig.

TEXTS AND OTHER MATERIALS TO BE USED

- The book 'The Three Little Wolves and the Big Bad Pig' by Eugene Trivizas.
- PowerPoint Presentation 'Pics of The Three Little Wolves' or the Video 'The Three Little Wolves' (15 min.)
- Worksheet 'Compare 2 Stories'.
- Instructions for the 'Freeze Game'.
- Wordle application http://www3.wordle.com/

EVALUATION

Evaluation sheet 'The Three Little Wolves Evaluation’

NOTES TO THE TEACHER

Attached document for the teacher 'Stereotypes in Literature'.

SUGGESTIONS FOR FURTHER ACTIVITIES

- Students dramatise certain extracts of the book.
- Students create a poster or a drawing
- Students create a comic strip/story with the use of ToonDoo application http://www. o.com/

Lesson 2 „Fighting Racism“

EDUCATIONAL OBJECTIVES

- Recognise the characteristics of racist behaviour and condemn it.
- Critically discuss the issue of racism and the negative feelings experienced by the victims.
- Develop the values of respect and acceptance to diversity.
- Suggest ways of eliminating racism in their school environment.

ACTIVITIES

2 Teacher shows children the book 'The country with the strange people' , reads the title and asks them to guess 'What might be strange with the people of this country?

12 Teacher reads the story 'The country with the strange people' up to the point where Porphyrios returns to his country Aspriki after he was released from prison in Kokkinistan and asks children to give their own ending to the story.

3 Teacher completes reading of the story.

8 Children answer orally a set of teacher's questions relative to the comprehension of the story:

- What is the name of the main character and what problems does he face?
- How do people treat him? How does this make him feel? How does this make you feel?
- What did he decide to do? What happened on the boat? What happened in Kokkinistan?
- What did he do when he returned to Aspriki? What happened in the end?

8 Children work in groups to study a set of two pictures and write the feelings of Porphyrios in each one of them (Worksheet 'Porphyrios-Feelings'). Children announce and justify their answers. Teacher notes the words on the whiteboard and children copy them in their textbooks.

8 Dramatization Game 'Countries with strange people'.
Teacher asks children to move around the classroom and act as citizens of a county where people have strange ways of (a) greetings, (b) walking, (c) laughing, and (d) speaking.
Teachers asks children for any experiences they might had where a person was a victim of racism.

9 Children in groups write anti-racists slogans on stickers which are placed on A2/A3 carton to create a poster.

TEXTS AND OTHER MATERIALS TO BE USED

- The book 'The country with the strange people'
- Worksheet 1- Porphyrios-Feelings
- Stickers, A2/A3 carton

EVALUATION

Written exercises in Worksheet 'Evaluation of Country with Strange People’

NOTES TO THE TEACHER

Teacher could refer to the articles of the Universal Declaration of Human Rights from the United Nations official site http://www.un.org/en/universal-declaration-human-rights/)

SUGGESTIONS FOR FURTHER ACTIVITIES

Children explore and discuss on the way the European Union is dealing with the refugee matter. Refugees are people fleeing war and persecution in countries such as Syria, Afghanistan, Iraq and Eritrea.

Lesson 3 „The Struggle of Refugees“

EDUCATIONAL OBJECTIVES

By the end of this lesson, students will be able to:

- Refer to the problems that refugees encounter when settling to the new place.
- Know some basic worldwide facts and statistics in regards to the issue of refugees.
- Acknowledge and sympathise with the feelings that refugee children experience in settling in the host country.
- Suggest ways for supporting refugee children that possible attend at their school.

ACTIVITIES

3 Teacher shows a photo of a refugee child and asks children to talk about it and about refugees.

5 Children watch one or two videos (duration 1' each: 'Thousand_Refugees_Died_2016' and 'Tragedy_in_Med_with_Refugees') about refugees fleeing to Europe via the Mediterranean Sea. Teacher presents key statistics on refugees and explains the terms refugee, migrant and stateless.

10 Teachers sets a pre-reading question 'Why does Sabel want to wear the same dress all the time?' Teacher or students read the story 'Sabel's Red Dress' by Marina Michaelidou-Kadi and answer the question.

10 Children answer questions orally relative to the story retell concept:

- Who is Savel? What do we know about her and her family? Where might Savel be from?
- Why did Savel leave her country? Where is she now and how does she feel?
- What problems does her family face? How do people at school treat her?
- Why does she want to wear her red dress every day? What happens at the end?

10 Teacher asks children to find in the story the parts which indicate that Sabel misses and loves her home land.

7 Teacher asks children to write one thing that they would take with them in case they had to flee to a foreign country as refugees and explain their decision.

15 Children in pairs or in small groups work on Worksheet 1 'Sabel's Feelings' and announce their answers. In exercise C children use the Padlet application to post their answer.

TEXTS AND OTHER MATERIALS TO BE USED

- A copy of the story 'Sabel's Red Dress' for each student.
- Videos: 'Thousand Refugees Died in 2016' (1'), 'Tragedy in Mediterranean with Refugees' (1')
- PowerPoint Presentation 'Sabel's Red Dress'
- Worksheet 1 'Sabel's Feelings'
- Padlet application at https://padlet.com

EVALUATION

Children write up a short letter (app. 100 words) based on the scenario that Savel is writing to her grandmother a few days after she arrived in the host country.

NOTES TO THE TEACHER

The story relates to the Cypriot refugees who left their land in 1974.

Amnesty International
https://www.amnesty.org.uk/sites/default/files/activities_-_seeking_safety.pdf

SUGGESTIONS FOR FURTHER ACTIVITIES

Interactive Game on Refugees by UNHCR:
http://www.taxidifygis.org.cy/game_cy.html

A comic book story of a refugee fleeing conflict
http://webapps.redcross.org.uk/RefugeeWeekComic/

Irene – The story of a refugee child
https://www.youtube.com/watch?v=WQJhuAfVTqo

THE OTHER IS LIKE ME

This unit ranges in the field `Man and Society` and its main purpose is to teach children that despite the way people look on the outside they are the same inside. As in pre-school education reading the illustrations is an important part of the teaching methodology, the learning objectives of this unit are aimed at by using illustrated books. The teacher should take into account the fact that illustration (picture) is a complex stimulus, while pupils' ability of perceiving independently and analytically is reduced, so there is a need for guidance in interpreting illustrations within classroom activities.
By asking questions and offering explanations, the teacher aims to orient pupils' attention towards the main objective of the unit, which is to make pupils aware of the similarities between people and of their importance.

KEYWORDS: integration, inclusion, respect, equality, friendship, helping each other, feelings, unity, diversity

4 - 7 **PUPILS AGE**

BOOKS TO BE USED

Laube, S.; Leffler, S. (Ill.) (2005) Der Blumenball / Flowers Ball. Wien: Annete Belz Verlag

Aguilar, L.; Neves, A. (Ill.) (2008) *Butterfly Ears /* Butterfly Ears. Pontevedra Kalandraka

Soares, L. D.; Bacelar, M. (Ill.) (1994) Os Ovos Misteriosos / The mysterious eggs. Afrontamento

Lesson 1 „What did you think the different colored eggs look like on the inside before we broke them open“

This lesson main objective is to make children more familiar to expressing their opinion about the different animals, to use language structures appropriate to their age in order to communicate what they think about animals' world, about the relations in a family.
The topic of the lesson is the difference, so the children are encouraged to express their attitude towards the difference between animals, as well as towards solidarity, help and respect, in spite of the differences, especially by drawings.

Lesson 2 „Other things that are the same that look different“

The focus in this lesson is discusing the difference, identity and self-confidence, both referring to the main character of the story Butterfly Ears, and to other children that can be considered strange, thus excluded by the majority.

This lesson also aims at making the children understand the role of difference, acceptance and appreciation.

The pupils are expected to develop not only their ability in expressing the opinions about a given topic, but also their ability to cooperate in a group accomplishing a task.

Lesson 3 „Diversity around the globe“

The activities developed in this lesson aim to encourage children's critical thinking and memory, as well as their communication skills with respect to a topic that contributes to their better integration in a group/community.

Retelling a story using the illustrations as support helps children express and discuss about the events and characters in the book, explaining the difference between them.

By choosing the characters that could go well together and motivating their choice, the children are guided to understanding that things/beings that seem to belong to opposite groups can become a team.

Learning Outcomes of the whole unit

Knowledge

By the end of the unit, the pupil will be able to:

- Give examples of rules necessary for a normal integration in community;
- Describe his/her own responsibilities in the small group he/she belongs to;
- Identify situations which are not correct with respect to the rules functioning in society;
- Recognize the characters in the stories/illustrated books they discuss about.

Skills

By the end of the unit, the pupil will be able to:

- Characterize a person/a friend/a character in a few words;
- Express the acceptance of the diversity of opinions, attitudes, appearances;

- Work in a group with a view to accomplish the tasks;
- Watch and notice the illustrations;
- Describe the elements which the illustration is made out of;
- Select what is essential in the illustration and in the characters of the stories.

Competences

By the end of the unit, the pupil will be able to:

- Experience positive feelings in his/her relations with the people around him/her;
- Manifest friendship, tolerance, harmony and self-control;
- Show trust, sincerity, courage in relation to himself/herself or the others;
- Accept and offer help, disregarding the way the others look like, as long as they are his/her peers;
- Adapt his/her behavior to the rules/requests of the group he/she is part of (family, class, playmates).

Lesson 1 „What did you think the different colored eggs look like on the inside before we broke them open“

EDUCATIONAL OBJECTIVES

This lesson aims to get children become more familiar to expressing their opinion about the different animals.

Another goal is to make the pupils develop their skill of using the appropriate language structures to express their opinions, according to their age.

The topic of the lesson is the difference, so the children are encouraged to express their attitude towards the difference between animals, as well as towards solidarity, help and respect, in spite of the differences, especially by drawings.

The children should interact with their colleagues and work in groups.

ACTIVITIES

5 The teacher brings in the classroom a toy hen from the “Tales Land”. This toy asks the pupils questions, 'translated' by the teacher, about the tales or stories the pupils learned about, during their previous pre-school activities.

5 Then, the toy hen asks the children to listen to her story, and the teacher begins to read a short fragment of the story.

10 After the introductory fragment read by the teacher, the children, who have the illustrated book at hand, are encouraged to observe the illustrations. The teacher organizes them in pairs and asks each pair questions about an illustration, trying to help the children tell what they think the illustration expresses. Thus, the children get to 'read' the illustrations, and each time a child tells an episode of the story, the teacher asks the toy hen to say whether this is true or not, according to the book. This dialogue aims to make the story more alive and interactive, so the children come to know the content of the story by means of illustrations and the main character.
The teacher points out the values and attitudes of friendship, collaboration, tolerance between the characters in the story.

10 The children are given paper and coloured pencils and are asked to draw first the egg, then the animal-character in the story they consider to be the most helpful. All the drawings are posted on a wall and the child.

TEXTS AND OTHER MATERIALS TO BE USED

- several copies of the book The Misterious Eggs;
- illustrations from the book;
- toy hen;
- paper sheets, coloured pencils. ren are encouraged to express their opinions about the characters they have chosen.

EVALUATION

The teacher assesses the way the children 'read' the illustrations. He/she makes general appreciations about their version of the story, then the teacher congratulates the pairs with many good answers.

NOTES TO THE TEACHER

The teacher has to arrange the furniture in the classroom, so that each child can see all the other colleagues, as well as the teacher, and also to provide illustrated books for each pair of children.

He/she must elaborate a set of questions related to the topic of the lesson.

The teacher guides the discussions in the group and finally defines the specific values suggested by this story: family, friendship, tolerance.

SUGGESTIONS FOR FURTHER ACTIVITIES

The hen offers the children toy eggs, as a reward. The teacher might ask the children to paint these eggs in different coloures, patterns, so that they represent eggs of different animals. Then, children may create a short story of their coloured egg, which they might tell in their class.

The teacher can ask the children to combine their stories, in groups, then to act in front of the class. The general topic could be friendship and the children are encouraged to create stories of different animals which become friends.

EDUCATIONAL OBJECTIVES

This lesson aims to get pupils discuss difference, firstly with respect to the main character of the story, but also with respect to the other children in the pictures from the book that are very different from one another.

This lesson also aims at making the children understand the role of difference, acceptance and appreciation.

By the activities accomplished in this lesson the pupils are expected to develop their ability in expressing the opinions about a given topic, for example what children who have physical or cognitive disabilities could teach them.

ACTIVITIES

5 **Energizer:** “Stand up or sit down!”: Children sit and the teacher reads a list with information, one by one. Children are told to stand up when they hear a sentence which suits them, something which is true about them. Examples of personal information:

- I am blond.
- I am not tall.
- I like chocolate.

This introductory activity shows the children that there are differences between them, preparing them to being introduced the story *Butterfly Ears*.

5 The teacher proposes an exercise of creativity development: 'Draw as many beings that look unusual/funny/strange'. Children are organized in groups of 3, and, when they finish drawing, they are asked to explain what is the funny/strange feature of the beings represented by each group.

10 The teacher gives the children copies of the illustrated book *Butterfly Ears*, asking them to notice the illustrations and the characters represented in the pictures. The questions asked by the teacher help pupils get to the thread of the story. For example, the teacher could guide the children towards expressing the feelings of the main character, Mara, the little girl who is excluded by the others.
They are asked to compare their drawings and the illustrations in the book. The very differences between what they represented and what the illustrator represented might be used to teach the children that being not like something or somebody else does not mean you are strange and less important.

10 **Game “Lesson on a line”**: A line is fixed from a corner of the classroom to another and the teacher provides enough clamps on his/her table. The pupils summarize

the message of the lesson/story in a drawing. All the drawings are then hung with clamon the line. The children are encouraged to express their opinion about the drawings, and the teacher praises their work.

TEXTS AND OTHER MATERIALS TO BE USED

- paper sheets, coloured pencils;
- line, clamps;
- copies of illustrated book.

EVALUATION

The teacher encourages the children who discussed about being different in a positive way, about friendship and respect the identity of the children who are not similar to the majority.

NOTES TO THE TEACHER

The teacher should prepare the children for understanding that each being is important, disregarding the way he/she looks like, from the very beginning of the activity, through the energizer method. The children's answers should be commented in the direction of assuming their appearance and appreciating the others. The teacher should provide support for helping the children read the illustrations of the book, by preparing a set of questions meant to guide the children towards a positive understanding of the difference.

SUGGESTIONS FOR FURTHER ACTIVITIES

The present activity may represent a good starting point for creating the story of an imaginary friend. The children might describe and/or draw their imaginary friend and create a story about his/her appearance.

Lesson 3 „Diversity around the globe“

EDUCATIONAL OBJECTIVES

The activity of retelling of literary texts/stories exposed by the teacher develops children's critical thinking and memory, as well as their communication skills. By the end of activity, children will be able to:

- Discuss about the events in the book, putting them in order;
- Express the main features of the characters, explaining the difference between them;
- Communicate their opinions about facts and characters;
- Choose the characters that could go well together and motivate their choice by a drawing.

ACTIVITIES

10 The teacher brings a cauliflower and a carrot, and presents them to the children, as a surprise. Then, she/he says that these vegetables have a story which he/she knows and wants to tell it to the children. The story, which is called *Flowers Ball*, is told to the children in a clear form, pointing out the idea of different worlds that come together, finally. Each episode of the story is represented by an illustration and the teacher posts an illustration on the flipchart when tells what happens in a sequence of the story.

10 After the content of the story is exposed by the teacher, she/he asks the children to retell the story, using the illustrations posted on the flipchart. The children are lso encouraged to observe the features of the vegetables and flowers in the illustrations and to say what is interesting/specific/cute for each character. The children may also help each other in retelling the story, thus completing the task and working together like a team.

10 In the end, the teacher brings cards with vegetables and flowers, equally in number, which are put in a sack. Each child is asked to pick a card, so two groups will be formed: a group of children who represent the vegetables and another group of children who represent the flowers. Then, the teacher helps the children form pairs (one vegetable, one flower), and invite them to dance, turning the classroom into a 'fantastic ballroom'.

TEXTS AND OTHER MATERIALS TO BE USED

- opies of illustrated book, copies of illustrations in the book;
- flipchart;

- paper sheets, coloured pencils;
- cards with vegetables and flowers;
- audio equipment for playing a song.

EVALUATION

The teacher asks children to think about flowers and vegetables that could go well together. Draw a vegetable and a fruit that could form a pair for a dance, in spite of the differences between them.

NOTES TO THE TEACHER

The teacher should offer the children the necessary support, so that they could get to retell the story *Flowers Ball*. Copies of the illustrations in the book should be posted on a flip chart, on the one hand, and, on the other hand, the teacher should prepare a set of questions that can guide the children when 'reading' the illustrations and retelling the story.

The focus of the whole activity is both developing children's communication skills and their tolerant attitude towards difference and “the other”, so the teacher should orient the questions in the direction of making the difference a positive feature.

SUGGESTIONS FOR FURTHER ACTIVITIES

A following activity might focus on other groups of objects/beings that could be considered as “opposite”, or having nothing in common, at a first glance. The children might be asked to try to find common features of the chosen groups, then create a comics telling the story of their `fight` and their `reconciliation`.

WE ARE ALL THE SAME BUT ALSO DIFFERENT

Recent studies of identity and diversity show that by the age of 3, children are beginning to be aware of different kinds of gender and ethnic identity. At the age of 4 they observe differences between people and seek explanations for those differences. Although they are not born with prejudice, they acquire stereotypes or negative attitudes towards others, whereas at the same time, they need to build a healthy sense of belonging and acceptance. Picture books offer educators the chance to analyze aspects of identity and diversity and promote value for one's self image.

KEYWORDS: difference, cross-cultural encounter, disability, respect, equality, race, immigration, friendship, war, force displacement, refugees, identity, integration, exclusion, inclusion, helping each other, emotions, feelings, unity

4 - 7 PUPILS AGE

BOOKS TO BE USED

Crowther, K. (2000) Mon Ami Jim / Jack & Jim. Hyperion Books for Children

Willis, J., Ross, T. (Ill.) (1999) *Susan Laughs*. Henry Holt & Company

Michailidou-Kadi, M., Stamatiadis, D. (Ill.) (2014) *Chavel's red dress /* Το κόκκινο φόρεμα της Σαβέλ. Parga

Geoffroy de Pennart, G. (1998) Le Dejeuner des Loups / The wolves' breakfast. L'Ecole des loisirs

Lesson 1 „Am I different?”

Children explore pictures of the 2 selected books (*Susan Laughs, Mon Ami Jim / Jack & Jim*). They are invited to notice emotions, feelings and adjectives for emotions. Then they embark in a conversation about feelings, characteristics and characters.

Lesson 2 „My favorite object“

Children are invited to look at Το κόκκινο φόρεμα της Σαβέλ / Chavel's red dress in more detail and try to figure out the emotions experienced by Chavel by putting themselves in the same situation. They choose and draw the 5 items they will take with them on their journey, but in the end, they must limit it to one. In this way they can empathize with Chavel.

Lesson 3 „Helping Hands“

Children are invited to explore the books Les dejeuner des loups / The wolves' breakfast and *Susan Laughs*. They discuss “things I can do“ and contrast it with “things I need help with.“ They create their own book in the shape of their hands with the title “Helping Hands.” Each pagehas an illustration other things they can do for others.

Learning Outcomes of the whole unit

Knowledge

- Understand different kinds of identity;
- Understand social, gender, religious, ethnic or cultural differences;
- Understand the challenges different people face every day;
- Identify emotions and feelings of different people;
- Identify feelings of people who are marginalized.

Skills

- Learn to portray difference as a possitive feature, as a way of being authentic;
- Learn to live and cooperate with “different others“ without making others feel their differentiality;
- Develop respect for otherness and value diversity.

Competences

- Cultivate empathy and encourage children to accept each other;
- Recognize what is fair;
- Develop tolerance and acceptance towards oneself and others.

Lesson 1 „Am I different?“

EDUCATIONAL OBJECTIVES

Present pictures of the 2 selected books. Invite and encourage children to understand different kinds of identity as well as the feelings of different people.

ACTIVITIES

5 First Read Aloud *Susan Laughs* without showing the last picture.

5 Ask children what they think the writer's point is since Susan does everything they do. Some question prompts:

- Do you see a child like you?
- Do you usually do what Susan does?
- Then show them the last picture that shows Susan on a wheelchair. Ask them how they feel.
- Is Susan different?
- What makes her different?
- What makes you different?

5 Then do a Read Aloud with Mon Ami Jim / Jack & Jim.

5 Show the children the pictures and ask them how Jim feels, then ask how Jack feels.

- What is the difference between them?
- Why don't the other seagulls accept Jack?
- What makes Jack different?
- Is it only his color or do other things factor in?

10 Working in pairs, find some similarities and differences with your partner.

15 At the end, every child has to present their own differences and express any feelings they may have about them.

TEXTS AND OTHER MATERIALS TO BE USED

Dress a child in a black T-shirt or black garment, and create a scenariosuch as one that might arise from an encounter between Jack and the other seagulls. Ideally, the children should brainstorm and come up with their own scenario, which they will then act out. Children should be encouraged to improvise and elaborate upon the scene using their imaginations. Alternatively, the children can act out a scene already existing in the story.

EVALUATION

Do children understand that they are different? Do they understand that each one has their own identity?

NOTES TO THE TEACHER

Teachers should emphasize the things that are different about Susan and Jack. They should talk about how a person can overcome impediments. Children need to understand that they should be grateful for being who they are. The teacher could talk about Susan's handicap and ask children if they suspected she had a handicap. It is essential to discuss that the handicapped child and/or the blackbird are able to do everything a 'normal' child or bird can do.

SUGGESTIONS FOR FURTHER ACTIVITIES

Discuss various kinds of handicaps, physical as well as emotional ones so that the children realize that handicaps fall under a broad spectrum. Some children, e.g., may not be good in maths, or they might need special therapy or medicine, or they may not hear well, or they may come from homes where there is only one parent. Discuss how a child can comfort or show empathy to another child with one of the above needs.

Lesson 2 „My favorite object“

EDUCATIONAL OBJECTIVES

Invite and encourage children to empathize and understand the hardships and difficulties that immigrants face.

ACTIVITIES

5 First Read Aloud *Chavel's Red Dress*.

10 Ask children to put themselves in the position of Chavel and imagine what she felt like. Use the following steps.
Ask children to close their eyes and imagine that their parents had just announced that they were going to move permanently from Greece to another country. Note the difference in their reactions.

10 Divide the class into those that are looking forward to the voyage and those who desperately want to stay where they are. Literally, have the children move into different physical spaces in the room depending on their response.
Ask children why they are/are not looking forward to the trip. Record results on board, putting the entries in different columns depending on the group the children are in. A Venn diagram can be completed since there are bound to be overlaps.

15 Then have each child draw on a piece of paper, five items that they want to bring along. Compare the items from the children in each group.

10 Now it's time for the children to put themselves in Chavel's shoes and select *only one* item to bring along on the trip. Note the reaction of the children. Connect their feelings and reactions to how Chavel must have felt. They should now be in a position to empathize with Chavel.

TEXTS AND OTHER MATERIALS TO BE USED

Find stories and documented evidence from people who were in similar situations as the children, who moved to a new country and became important people and famous. Stress that in the face of difficulties, people have used resources they never knew they had to survive and prosper. Two such examples are Einstein and Arnold Schwarzenegger. A contemporary example that the children are more likely to know is Giannis Antetokounmpo, the Greek-Nigerian basketball player who is currently a top player in the US.

EVALUATION

Do children understand what it means to leave their country and go to another one where the people speak, look and act differently than them?

NOTES TO THE TEACHER

Teachers should brainstorm with the class the hardships an immigrant child might encounter that moves to another country. Teachers should then analyze two separate cases: a child who is an optimist and a child who is a pessimist and see how these characteristics could help or impede them in their journey in the new country. Teachers may want to bring in material from other periods in history where entire families moved to new countries (e.g., in populating America after Christopher Columbus' discovery) and talk about survival under those circumstances. They can talk about having goals, finding solutions, and how all these things build strong character.

SUGGESTIONS FOR FURTHER ACTIVITIES

Locate clips on YouTube from refugees coming to the shores of Greece on boats, especially clips showing children. Chances are that the children in class are aware of the situation; if not, it's a good time to tell them about the tens of thousands of refugees that are coming to Greece. As they get off the boats, ask the children to observe if any of the refugee children are holding personal items. Have them guess or imagine what they might be holding or what might be in the sack of personal items that their parents are carrying for them.

Lesson 3 „Helping Hands“

EDUCATIONAL OBJECTIVES

Invite and encourage children to empathize and understand that different people have different talents. Everyone is not like us and that's what makes the world an interesting place.

ACTIVITIES

10 The teacher Reads Aloud both of the books, *Susan Laughs* and *The Wolves' Breakfast*.

10 With an emphasis on interdependence, the teacher elicits characteristics that Susan has that make her unique. The teacher asks if Susan can do all those things by herself or if she needs a helping hand.
Likewise, the teacher elicits characteristics of Lucas and Maurice that make them unique. The teacher asks if Lucas can do for himself the things that Maurice does for him. If Lucas can do some of the things, can he do them as well and as efficiently as Maurice does them?
Children should be made to see that Susan's dad lends a helping hand to help her do what she wants and likes to do and Maurice lends a helping hand to help Lucas feel comfortable and reliant on Maurice.Though Maurice's motives and Susan's dad's motives are different, the result is the same.

5 Discuss what it would be like if everyone were like us. Can they see advantages to that? What about disadvantages?

10 Talk about being Helping Hands. How could the children be helping hands at school? At home?

10 Each child traces his/her hand on 4-5 sheets of paper and in the palm section of each hand, draws different ways showing how they can help someone based on their talents. The booklets are then stapled together so that each child gets their individual booklet. Before drawing, it will help to brainstorm, so that children can get started more easily.
Finally, the children 'read' their books to the class.

TEXTS AND OTHER MATERIALS TO BE USED

A large banner is prepared in the classroom. Each child chooses one of the Helping Hands they've drawn and pastes it onto the banner along with their classmates' Helping Hands. This can literally take up one side of the classroomm and will be an effective display of how we can help each other.

EVALUATION

Do children understand what it means to be inter-dependent on other people, that it is a strength and not a weakness? Do they understand that we are meant to help others in this world? Do they realize that it is more blessed to give than to receive?

NOTES TO THE TEACHER

Teachers should use these resources as a way of eliciting positive behaviour and desire from children to help their classmates. Point out to them that all children are not alike, that some children have talents/strengths in one area, and others in another. Likewise, we all have weaknesses. It is when the children give of themselves and cooperate with each other that there is personal growth and satisfaction.

SUGGESTIONS FOR FURTHER ACTIVITIES

The concept of Helping Hands can be extended to the classroom. Children have their names on a hand and everyday it's flipped. The teacher has a list of duties, like handing out books, collecting papers, having a child responsible for student behaviour, cleanliness in the classroom, etc. and can designate one boy and one girl a day to be Helping Hands.

(ENFORCED AND VOLUNTARY) MOBILITY

In the contemporary context of voluntary and enforced mobility of people at a global scale, new problems are emerging in the ways to address social policies and action that concern the reception, integration and inclusion of migrants. Migrants bring with them many languages and many diverse cultures and converge to multicultural spaces, where new challenges are lived every day through difficulties and successes in establishing relationships and communicating with one another. Picture books can be used to contribute to intercultural education and communication provided educators centre exploration and analysis on aspects of diversity and promote acceptance and positive valuation of diversity, through experiences of engagement with picture books at the private and public domains.

KEYWORDS: Migration, conflict, war, intercultural encounters, travel, friendship, feelings, emotions, family, home, identity

7 - 9 10 - 12 PUPILS AGE

BOOKS TO BE USED

Dubois, C. K. (2012) *Akim court / Akim runs.* L'école des loisirs

Mateos, M.C. (2010) *Migrando / Migrating*. Orecchio Acerbo

Kobald, I.; Blackwood, F. (Ill.) (2014) *My two blankets.* Little Hare Book

Garland, S. (2012). *Azzi in Between*. Frances Lincoln Children's Books

Lesson 1 „Introduction: Why do so many people migrate?"

Pupils explores the pictures of the 4 picture books that show situations of migration, war, travel, family relationships and intercultural encounters. Pupils are invited to explore four specific situations represented in the pictures: origins (context), departure, arrival (new context) – isolation; and integration.

Lesson 2 „Experiences, emotions and feelings attached to mobility“

Pupils are invited to look at Azzi in Between, in more detail, by identifying war scenarios, getting separated from own family, self-identity and self-identification processes, and what changed in spaces/places, as well as the emotions experienced by the child protagonist.
Class materials will include masks, music and other artefacts that may help pupils express emotions that reflect diversity of experiences.

Lesson 3 „Cross-cultural mobility“

Pupils revisit the 4 picture books from lesson 1 and in groups of 4 choose the pictures they like to write/tell a story, now that they have explored some of the experiences. They are invited to do some research on their own at home on the theme of (enforced and voluntary) mobility.

Learning Outcomes of the whole unit

Knowledge

- Understand conflict situations;
- Understand causes for enforced and voluntary mobility;
- Identify emotions and feelings associated to migration and other forms of mobility;
- Contact with diverse socio-cultural contexts of mobility.

Skills

- Learn to decentre socially;
- Develop respect for difference;
- Value human and social diversity;
- Learn to understand how pictures represent aspects of reality objectively and symbolically.

Competences

- Recognize situations of exclusion and marginalisation and develop acceptance and understanding of difference though analysis of pictures;
- Transfer the values, feelings and attitudes that emerge from discussions about situations represented in picture books and activities with picture book to concrete life situations.

Lesson 1 „Introduction: Why do so many people migrate?“

EDUCATIONAL OBJECTIVES

Present representations of conflict and of mobility to pupils based on pictures in picture books; invite and motivate pupils to voice their own representations of mobility.

ACTIVITIES

Motivation. The educator shows the covers of the 4 picture books and asks:

- Is there anything in common in these four covers?
- Let us explore the stories of these children and these people in the four story picture books.

Development. The educator distributes 4 to 6 picture book pages previously selected from each of the 4 picture books on particular key experiences of each picture book story: places of origin of the characters, mobility/migration (travel/trip – by car, boat, plane, train, on foot...), arrival to a new place, inclusion.
Each group of 4 pupils receives a set of pictures from one particular picture book (if necessary these can be repeated if there are more than 4 groups of pupils); they are invited to order the pictures in the set in the way they think most suitable.

2 groups tell the class how and why they have organized the pictures in that particular way.

The educator tells pupils they will have to do some research at home, together with their parents or other family members, on migrations, to be presented at the end of the unit (during the 3rd lesson). Research should be able to answer the following questions, which are given to the pupils on a handout and projected for them in class:

a) Why do people leave from the country they were born in?
b) What might happen when you arrive in a new country?
c) What means of transportation are used to leave one country and arrive in another?
d) What do people feel when they (have to) leave their homes for long periods of time?
e) What types of mobility are there (short, long, enforced, voluntary, wars and conflicts, natural disasters)?
f) What is essential to take with you when you leave your country?

Extension (in the case educators have more time than 45 min.)

The educator helps the groups of pupils to start building a conceptual map on migration, by connecting what the children already know and have learnt/are learning. The conceptual map will be progressively enriched with texts and pictures collected at home through research and will be finalized in the third lesson.

TEXTS AND OTHER MATERIALS TO BE USED

Texts and pictures on international conflicts and wars collected from magazines and newspapers of the current year – to be researched individually by each child with the support of parents or other family members.
To support classroom activity and inclusive activities, see:
Sheets, R. H. (2009, Spring). "What is diversity pedagogy?". Multicultural Education Magazine.

To support analysis of pictures in the classroom, see:

Boerma, Inouk E., Mol, Suzanne E. and Jolles, Jelle (2016). Reading Pictures for Story Comprehension Requires Mental Imagery Skills. Frontiers in Psychology. Oct 24.
See the following webpage:
http://www.playingbythebook.net/2013/06/17/refugee-week-azzi-in-between-by-sarah-garland/

EVALUATION

Check if children are able to understand story sequencing and migration through the ways in which they organize the pictures distributed to the group.

NOTES TO THE TEACHER

The educator enhances research by the children themselves in order to support them in creating a conceptual map of the social phenomenon of mobility.

To support understanding of the concept and the activity of creating conceptual maps, see:

Birbili, M. (2006). Mapping Knowledge: Concept Maps in Early Childhood Education. Early Childhood, Research & Practice, Vol.8 (2). Retrieved: http://ecrp.uiuc.edu/v8n2/birbili.html
Gallenstein, N. (2013). Concept mapping for learners of all ages. Journal for Educators, Teachers and Trainers, Vol. 4 (1), pp. 59 – 72. Retrieved www.ugr.es/~jett/pdf/vol04(1)_05_jett_gallenstein.pdf

SUGGESTIONS FOR FURTHER ACTIVITIES

Use the materials collected in TEXTS AND OTHER MATERIALS TO BE USED to discuss and compare pictures in picture books with the materials researched by children in order to explore the relationship between fiction and reality.

The materials (pictures and texts) collected by pupils at home are posted on the classroom walls or library walls; some of the texts may be read aloud to the whole class and after that pupils are given some time to see and read the exhibited materials.

Since pupils have had the opportunity to peruse the picture books Migrando /Migrating; My two blankets; Akim Runs; Azzi in Between, they may be invited to discuss, under the supervision of the educator, how close the situations depicted in the picture books are to the news described in magazines, newspapers and other supports they have collected in their research:

a) Have you or any other family relative lived in a different country? Why did you/they go there in the first place? Did they come back (and why)?
b) Are you familiar with any of the cities or countries mentioned in these picture books?
c) Which pictures are more striking, in your opinion: those in picture books or those in newspapers and magazines?
d) Compare what you read about with what you looked at in the pictures. What was more striking: what you read or what you saw? Can you explain why?
e) Give your opinion on picture books that tell this kind of stories.

Lesson 2 „Experiences, emotions and feelings attached to mobility“

EDUCATIONAL OBJECTIVES

- Identify emotions and feelings associated with diverse types of mobility;
- Associate those feelings and emotions to private and social experiences of the pupils themselves;
- Enhance cognitive and social decentring of the pupil.

ACTIVITIES

5 The educator distributes 4 emotion cards - angry, afraid, happy, sad - to each pupil and tells them they must associate each card to the pictures they are going to see from the picture book Azzi in Between (see further information about “fan depicting and naming the 21 feelings”, which is presented in the resource called A House Full of Emotions. A playset for children from 7 to 11 years, by Depondt, Kog e Moons).

20 The educator shows or projects digitalized pictures from the picture book (the text has been covered or erased); at the end the pupils are invited to show how they have ordered the emotion cards in relation to the emotions they identified in the main character of the story.

20 Pupils select some pictures from the picture book (made available in colour by the educator on a wall or by distributing one copy of the picture book to groups of 2-3 pupils) that they associate to the emotions depicted in the „Fan of emotions“. Pupils are encouraged to justofy their choice during discussion time.

TEXTS AND OTHER MATERIALS TO BE USED

Depondt, L., Kog, M. and Moons, J. (n/d). Een huis vol gevoelens en axen Handleiding. CEGO Publishers (Tags: Book, CD, Stories, Game).

Depondt, L., Kog, M. and Moons, J. (n/d). A house full of emotions. A playset for children from 7 to 11 years (2008), CEGO Publishers. Retrieved: http://www.speechmark.net/house-full-emotions .

This didactic resource addresses experiential education and social and emotional development of the well-being of children.

It is aimed at children 7 to 11 years-old and it includes, among other resources:

- The „Train of Emotions“, representing 21 emotions (organized as a peacock tail train with 21 feathers each with an emotion and a pictogram).
- 63 illustrations with stories on emotions.
- Illustration dominoes that may be combined to originate different stories.
- A music CD with a selection of excerpts associated to a vast array of emotions.
- A course book with photocopiable handouts for specific activities.

Eisenberg, N. (2006). Introduction. Handbook of Child Psychology: vol.3. Social, Emotional and Personality Development (p. 1-21). New Jersey. John Wiley & Sons Inc.

Greenberg, M., Kusche, C., Cook, E. & Quama, J. (1995). Promoting emotional competence in school-aged children: the effects of the PATHS curriculum. Development and Psychopathology, 7, 117-136.

EVALUATION

Check if pupils manage to pair up situations to emotions in the picture book (and in the resource called A house full of emotions).

NOTES TO THE TEACHER

The educator should work on the identification and understanding of the emotions that can be associated to the experiences of the main characters in the picture books and integrate the development of cognitive and social and emotional competence.

SUGGESTIONS FOR FURTHER ACTIVITIES

10 to 12 year-old pupils listen to the music on the CD (one of the resources of A house full of emotions) and associate emotions experienced by the main character of AZZI in Between to the music (songs) heard, and explain their choice.

Lesson 3 „Cross-cultural mobility“

EDUCATIONAL OBJECTIVES

- Promote respect for difference; and social decentring;
- Understand how pictures represent reality (ies) objectively or symbolically;
- Create written stories about migration and mobility with human and social impact.

ACTIVITIES

15 Pupils briefly present the resources they researched at home (task described in lesson 1) on migration in order to expand discussion from picture books to contemporary reality.

5 Each group of pupils chooses a set of pictures (4) from the 4 picture books used in lesson 1 according to the following instructions on the represented situation: group 1 – place of origin of characters; group 2 - migration (travel); group 3 – arrival to a new place; group 4 – integration, inclusion in the new culture. (If the groups are more than 4, the educator will repeat these sets of pictures).

5 Each groups puts up the pictures on the wall.

20 Each group selects whatever pictures they like to create their own story; the educator guides groups in planning and writing their stories and tells pupils that their stories have to include situations related to the chosen pictures, may include conflicts, confrontations of characters, solutions to solve them and attitudes and behaviours that include characters that are newcomers to different cultures from those they originally came from (the resources researched at home by the students may enrich the content of their stories – texts).
Each group writes a story.

45 **Extension** (in the case educators have more time than 45' or another lesson)

After the lesson and after the educator has checked the versions produced by the groups of pupils as to their correctness, the stories created by them are displayed on the wall where there are already the pictures; the resources researched by the pupils are also displayed side by side. This side by side exhibition will enhance the contrast between fiction and reality.

TEXTS AND OTHER MATERIALS TO BE USED

Website for My two blankets:
https://www.amazon.com/My-Two-Blankets-Irena-Kobald/dp/0544432282

See also: Saarni, C. (1999). The development of emotional competence. New York: The Guilford Press

EVALUATION

Assess the content of the stories created by the pupils by checking if they are in line with the pictures they selected and if they represent human and social diversity, as well as respect for difference when telling about migration and mobility.

NOTES TO THE TEACHER

It is important for the educator to promote the social and linguistic development of pupils (through expanding their vocabulary and lexis in relation to the themes of mobility and migration). This will be a mode of sociocultural inclusion. The ways in which pupils create written stories will be important for them to make explicit their own conceptions of difference, conflict and conflict resolution possibilities.

SUGGESTIONS FOR FURTHER ACTIVITIES

Select and compare the 4 pictures of the picture book My two blankets where the little girl is represented alone in order to discuss how representations change as to her body posture, the objects that surround her and the colours. It is these aspects, together with a gradual acquisition of the language of the host country, are used to represent positive evolution and integration of the character in the new culture.

Part 3: Teachers Feedback after Didactic Units Implementation

Summary of reflections and evaluation/recommendations

After the implementation of the didactic units, the teachers formulated a series of general suggestions and recommendations for future activities aiming at promoting diversity and identity issues through picture books from the IDPBC Catalogue.

Some of their recommendations are listed below:

- Lessons should be adjusted to the age group and should be well-prepared in order to be efficient.
- Role play should be used for children to understand migration issues.
- Lessons should create opportnities for children to share experiences so that differentiation, diversity equality and disabilities can be shown more clearly.
- Interdisciplinarity should be implemented for children to understand issues such as bullying and stereotypes.
- Teachers should resort to picture books from the IDPBC Catalogue depending on each context and the different children in it.
- Teachers should facilitate the understanding of the story and should empower children to transfer the ideas of the stories into everyday life.
- Teachers should make sure that classes have several copies of the picture books used during the activities.
- Teachers should use PowerPoint presentations with pages from the picture books as a good strategy to help pupils look at the details in the pictures.

Teachers' quotes

After piloting the IDPBC units, the teachers expressed their opinions about the lessons implemented and about the diversity and identity issues reflected in the picture books. Here are some relevant quotes:

"The lesson offered active learning methods to explore differences and similarities of families. The pupils had fun, they interacted with each other and it was interesting to find what they have unique about their families. I learned more about my pupils' families and personal histories." (Teacher, Lithuania)

"As much as you try to stay detached from the storyline and hold on firmly to your role, you cannot manage it. In the end, you become one with your pupils and share the experience, the anxiety and the pain of parting with those who love you and whom you love." (Teacher, Greece)

"I felt that this lesson development and the selection of these two specific books constitute an essential, interesting and the most appropriate thematic approach for introducing the meanings of differentiation, equality and diversity to young children." (Teacher, Greece)

"I was pleasantly surprised to see that all pupils were actively participating in the lesson, even children who are usually quiet, shy and somehow indifferent. I liked the fact that some weak children were putting effort to respond to the tasks set in the activities." (Teacher, Cyprus)

"What is important here is the idea of the story - children are encouraged to compare, differentiate, bring arguments and develop their sense of observation. Moreover, the lesson enhanced the cooperation between them and helped create a sense of understanding and acceptance". (Teacher, Romania)

"*Let us enrich our knowledge about identity and diversity in a creative way." (*Teacher, Romania)

"*The stories are effective in any group of children, they represent a support material appreciated by children and can be easily integrated into various types of lessons."* (Teacher, Romania)

*"It is extremely useful to use picture books to explore current themes." (*Teacher, Portugal)

"It is very useful to use real images and compare them with storybooks." (Teacher, Portugal)

"It is important for pupils to contrast reality and fiction. I learned from this activity that *pupils are aware of what goes on in the news."* (Teacher, Portugal)

Part 4: Conclusions and recommendations to educators

Nowadays, issues such as multiculturalism, inclusion, identity, diversity and other related issues are very often discussed in official documents of European and non-European countries, in research surveys and in public discourse, in general (Devarakonda, 2013; Etherington, 2017; Verma, Bagley and Jha, 2007; Griffin, 2008).

Wishing to respond and intervene in this context, the IDPBC project not only deals with diversity and identity issues, but it relates them to picture books and how they can be used by the whole community in order to achieve better inclusion of all children, future adults, taking into full account diversity of ethnic origin, religion, gender, cultural background, type of family, etc.

Furthermore, The IDPBC Guide provides educators with significant inclusive pedagogical approaches, which are demonstrated in connection with the use of picture books for education. Teachers can and should use with a view to developing their own lesson plans, their own collections of picture books and their own classroom activities.

As seen in Part 1 of the IDPBC Guide, the collection of inclusive pedagogies can be seen as guidelines on pedagogical approaches to be used efficiently in the classroom with selected books included in the IDPBC Catalogue, as each pedagogical approach presentation contains an example of how it could be used with one or several books in the IDPBC catalogue, besides highlighting how it is relevant to teach and learn about identity and diversity.

Part 2 of the Guide, containing sample IDPBC teaching units, was presented as an inspiration for educators to adapt them to their own contexts or design their own teaching units/activities based on the activities provided. Part 3 offered proof that these units have been taught successfully across several educational contexts and European nations.

The Guide as a whole, together with the IDPBC Catalogue, represent both a relevant resource for educators and a tool to be used with the fundamental objectives of allowing children from less privileged backgrounds to find themselves represented in the curriculum, of empowering all children to understand and live in diverse/multicultural educational environments, and of both preparing teachers to teach learners coming from diverse contexts and support diversity and inclusive environment in the classroom, school and community overall.

As illustrated from what has been presented so far, when dealing with identity and diversity issues in the classroom, teachers are advised to do the following:

- **Adapt the content of the curriculum** by resorting to various techniques (e.g. using multicultural children's literature, challenging young children's simple thinking about such sensitive issues as *gender*, *religion*, *race/ethnicity/culture* etc.
- **Create a classroom environment that is diversity-friendly**, by incorporating into the classroom environment various objects denoting difference (posted images showing diversity, manipulative materials, books representing different ways of living).
- **Make instructional decisions**, for instance, by focusing on community in the schooling process, as in order to accept diversity, children also need direct, concrete experiences with people who are different from them.
- **Integrate a new pupil coming from a different background in the learning activities**, for instance by organizing themed weeks ('African week' or 'Disability week', i.e. events that help pupils understand each other's culture and practices).
- **Establish a connection between the present context and the former background of the pupil classified as "different"**. For instance, whenever possible, relate new content to immigrants' experiences and background.
- **Provide opportunities for parents** to become actively involved and part of the classroom. Teachers should regularly organize meetings with parent, so as to meet each pupil's background and experiences and to bridge the home-school gap.
- **Provide immigrant pupils with individualised support** and help with their work.
- Incorporate learning in the home language and then gradually increase use of the host language. Encourage pupils to use their native language to assist each other inside and outside of class, to check for comprehension, to explain activities etc.
- **Pair newly arrived immigrants with another immigrant pupil** who speaks the same language to allow cooperative learning that will make it possible for the pupil to become familiarized with the educational system and classroom norms more quickly.
- Ensure availability of learning materials in the home language (e.g. videos, books, audio CDs, dictionaries, toys).
- **Use resources** and programs that facilitate foreign language acquisition, first language usage and intercultural learning.
- **Make real use of technology,** which may prove to be a helping factor when it comes to multicultural classes (various apps designed for mobile devices or gadgets). An example would be a multimedia lesson which greets the children in various languages.
- **Integrate videos in the classroom activities** to support the concepts of solidarity, human rights, values, acceptance of difference, exclusion, alienation, group cohesion, multicultural attitude, freedom, experience of being different etc.;
- **Encourage interpersonal relations**, negotiations, confrontations, discussions, group resolutions.
- **Integrate visual means in the learning process,** for instance by exploring and

interpreting pictures on picture book pages, as well as by identifying with the main character and imagining what they would feel in similar situations. Visual texts are useful as well.

- **Use a wide range of tools** derived from the different learning domains and teach children strategies to use these interdisciplinary tools.
- **Encourage pupils to create stories from pictures** in order to develop a sense of narrative and plot.

The table below presents list of the contact persons from the IDPBC consortium. Educators, stakeholders and other interested parties are welcome to contact IDPBC representative if there are any questions related with the IDPBC outputs and implementation, need assistance or information about availability of the IDPBC picture books.

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IDPBC Annotated Bibliographic Catalogue

IDPBC Annotated Bibliographic Catalogue is a collection of international picture books in a range of languages with short bibliographical information and annotations on identity, diversity, and inclusion. The IDPBC catalogue consists of an introductory part which explains the context and a list of 24 picture books that come from all over the world and promote empowering processes of identity formation, of finding one's place in the world, of negotiating difference and engaging with diversity. This Catalogues shows how picture books may be related to the themes of identity and diversity and be used for inclusive education, as well as how picture books may be used with children to promote diversity and inclusive education not only in the classrooms but at home with the parents likewise.

Didactic Units

Lesson Titles	Books to be used	Age group
	My Travelling Family	
My Family A Family on the Move A Journey is Best Measured in Friends	Migrando / Migrating Meškelionė / The bear trip Mon Ami Jim / Jack & Jim	8 - 12

„My Travelling family“ unit encourages students, through a variety of reflective and interactive processes, to think about family, diversity, cultural differences found within families. Families are central to the formation of children's identity. Children often wonder if their family is a real family because it might not fit into the cultural norm. It is important to understand that there are many ways to live and form a loving, caring family. Students also gain an understanding about human mobility by exploring different experiences of immigrants, refugees. Through cooperating learning, drama activities, icebreakers and games students develop a more evolved understanding and empathy for others with different ideas, values, and life experiences.

	Living Happily Together	
Stereotypes: myths to eliminate Fighting Racism The Struggle of Refugees	*The Three Little Wolves* Η χώρα με τους παράξενους ανθρώπους / The country with the strange people Το κόκκινο φόρεμα της Σαβέλ / Chavel's red dress	8 - 10

The unit addresses a series of global problems as a result of which many people today suffer. Specifically, through the stories students are given the opportunity to meet the impact of bullying, discrimination, racism and xenophobia as experienced by the victims. Furthermore, the unit examines the aspect of refugees and the problems children face in settling in the host country. Overall, the unit targets on raising students' awareness on human rights, on identity- and diversity-based inclusion, on peaceful co-existence among all people of the world and aspires that students will accordingly develop the appropriate moral values and attitudes.

	The Other Is Like Me	
What did you think the different coloured eggs look like on the inside before we broke them open Other things that are the same that look different	Os ovos misteriosos / The mysterious eggs Orejas de Mariposa / Butterfly Ears Der Blumenball / Flowers Ball	4 - 7

Overall, the unit targets on raising students' awareness on human rights, on identity- and diversity-based inclusion, on peaceful co-existence among all people of the world and aspires that students will accordingly develop the appropriate moral values and attitudes.

	We Are All the Same but Also Different	
Am I different? My favourite object Helping Hand	Susan laughs Mon Ami Jim / Jack & Jim Το κόκκινο φόρεμα της Σαβέλ / Chavel's red dress	4 - 7

Recent studies of identity and diversity show that by the age of 3, children are beginning to be aware of different kinds of gender and ethnic identity. At the age of 4 they observe differences between people and seek explanations for those differences. Although they are not born with prejudice, they acquire stereotypes or negative attitudes towards others, whereas at the same time, they need to build a healthy sense of belonging and acceptance. Picture books offer educators the chance to analyze aspects of identity and diversity and promote value for one's self

	(Enforced and Voluntary) Mobility	
Introduction: Why do so many people migrate? Experiences, emotions and feelings attached to mobility Cross-cultural mobility	Akim court / Akim runs Migrando / Migrating My two blankets Azzi in Between	7 - 9 10 - 12

In the contemporary context of voluntary and enforced mobility of people at a global scale, new problems are emerging in the ways to address social policies and action that concern the reception, integration and inclusion of migrants. Migrants bring with them many languages and many diverse cultures and converge to multicultural spaces, where new challenges are lived every day through difficulties and successes in establishing relationships and communicating with one another. Picture books can be used to contribute to intercultural education and communication provided educators centre exploration and analysis on aspects of diversity and promote acceptance and positive valuation of diversity, through experiences of engagement with picture books at the private and public domains.

The Guide for enhancing inclusive practices (IDPBC Guide)

The IDPBC Guide consists of a significant collection of inclusive pedagogical approaches and a sample of didactic activities, which are demonstrated in connection with the use of picture books for education. Educators can and should use the material contained in this guide in order to develop their own lesson plans, their own collections of picture books and their own classroom activities.

As a whole, the IDPBC Guide and the IDPBC Catalogue represent a relevant resource for educators and an efficient tool to be used with the fundamental objectives of allowing children from less privileged backgrounds to find themselves represented in the curriculum, of empowering all children to understand and live in diverse/multicultural educational environments, and of both preparing teachers to teach learners coming from diverse contexts and support diversity and an inclusive environment in the classroom, school and, overall, in the community.

The E-learning modules

Online courses provide training and professional development to pre- and in-service educators. Participants will learn new concepts, practice previous and newly-acquired skills related to authentic learning and problem solving in school education strategy development and monitoring, participate in reflective and self-assessment activities, view exemplary cases, and obtain ideas to use in their own school and diversity education practices.

Module 1	
Technical instructions regarding how to use Pool of activities, IDPBC Guide and IDPBC Catalogue	
This module contains 2 Units with two main goals: to familiarize the participants with the tools provided by IDPBC project and to enable them to use these tools efficiently, so that they should develop lesson plans and units focused on ways to explore identity and diversity through the text and illustrations of IDPBC picture books. The first Unit is centered on presenting the guide and catalogue, as well as on their efficient use in real teaching situations. The second Unit refers mainly to the pool of activities that can be used in developing units to be implemented with the pupils.	
Unit 1	Efficient use of IDPBC Guide and IDPBC Catalogue
Unit 2	Pool of activities focused on exploring identity and diversity

Module 2	
Intercultural Education	
The increasing presence of migrant pupils in schools brings about new kinds of challenges and opportunities to the educational systems. Intercultural education is seen as one of the key responses. This Module presents the meanings of the concepts “intercultural” and “multicultural”. It also emphasises their differences in terms of their content. After that, this Module moves to explain the objectives and conditions of intercultural education, as well as how it manages diversity. The concept of intercultural education includes the macro-level of the state and its institutional structures, the meso-level of the school and the micro-level of the classroom. Intercultural education refers to the educational policies developed by the state and reshaped through their implementation by the school and the classroom. This Module jointly examines the abovementioned three levels. It investigates the different intercultural education models adopted by states, and their consequences on schools and classrooms.	
Unit 1	Comparing the Different Models of Intercultural Education
Unit 2	Intercultural Education

Module 3	
Pictures as a tool for teaching and learning	
This module consists of 1 Unit in which participants will learn how to understand visual and graphic communication in order to read pictures critically. They will be guided by a series of questions that invite them to do a series of actions in relation to a picture. This is a model of what they could do with children in educational settings in order to explore issues of identity and diversity in pictures.	
Unit 1	How to Use Pictures Effectively in Education

Module 4	
Issues of Diversity and Inclusion	
A Module was developed to promote three issues of great importance to contemporary pupils and teachers across the globe: Inclusion, Diversity and Identity. The main goal of this module is to provide an overview on diversity issues and promote inclusive practices. It covers a useful introduction for factual understanding about pupils' identity and differences, to establish baseline knowledge about both theoretical framework and practical tips on inclusive education in your classroom. The 2 Units of the Module include various perspectives in order to help	

promote acceptance and a strong sense of identity and belonging. The module is useful as refresher training, or to update knowledge further in order to assist the implementation of the IDPBC picture books based activities.	
Unit 1	Recognition and management of diversity in the classroom
Unit 2	Promotion and empowerment of the inclusive environment

Module 5	
Stories as a Tool for Teaching and Learning	
This module consists of 2 Units in which participants will understand how stories can be used as a tool for teaching and learning. The main goal of the module is to underline the importance, effectiveness and ways of using stories as a fundamental tool that facilitates inclusion of children from different cultural environments into the educational process and gives access to culture, cognition, identity and diversity.	
Unit 1	General framework for the use of stories
Unit 2	Guidelines regarding the effective implementation of stories in pre-primary and primary education

Annex 2 Instructions on how to register for the IDPBC Online Courses

The participants will have the opportunity to use and interact with the online modules and the online tools, and discuss their experience with the partners via Moodle Platform.

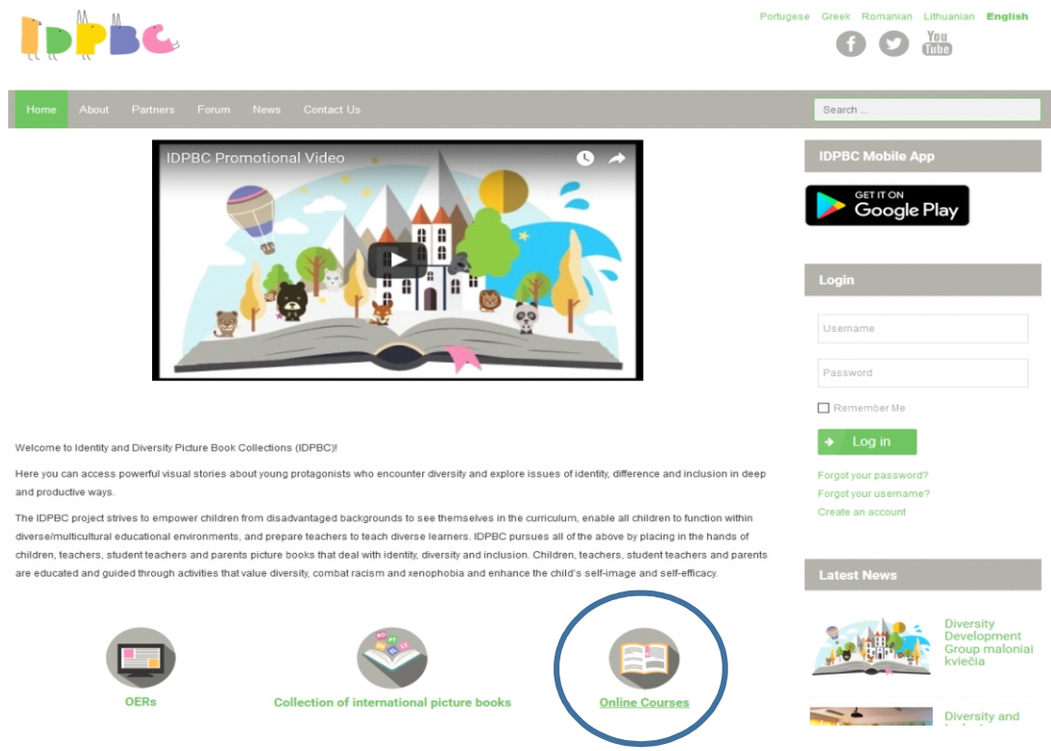
In order to register for the course, please complete the following steps:

1. Open a web browser (please avoid older versions of Internet Explorer, prefer latest versions of Firefox, Chrome or Safari and type the following link: http://diversitytales.com/en/

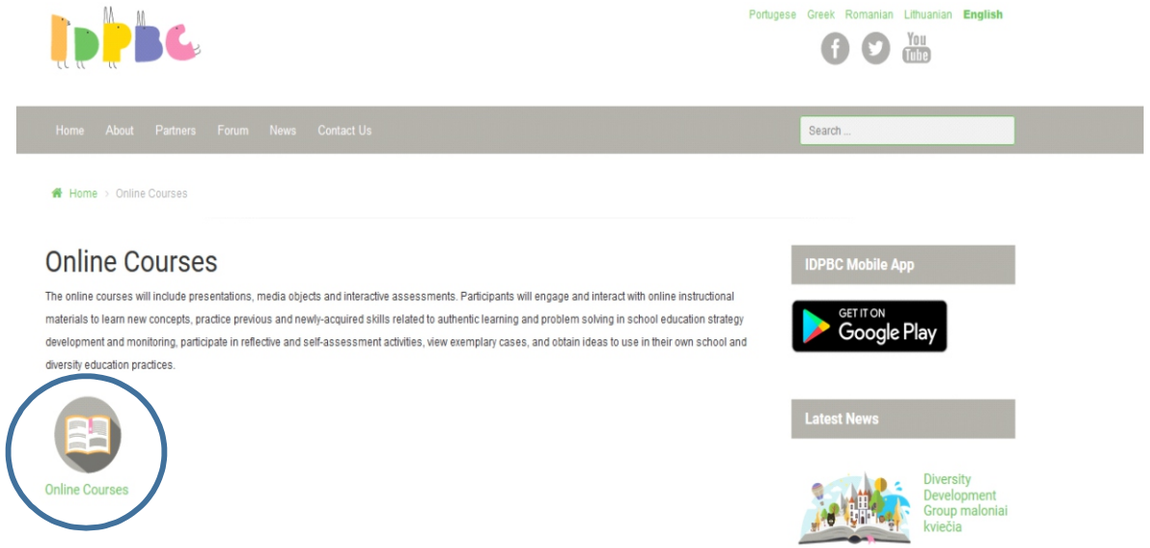
By typing or clicking on the above link on your browser, you will see the following menu loaded onto your computer screen.

2. Then, click on the Online Courses section: You can also go directly to e-learning section by typing or clicking the following link: http://diversitytales.com/en/e-learning

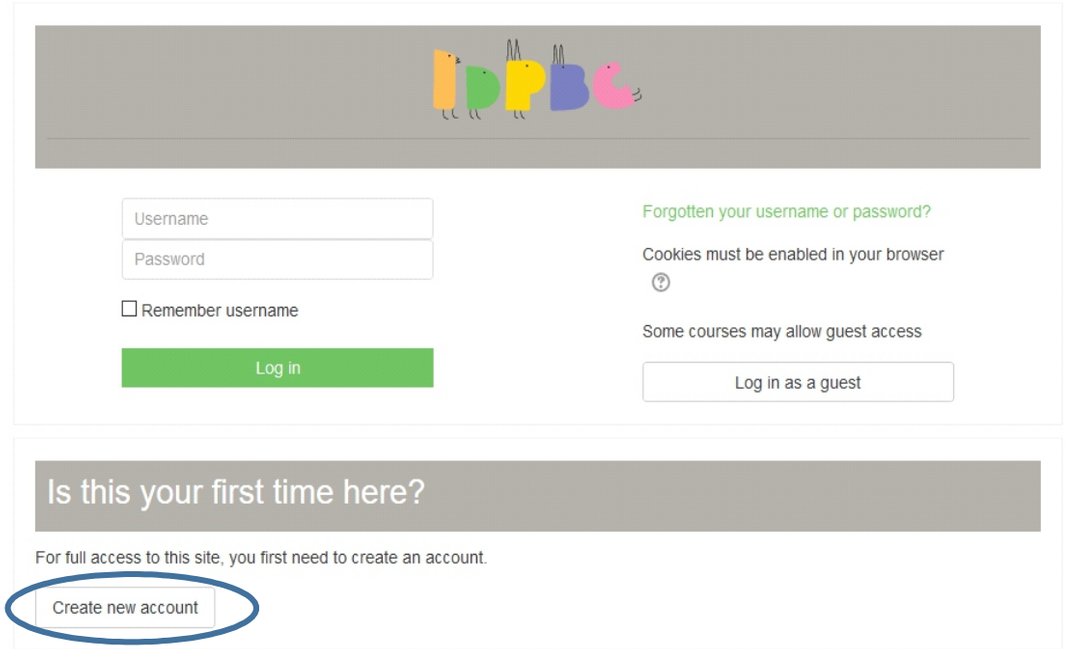
Please do not register from the home screen.



By typing or clicking on the above link on your browser, you will see the following registration form loaded on your screen. Click on the “Online courses”.

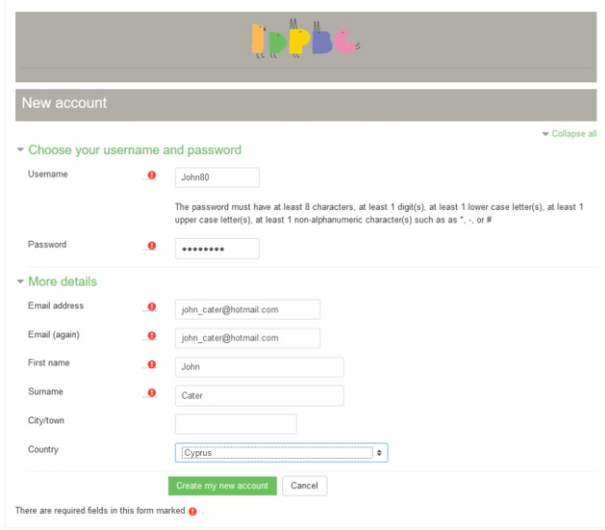


By clicking there, you will see the following screen:

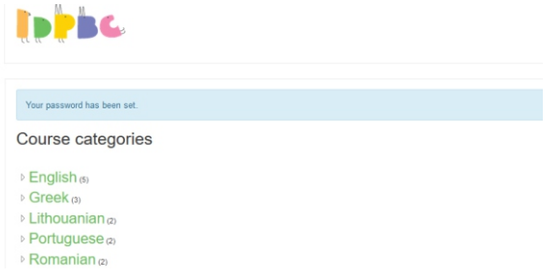


3. Click on the “Create a new account” button.

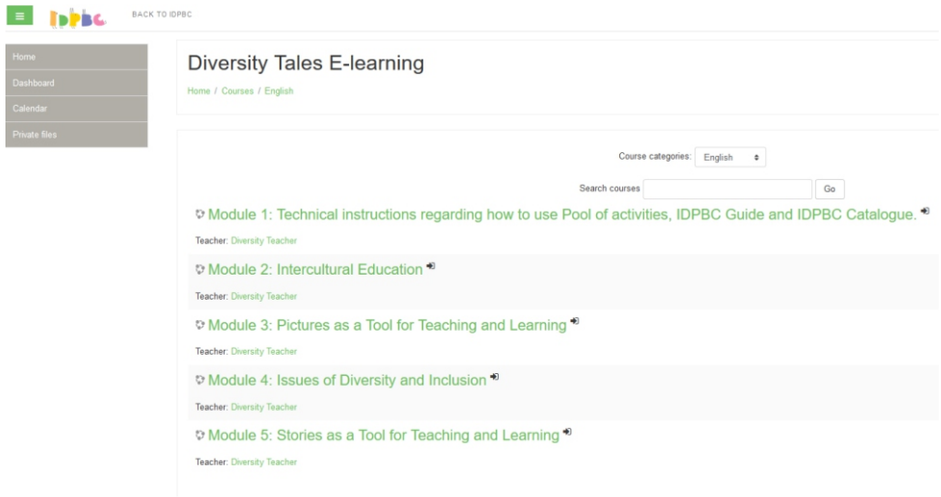
When you see the following registration form, follow the simple registration steps in order to create a new account.



4. Activate your account by clicking on the URL that has been sent to your email (Please check your Spam/Junk folder for the email if you do not receive it in your Inbox).
5. Select the language of the course you would like to attend.



6. List of courses available, click on the module you want to attend:



If you have any further questions or if you need help, please contact us at info@diversitytales.com

Identity and Diversity Picture Books Collections

diversitytales.com

info@diversitytales.com

Guide for Enhancing Inclusive Practice