A Childminder Training Course Handbook

LANGUAGE MEETS INTERCULTURAL COMPETENCES

limeric

Lifelong Learning Programme
Language MEets Intercultural Competences

A Childminder Training Course Handbook
# Table of Contents

1. Introduction and framework ................................................................. 1

2. LiMERIC project ........................................................................... 1
   2.1 Aim and target group ................................................................. 2
   2.2 Outcomes ............................................................................... 2
   2.3 Partner organisations ............................................................... 3

3. Development of the LiMERIC training programme ......................... 4

4. Overview of the LiMERIC training programme .................................... 4

5. Concept for blended learning ................................................................. 5
   5.1 Introduction ............................................................................ 5
   5.2 Implementation of the blended learning concept ..................... 5
   5.3 Checklist for e-learning .......................................................... 7
   5.4 Literature .............................................................................. 7

6. The LiMERIC training programme and handbook .......................... 8

7. Module 1 “Let’s get going” ................................................................. 11
   7.1 Introduction ............................................................................ 12
   7.2 Information to start (unit 1, 50 min.) .................................... 12
   7.3 Getting to know each other (unit 2, 50 min.) ....................... 13
   7.4 Group dynamics (unit 3 to 4, 100 min.) ............................... 14
   7.5 Individual Group Experiences (unit 5, 70 min.) ................... 16
   7.6 The team is setting sail (unit 6, 30 min.) .............................. 17
   7.7 Introduction into the e-learning platform (unit 7 to 8, 100 min.) ................................................................................. 18
   7.8 Getting used to the e-learning platform (unit 9 to 10, 100 min.) ................................................................................. 19

8. Module 2 “Language development” .................................................. 20
   8.1 Introduction ............................................................................ 21
   8.2 E-learning activity (unit 1 to 2, 100 min.) ............................ 22
   8.3 Stages of language development (unit 3 to 4, 100 min.) ....... 22
   8.4 Difference between delay and disorder (unit 5 to 6, 100 min.) ................................................................................. 26
   8.5 Frequently used terms (unit 7, 50 min.) ................................ 27
   8.6 Identification and how to seek support (unit 8, 50 min.) ...... 28
   8.7 Glossary .............................................................................. 29

9. Module 3 “Fostering language development” .................................... 30
   9.1 Introduction ............................................................................ 31
9.2 E-learning activity (unit 1 to 2, 100 min.) ................................................................. 31
9.3 What professionals are involved? (unit 3, 50 min.) .................................................. 31
9.4 Multilingualism (unit 4, 50 min.) ............................................................................. 33
9.5 Strategies to foster language development (unit 5 to 6, 100 min.) ......................... 34
9.6 Activities which foster language development (unit 7 to 8, 100 min.) ................. 35

10 Module 4 “Multilingualism” ......................................................................................... 37
10.1 Introduction .............................................................................................................. 38
10.2 Background and aspects on multilingualism (unit 3 to 4, 100 min.) ................. 38
10.3 Attitudes towards multilingualism (unit 5 to 6, 100 min.) ............................... 40
10.4 How to support children’s language learning (unit 7 to 8, 100 min.) ............. 42
10.5 Glossary .................................................................................................................. 44

11 Module 5 “Promoting Learning” ................................................................................. 45
11.1 Introduction .............................................................................................................. 46
11.2 What is learning? How do children learn? (unit 3, 50 min.) ................................ 46
11.3 Barriers to learning and how to overcome them (unit 4, 50 min.) ....................... 49
11.4 Different learning and teaching styles (unit 5, 50 min.) ...................................... 50
11.5 How to foster learning (unit 6 to 7, 100 min.) ...................................................... 52
11.6 Midterm review (unit 8a, 25 min.) ...................................................................... 53
11.7 Introduction to the final task (unit 8b, 25 min.) ..................................................... 54
11.8 Glossary .................................................................................................................. 55

12 Module 6 “Intercultural behaviour” ............................................................................ 56
12.1 Introduction .............................................................................................................. 55
12.2 Reflection on icebreaker questions (unit 1, 50 min.) ............................................ 55
12.3 Listening and observing techniques (unit 2, 50 min.) ........................................... 56
12.4 Comparison on the intercultural relationship (unit 3, 50 min.) ......................... 57
12.5 Childhood and culture (unit 4, 50 min.) ............................................................... 58
12.6 The balance between sameness and diversity (unit 5, 50 min.) ......................... 59
12.7 Diversity as an opportunity (unit 6, 50 min.) ......................................................... 61
12.8 Deconstructing stereotypes (unit 7, 50 min.) ....................................................... 62
12.9 Cultural misunderstandings (unit 8, 50 min.) ....................................................... 63
12.10 Giving a voice to migrant parents (unit 9, 50 min.) ............................................. 64
12.11 Research on the internet (unit 10, 50 min.) .......................................................... 65
12.12 Glossary .................................................................................................................. 67
<table>
<thead>
<tr>
<th>Module 7 “Cultures and territory: From coexistence to cohabitation”</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Introduction ..................................................................</td>
<td>71</td>
</tr>
<tr>
<td>13.2 Mapping the intercultural meeting places within the territory (unit 1, 50 min.)</td>
<td>71</td>
</tr>
<tr>
<td>13.3 The places of the intercultural experience (unit 2, 50 min.)</td>
<td>73</td>
</tr>
<tr>
<td>13.4 Encounters with people from different cultural backgrounds (unit 3, 50 min.)</td>
<td>74</td>
</tr>
<tr>
<td>13.5 How to facilitate intercultural communication (unit 4, 50 min.)</td>
<td>76</td>
</tr>
<tr>
<td>13.6 From folklore to conviviality (unit 5, 50 min.)</td>
<td>77</td>
</tr>
<tr>
<td>13.7 Games and interculture (unit 6, 50 min.)</td>
<td>78</td>
</tr>
<tr>
<td>13.8 Telling stories to our children (unit 7, 50 min.)</td>
<td>79</td>
</tr>
<tr>
<td>13.9 Reflection and discussion: “The five words” (unit 8, 50 min.)</td>
<td>80</td>
</tr>
<tr>
<td>13.10 Designing an intercultural workshop 1 (unit 9, 50 min.)</td>
<td>81</td>
</tr>
<tr>
<td>13.11 Designing an intercultural workshop 2 (unit 10, 50 min.)</td>
<td>82</td>
</tr>
<tr>
<td>13.12 Glossary ..................................................................</td>
<td>83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 8 “Communication and conflict management”</th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1 Introduction ......................................................</td>
<td>86</td>
</tr>
<tr>
<td>14.2 Communication and conflict management (unit 1 to 2, 100 min.)</td>
<td>86</td>
</tr>
<tr>
<td>14.3 Self perception and social perception (unit 3, 70 min.)</td>
<td>89</td>
</tr>
<tr>
<td>14.4 Effective and nonviolent communication (unit 4 to 6, 130 min.)</td>
<td>90</td>
</tr>
<tr>
<td>14.5 Origin of conflicts and strategies of conflict management (unit 7 to 8, 50 min.)</td>
<td>92</td>
</tr>
<tr>
<td>14.6 Intercultural communication: Similarities and differences (unit 9 to 10, 50 min.)</td>
<td>94</td>
</tr>
<tr>
<td>14.7 Glossary ..............................................................</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 9 “Cooperation with Parents”</th>
<th>97</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1 Introduction ........................................................</td>
<td>98</td>
</tr>
<tr>
<td>15.2 Self-determination theory on motivation (unit 3 to 4, 95 min.)</td>
<td>100</td>
</tr>
<tr>
<td>15.3 Presenting examples of Best Practice (unit 5, 70 min.)</td>
<td>102</td>
</tr>
<tr>
<td>15.4 Community Mapping (unit 6, 60 min.)</td>
<td>103</td>
</tr>
<tr>
<td>15.5 Rights and obligations of parents or childminders (unit 7, 60 min.)</td>
<td>105</td>
</tr>
<tr>
<td>15.6 Feedback and evaluation (unit 8, 15 min.)</td>
<td>106</td>
</tr>
<tr>
<td>15.7 Glossary ..............................................................</td>
<td>107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 10 “Market of Games”</th>
<th>108</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1 Reflection and feedback (unit 5, 50 min.)</td>
<td>109</td>
</tr>
<tr>
<td>16.2 “Market of games” (unit 6 to 9, 200 min.)</td>
<td>110</td>
</tr>
<tr>
<td>16.3 Celebration (unit 10, 50 min.)</td>
<td>110</td>
</tr>
</tbody>
</table>
1 Introduction and framework

The importance and relevance of high quality, early childhood education and care has been highlighted on a European level several times and is also defined as a priority in the European co-operation in Education and Training (ET 2020). It is common sense on a regional level, that high quality early childhood education and care can significantly improve social inclusion and the European integration process as a whole. It is in the early years of childhood where language acquisition takes place which is seen as the most important factor for social participation. It is also where children with migration background face difficulties due to lacking competences in the support of bilingual language acquisition both from parents and support in the childcare sector.

In most of the European countries there are two main sectors of early years education; (a) institutional education – pre-school education; institutions such as kindergarten, pre-school etc. and (b) extra-institutional education – such as families, childminders, untrained forms of child care, au pairs etc. Whereas the institutional childcare sector appears pretty similar in the European countries, they have established forms of extra institutional early childhood care in different formats, different quality and with different backgrounds of people working in the sector. In most European countries this sector plays a very important role in childcare, however, it is often difficult to reach individuals in this sector to conduct non formal training activities aimed at improving their competences. This is especially the case in the field of supporting language learning and intercultural competences where there appears to be a general lack of knowledge in educators and adults working in the field of extra institutional child care and pre-school education.

There is, therefore, a need to provide training for early childhood education and care systems in most of the European countries in the field of language acquisition, language barriers, language processing, delayed language development and language disorders\(^1\). However, child care workers are widely dispersed across regions and may be difficult to reach. To tackle these challenges TAGESMÜTTER STEIERMARK has applied for a project within the framework of the Lifelong Learning Programme of the European Union in order to develop a training course for extra institutional childminders in the fields of language development and intercultural awareness.

2 LiMErlC project

The Grundtvig project LiMErlC (project number 517733-LLP-1-2011-1-AT-GRUNDTVIG-GMP) has been granted by the European Commission, DG Education and Culture within the Lifelong Learning Programme. This two year project is being conducted between January 1st 2012 and December 31st 2013. For further information please visit www.limeric.eu.

\(^1\) Charlotte Bühler Institute: "Bildungsrahmenplan für elementare Bildung", Ämter der Landesregierungen der Österreichischen Bundesländer, Wien, 2009
2.1 Aim and target group

The aim of the project is to develop a non formal training programme with blended learning methods (face-to-face and e-learning) for adults working in the extra-institutional early childhood education in order to strengthen their competences in the field of fostering language development and understanding intercultural issues.

The core target group are extra institutional childminders such as the “Tagesmütter” (Austria). This organisation represents the interests of extra institutional child care and public institutions interested in improving the quality of institutional and extra institutional child care for children in the pre-school age.

2.2 Outcomes

Needs analysis of the target group

In order to create a tailor-made training for childminders, the partnership devised a needs analysis questionnaire which surveyed the competences and areas of interest of the target group from each partner country. 154 questionnaires had been completed in the seven partner countries. Data from this survey was used to guide the development of the handbook and the learning material.

Report

The findings of the analysis have been summarized in a report entitled “New educational challenges in extra institutional child care in Europe”.

Curriculum for extra institutional childminders

The results of the analysis fed information on needs of the target group into the development of the learning modules. The curriculum includes the learning outcomes, content, time frames and suggested methods of delivery.

Learning materials for training

The blended learning method combines face-to-face learning with forms of distance learning. The project group developed learning materials for the trainers and participants to accompany the training course.

E-learning platform

As part of the training will take place via e-learning an e-learning platform was established. The platform was used for the pilot training sessions of the modules.
2.3 Partner organisations

**TAGESMÜTTER STEIERMARK**
is a childminding company with its headquarters in the capital of Styria in Graz. The staff are highly qualified in pedagogical knowledge, organisational development and in working with families and their children. [www.tagesmuetter.co.at](http://www.tagesmuetter.co.at)

**ARIADNE**
is based in Switzerland and offers consulting in learning and project management in the field of education and pedagogy. It targets school children, students, adults in further education, older adults and minority ethnic groups. [www.ariadne.ch](http://www.ariadne.ch)

**INIT Developments Ltd.**
is based in Germany. The company specialises in the conception, application, implementation, evaluation and dissemination of EU projects in the fields of education, regional development and labour market policy. [www.init-developments.eu](http://www.init-developments.eu)

**FormAzione Co&So Network**
is based in Italy and consists of a Consortium of 10 Social Cooperatives. They provide a variety of courses, training and expertise. [www.formazionenet.eu](http://www.formazionenet.eu)

**Soros Educational Center Foundation**
is a non-profit organisation based in Romania which offers informal adult education. Their aim is to promote an open society and develop the region via education-related projects in the community. [www.sec.ro](http://www.sec.ro)

**İzmir Governorship**
is based in Turkey. It is a local public authority that coordinates all public services in the city of İzmir. These services include education, health, environment, security and safety and culture and tourism. İzmir Governorship has a broad experience of working on EU funded projects. [www.izmirab.gov.tr](http://www.izmirab.gov.tr)

**The Dyscovery Centre**
is based in the UK and is part of the University of South Wales. The Centre has expertise in the area of children and adults with developmental disorders and specific learning difficulties. It provides clinical assessments, training and educational courses and undertakes research projects. [www.dyscovery.org](http://www.dyscovery.org)
3 Development of the LiMErIC training programme

Taking the findings of the analysis as well as the experiences of the partner organisations into account, the consortium developed the LiMErIC curriculum. The contents of the curriculum were then incorporated into a handbook for trainers. Due to the fact that childminders are dispersed across the region and also have child care obligations, the training combines face-to-face learning with e-learning. The Swiss and Austrian partners suggested the structure and contents of the training as a basis for discussion during the 2nd international partner meeting in October 2012 in Wales. During this meeting the group agreed on a draft of the contents and structure of the training as well as the shared task plan of work for the single modules. There are ten modules and each consists of four e-learning units (200 minutes) and six face-to-face units (300 minutes). The modules were developed by six partners and were tested in four partner countries. Please refer to the table below for an overview.

4 Overview of the LiMErIC training programme

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Partner that developed the module</th>
<th>Partner that tested the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting started</td>
<td>AT</td>
<td>AT</td>
</tr>
<tr>
<td>2</td>
<td>Language Development</td>
<td>UK</td>
<td>AT</td>
</tr>
<tr>
<td>3</td>
<td>Fostering Language Development</td>
<td>UK</td>
<td>AT</td>
</tr>
<tr>
<td>4</td>
<td>Multilingualism</td>
<td>TR/RO</td>
<td>TR</td>
</tr>
<tr>
<td>5</td>
<td>Promoting Learning Midterm Review</td>
<td>TR/AT (midterm)</td>
<td>TR</td>
</tr>
<tr>
<td>6</td>
<td>Intercultural Behaviour</td>
<td>IT</td>
<td>IT</td>
</tr>
<tr>
<td>7</td>
<td>Culture and Territory</td>
<td>IT</td>
<td>IT</td>
</tr>
<tr>
<td>8</td>
<td>Communication &amp; Conflict Management</td>
<td>RO</td>
<td>CH</td>
</tr>
<tr>
<td>9</td>
<td>Cooperation with parents</td>
<td>CH</td>
<td>CH</td>
</tr>
<tr>
<td>10</td>
<td>Reflection, presentation of work, certificates</td>
<td>AT</td>
<td>CH</td>
</tr>
</tbody>
</table>

The sequence of each module was designed so that the programme had a natural flow from one topic to the next.
5 Concept for blended learning

ZML-Innovative Learning Scenarios, FH JOANNEUM and TAGESMÜTTER STEIERMARK, A

5.1 Introduction

Learning is an intrinsically social process\(^2\). Every learner is an expert and brings his or her competences into the common learning process. In the virtual room the training approach moves from “tutor oriented” to “learner and team oriented” learning\(^3\). Instead of providing information and content, the trainer is the coach and tutor of the individual learners and the group\(^4\). The key competence the trainer or tutor has to gain in this process is e-moderation which enables them to prepare the virtual room, based on the social-constructivist approach, and to moderate the group learning processes.

5.2 Implementation of the blended learning concept

The LiMERIC training course consists of online phases which accompany the ten face-to-face (f2f) modular sessions. This type of e-learning, where f2f and online phases alternate, is called “blended learning”. To make blended learning work it is important to connect the online phases.

\(^2\) Vygotsky, 1978 and Siebert, 2008  
\(^3\) Chute et all, 1999  
\(^4\) Zumbach & Spraul, 2007
with the f2f sessions. The phases are not, therefore, seen as independent training parts but are interwoven.

Examples of e-learning tasks **before** the face-to-face sessions

- During the online phase the participants are asked about their expectations for the f2f session and discuss them in a forum. At the f2f session they write their most important expectations on a flip chart.
- During the online phase the participants share their experiences concerning the topic of the f2f session with each other. During the f2f session the trainer asks for a summary of their experiences.
- During the online phase the participants read and discuss an article and at the f2f session they give a short overview of their findings.

If the trainer does not engage in the work done during the online phase the participants will not continue to be active in the virtual room. Similarly the following online phase has to be planned during the f2f session. This means that at the end of the f2f session the trainer presents the next online tasks and the timetable of the online phase. The task after the f2f session helps to reflect the learning processes of that session. Furthermore, it offers the opportunity to discuss the topics in more detail.

Examples of e-learning tasks **after** the face-to-face session

- During the online phase the participants could be asked to share their most important insights of the f2f session.
- They could be asked to transfer their new knowledge gained during the session into their day-to-day work and share their ideas about this transfer with the other learners – and ask them for feedback.

Also the work conducted online has to be acknowledged and feedback given - the e-learning phases needs a tutor. The tutor moderates the online discussions, creates new forums, posts questions and tasks and is available to answer participant’s questions, give feedback and solve problems (trouble shooting). In fact the trainer and tutor could be the same person. Due to the variety of topics in the LiMERIC training programme, however, it is necessary to have different experts who also act as trainers. It is recommended, therefore, to have one tutor throughout the whole training course to offer a point of contact for the trainees. The tutor must have a good working relationship with the trainers as the professional input (such as answering topic specific questions) will come from that expert. The most logical person to be the tutor is the organiser of the entire LiMERIC training course. This person has to oversee the programme and, by conducting the online phases, stays in continuous contact with the participants and is involved in the training content. In this way the organiser of the training course becomes familiar with the interests and problems of the participants and is able to action any improvement in the programme.
The design of the learning process in the project is as follows:

<table>
<thead>
<tr>
<th>Tutor</th>
<th>Tutor</th>
<th>Trainer</th>
<th>Tutor</th>
<th>Trainer</th>
<th>Tutor</th>
</tr>
</thead>
</table>
| Online socialisation | preparatory questions Module 1 | f2f session Module 1 | Module 1 debriefing | preparation of Module 2 | f2f session Module 2 | ...

5.3 Checklist for e-learning

- The trainers of the modules are responsible for formulating one or two tasks for the online phase before the f2f sessions. They should consider content that could be read before the session and which forms part of the basic learning content of the session.
- The trainers of the modules are responsible for formulating one or two debriefing questions for the online phase following the session (reflection, transfer to practice for example)
- The tutors are responsible for defining tasks together with the experts.

5.4 Literature


6 The LiMERIC training programme and handbook

Who is the LiMERIC training course aimed at?
The LiMERIC training programme is aimed at childminders in the non-institutional sector taking care of children who are not yet attending school. The LiMERIC training course is a very valuable resource for all childminders. Nevertheless, it is especially useful for childminders who either have children with language development problems or who have children whose first language is not the native language of the country they are living in. Childminders who care for children with different cultural backgrounds to themselves will also benefit from the LiMERIC training. Very often childminders have had formal or non-formal training but we must also take into account the different levels of education across Europe and that the requirements to work as a childminder differ from country to country.

How long does the LiMERIC training course take?
The LiMERIC training course consists of ten modules which each contain ten, 50 minute units. Each module comprises four e-learning units (200 minutes) and six face-to-face training sessions (300 minutes). In order to allow the participants to implement what they have learned it is suggested that there is at least one month between modules. Nevertheless, the whole training could be completed within a year. This would mean that one module would be delivered per month with the exception of August and December (holiday seasons).

What has the pilot testing of the LiMERIC training course shown?
Each of the ten modules have been tested at least once in test beds conducted in Austria, Turkey, Italy and Switzerland. Participants across the testing nations showed enthusiasm, motivation, interest and commitment to the course during the pilots. Evaluations have shown that the topics of the programme are highly relevant to the daily work of childminders. Indeed, it is indicated by participants in the test beds that the modules might be too short and requested that more time for the exchange of experiences and for discussion is needed. Some modules (Modules 6, 7 and 8 in particular) contain too many activities for the time frame suggested. The LiMERIC partners have decided to continue providing all of the activities to the trainers, giving them the option to choose which ones they prefer. A general recommendation from the test beads is that the modules contain eight face-to-face sessions and six e-learning units (in place of six and four, respectively) in order to allow more time for reflection and discussion.

Who organises the LiMERIC training course?
The training course can be organised by either a public or private organisation working in the child care setting. The organising agency should try to recruit participants of a similar level of education and, of course, only choose qualified trainers for the individual modules. As the training is conducted through the method of blended learning there needs to be a tutor available for the e-learning sections of the course. It is suggested that the person that organises the course also works as the tutor during the training programme.
Who are the trainers and tutors?
The trainers for the LiMERlC course should have experience in educating adults and ideally have insight into working with children and parents as well as intercultural awareness. The trainers have to be specialists in the respective topic that they are involved in within LiMERlC course. As the modules have been developed in six different countries with six different child care situations, the trainers have to be flexible and adjust the modules to the level of their participants as well as to individual situations in the different partner countries. The tutor can be a trainer but it is recommended that there is one tutor for the whole training programme. This tutor does not necessarily have to be a specialist in the topics contained with the training but has to be able to motivate and guide the participants through the e-learning parts of the course. In order to answer topic specific questions from the participants the tutor liaises with the respective trainers and experts.

How many participants are recommended for the training course?
The LiMERlC training programme has been developed for groups up to a maximum of 20 participants. The exercises provided in the course may also be conducted with smaller numbers. In order to guarantee a high quality learning experience and to give more opportunity for interaction and reflection groups of 10 to 15 participants are recommended.

What resources are needed?
Regarding personnel it is necessary to have someone organising the whole training course: including networking and publicising the course, recruiting participants, organising rooms, trainers and equipment, providing the e-learning platform, looking after financial aspects of the course etc. Ideally this person will also act as a tutor during the online learning phases. In the case where the participants do not have e-learning experience, extra time will be needed for tutoring and support on the learning platform. The course requires input from experts on the various topics in the course (trainers). It is sufficient to have one trainer for the course with the exception of units four to six in Module 8 where two trainers are recommended. Rooms with an internet connection, computer and projector as well as other training materials are also requirements.

How to use the LiMERlC handbook
The LiMERlC handbook has been developed as a training programme for childminders looking after children up to the age of six in order to strengthen their competences in the field of fostering language development and intercultural awareness. During development, the LiMERlC partners have tried, wherever possible, make the training generic so that it works in different countries under different circumstances. Nevertheless, it will be necessary for the trainers to slightly adapt some of the content or materials to the specific country or target group they are working in and with. This is especially the case for Module two and three which will need to be adapted to the local setting.

How not to use the LiMERlC handbook
The LiMERlC handbook is not intended as a replacement for specialist knowledge. It is not meant to be used by someone under that assumption that the training can take place simply by
working through the LiMERIC handbook with participants without having experience in adult education and without having specific knowledge on the respective topics in the modules.

**How to use the extra material**

The extra materials for the training course are mainly meant to be used by the trainers either for activities with the participants, presentation of the theoretical inputs or background information. If the trainer requires copies for the participants, the materials are listed under “didactics” of the relevant unit. Some documents contain questions for discussion or are used as e-learning tasks to be completed by the participants. The links, books or videos under the sections “further reading/learning” have mainly been compiled for the trainers. Due to the international nature of the LiMERIC team the links are not always in the native language of the handbook. But we suggest that trainers provide appropriate handouts including a list of links and books for the participants.
7 Module 1 “Let’s get going”

_Tagesmüter Graz-Steiermark, Austria_

<table>
<thead>
<tr>
<th>Aims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Getting to know each other</td>
</tr>
<tr>
<td></td>
<td>• Introduction to the project, the training and the methods (e-learning)</td>
</tr>
<tr>
<td></td>
<td>• Defining personal aims for the training</td>
</tr>
<tr>
<td></td>
<td>• Group rules, group dynamics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure for this module</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information to start:</td>
</tr>
<tr>
<td></td>
<td>• Presentation of participants in one minute</td>
</tr>
<tr>
<td></td>
<td>• Information on the project and general conditions for the training</td>
</tr>
<tr>
<td></td>
<td>50 min.</td>
</tr>
<tr>
<td></td>
<td>Getting to know each other</td>
</tr>
<tr>
<td></td>
<td>50 min.</td>
</tr>
<tr>
<td></td>
<td>Group dynamics</td>
</tr>
<tr>
<td></td>
<td>Processes and roles in a group, what makes a group a team</td>
</tr>
<tr>
<td></td>
<td>100 min.</td>
</tr>
<tr>
<td></td>
<td>Individual Group Experiences</td>
</tr>
<tr>
<td></td>
<td>70 min.</td>
</tr>
<tr>
<td></td>
<td>The team is setting sail</td>
</tr>
<tr>
<td></td>
<td>30 min.</td>
</tr>
<tr>
<td></td>
<td>Introduction into the e-learning platform</td>
</tr>
<tr>
<td></td>
<td>Getting used to the e-learning platform</td>
</tr>
<tr>
<td></td>
<td>100 min.</td>
</tr>
<tr>
<td></td>
<td>100 min.</td>
</tr>
</tbody>
</table>

| Methods                                   | Theoretical input, individual reflection, discussion with partner, discussion and brainstorming in plenum, games |
|                                           |                                                                                                            |

| Resources                                 | 2 flip charts, chairs, paper, pens, glue, cello tape, coloured cards, four balls, ribbon, camera, internet, if possible several PCs/laptops with internet connection for the online socialisation; documents: M1_greeting cards M1_constructive feedback M1_bingo M1_instructions Moodle |

| Time Frame                                | 4 units (200 min.) e-learning, 6 units (300 min.) face-to-face |
7.1 Introduction

This module aims to introduce the participants to each other and to the training itself. The participants will be together for about a year and will undertake innovative training with face-to-face lessons as well as e-learning units. This is a new learning situation for the participants and will require their full attention and motivation. The participants come from different walks of life, live in various regions and are in diverse professional situations. As they will meet only about once a month the big challenge of this module will be to promote a good atmosphere within the group and to develop team spirit.

7.2 Information to start (unit 1, 50 min.)

Aims

Participants get to know their colleagues and their own motivation. Participants explore why they are here and what they may expect from the training.

Contents

Presentation of trainer and participants:
The trainer and each participant gives a brief presentation about themselves in one minute e.g. name, where they live, their work situation and their motivation for participating in the training.

Information on the LiMErIC project
- Background to the project
- Project partners
- Aims and outcomes of the project
- General conditions of the training itself: Duration of the training, overview of modules, methods, e-learning, and requirements for completing the training.

Suggested didactics and methodology

Personal presentation in one minute: Each participant holds a ribbon in their hand and rolls up the ribbon whilst they make their short presentation. The presentation should be finished once the ribbon is fully rolled up.
The trainer or tutor presents the LiMErIC project and provides an overview of the training. The trainer is available to answer any questions regarding the LiMErIC project or the LiMErIC training programme.

Resources

Ribbons of the length of 260 cm (it should take about a minute to roll it up), laptop, projector.

Further reading/learning

www.limeric.eu
7.3 Getting to know each other (unit 2, 50 min.)

Aims
Participants get to know each other in a creative way.

Contents
Activity 1: Greetings around the world
This is a good opportunity to get participants to move around and get to know each other. Participants explore different non-verbal greetings from around the world and realise that a lot of “language” isn’t necessary to greet somebody from another culture. People have to get involved with each other and be open to the way people greet each other in order to respond respectfully.

Activity 2: Present yourself as you would not do it in a job interview
The individuals should present themselves to the group through drama, pantomime, drawing, singing, dancing or talking for example. This activity facilitates participants to get to know each other in a creative way showing unusual or unexpected facets of their personality.

Suggested didactics and methodology
Activity 1: Greetings around the world
The trainer has enough cards for one per participant. Each card names a country and describes the typical non-verbal greeting for this country. The trainer explains that participants are supposed to greet their colleagues according to the customs of the country on the card. Blank cards are available in case a participant comes from another country and would like to greet according to her/his custom. Each participant draws a card from the trainer and stands up. If necessary tables and chairs are moved out of the way to create more space. Participants walk around in the room and greet others according to the description on their card. Once everyone has made their greeting the trainer asks the participants how they felt during this activity.

Activity 2: Present yourself as you would not do it in a job interview
The participants have the opportunity to choose what they wish to present about themselves and their personality and the medium they would like to do it in. This could be achieved by talking about characteristics or preferences (e.g. I love to go Tango dancing or I travel to X every year…) or by dancing, singing, drama, pantomime, drawing etc. Anything is allowed and participants may use all objects available in the room. After each presentation the trainer should make sure that the participant steps out of his or her role and back into his/her normal role. If appropriate after a presentation, the trainer may ask whether other people have similar interests and preferences.

Resources
Blank cards, cards with a description of non-verbal greetings in other countries (printed, cut out and laminated) from document “M1_greeting cards”, paper, pens, empty space for a creative presentation.
Further reading/learning
Rachow, Axel (Hrsg.): Spielbar III: 60 Trainer präsentieren 83 frische Top-Spiele aus ihrer Seminarpraxis. – Bonn: managerSeminare Verlags GmbH, 2009

7.4 Group dynamics (unit 3 to 4, 100 min.)
Aims
Participants will develop from a group into a team and learn about the development, processes and roles within a team. As the participants will only meet about once in a month for the face-to-face sessions, it is important to set the basis for a good team from the very beginning.

Contents
What is a group?
Characteristics of a group are: at least two persons together for a certain time, common goal, dynamics, values, rules, durability, communication, interaction, conflicts …
Every team is a group but a group is not necessarily a team. The roles in a team are the same as in a group but a team also needs a leader (formal/informal leader).

Roles in a group
People may adapt to different team roles at different times. Team roles become more apparent when a team or group has had time to reach maturity and to develop cohesiveness. Each role has a function and is necessary for the development of the team. There are many classifications of group roles; basically there are roles that try to accomplish the task (coordinator, elaborator, information giver, recorder etc.), roles that maintain and build the group (follower, encourager, gatekeeper, harmoniser etc.) and others that disrupt the process (aggressor, blocker, loafer etc.) The right combination of different team roles strengthens the team.

Group processes according to Tuckman
Tuckman introduced his four phase model of group development in 1965. The fifth phase was added later in collaboration with Mary Ann Jensen. Teams may go through this cycle several times or revert back to “storming” in the case of a change of leadership or members.
- Forming: the team is formed, team members get to know each other, learn about opportunities and challenges, set goals and start to work together.
- Storming: team members have different ideas and opinions, conflicts may arise, tolerance and patience is needed, some teams may or may not get over this phase…
- Norming: team members agree on common rules and a common goal, members take responsibility.
- Performing: now team members are motivated, know their tasks and can perform.
- Adjourning: the task is completed and the team breaks up.

Find pros and cons of team work
Pros: more knowledge, support, motivation, inspiration, division of work, learn from each other
Cons: conflicts, unclear tasks, less flexibility, compromises.
Hindering elements: uncertainty, fear, lack of flexibility, bullying, bad leadership
Fostering elements: motivation, praise, togetherness, appreciation, success, humour, solidarity, constructive feedback, clear tasks and rules.

**Constructive feedback**
Participants learn how to give and to receive constructive and appreciative feedback within the group.

**Group rules**
The group members define and accept rules for their cooperation during the whole LiMErIC training course.

**Suggested didactics and methodology**

**Theory on group dynamics**
The trainer works through the theory together with the participants. Each topic or question is added to an extra flip chart. The participants try to find answers and inputs. The trainer writes down the inputs on the flip chart, comments on the inputs and motivates and helps the participants to find out more. The trainer completes and summarises the contents.

**Constructive Feedback**
Distribute copies of the document “M1_constructive feedback” and go through all points together.

**Group rules**
Groups of four are formed. Each group thinks about the manners and behaviours they consider important within the group and for facilitating cooperation with other participants and the trainer e.g. punctuality, switching off mobile phones, positive feedback, appreciation etc. Each group drafts a set of rules on cards and presents them to the group. The trainer writes down the rules and marks the most important ones for the group. The objective is to compile a list of about ten rules. Together they then go through the list clarify points if necessary and accept the rules as their group rules. It is the trainer’s responsibility to raise any overlooked points and to make sure the group rules comply with the organiser’s guidelines for the training course. One participant volunteer writes the list on a flip chart which is put up in the group room. Another volunteer uploads the rules onto the e-learning platform.

**Resources**
Flip chart, pens, cards, copies of document “M1_constructive feedback”

**Further reading/learning**
http://www.speaking.pitt.edu/student/groups/smallgrouproles.html [29.05.2013]
http://www.skillsyouneed.com/ips/group-roles.html [29.05.2013]
http://en.wikipedia.org/wiki/Tuckman's_stages_of_group_development [29.05.2013]
http://www.youtube.com/watch?v=FbrGCIqlyN4 [29.05.2013]
7.5 **Individual Group Experiences** (unit 5, 70 min.)

**Aims**
Participants reflect on their own experiences of joining a new group in different personal and professional situations. They collect best practices and possible solutions to foster the integration of new people into a group. Participants learn how to recognise patterns in groups and how to act accordingly in an integrative way.

**Contents**

*Activity 1 – Ball game:* participants stand in a circle and throw first one then two balls to other people in a certain pattern; at the end of the exercise another person joins the group and changes the pattern.

*Activity 2 – What does it mean to be new/foreign/different in a group?* Participants think about situations when they themselves were new to a group (or felt different to others in the group) and discuss it with a partner. This should better help them understand the feelings of others in a similar situation. Participants should then work out strategies and solutions regarding how to best integrate new people into a group.

**Suggested didactics and methodology**

*Activity 1:* To make it easier, the participants are split into two groups. Each group stands in a circle and each member of the group throws a ball to another person in a set pattern (e.g. throws the ball to every second person). Once a pattern is achieved, the trainer joins the group and changes the pattern. The trainer then adds a second ball into the game. Participants have to recognise that the pattern has changed, adapt to the new situation and react accordingly to continue the activity. After the game is completed the trainer conducts a discussion about what has happened during the activity, how did the participants learn the pattern, what happened after a new ball was thrown in, how it feels if something or somebody new joins in.

*Activity 2:* The trainer prepares three flip charts each with one of the following questions easily visible for all participants:

- How would I feel if I met someone whose language I did not know?
- How would I feel if I moved abroad with my family?
- How would I feel in a new group if I felt that I didn’t ‘fit in’?

The trainer puts pairs of cards (e.g. the greeting cards from 1.3) in a box and each participant pulls one out. Participants with the same greeting card become partners for this activity. Together the pairs reflect on the three questions and write answers/ideas/comments on cards. They then try to work out a solution to each question using the following prompts as a guide:
• What resources are available to the person in each situation? What could help him/her in this situation?
• What could be done differently in order to avoid feeling uncomfortable or negative feelings if this happened again?
• If the experience was a positive one, could they describe the environmental and personal resources that had helped?

The partners write their resources, solutions and strategies on how to cope with new and unknown situations on cards. The cards with the comments and the proposed strategies are then put on the flip charts alongside the starting questions. The contents of the cards are then discussed with the whole group. At the end of the activity a document containing a collection of the solutions, strategies and suggestions is uploaded onto Moodle by a volunteer.

**Resources**
Four balls, paper, pens, cards in various colours, cello tape, flip chart, camera

### 7.6 The team is setting sail (unit 6, 30 min.)

**Aims**
Participants grow together as a team and find a common aim for the training.

**Contents**

*Activity 1 – Finding-together-Bingo:* is carried out if there is enough time and the group needs to move around. Participants are provided with a number of questions to different topics including languages, other cultures etc. They have to find out what they have in common with other members of the group.

*Activity 2 – Sail in a boat of aims:* the trainer explains the SMART aims and objectives

<table>
<thead>
<tr>
<th>S</th>
<th>specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>measurable</td>
</tr>
<tr>
<td>A</td>
<td>attainable</td>
</tr>
<tr>
<td>R</td>
<td>reliable</td>
</tr>
<tr>
<td>T</td>
<td>time bound</td>
</tr>
</tbody>
</table>

Participants reflect on their personal aims for the training. These aims are then discussed with the rest of the group and “common” objectives of the group are decided and displayed.

*Activity 3 – The group finds a group representative:* The representative will speak for the group. The first task is to compile a list with names, mail addresses and phone numbers for further contacts and cooperation (with the consent of all participants).

*Activity 4 – To visualise the team* they should take a picture of the group and the boat of aims and put it online.
Suggested didactics and methodology

Activity 1: “Finding-together-Bingo”

The trainer explains that the reasoning behind this activity is to get to know the intercultural experiences of their peers. If necessary, tables and chairs are moved out of the way. Participants receive Bingo sheets and read the questions together. Each person also has a Bingo table with 16 fields which has questions on a number of topics including languages and other cultures. The participants have to find someone who can answer a specific question with “yes”. Participants get up together and walk around in the room to ask their peers. After each question they have to ask a different person another question. The person who has ticked four fields in a line or in a row shouts “bingo”. At the end of the activity, if there are certain questions that have not been answered with a “yes”, the trainer discusses the possible reasons for this and whether or not this could or should be changed.

Activity 2: “Sail in a boat of aims”:

The training is like a voyage for the participants. Each person writes (very) personal aims for the training on a card and puts it in an envelope with their name on it. The trainer collects the envelopes and keeps them until module 10. Participants write (SMART) aims that they wish to share with their peers on cards again. The trainer has drawn a boat shape on a flip chart. The cards with the aims are pinned onto the boat as a symbol of the group travelling together. The similar aims are grouped together. A train or suitcase symbol could be used in place of a ship.

Resources

Cards, glue, flip chart, pens, envelopes, sketch of a boat (or train…), cello tape, camera, copies of “M1_bingo”

Further reading/learning


http://en.wikipedia.org/wiki/SMART_criteria [29.05.2013]

7.7 Introduction into the e-learning platform (unit 7 to 8, 100 min.)

Aims

The participants familiarise themselves with the learning platform.

Contents

The participants learn how to:

- access the platform
- adjust their personal profile and upload their photo
- download and upload documents, discuss topics using the forum and start new topics
**Suggested didactics and methodology**

Each participant has a PC with internet connection (or small groups share one PC) and the facilitator goes through the instruction handout with the participants. All participants try the suggested exercises themselves.

**Resources**

Several PCs with internet connection, handouts "M1_instructions moodle"

---

**7.8 Getting used to the e-learning platform (unit 9 to 10, 100 min.)**

**Aims**

The participants practice working with the e-learning platform and at the same time get to know their peers better.

**Contents**

The participants practice how to download and upload documents, how to use the discussion forum and to start new topics. Doing this they also get to know their peers better and reflect on the first module.

**Suggested didactics and methodology**

From home via internet the participants practice working with the platform by downloading the documents (maybe also photos) from the face-2-face session. The tutor opens a forum asking the participants share with other members of the group how the introduction into the learning platform worked for them, which exercise from module 1 they liked most and what was most difficult for them. As a second task they are asked to answer the 'posts' of their peers. The tutor should encourage and help those participants that might be having difficulties with the platform.
# Module 2 “Language development”

*The Dyscovery Centre, University of South Wales, United Kingdom*

<table>
<thead>
<tr>
<th>Aims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• To gain an understanding of the stages of typical development of language in children aged 0 – 6 years and to gain an awareness of when language is delayed or disordered</td>
</tr>
<tr>
<td></td>
<td>• The development of more than one language (multilingualism) will also be briefly covered in this module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure for this module</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – 2</td>
<td>E-learning activity before face-to-face</td>
</tr>
<tr>
<td></td>
<td>Online introduction to module – either written or recorded mixed with YouTube videos to introduce the trainees to the module</td>
</tr>
<tr>
<td></td>
<td>100 min.</td>
</tr>
<tr>
<td>Unit 3 – 4</td>
<td>Stages of language development</td>
</tr>
<tr>
<td></td>
<td>100 min.</td>
</tr>
<tr>
<td>Unit 5 – 6</td>
<td>What is the difference between delay and disorder?</td>
</tr>
<tr>
<td></td>
<td>100 min.</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Frequently used terms</td>
</tr>
<tr>
<td></td>
<td>50 min.</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Identification and How to Seek Support</td>
</tr>
<tr>
<td></td>
<td>50 min.</td>
</tr>
<tr>
<td>Unit 9 – 10</td>
<td>Review after face-to-face</td>
</tr>
<tr>
<td></td>
<td>Activity: Find out local pathways and discuss the pros and cons on an online forum. If there isn’t a structured pathway within a particular country trainees can create ideal pathways.</td>
</tr>
<tr>
<td></td>
<td>100 min.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group discussions, case studies, quiz, PowerPoint presentations, videos, forums</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internet, laptop, projector, pens and paper, documents: M2_language developmental milestones</td>
</tr>
<tr>
<td></td>
<td>M2_case studies</td>
</tr>
<tr>
<td></td>
<td>M2_ICD terminology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Frame</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 units (200 min.) e-learning, 6 units (300 min.) face-to-face</td>
</tr>
</tbody>
</table>
8.1 Introduction

The development of language allows for information to be transmitted from one person to another. Children cannot communicate without a shared meaning of the words, gestures or symbols used. How does a child acquire language? Language is a complex human behaviour which has baffled scientists for many years. “Studies of language acquisition have shown that children are active in the process, constructing and refining grammatical rules for themselves as they mature”.

Children are not taught the grammatical rules per se; in fact, the majority of parents are not aware of the rules themselves and would find it difficult to explain them. Yet as the child grows they learn to use pronouns, verbs, adjectives and to form complex sentences in order to communicate with others and manipulate the world around them. Reinforcement is one possible explanation (at least in part) for the development of this process, although studies have shown this plays little part in the actual development of the child’s knowledge of the grammatical structure of their language. Parents generally react positively to any attempts at spoken communication by their child, encouraging them to persist, but not correcting them for ‘bad grammar’. In fact, 'mistakes' are sometimes viewed as 'cute' by parents and the child is actively encouraged to repeat them for others!

Another theory that has been proposed is learning by analogy - hearing a sentence, internalising the structural rules and using this as a basis to form new sentences. But languages do not work like that. What works for one sentence doesn't necessarily work for another, and the kinds of mistakes this could generate are rarely heard from children. For example, a child could say "I colored the red doll" or "I colored the doll red". Another suggestion is the way individuals communicate with young children; they may slow down their rate of speech, emphasise specific words and alter the pitch depending on meaning (even raising the pitch). It has been shown, however, that this language is rarely syntactically simpler than ordinary speech, and it varies from culture to culture, with some groups rarely using it at all. While imitation, reinforcement, analogy and ‘special’ speech play a part in the child’s acquisition of language they do not explain the whole picture. Why do children use non-grammatical forms if they have never heard them around them? Where do their completely novel utterances come from? How is it they make certain types of language errors, but not others? These points have been explained as part of an innate drive to create an internal grammar. The child is part of a creative process, where they take the language going on around them and construct the grammatical rules of their language. Hearing impaired children who have parents that sign have been shown to go through parallel developmental stages in the acquisition of sign as other children do in the process of developing verbal communication.

---

5 Learning Wales (2012)
6 Chomsky, N. (1966)
8.2 E-learning activity (unit 1 to 2, 100 min.)

Prior to starting the course there is an element of e-learning that needs to be completed. The following information will then be discussed with the group during the first face-to-face session.

Twins communicating in their own language. Watch the video entitled “Kids Talking in Their Language”. Consider what they may be talking about and look at the body language being used.

Please watch the short video entitled “How Children Acquire and Produce Language” for a brief introduction into how children acquire and produce language.

All participants should read the “I CAN” document (although it is directly relevant to UK situation it has some good information on language development which apply to all countries).

Resources

Kids Talking in Their Language – http://www.youtube.com/watch?v=OYN0J8AwNTY [05.03.2013]

I CAN Talk Series – Issue 7 Speech, Language and Communication Needs and the Early Years
http://www.ican.org.uk/~/media/Ican2/Whats%20the%20Issue/Evidence/7%20Speech%20Language%20and%20Communication%20Needs%20and%20the%20Early%20Years.ashx [05.03.2013]

How Children Acquire and Produce Language –
http://www.youtube.com/watch?v=2i1z37nYMrm&feature=related [05.03.2013]

8.3 Stages of language development (unit 3 to 4, 100 min.)

Aims

The aim is to gain an understanding of the ages and stages of typical language development.

Icebreaker

This is a brief warm up session. The facilitator should go around the group and the participants should list the different methods of communication. Following this, as a group they should discuss what the most powerful method of communication is and why it is important to respond to a child’s non-verbal communication.

Contents

Discuss the meaning of the terms typical and atypical

Typical language development occurs when a child follows a predictable pattern of developmental norms. Atypical language development occurs when a child’s language development follows a different trajectory to typically developing children.
**Precision of Speech**

Children develop their speech sounds in a developmental pattern. They may be inconsistent in production before perfecting it. This can take months to do. A child may produce a sound correctly 50% of the time for months and sometimes for a year or two before the sound is always correct.

**Typically a child at ...**

- 19 to 24 months of age: there is 25% to 50% precision
- 2 to 3 years: the child has 50% to 75% precision
- 3 to 4 years: the child has 80% precision
- 4 to 5 years: the child has 90% to 100% precision

**There are two main stages of language development:**

**Pre-linguistic stage** – this is usually during the first twelve months where babies learn the basic skills of communication. A child’s speech begins with early vocalisations at two or three months, followed by babbling (playful, vocal sounds) at around five to seven months, then jargon (strings of sounds or syllables produced with a variety of stress and intonation) from eight to 24 months. These various types of vocalisations usually continue through the child’s first 50 words. By twelve months, the child is starting to string the sounds together to form “true words”.

**Linguistic stage** – Babies begin to use words and then sentences to communicate.

**Vocabulary Development**

The development of vocabulary depends heavily on environmental exposure as well as the individual capacity each child brings to the learning situation. Vocabulary grows rapidly to around 2,000 words by the child’s fifth birthday.

**Language developmental milestones**

The following developmental milestones provide a benchmark to measure what a child should be able to do at the different age bands shown. Children can vary in the rate of development and some may make sudden strides, whereas others may develop at a steady rate. If development appears slow for a particular child they may just need more opportunity to practice their skills they have learnt more than others.
<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Stage</th>
<th>Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1</td>
<td>Prelinguistic stage</td>
<td>• Gurgling&lt;br&gt;• Cooing (vowel sounds)&lt;br&gt;• Babbling (repeating sounds)&lt;br&gt;• Use gestures to respond to spoken language&lt;br&gt;• Uses “echolalia” – the frequent repetition of sounds&lt;br&gt;• Has some of the phonetic characteristics of speech</td>
</tr>
<tr>
<td>1 – 1½</td>
<td>The one-word stage</td>
<td>• Enjoys listening to songs and rhymes.&lt;br&gt;• Books with pictures are a great interest&lt;br&gt;• They echo the last part of what others say&lt;br&gt;• A word or sign can have more than one meaning (this is also known as “extension”)&lt;br&gt;• Gestures develop alongside words</td>
</tr>
<tr>
<td>1½ – 2½</td>
<td>Short sentences</td>
<td>• Vocabulary typically grows from around 20 words at 18 months to 200 word at 21 months&lt;br&gt;• The child begins to combine single words to make two word sentences which over time progress to more complex word combinations (3 or 4 word sentences)</td>
</tr>
<tr>
<td>2½ – 3</td>
<td>More complex sentences</td>
<td>• Child begins to use grammatical rules.&lt;br&gt;• Prepositions and irregular verb endings appear&lt;br&gt;• Interested in rhymes and songs&lt;br&gt;• Imaginative play reflects the development of language&lt;br&gt;• May overuse grammatical rules and make mistakes e.g. “sheeps”</td>
</tr>
<tr>
<td>3</td>
<td>Development of more complex language</td>
<td>• Speech is largely understandable&lt;br&gt;• Has a vocabulary of approximately 1,000 words&lt;br&gt;• The length and complexity of spoken language is improved&lt;br&gt;• Can hold conversations – although usually rooted in present tense</td>
</tr>
<tr>
<td>Age in Years</td>
<td>Stage</td>
<td>Language Development</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4           | Development of more complex language      | • Uses correct grammar most of the time.  
• Can recognise rhymes  
• Can sit and listen to a story for 5 minutes  
• Infantile substitutions in speech  
• Understands number/space concepts- e.g. on/over/under  
• Has a vocabulary of approximately 1,500 words |                |
| 5           | Development of more complex language      | • Engages appropriately in conversations  
• Use “would” or “could” appropriately  
• Able to identify and name all uppercase and lowercase letters  
• Use sentences containing at least 7 or 8 words  
• Use past tense more consistently  
• Describes objects  
• Speech fluent with few infantile substitutions  
• Has a vocabulary of approximately 2,000 words |                |
| 6           | Development of more complex sentences     | • Talks fluently  
• Can understand more complex grammatical rules  
• Can read and write to some degree  
• Can learn how to do things through the use of language  
• Can use language to work through scenarios and problems |                |

**Suggested didactics and methodology**

The facilitator asks the participants to think of a child in their care who may not be meeting their developmental milestones. Then they hand out the document entitled “M2_language developmental milestones” and ask the participants to complete the table above to see where the child might need additional support. The facilitator should engage the group in a discussion about the areas whereby the child requires support. Note: the participants should keep this document until Module 3 where it will be used again as part of another activity.
Resources
Projector and laptop and print outs of the “M2_ language developmental milestones” document.

8.4 Difference between delay and disorder (unit 5 to 6, 100 min.)

Aims
The aim of the unit is to appreciate when language is not developing typically (atypical development) and how to identify what is a “delay” or “disorder”.

Contents
What is meant by delay and disorder?
Delay: A chronological delay in the appearance of normal developmental milestones achieved during infancy and early childhood. This may be caused by biological, psychological or environmental factors.
Disorder: A child whose language development is disordered has gaps in the attainment of developmental milestones. Progress occurs in a non-sequential pattern. Sometimes this is referred to as a ‘deviant’ pattern of development.

When does delay become disordered?
There is a need to differentiate a child not being able to achieve milestones due to lack of exposure to language, and a child who has had plenty of exposure but is still not able to reach specific milestones. A child may start off being delayed in their development, but this may become disordered in the manner in which they do a task or action. This can have a longer term impact on outcomes.

Implication of Delay and Disorder
- Behavioural problems – lack of communication skills can be the cause of frustration as the child is unable to express their feelings or needs.
- Difficulty forming friendships – having good receptive (comprehending language) and expressive (producing language) communication skills is key to building friendships from a very young age with not only their peers but also with childminders.
- Emotional development – the inability to verbally express and convey emotion and feelings and understand those of others.

Suggested didactics and methodology
At start of the session the facilitator asks the participants to discuss the differences between delay and disorder, and how this might impact within the care setting. The facilitator should split the group into four smaller groups and give each group one of the four case studies from the document “M2_case studies”. Thirty minutes before the end of the session the facilitator should bring the groups back together to discuss the case studies and whether they think this is a delay or disorder.
8.5 Frequently used terms (unit 7, 50 min.)

Aims
The aim of this unit is to get an awareness of different terms used to explain or diagnose a condition which is the cause for language delay or disorder.

Contents
The ICD-10 (World Health Organisation (1992))\(^7\) recognises a number of different language delays and disorders. Specific Developmental Disorders of Speech and Language Disorders in which normal patterns of language acquisition are disturbed from the early stages of development. The conditions are not directly attributable to neurological or speech mechanism abnormalities, sensory impairments, mental retardation, or environmental factors. Specific developmental disorders of speech and language are often followed by associated problems, such as difficulties in reading and spelling, abnormalities in interpersonal relationships, and emotional and behavioural disorders.

Suggested didactics and methodology
The facilitator should present the terms found in the document “M2_ ICD terminology”. The facilitator should engage the group in a discussion about how the criteria may affect a child receiving a diagnosis and the implications of this.

Resources
Laptop and projector, document “M2_ ICD terminology”

---

\(^7\) World Health Organisation (1992)
8.6 Identification and how to seek support (unit 8, 50 min.)

Aims
The aim of this unit is to be able to confidently identify if a child’s language is not developing in line with the milestones as expected and to know what to do next.

Contents
It is very important that the childminder always considers whether a child’s hearing is impaired as this may have a profound implication on speech and language development.

Identification of delay and disorder
Delay can be identified by:

- Childminders or parents conversing and recognising areas of concern in the child’s development – i.e. signs or symptoms causing concern compared to other children of a similar age
- Known risk factors e.g. prematurity, delay in milestones, family history of developmental disorder or identified learning difficulties or disabilities. Childminders may wish to avail themselves of all possible background information about the child who they are concerned about.
- Initial screening by health visitor or General Practitioner (GP)
- Assessment by a professional such as a Speech and Language Therapist
- Intervention and monitoring by parent or professional

Suggested didactics and methodology
The facilitator and then participants provide anonymous examples using the child considered when completing the developmental milestone table in unit 3 and discuss if they think this may be due to a delay or disorder. The facilitator should use these examples to highlight possible ways to seek help and advice from the relevant professional and then to create the ideal pathway from identification to support.

Resources
Pens and paper

Further reading/learning


<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical</td>
<td>Exhibiting the qualities, traits, or characteristics that identify a kind, class, group, or category</td>
</tr>
<tr>
<td>Atypical</td>
<td>Not representative of a type, group, or class</td>
</tr>
<tr>
<td>Language delay</td>
<td>Language delay is a failure to develop language abilities on the usual developmental timetable</td>
</tr>
<tr>
<td>Language disorder</td>
<td>Language disorder in children refers to problems with either a) getting their meaning or message across to others (expressive language disorder), or b) understanding the message coming from others (receptive language disorder)</td>
</tr>
<tr>
<td>Syntax-morphology</td>
<td>The structure and content of word forming sentences</td>
</tr>
<tr>
<td>Semantics</td>
<td>The meaning of language</td>
</tr>
<tr>
<td>Pragmatics</td>
<td>The way context contributes to meaning</td>
</tr>
<tr>
<td>Pathways</td>
<td>Set of actions</td>
</tr>
<tr>
<td>Multilingualism</td>
<td>Using or having the ability to use several languages</td>
</tr>
<tr>
<td>SLCN</td>
<td>speech, language and communication needs</td>
</tr>
</tbody>
</table>
### Aims

- Firstly, to briefly understand the role of the professionals and the terminology used when working with a child whose language is developing atypically.
- Secondly, to gain a practical understanding of ways to encourage language development in the children you care for.

### Structure for this module

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 2</td>
<td>E-learning activity before face-to-face interaction session and conversation on forum practices to foster language development</td>
<td>100 min.</td>
</tr>
<tr>
<td>3</td>
<td>What professionals are involved?</td>
<td>50 min.</td>
</tr>
<tr>
<td>4</td>
<td>Multilingualism</td>
<td>50 min.</td>
</tr>
<tr>
<td>5 – 6</td>
<td>Strategies used to foster language development</td>
<td>100 min.</td>
</tr>
<tr>
<td>7 – 8</td>
<td>Activities which foster language development</td>
<td>100 min.</td>
</tr>
<tr>
<td>9 – 10</td>
<td>Review after face-to-face activity: Quiz to test knowledge</td>
<td>100 min.</td>
</tr>
</tbody>
</table>

### Methods

- Groups discussions, case studies, quiz, PowerPoint presentation

### Resources

- Laptop, projector, pens and paper, documents:
  - M3_professionals
  - M3_professionals worksheet
  - M3_strategies
  - M3_age appropriate activities
  - M3_more activities

### Time Frame

- 4 units (200 min.) e-learning
- 6 units (300 min.) face-to-face
9.1 Introduction

Module 2 briefly introduced the theoretical concepts of language development and vaguely mapped out typical and atypical development. Module 2 also looked at language delay and disorder and the potential clinical/assessment pathways. This module focuses on providing some information into the roles and various professionals who work with children with delayed or disordered language development and very briefly looks at multilingualism (as this will be covered further in Module 4). Finally, this module will look at examples of practical strategies and activities that can be used in a child care setting to develop a child’s language within an inclusive environment.

9.2 E-learning activity (unit 1 to 2, 100 min.)

The facilitator should split the group of participants up to each look at two of the age range pages on the website. As smaller group/individual working they should research this age range in terms of what the child should be doing and then to think of supplementary activities they could use in their settings to help develop this behavior. For example, looking at the two to three year old section of the website it says that children should be able to understand simple 'who', 'what' and 'where' questions around this time. A possible strategy/activity they could use in their own settings is to ask more of the questions to the child at different times of the day and with different stimuli to look at. The child could also observe a childminder asking an older child who then gives a response. The small groups should report their findings to the wider group and the facilitator should encourage a session for knowledge exchange and discussion.

Talking Point website http://www.talkingpoint.org.uk/EY-worker.aspx [05.03.2013]

9.3 What professionals are involved? (unit 3, 50 min.)

Aims

The aim of this unit is to gain an understanding of the various professionals who may be involved if a child has a language delay or disorder. Also the limits of the child care worker role (e.g. when to refer and how to convey concerns to parents) will be addressed.

Icebreaker

The facilitator asks the group to express, without using language, a hobby or favourite TV programme or book. The group should look for hints and clues. The facilitator emphasizes the importance of verbal language.

Contents

This unit is particularly culturally specific. As such it is not beneficial to write an exhaustive list of the professionals a child may come into contact with if they have a language difficulty. This again is dependent on whether a family seeks support and advice from a privately run centre compared to one that the national government provides.
**General Practitioners**
At least in the UK a child would most likely visit the General Practitioner (GP) as they are considered the “gate keepers” to National Health Service (NHS) provisions. They are usually the first point of contact for most people. GPs are professionals based in the community and are therefore the most accessible health professional to people who have concerns. They provide a complete spectrum of care within the community from physical, psychological and social activities. The GP may undertake brief screening assessments and then, if it is considered necessary, will refer the child to a speech and language specialist. In the UK this is likely to be a “Speech and Language Therapist”.

**Health Visitor**
The role of the health visitor in the UK is to work with all parents of children from birth to five years to assess the support they need and to develop appropriate programmes to help give the child the best possible start in life. Health visitors are skilled professionals who have a good understanding, knowledge and experience of monitoring child development. Where there is a concern they can refer the child to a specific specialist. Health visitors work in a variety of settings including consulting with families in their own homes.

**Speech and Language Therapist**
The role of the speech and language therapist is to assess and treat speech, language and communication problems in people across the life span and to enable them to communicate to the best of their ability. For example a speech and language therapist may see children or adults who have difficulty understanding or using language or with feeding, chewing and swallowing behaviours. They provide support, advice and specialist skills to the individual and also provide advice to others (e.g. teachers and psychologists) on how best to support the person. A speech and language therapist sees people with a variety of difficulties e.g. those who have had a stroke or head injury as well as those who have a physical or developmental difficulty. Speech and language therapists work in a variety of settings including hospitals, community health centres and at the patient’s home setting.

**Suggested didactics and methodology**
The trainer should present the information about the roles of the professionals found in the document “M3_professionals” and then ask the participants to complete the worksheet entitled “M3_professionals worksheet” using the information they have been given and from their own experiences of seeing a child in their care go through the process from assessment to accessing support.

**Resources**
Projector and laptop or print outs of the documents “M3_professionals” and “M3_professionals worksheet”.
Further reading/learning

What is a Speech & Language Therapist?
http://www.youtube.com/watch?v=O1zUuXZNC2Q and
http://www.youtube.com/watch?v=r9IRpy1jNFE [05.03.2013]

9.4 Multilingualism (unit 4, 50 min.)

Aims
The aim of this unit is to briefly introduce multilingualism with regards to language development. A comprehensive discussion of multilingualism is covered in the next module.

Contents
A sense of belonging and environment contributes to a sense of worth and as such language is fundamental to these. If a child’s first language is different to that used in the child care setting a large proportion of a child’s experiences is being ignored and not utilised to encourage language development. Alternatively, if a child’s first language is understood and possibly encouraged in other settings (e.g. child care settings) a child will more likely feel as if they belong to that group – thus encouraging participation, language and social development also. Often a child is considered bilingual if they speak more than one language – often this means that a child’s home language may be different to that at the childcare setting. In some settings there may be a transition phase whereby the home language is valued to allow for the learning of the English language. If it is anticipated that the child will continue to develop both languages then they should be actively encouraged and supported. This can be done in a number of ways including:

- Make sentences comprehensible to the learner – enable the child to make sense of what is being said – this could be pointing towards or picking up objects or using actions to make the sentence clear.
- Allow for a period of silence – while the child digests what is being said/expected of them.
- Listen and speak – a child needs plenty of exposure to language for them to listen and understand the words. Later they will try to speak and become fluent themselves.

Suggested didactics and methodology
The facilitator should ask the trainees to imagine being a child who was unable to communicate their need to go to the toilet or eat for example. The facilitator should show the group the picture cards on the “do2learn” website and discuss how these could be used in their childcare setting. The facilitator should then give the participants some paper to make their own picture cards.

Resources
Laptop, projector, internet access to the “do2learn” website, pens and paper

Further reading/learning
http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies.html [05.03.2013]
9.5 Strategies to foster language development (unit 5 to 6, 100 min.)

Aims
The aim of this unit is to understand the use of common strategies by those who work with children with language delay or a language disorder.

Contents
The key to fostering language development is to interact with the child. Engage the child in dialogue in a variety of environments; pointing and naming objects in the supermarket or home setting for example. Also give the child a choice in as many things as possible to encourage them to respond with more than just “yes” or “no” answers. For example, ask, “Do you want juice or water?”, “Do you want to play by yourself or with me?”, “Do you want the teddy or the doll?” etc. For an older/more developed child you may wish to use open ended questions to encourage the child to think of their own answer. At first the child may be reluctant to respond or may just point. If this is the case, provide them with the name of the item again; “You want the juice”, “Here’s the juice” to reinforce the word. Gradually encourage the child to attempt the word before giving them the item.

Songs and rhymes in a group setting could also be beneficial and is a fun activity for the child to engage in as a strategy for developing language. Please see the “Talking Point” website for an example. The “Jolly Phonics” video may be useful for you to look at to help a child learn their phonics (especially for English speakers). If a child has a language difficulty more specific strategies should be used. These will usually be under the guidance of an appropriate professional if the difficulty is severe enough for concern.

Suggested didactics and methodology
The facilitator should print the document “M3_strategies” and read it through with the group. The group should add to the topic by thinking of some examples of how this could be adopted in their working environments.

Resources
Laptop, projector, pens and paper, print outs of “M3_strategies” document

Further reading/learning
Talking Point http://www.talkingpoint.org.uk/en/Parent.aspx [05.03.2013]
Jolly Phonics http://www.youtube.com/watch?v=Djz82FBYiug&list=PL12C3CEFEFB9C08E3 [05.03.2013]
### 9.6 Activities which foster language development (unit 7 to 8, 100 min.)

#### Aims
The aim of these units is to gain a greater understanding of the usefulness of particular activities to foster language development. Activities should be inclusive and suitable for all children in the group to engage in. Another aim is to learn some activities which would be beneficial for childminders to use in their role.

#### Contents
Some of these activities may be useful in fostering language development. Below is a summary table of the types of age-appropriate activities which could foster language development.

<table>
<thead>
<tr>
<th>Age</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>- Check that the baby can hear sufficiently</td>
</tr>
<tr>
<td></td>
<td>- Respond to their cries promptly</td>
</tr>
<tr>
<td></td>
<td>- Surround infant with language - during daily routines for example</td>
</tr>
<tr>
<td>1 – 2 months</td>
<td>Use every opportunity you can to enter into a conversation with the baby</td>
</tr>
<tr>
<td>6 months</td>
<td>- Include the baby in group activities e.g. meal time, story time. Try to talk to the child during this time</td>
</tr>
<tr>
<td>9 – 12 months</td>
<td>- Share stories with the baby. Point out objects to the baby and name them</td>
</tr>
<tr>
<td>13 months</td>
<td>- Praise or reward the child when they use words correctly. Introduce instructions when talking with the child. Read appropriate story books to the child (that is one the child can identify with)</td>
</tr>
<tr>
<td>14 – 19 months</td>
<td>- Maintain eye contact if a child is trying to talk to you. Ask the child questions about their environment or about themselves to encourage them to speak e.g. if a child has drawn a picture or made a building out of blocks ask them what they have made, what the colours are etc</td>
</tr>
<tr>
<td>18 – 30 months</td>
<td>- Encourage the child to speak with others and help with particular words if you need to</td>
</tr>
<tr>
<td>30 months – 3 years</td>
<td>Allow the child to verbally share their experiences by asking them what they did on the weekend or last night for example. Model language – If a child asks a question, answer them fully. Use props or toys such as telephones to encourage the child to use language. Continue reading to the child and encourage dialogue by asking question during circle/story time.</td>
</tr>
<tr>
<td>3 years – 6 years</td>
<td>At this point the child should tell you some information about the crafts or buildings they have made. Avoid asking too many questions but use prompts to encourage conversations. Continue to promote the use of eye contact when having a conversation. Continue to use a wide variety of books and rhymes and introducing a wider range of vocabulary.</td>
</tr>
</tbody>
</table>
Suggested didactics and methodology
The facilitator should hand out the documents “M3_age appropriate activities” and “M3_more activities” and discuss then with the group. The participants should have the opportunity to share their own activities and explain why this fosters language development. Using the case study from Module 2 the participants should think of some activities which may be appropriate for the child in their care.

Resources
Laptop and projector (if videos are shown), pens and paper, documents “M3_age appropriate activities” and “M3_more activities”

Further reading/learning
http://www.boxofideas.org/ideas/?page_id=252 [05.03.2013]
http://www.boxofideas.org/ideas/?page_id=257 [05.03.2013]
# 10 Module 4 “Multilingualism”

*İzmir Valiliği, Turkey*

| Aims | • Introduce the childminders to the concept of multilingualism  
|      | • Strengthen the knowledge and competences of childminders in the area of early childhood language development and multilingualism  
|      | • Stimulate positive attitudes towards multilingualism and linguistic diversity |

<table>
<thead>
<tr>
<th>Structure for this module</th>
<th></th>
</tr>
</thead>
</table>
| Unit 1 – 2 | E-learning activity:  
|  | • preparing examples of multilingual cases from their work life (think of a case where you cannot speak the child’s first language)  
|  | • conduct research on the challenges of multilingualism (document “M4_preperatory questions”)  
|  | 100 min. |
| Unit 3 – 4 | Background and aspects of multilingualism such as forms, advantages and challenges  
|  | 100 min. |
| Unit 5 – 6 | Attitudes towards multilingualism  
|  | 100 min. |
| Unit 7 – 8 | How to support children’s language learning (methods & strategies to support and encourage)  
|  | 100 min. |
| Unit 9 – 10 | Review after face-to-face: listing solutions for the challenges of multilingualism  
|  | 100 min. |

| Methods | E-learning, discussion, group work, role play |

| Resources | Flip chart, camera, projector, post-its, colored markers, Blu Tack, scissors, adhesive bands, documents: M4_preperatory questions  
|           | M4_key concepts  
|           | M4_attitude statements  
|           | M4_common myths  
|           | M4_how to support |

| Time Frame | 4 units (200 min.) E-learning, 6 units (300 min.) face-to-face |
10.1 Introduction

This module focuses on multilingualism and aims to stimulate positive attitudes towards multilingualism and linguistic diversity. Different factors related to the coexistence of more than one language and culture within a single individual (the multilingual child) are also discussed. In particular, the different types of multilingualism and the characteristics of multilingual acquisition of language are described. In addition, the value of acquiring multilingual, multicultural and intercultural competences are highlighted. The general misconceptions and positive and negative attitudes regarding multilingualism are also discussed.

10.2 Background and aspects on multilingualism (unit 3 to 4, 100 min.)

Aims

The aim of this unit is to understand the background aspects of multilingualism such as forms of multilingualism, advantages, disadvantages and challenges of multilingualism and to understand different forms of multilingualism. The participants will also acquire a basic knowledge of issues related to multilingualism.

Icebreaker

Participants are asked to list different words they know in other languages related to childcare e.g. baby (EN), bambino (IT), niño (ES), bebek (TR), copil (RO), Kind (DE), etc.

Contents

Multilingualism can be defined in different ways but basically it refers to the ability to use more than two languages. A basic distinction when discussing bilingualism and multilingualism is between the individual and societal level. At the individual level, bilingualism and multilingualism refer to the speaker’s competence to use two or more languages. At the societal level the terms bilingualism and multilingualism refer to the use of two or more languages in a speech community and it does not necessary imply that all the speakers in that community are competent in more than one language. Monolinguals are individuals who use one language. Bilinguals are often described as persons who use two languages. Bilingualism is “the ability to speak two languages” or “the habitual use of two languages colloquially”. Most researchers in language research use the term bilingual for users of two languages and multilingual for three or more, but this is not universal.

There are different kinds of advantages of being multilingual. The bilingual/multilingual children have more than one word for each object or concept, and he/she will associate each word with slightly different connotations. For this reason, the multilingual individual generally thinks in a “more complicated” way than monolinguals normally do. This leads to greater cognitive flexibility and to a more complex understanding of words. Furthermore, bilingual/multilingual individuals

---

exhibit not only greater inhibitory control but also greater control on a wide range of other executive processes.\textsuperscript{10}

Knowing different languages facilitates communication, mobility and exchange among individuals. The coexistence of more than one language implies the coexistence of more than one culture, and this leads the bilingual/multilingual individual to a richer cultural background and a richer identity. Furthermore, multilingual individuals tend to develop an earlier and greater ability to see things from a different perspective and to understand different points of view, which is the basis for greater tolerance towards different cultures and for developing a positive attitude to different views, ideas, traditions and behaviours.\textsuperscript{11}

**Suggested didactics and methodology**

Theory and key concepts will be presented by using “M4\_key concepts” document. The trainer will facilitate a discussion on positive and negative aspects of being multilingual in terms of learning using the questions below. Participants will discuss and prepare a list of countries where multilingualism is institutional (e.g. Switzerland, Wales, etc.)

- What are the advantages of being multilingual in an educational environment? Think in terms of planning, focusing, multitasking, listening, problem solving etc.
- What are the disadvantages of being multilingual in an educational environment, if any? Think of vocabulary, verbal expression, written expression, grammatical errors, mathematical skills etc.

**Resources**

Projector, flip chart, chairs and tables, coloured markers, post its, documents “M4\_preparatory questions”, “M4\_key concepts”.

**Further reading/learning**


http://www.goethe.de/ins/fr/pro/classesbilangues/ressources/AroninHufeisen2009.pdf [05.03.2013]


10.3 Attitudes towards multilingualism (unit 5 to 6, 100 min.)

Aims
The aims of this unit are to understand positive and negative attitudes towards multilingualism and to understand issues related to multilingualism.

Contents
In order to understand the benefits of multilingualism it is important to know about common misconceptions about multilingualism. Unfortunately, many people think that there is only room enough in a child’s (or adult’s) brain for one language. However, if we look around at other countries, we can easily see that in many places, children grow up learning two, three, and sometimes more languages without any cost to their educational development. For example, in Switzerland, the home language may be French, Swiss-German, Italian, or Romansh but most children learn one additional language very early, and by the time they graduate from secondary school, the majority of students are trilingual. Contrary to the idea that two languages confuse people, there is evidence that well-developed bilingualism actually enhances one’s “cognitive flexibility” – that is, bilingual people (including children) are better able to see things from two or more perspectives and to understand how other people think.¹²

There are common misconceptions regarding multilingualism and multilingual children. For example people often think that learning two or more languages creates an excessive cognitive load. However this is not the case. Speaking more than one language is not in itself a handicap. On the contrary, studies have shown that bilinguals have certain advantages over monolinguals, e.g. in mental flexibility, mathematical tasks, reaction time and in (additional) language learning.¹³ A multilingual person develops creative thinking and an ability to think more flexible. Such people have two or more words for each idea or object. They are also more sensitive to the needs of listeners when compared to monolingual people. Being multilingual has a positive effect on intellectual growth of a person as well.¹⁴ Another common misconception about multilingualism is the belief that multilingual children never develop any language fully or multilingual children mix up languages and become confused. In contrast, research shows that bilingual or multilingual acquisition does not lead to confusion or delay and meta-linguistic abilities are also developed easily in dual-language speakers. The differentiation between implied meanings and literal ones becomes clearer. One can think beyond labels, symbolism and language structure because the mind is not restrained to think in a single language.¹⁵

¹² http://ccat.sas.upenn.edu/~haroldfs/540/bilingtl/myths.html [06.03.2013]
¹⁵ http://www.buzzle.com/articles/benefits-of-being-bilingual.html [08.03.2013]
**Suggested didactics and methodology**

The trainer discusses positive and negative attitudes towards multilingualism. In order to give participants a feeling of being multilingual the trainer uses a hula-hoop: All participants hold hands in a circle. The trainer puts a hula-hoop (first language) between participants' hands and asks them to pass it to the next person without breaking the circle. They have to pass through the hula-hoop with their whole body. After the first round, the trainer puts a second hula-hoop (second language) and asks them to pass both hula-hoops into opposite directions. After a certain point (when participants have struggled enough with both hula-hoops) the trainer stops the game and asks the participants how they felt when they were using one hula-hoop and then when the second hula-hoop (language) was added. At the end of the activity the participants are asked which other languages they know and how they feel about being bilingual or multilingual (if there are any).

In order to understand participants' attitudes towards multilingualism they will be asked to answer a list of statements “M4 _attitude_statements” to indicate if they agree or not. The trainer presents common myths regarding multilingualism using the “M4_common_myths” document.

**Resources**

Projector, flip chart, coloured markers, post its, 2 hula-hoops "M4_attitude_statements", "M4_common_myths"

**Further reading/learning**

http://ccat.sas.upenn.edu/~haroldfs/540/bilingual/myths.html [06.03.2013]
http://www.buzzle.com/articles/benefits-of-being-bilingual.html [08.03.2013]
http://www.themagicalfrog.com/themagicalfrog-com/_img/pdf/Advantages-of-being-Multilingual.pdf [06.03.2013]

Multilingualism and Literacy Development, Module 1 of Dyslang Project:
10.4 How to support children’s language learning (unit 7 to 8, 100 min.)

Aims
This unit aims to help childminders understand and support children’s second (or more) language learning and ways to support children’s language development.

Contents
The early years are recognised as the foundation for children’s development. In particular, the first six years are crucial for young children in the development of their first language and cultural identity, and it is during these early years that children build up their knowledge of the world around them. Language has a major role in supporting a child’s process of identity formation and in helping them understand where they fit into the new environment they are entering. The acquisition of language is essential not only to cognitive development, but also to a child’s social development and wellbeing. For young children interaction with adults and other children is the key to the acquisition of language. For infants and toddlers their early interaction with parents and childminders provides the basis for communication and learning in both the first or home language and in the second language.\(^{16}\)

There has been an increasing amount of speculation about how children acquire a second language. A number of researchers have suggested that the general process of second language acquisition may be similar to that of first language acquisition e.g. it may be a “creative construction process.”

This account of language acquisition attributes to the child specific innate mechanisms which guide a child’s discovery of the rules of the language to which he or she is exposed. In other words, children do not simply imitate adult speech; they structure it and create rules of their own that are simpler than adult rules. In time, the “mismatch” between the child’s developing forms and the developed forms of adult grammar diminishes and disappears without the help of explicit instruction, positive reinforcement of correct structures or correction of incorrect structures.\(^{17}\)

Some strategies to support children’s language learning can be listed as follows:
- Help parents understand the importance of continuing to use their first language at home. Suggest that they talk, play, sing and read to their children in their home language.
- Encourage each person to use one language when speaking to the child. For example, grandma might always use the child’s first language while the childminder always speaks English. This helps to reduce confusion between the two languages.

---


• If a childminder speaks the child’s first language, it is appropriate to comfort the child in their first language when he or she is upset.
• Set up a supportive learning environment that reflects every child’s language and cultural background.
• Promote language awareness for all children. Teach simple words or phrases in all the languages represented in the group to the children while also supporting English (or language of home country) language acquisition.
• Talk, talk, talk. Use simple words and phrases over and over every day in every way. At every opportunity repeat the names of objects, action words and simple descriptors related to size, colour and numbers – the building blocks for development of more complex language structures later on.¹⁸

Suggested didactics and methodology
The trainer presents the content and starts structured discussions on how to support children’s language learning using the questions from handout “M4_how_to_support”. As homework participants prepare a list of “solutions to the challenges of multilingualism” and post their answers on the online platform.

Resources
Projector, flip chart, chairs and tables, coloured markers, post its, “M4_how to support”

Further reading/learning
Supporting Children Learning English as a Second Language in the Early Years (birth to six years (p.8)
## 10.5 Glossary

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Native language</strong> (first language)</td>
<td>Native language is the language(s) a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity.</td>
</tr>
<tr>
<td><strong>Second language</strong></td>
<td>Second language is any language learned after the first language or &quot;mother tongue&quot;.</td>
</tr>
<tr>
<td><strong>Foreign language</strong></td>
<td>Foreign language is any language other than that spoken by the people of a specific place.</td>
</tr>
<tr>
<td><strong>Multilingual</strong></td>
<td>A multilingual is a person who has &quot;the ability to use three or more languages, either separately or in various degrees of code-mixing. Different languages are used for different purposes, competence in each varying according to such factors as register, occupation, and education</td>
</tr>
<tr>
<td><strong>Bilingualism</strong></td>
<td>Using or able to use two languages with equal or nearly equal fluency.</td>
</tr>
<tr>
<td><strong>Language acquisition</strong></td>
<td>Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition usually refers to first-language acquisition, which studies infants' acquisition of their native language.</td>
</tr>
<tr>
<td><strong>Language learning</strong></td>
<td>Language learning is the process of learning a native or a second language. Language learning involves formal instruction.</td>
</tr>
</tbody>
</table>
# Module 5 “Promoting Learning”

**İzmir Valiliği, Turkey**

<table>
<thead>
<tr>
<th>Aims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To strengthen the knowledge and competences of childminders in the area of promoting learning in early childhood</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure for this module</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E-learning activity before face-to-face:</td>
<td>100 min.</td>
</tr>
<tr>
<td>• preparing a presentation on his or her own learning experiences (“M5_discovering learning styles”)</td>
<td></td>
</tr>
<tr>
<td>• listing different learning styles (“M5_listing learning styles”)</td>
<td></td>
</tr>
<tr>
<td>• Watching a YouTube video on learning styles</td>
<td><a href="http://www.youtube.com/watch?v=-Jwz_h0zXsY">http://www.youtube.com/watch?v=-Jwz_h0zXsY</a></td>
</tr>
</tbody>
</table>

| Unit 3                                                                 | What is learning? How do children learn? | 50 min. |
| Unit 4                                                                 | Barriers to learning and how to overcome them | 50 min. |
| Unit 5                                                                 | Different learning and teaching styles | 50 min. |
| Unit 6 – 7                                                             | How do you foster learning? | 100 min. |
| Unit 8a                                                                |                                                                 | 25 min. |
| Unit 8b                                                                | • Mid-term review: check the mood, motivation, expectations of participants, answer open questions |   |
| • introduce final task to participants |                                                                 | 25 min. |
| Unit 9 – 10                                                            | Review after face-to-face: | 100 min. |
| • preparing a solution to the learning difficulty case presented at the beginning of the module |   |
| • comparing own learning style with the styles presented in the module and post a short summary online. Review after face-to-face |   |

| Methods                                                              | Discussion, group work, world café, role play, presentation |
| Resources                                                            | Flip chart, projector, post-its, coloured markers, Blu Tack, scissors, adhesive bands, flip chart with a drawn barometer, green/yellow/red stickers, documents: |
| M5_discovering learning styles | M5_listing learning styles |
| M5_learning theories | M5_learning experiences |
| M5_favourite game |   |

| Time Frame                                                                 | 4 units (200 min.) e-learning, 6 units (300 min.) face-to-face |


11.1 Introduction

This module focuses on ways to promote learning in early childhood. Learning is an active process of creating meaning from different experiences. Children learn best by trying to make sense of something on their own, by constructing their own knowledge instead of having someone else construct it for them. In order to facilitate learner’s construction of knowledge, instructors need to encourage learners to be active in all of their learning experiences. Learning activities should be opportunities for learner investigation and discovery.\(^\text{19}\)

It is important that the participants understand that there are different learning styles as well as learning difficulties. It is also important to recognize these differences in order to foster learning in early childhood. Learning about how children learn and how they think helps childminders to promote learning. In order to promote learning, childminders also need to know the barriers to a child’s learning and how to overcome these barriers. They also need to know different learning styles such as learning by playing and exploration, Montessori or free learning styles, cooperative learning, multiple intelligence approach, learning from a model, and Freinet pedagogy, etc.

11.2 What is learning? How do children learn? (unit 3, 50 min.)

Aims

The aim of this unit is to gain an understanding of the concept of learning and of how children learn. This unit also aims to help childminders understand different learning processes.

Icebreaker

In order to discover their own learning styles participants are asked a series of questions related to different learning styles from the document “M5_discovering learning styles”. Going through this check list and by watching an online video the participants try to discover their personal learning styles. This will be done as e-learning preparation before the first face-to-face session. The outcomes from this exercise are summed up by the trainer during the face-to-face lesson.

Contents

Learning is described as the act or experience of one that learns; knowledge of skill acquired by instruction or study; modification of a behavioral tendency by experience. Learning is also defined as a change in behaviours, which is demonstrated by people implementing knowledge, skills, or practices derived from education.\(^\text{20}\) Children pass through different stages of learning. A baby or infant learns about the world through reacting to input through the senses. From about two until seven years old the child starts to develop the ability to reason and think, but still sees their needs as central. After the age of about seven a child usually becomes less self-oriented and can look outside themselves. By the age of twelve most children can reason and test out their ideas about the world. This means that with younger children we need to personal-


\(^{20}\) http://www.umsl.edu/services/ctl/DEID/destination2adultlearning/2blearning.html [18.10.2012]
ise and give examples which relate to the individual child, whereas older children need help to make sense of the world around them. This also means that children must be at the stage where they are ready to learn. For example younger children are ready to acquire the concepts of number, colour and shape but are not ready for abstract grammatical rules.  

**Children are good observers.** They learn from actively investigating the world around them. Adults should take the time to stop, really look at what's going on, and direct the child's attention to details. Childminders should encourage children to observe what is happening around them and direct children's attention to details while doing daily activities.

**Children respond well to open-ended questions.** Open-ended questions encourage children to think and reflect. "What made the shovel move like that?" "What do you think the driver is going to do now?" "Did you hear the motor make a noise?" Giving children time to come up with their own answers, even misconceptions, starts them on the road to constructing explanations and building theories. Childminders should use open-ended questions and ask children’s views and opinions about events, activities or tasks. Childminders should also be careful not to judge their answers or label them right or wrong.

**Children are researchers.** Assisted by adults, children have numerous ways to explore their interests. A child intrigued by something can look in books at home or at the library. Toys that are related to their interests can give the child a chance to replay experiences and act out observed roles in order to construct his or her own knowledge. With a notepad and pencil, the child can draw what he or she sees. Childminders should use toys, games and activities in order to arouse a child’s curiosity.

**Children benefit from positive models.** In a natural, almost unconscious process, children follow the examples set by others, modeling both behaviour and the accompanying emotional tone. When children see their parents reading regularly, they want to read and be read to. When they see disrespectful or violent behavior (either in life or on television) they are just as likely to imitate it. Childminders and parents should be very careful in front of the children. Demonstrating examples of good behaviour and language use is very important from the beginning in order to prevent inappropriate behaviours or langue later on.

**Positive suggestions guide children.** Responding to children positively helps them interact effectively with others. Often an adult's first response to a child’s undesirable behavior is negative and controlling emphasizing what the child cannot do: "Don’t throw the ball here." But usually a more effective approach suggests what the child can do: "That's a good place to throw the ball." Childminders should always use positive language when interacting with children.

**Children also learn through play.** Play is perhaps the child’s most important way of learning. This learning process may not be obvious when a child actively explores their environment and acts on their in-built curiosity. Adults can contribute to this natural process by encouraging chil-

---

Children's interests and efforts, talking to them about what they are experiencing, and helping them elaborate and extend their play. Play is critical to the healthy growth and development of children. As children play, they learn to solve problems, to get along with others and to develop the fine and gross motor skills needed to grow and learn. Childminders should use every opportunity to encourage children to play either alone or with their peers.

**Children learn from their peers.** When children play with siblings and friends they learn from each other. As questions, challenges, and conflicts arise, they learn how to solve problems. Mixed-age play in particular allows children to learn in two ways, both by modeling the behavior of older children and by "teaching" younger children. So childminders should encourage children to play with others.

**Children learn with support.** It doesn't work to simply say to children, "You must share." At best, such orders are effective only temporarily while adults are present. However, when adults guide children through the process of taking turns or waiting for their turn, the child can internalise those strategies and use them in future. Emotionally supportive language also helps children view adults as their advocates. It helps them solve problems rather than turning situations into an adversarial struggle. Often, when asked first how they could solve a problem, children think of the best solution.

**Children learn by using basic materials.** Young children learn by doing. Helping with cooking, chores, and other real work is of tremendous interest and value to them. This "hands-on" learning is also encouraged with materials for drawing, writing, and constructing: paper, pencils, crayons, scissors, glue, and tape. The outdoors can be utilised for investigating nature and for running, climbing, and other active play essential for motor development. The more hands-on experiences children have, the more curious and capable they become and, best of all, the more joy they feel in learning "a number of things."  

**Suggested didactics and methodology**
This unit offers participants the opportunity to reflect on different learning processes. Different learning theories are presented in "M5_learning theories". The trainer asks participants to present/explain their own learning styles which they previously discovered using "M5_discovering learning styles". Participants are asked which strategies they use to encourage learning in children.

**Resources**
Projector, flip chart and coloured markers, "M5_learning theories", "M5_discovering learning styles"

**Further reading/learning**

11.3 Barriers to learning and how to overcome them (unit 4, 50 min.)

Aims
The aim of this unit is to understand the barriers to children’s learning and to be able to help them to overcome these barriers.

Contents
Usually a learning disability isn't detected until the child enters school. Even then a learning disability can go undetected for years if the child learns coping skills. A Specific Learning Difficulty (SpLD) is a difficulty in the ability to learn a specific skill such as reading, writing, math, or expressive or receptive language. A learning disability is not a deficit in general intellectual ability. Learning disability symptoms can appear as a child's inability to learn specific skills, fear of or avoidance of academic tasks, low self-esteem, moodiness, and behaviour problems. Some children develop and mature at a slower rate than others in the same age group. As a result, they may not be able to do the expected school work. This kind of learning disability is called “maturational lag.” Some children with normal vision and hearing may misinterpret everyday sights and sounds because of some unexplained disorder of the nervous system. SpLDs tend to run in families and so may be inherited. SpLDs are more common in boys than girls, possibly because they are more noticeable in boys.

Specific Learning Difficulties typically affect five general areas:
- Spoken language: delays, disorders, and deviations in listening and speaking
- Written language: difficulties with reading, writing and spelling
- Arithmetic: difficulty in performing arithmetic operations or in understanding basic concepts
- Reasoning: difficulty in organizing and integrating thoughts
- Memory: difficulty in remembering information and instructions

Among the symptoms commonly related to SpLDs are:
- Difficulty discriminating size, shape, color
- General awkwardness
- Poor visual-motor coordination
- Hyperactivity
- Slowness in completing work
- Easily confused by instructions
- Difficulty with abstract reasoning and/or problem solving
- Disorganised thinking

---

• Often obsesses on one topic or idea
• Poor short-term or long-term memory
• Impulsive behavior; lack of reflective thought prior to action
• Low tolerance for frustration
• Poor social judgment
• Behavior often inappropriate for situation
• Poor adjustment to environmental changes
• Overly distractible; difficulty concentrating

Suggested didactics and methodology
The trainer presents the content of this module using the sub-topics outlined above. Participants are asked which types of SpLDs they come across in their work with children and what strategies they use to overcome these difficulties. The trainer divides the participants into two or three groups and then asks participants to think about their own experiences with SpLDs and how did they had overcome any problems (“M5_learning experiences”). At the end each group presents their SpLD cases.

Resources
PC, projector, flip charts, coloured markers, “M5_learning experiences”

Further reading/learning

11.4 Different learning and teaching styles (unit 5, 50 min.)

Aims
The aim of this unit is to gain an understanding of different learning styles such as learning by playing and exploration, Montessori or free learning styles, cooperative learning, multiple intelligence approach, and Freinet pedagogy etc.

Contents
We all know some children are good at some things like football, running while others are good at painting, singing etc. In the past these differences were not recognised by teachers and those who did well at school subjects considered more clever than those who did not do so well. Children who are good at other skills have less opportunity to show their strengths and be recognised for them.

Multiple Intelligence Theory created a new way of looking at people’s abilities. Theory identifies eight ways in which people can be ‘smart’.

• Word Smart: Verbal/Linguistic
• Number Smart: Logical/Mathematical
• Picture Smart: Visual/Spatial Intelligence
• Body Smart: Bodily/Kinesthetic Intelligence
• Music Smart: Musical/Rhythmic Intelligence
There are also other categorizations of learning styles such as Visual, Auditory, Physical or Mental, Emotional, Physical, Intuitive, etc. Different learning styles require using different teaching strategies. Childminders and teachers need to be aware of the different learning styles of the children and be able to apply different teaching strategies to foster learning.

Suggested didactics and methodology
The trainer presents content and basic concepts, participants discuss the video they watched during online preparation phase on learning styles (http://www.youtube.com/watch?v=-Jwz_h0zXsY). Participants evaluate their own learning styles using the "M5_discovering learning styles" guide and discuss different preferences of learning strategies in different subjects and present their preferences.

Resources
PC, projector, flip chart, chairs and tables, colored markers, post its, print outs of the document "M5_discovering learning styles"

Further reading/learning
http://www.youtube.com/watch?v=HEh8Z0sbiRE [21.11.2012], Cooperative learning video
http://www.youtube.com/watch?v=-Jwz_h0zXsY [21.11.2012], Learning styles video
http://www.youtube.com/watch?v=UsDI6hDx5ul [21.11.2012], Active Learning

Freinet
http://www.f2be.com/AtoZdetail.htm#freinet [21.11.2012]

Montessori

11.5 How to foster learning (unit 6 to 7, 100 min.)

Aims
The aim of this unit is to gain an understanding of ways of fostering learning in early childhood.

Contents
Once childminders become familiar with different learning styles and have worked out a child’s preferred style of learning they can use specific strategies to complement the way they learn best. Childminders can adapt activities and strategies to take into account the Child’s preferred learning style.

Listed below are strategies for each style of learning: auditory, visual and physical. Each of the learning styles is further divided into strategies for learners and strategies for facilitators.

For auditory learners:
- Encourage children to think out loud when working
- Get children to talk through the steps of an activity
- Ask children to spell or say syllables out loud
- Use phonetic approaches
- Play relaxing music in the background to enhance concentration and learning
- Use auditory words in conversation, such as “I hear” or “sounds like”

For physical learners:
- Teach with real things – objects, models, games and puzzles that can be touched and moved around
- Use a variety of textures
- Use role play when possible
- Take frequent breaks from sitting – stand up and move around

For visual learners:
- Use visual words in conversation, such as “I see that”
- Explain things on paper or on the blackboard using pictures
- Use visualization exercises
- Describe things in visual terms
- Use diagrams and charts
- Use flash cards, posters, maps, etc.
- Give demonstrations
- Use colour coding to organise learning materials
- Use matching games and puzzles for reading beginners
- Give one assignment at a time

Suggested didactics and methodology
After briefly presenting the content, the trainer divides participants into three groups, each group works on a different learning style (auditory, physical, visual). The trainer asks them to prepare
the characteristics of these learning styles and the best strategies to foster learning. Each group presents their findings to the class. As homework participants prepare a solution to the learning difficulty case presented at the beginning of the module and compare their own learning style with the styles presented in the module. They will then post their answers on the online platform.

Resources
Projector, flip chart, chairs and tables, coloured markers, post its

Further reading/learning
Learning to Learn A Living Resource for Literacy Practitioners and Adult Educators. The Nunavut Literacy Council, 2004

11.6 Midterm review (unit 8a, 25 min.)

Aims
The aim of the review is to get an impression if the participant’s level of satisfaction with the training course, the methods used, the trainers and tutors and the overall organization. Whether the training meets the expectations of the participants will also be explored. The midterm review also aims at continuously improving the quality of the LiMErIC training programme. In this unit open questions regarding the organisation of the course as well as the practical use of the e-learning platform should be clarified.

Contents

Mood barometer
This is a simple nonverbal method of checking the mood of the group. The flip chart shows a barometer (or a vertical arrow) with the lower end being “zero” (very bad mood) and the top end “ten” symbolising very good mood. This can also be visualised by putting a sad smiley face next to “zero” and a happy smiley face next to “ten”. Each participant marks his or her mood on the scale and rates their satisfaction with the training course so far with a green (“good”, yellow (“neutral”) or red (“bad”) sticker. The green stickers are placed around the top of the scale, yellow stickers in the middle and red stickers to the bottom.

Answer open questions
The participants then have the chance to ask any questions regarding the organisation and the contents of the training programme, any further procedures, the practical use of the e-learning platform etc. The facilitator answers questions from the participants. If the trainer is not able to answer to the question immediately, they will make a note of it and get back to the participant with the appropriate answer as soon as possible.
Suggested didactics and methodology

*Mood barometer:* all participants put their stickers on the chart without discussing their decision with any other members of the group. Once all stickers are set, the facilitator asks if anyone wishes to explain his or her sticker to the group. Start with the stickers at the bottom. Together possible solutions and resources are discussed for the “challenges” participants might have experienced. If possible, the group tries to come to an agreement about how to solve present problems and how to avoid further problems in future.

*Open questions:* Verbal information is given by the trainer and questions are answered if necessary.

**Resources**

Paper, pens, flip chart with a drawn barometer, green/yellow/red stickers,

**Further reading/learning**


11.7 **Introduction to the final task** (unit 8b, 25 min.)

**Aims**

The participants are introduced to their final task of the programme (to present their favourite game).

**Contents**

As a final task for the training course each participant should present her or his favourite game in module 10. The game could be an existing one or one that has been invented or modified by the participant. The game fosters language learning for children and should be suitable for parents to play at home with their children as well. The participants have to test their game with children (and maybe parents) and collect the feedback from children and parents. Participants will put a description of their game online. Questions that should be considered for the game:

- Name and aim of the game
- Materials needed
- Rules of the game
- Age and number of children suitable for the game
- Is it an indoor and/or outdoor game
- How much time is needed for one round of the game
- Feedback from children and/or parents, colleagues or team members
- Why did the participant choose this game

**Suggested didactics and methodology**

Each participant describes his or her favourite game in writing using framework indicated above. The description of the game is put online four weeks before the face-to-face session for module 10. Participants may have a look at the games of their peers and give feedback or ask ques-
tions if they want to. The participant can, if they wish, integrate any feedback into the final presentation of the game during the last face-to-face session. It is up to the candidates to decide how best to present or demonstrate their games in module 10.

Resources
Document “M5_favourite game”

11.8 Glossary

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning style</td>
<td>Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations.</td>
</tr>
<tr>
<td>Auditory learning style</td>
<td>Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning.</td>
</tr>
<tr>
<td>Kinesthetic (Physical) learning style</td>
<td>Kinesthetic learning is a learning style in which learning takes place by the person carrying out a physical activity, rather than listening to a lecture or watching a demonstration. People with a kinesthetic learning style are also commonly known as &quot;doers&quot;.</td>
</tr>
<tr>
<td>Visual learning style</td>
<td>Visual learners are those who learn things best through seeing them.</td>
</tr>
</tbody>
</table>
# Module 6 “Intercultural behaviour”

**FormAzione Co&So Network, Italy**

<table>
<thead>
<tr>
<th>Aims</th>
<th></th>
</tr>
</thead>
</table>
| • Focussing on behaviours and attitudes able to facilitate intercultural dialogue and to deconstruct stereotypes  
• Decentralizing the self and recognizing different points of view  
• Being able to understand the real needs, development and growth opportunities inherent to the educational relationship (with children, families, social context) |

<table>
<thead>
<tr>
<th>Structure for this module</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Reflection on the icebreaker questions 50 min.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>Listening and observing techniques: presentation of the “autobiographical diary” 50 min.</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>Comparison of the intercultural relationship theme 50 min.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td>Childhood as culture 50 min.</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td>Striking a balance between sameness and diversity 50 min.</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td>Diversity as an opportunity 50 min.</td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
<td>Deconstructing stereotypes 50 min.</td>
</tr>
<tr>
<td><strong>Unit 8</strong></td>
<td>Cultural accidents 50 min.</td>
</tr>
<tr>
<td><strong>Unit 9</strong></td>
<td>To give voice to migrant parents 50 min.</td>
</tr>
<tr>
<td><strong>Unit 10</strong></td>
<td>Research on the internet 50 min.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th></th>
</tr>
</thead>
</table>
| **Face-2-face**: theoretic introductions; group exercises; interactive lessons; case studies, analyses and discussion; World Café; brain storming; movies  
**e-learning lessons**: PC and internet use; field research, interviews, mailing-list; online forums. |

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
</table>
| PC, internet, focus group (also through forums), 3 – 4 tables, paper, pens, flip chart, notebooks as autobiographical diaries, photo and video documentation; documents:  
M6_icebreaker  
M6_listening and observing  
M6_theoretical background world cafe  
M6_childhood as culture  
M6_video smile  
M6_different identical_1 and M6_different identical_2  
M6_one hundred percent American  
M6_cooperative games  
M6_brown  
M6_looking further  
M6_it is not what it seems  
M6_voice of parents |

<table>
<thead>
<tr>
<th>Time Frame</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>units (200 min.) e-learning, 6 units (300 min.) face-to-face</td>
<td></td>
</tr>
</tbody>
</table>
12.1 Introduction
The educational relationship is in itself intercultural. The study of intercultural pedagogy, as developed in Europe in the last decade, has stimulated reflection on a new interpretation of some general educational models, privileging methods and techniques, which are particularly aware of issues such as diversity acceptance, targeted intervention, maieutic and attentive educational approach towards the needs of children and other trainees. A trainer with intercultural skills mainly acts as a facilitator. He or she guides and sustains the learning processes, allowing the individual to be the protagonist of her/his achievements. In this way a person’s needs are recognized and respected and points of strength and personal potentialities are always enhanced. This module focuses on the topic of intercultural education using the method of cooperative learning and research-action, starting with personal experiences and observations.

12.2 Reflection on icebreaker questions (unit 1, 50 min.)

Aims
The aims are to allow the group to reflect their own experiences and to collect observations.

Icebreaker
• For a long time, immigration has been seen as a ‘problem to solve’. In the last thirty years, society at large has begun to think of migrants - not as people who are just passing through our countries - but as groups of families who have decided to live and raise their children here. How should the educational system act to allow these people to become real European citizens?
• The promotion of an intercultural dialogue among people and the development of projects for social inclusion, also involve native families in an inevitable process of change. What are the skills needed to promote and develop - within local groups of children and families - to facilitate the consolidation of an intercultural context?
• Behind an intercultural education lie crucial relational skills, on which it is important to focus our attention. Which skills should an educator/trainer focus on in order to seriously work on intercultural education and improve competence?

Some questions will be posed in order to stimulate discussion. The trainer uploads the “M6_icebreaker” document online as a first e-learning activity.

Contents
Behaviours and relationships that emerge from everyday life can indicate many things and can be a good starting point to promote changes or to identify the specific areas that educators should work on. In many cases the educational work in everyday life makes us focus on the implementation of a project, the organisation of activities and we do not have the time to pay attention to what happens between children, adults or children and adults.
Suggested Didactics and Methodology
The trainer asks the group to upload their answers to the questions posed above on the e-learning platform.

12.3 Listening and observing techniques (unit 2, 50 min.)

Aims
This unit aims to test the ability of listening and observing different contexts and behaviours with practical exercises and to collect some cases to analyse during the course.

Contents
The relational skills inherent to ‘listening’ are crucial to intercultural relationships. The ability of listening is wrongly described as a natural, innate quality and thus it is often taken for granted. On the contrary, being aware of one’s modality of listening to others and of carefully observing the contexts and the relationships one is involved in, allows us to discover an extremely effective way of detecting other people’s real needs. This process enables us to help them in the resolution of problems, offering a starting point to develop strategies for change. The basic rule of listening is that of assuming a non-judgemental attitude towards people, which enables a relationship based on reciprocal trust, and on the feeling of being accepted without restrictions. In order to work in an intercultural environment it is important to learn and observe and understand the importance of some behaviours arising from aspects of everyday life.

Suggested didactics and methodology
The first activity aims to explore new elements to work on, starting from concrete situations. In a previous meeting the trainer would have given each participant a notebook called an “autobiographical diary”, which will be an important tool for the activities taking place in the module. If the trainer does not meet the participants before-hand, the participants can simply buy a personal notebook to be used as an autobiographical diary. The participants can choose one or more contexts in which to spend time taking notes about relational situations between children and adults, children and children and adults and children. Reports can also be written in the context where participants work or which they attend regularly (toy library, playroom, meeting places for example).

Participants will then record the events selected in two different ways:
• Through an online observation sheet where they describe without judgment the situation chosen and observed (see the document “M6_listening and observing”)
• By describing the situation in the personal diary with their own impressions, memories, doubts, thoughts and considerations.
Resources
PC, internet, document “M6_ listening and observing”, observation sheet to be filled in by participants and to be uploaded in the online forum, notebook as “autobiographical diary”

Further reading/learning
   Demetrio, Duccio: Raccontarsi – I edizione – Milano: Cortina, 1995

Internet
Morin, Edgard: Les sept savoirs nécessaires à l’éducation du futur

12.4 Comparison on the intercultural relationship (unit 3, 50 min.)

Aims
This unit aims to gather the participants’ ideas and thoughts collected from either the observation sheets and/or the autobiographical diaries in an ‘action research’ process directly involving participants in the learning process.

Contents
Each participant will discuss with the group the topics raised during the collection of cases and the sharing of the e-learning material. In this phase the participants will discuss, not only the cases described in the observation sheets, but also the reports written in their autobiographical diaries.
Suggested didactics and methodology

It is suggested that the world café method is used. In this way participants can share information with each other and compare what has emerged from the observation sheets together with their reflections and emotional experiences that they had during the observations and recorded in their autobiographical diaries. The world café is a methodology for hosting a large group dialogue and can be modified to meet a wide variety of needs. In this case it is suggested that discussion tables are used. Each table is dedicated to one of the topics which emerged from the previous experiences and observations. The number of tables depends on the size of the group and be able to seat at least four to five people. The group work concludes with the development of a short document shared by the group which represents the issues that emerge and then a large group discussion is facilitated by the trainer. For more details on the world café methodology please visit this website: http://www.theworldcafe.com/method.html

Resources

At least three or four tables, blank paper at each table, pencils, flip chart, markers; http://www.theworldcafe.com/method.html and document “M6_theoretical background world café”

12.5 Childhood and culture (unit 4, 50 min.)

Aims

The aim of this unit is to reflect on the skills that educators must have when working in childcare services and particularly in multicultural contexts.

Contents

When reflecting on the issue of the intercultural approach within the childhood educational process, it is crucial to remember that small children are “cultural subjects”- they intrinsically create and implement cultural processes. The culture of childhood requires that the individual is firstly acknowledged and then respected by the world of adults. It is necessary to learn how to interact with small children with the same attention and care that is required for inter-cultural relationship; allowing them to perceive and “read” the world they inhabit in a way which is original and surprising.

Suggested didactics and methodology

Look at some projects focused on activities with children and families. Try to consider some more adequate tools and activities. At the same time try to identify the skills that educators who are working in these contexts must have. In the introductory lesson the trainer gives a PowerPoint presentation “M6_Childhood as culture”. The trainer then asks participants to share their experiences in an open discussion.
Resources
Flip chart, projector, PC and projector, PowerPoint presentation “M6_Childhood as culture”

Further reading/learning
AA.VV.: La Casa di tutti i colori. Mille modi di crescere – Prima edizione – Milano: Franco Angeli, 2004
Favaro, Graziella, Napoli, Monica: Come un pesce fuor d’acqua, il disagio nascosto dei bambini immigrati – Prima edizione – Roma: Guerrini-Assocati, 2003
Honegher Fresco, Grazia: Facciamoci un dono come giocare con la prima infanzia – 2 edizione – Molletta Bari: La Meridiana, 2009

Internet
www.comune.bologna.it/istruzione/cd-lei/index [28.02.2013]
www.centrocome.it [28.02.2013]

12.6 The balance between sameness and diversity (unit 5, 50 min.)

Aims
The aim of this unit is to focus on the elements which tie us together rather than differentiate and divide.

Contents
Often, when we enter a relationship with people from different countries or different cultural experiences, we tend to notice all of the things that mark out our differences. Although the recognition of this difference is a crucial step along the way of intercultural dialogue, it is often the case that these gaps become an insurmountable wall and that cultural differences are interpreted fixed characteristics. Thus the dichotomy ‘them and us’ tends to get stronger and people learn, at best, how to tolerate each other and to coexist rather than how to live together. On the contrary, an intercultural education should enhance all the aspects and experiences that people share – as men and women, mothers and fathers, each one with his or her history and backgrounds, emotions and feelings. Following this track, we may discover that being different is not necessarily as distant as we thought.

We can reflect on the concept of identity and face the issue of diversity beginning with the idea that each of us is different, that the identity of everyone is a "Harlequin’s coat" composed of several patches and each of these contributes to form an unique person who is different from everyone else.
Suggested didactics and methodology

On the website participants can watch some videos of migrant people living in Italy sharing some of their experiences. Another interesting resource is the “Molli” video taken from the SMILE project (document “M6_video smile”) which describes the experience of migrant mothers in Sweden.

Activity 1 “same/different” (document “M6_different identical_1”)

It is a game that highlights the fluidity of the concept of diversity:

- Imagine a line that divides the room into two parts
- The trainer gives two options
- Those who agree with the first option goes to one part of the room (e.g. to the right) and who agree with the second option goes to the other part (to the left).
- When everyone has chosen and option, the trainer continues with another two options.

The participants will see that the groups will always be different according to the options given.

Activity 2 “same/different”

Sheets are completed by groups of two (document “M6_different identical_2”). This is a similar activity as the one above but carried out at a table in groups of two participants. Discussions form from the personal ideas and experiences in the small groups.

Resources

Classroom suitable to host focus groups; PC, internet, projector, documents “M6_Different identical_1”, “M6_Different identical_2”

Videos


Further reading/learning


Aa Vv.: Così vicini, così lontani. Per una comunicazione interculturale – Roma: Rai-ERI, 1999

12.7 **Diversity as an opportunity** (unit 6, 50 min.)

**Aims**
The aims of the unit are to realise that change is a positive, shared experience and to be aware of the assertive potential of diversity as a positive and genuine paradigm in relationships with others.

**Contents**
Viewing the issue of intercultural education with the idea that it is something necessary and somehow inevitable allows us to reflect on the importance of devising the positive strategies of encounter and sharing. It helps us to understand that the experiences of others can be vital in finding new and creative models of thinking about the future of mankind. There are similar common sayings in different cultures such as: "alone we can run faster, but together we can go further."

**Suggested didactics and methodology**
The interaction among people can be creative and enable us to develop unexpected opportunities. This unit focuses on those possibilities, which are inherent in intercultural relationships, in particular on the limits of single-thought (hegemonic thought) and on the evident historical migration which allowed cultures from all over the world to explore new theoretical assumptions and innovative behaviours. Secondly, it will be shown that shared changing processes (or those changes which start from the encounters of people) have stronger and more stable roots than those violently imposed to it. The latter often ends up with the restoration of the previous scene once the imposition stops.

The trainer presents some literature and discussion topics:

- "M6_One hundred percent American"
- The historical point of view: "Muslim Heritage in Our World"

In order to experience mutual listening in a non-verbal way, paying attention and respecting each other and sharing the experience of achieving goals together cooperative games facilitated by the trainer ("M6_cooperative games").

**Resources**
Documents "M6_cooperative games" and "M6_One hundred percent American"
Further reading/learning

12.8 Deconstructing stereotypes (unit 7, 50 min.)

Aims
The aim of the unit is to learn how to suspend judgement and to acknowledge personal stereotypes and prejudices.

Contents
Human beings normally tend to try to bring logic to every experience they have in life by using their past experiences and knowledge. This process tends to simplify situations and reduce them into preconceptions. When novel situations arise, people usually try to organise them to familiar categories, relying on stereotypes and thus behaving in a prejudicial manner. In the context of intercultural education, it is necessary to continuously deconstruct stereotypes. Promoting encounters among people and the experience and constant exercise of decentralizing one’s point of view allows different perspectives to come forward. It is essential to suspend our judgment on things we don’t know in order not to consolidate prejudices. This is a daily exercise which all people working in the field of inter-culture must firstly direct on themselves.

Suggested didactics and methodology
The trainer shows a short film of a famous fairy tale where there is conflict between the characters. This allows participants to view the same situation from different points of view. It is suggested that “Little Red Riding Hood” is used where the three main characters (the wolf, the little girl and the grandmother) have very different points of view. Another option is “The Witch” section (approx. ten minutes) from the film "Princes and Princesses" by M. Ochelot.

The trainer shows the movie and divides participants into four groups. Each group will identify itself with a character or a group of characters and will try to understand the reasons of their behaviour.

The characters:
- The witch
- The young hero
- The villagers
- The princes and princesses and their army

Each group chooses a representative who will explain the role and motivations of its characters in a discussion with representatives from the other groups.
Resources
Video projector, blank sheets to take notes
http://www.youtube.com/watch?v=wBg6n9ZNU6g (French version)

Further reading/learning
Maalouf, Amin: L’identità - Prima edizione – Milano: Bompiani, 1999
Gallissot, René, Kiliani, Mondher, Rivera, Annamaria: L’imbroglio etnico – II edizione –
Bari: Dedalo, 2001

12.9 Cultural misunderstandings (unit 8, 50 min.)

Aims
The aim of this unit is to encourage the development of relationship even when intercultural misunderstandings occur or conflicts emerge and to provide the skills to deal with unexpected situations.

Contents
When meeting people from different cultures, misunderstandings and mistakes can occur. One of the most frequently occurring cases involve the different ways in which we use non-verbal communication, (that is the different meanings given to conventional gestures and looks, the different interpretation people give to welcoming rituals and hospitality traditions, etc.). It can be the case that minor misunderstandings can create deep fractures among people. Trainers and educators working in the field of inter-culture should be aware of these dynamics and recognise when someone may be feeling uneasy. They should rely on their relational skills to maintain an open relationship without building emotional barriers. It is of course impossible for trainers and teachers know the traditions and habits of every culture and tradition. However, they should be trained to understand when a specific gesture or behaviour generates negative emotions, be able to reassure the person involved and rebuild a dialogue between them.

What is needed here is trust in and awareness of one’s ability to deal with different situations and the willingness to understand the complexity and richness of reality. Deconstructing and reconstructing one’s frames of reference is an important exercise for people working in an intercultural environment and time to acquire ‘humour’ and the skills necessary in order not to be afraid of losing oneself. Although there may be an element of fragility, accepting that certain situations may surprise or create a sense of disorientation which one doesn’t have to give immediate answers to, has a disarming effect in interpersonal relationships and creates the conditions for maintaining the dialogue.
Suggested didactics and methodology
The trainer presents materials to the participants in order to reflect together on the topic of decentralisation and to realise that surprises or confusion can be met in a positive and evolutive way.

The trainer presents the following materials:

- Reading the short story entitled “Sentry” by F. Brown ("M6_brown")
- YouTube video “The Lunch date” by Adam Davidson (1989)

The trainer collects brief comments from the group and hands out the documents “M6_looking further” and “M6_it is not what it seems”. The trainer divides participants into groups of two, hands out one sheet per group and asks them to reflect on and discuss the topics that emerged during the lesson. Each group will have a few minutes to present to the large group an (oral) summary of their conversation.

Resources
Documents “M6_Brown”, “M6_looking further” and “M6_it is not what it seems”

Video
Davidson, Adam: The Lunch date (1989)
http://www.youtube.com/watch?v=epuTZigxUY8 [11.03.2013]

Further Reading/Learning

12.10 Giving a voice to migrant parents (unit 9, 50 min.)

Aims
The aim of this unit is to interview parents with migratory experience with the focus on the needs and expectations they have towards the care of their children.

Contents
It is necessary in this scenario to be aware of the importance of understanding the real needs of the people living in each region and to imagine a path of small changes and projects based on listening to their opinions.

Suggested didactics and methodology
The group conducts an interview with parents with migratory experience, focusing on their needs and expectations towards the care of their children. This method should enable the participants to understand and share the point of view of these parents with regard to child care in general and in particular to the trainers and teachers’ attitudes and intervention. The group will have then have material to elaborate on and can discuss the different ideas, scenarios and life styles these parents find themselves in when raising their children in a differ-
ent country and reflecting on the roles (women/men, mothers/fathers, workers, etc.) they have within their communities. The trainer emails the participant the document "M6_Voice of parents" and, if necessary (that is if a participant doesn't know of parents with migratory experience), he/she can contact some centres or playrooms where participants can carry out the interviews with parents with migratory background.

Each participant conducts one or two and shares them on the learning platform in order to start comparisons within the group.

Resources
Online PC, sheets for interviews "M6_Voice of parents"

Further reading/learning
Granata, Anna: Sono qui da una vita - Prima edizione – Roma: Carocci, 2002
Chinosi, Laura: Sguardi di Mamme - Prima edizione – Milano: Franco Angeli, 2002

12.11 Research on the internet (unit 10, 50 min.)

Aims
This unit aims to select websites, forums and portals useful to consolidate the individual permanent training process on the theme of intercultural education.

Contents
Getting used to finding information, documented experiences, events, training opportunities through the Internet is a very appropriate strategy of lifelong learning. The work conducted to this point in the module encourages participants to be mindful of criteria in interpersonal relationships and in the small details of communication that can help them to carry on with their work as educators in an intercultural environment. But it is very important to continuously be aware of what is evolving around us at different levels, to use the Internet to get to explore materials, projects, innovative experiences implemented in other contexts that are very different from those already known.

Suggested didactics and methodology
The group focuses on future life long life training perspectives, searching the internet and local communities for hints and points of reference, thus building an information network to which they can use to build better skills in the intercultural field. Working individually at home, participants collate a selection of interesting websites dealing with intercultural education. The results will be shared by the group on the learning platform.

Resources
PC, internet
Further reading/learning
Grundtvig in-service training programme:
http://ec.europa.eu/education/trainingdatabase/ [29.03.2013]
www.centrocome.it [13.03.2013]
www.farsiprossimo.it [13.03.2013]
www.cestim.it [13.03.2013]
www.ibe.unesco.org [20.03.2013]
www.csiunivr.eu [20.03.2013]
www.cestim.it [20.03.2013]
www.incre.org [20.03.2013]
12.12 Glossary

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>The relational skills inherent to listening</td>
<td>The ability to listen to others in a genuine and profound way, but also to understand the details of non-verbal communication and the &quot;climate&quot; of a given context.</td>
</tr>
<tr>
<td>Autobiographical diary</td>
<td>The use of the autobiographical diary allows you to start from concrete experiences in order to develop proper learning pathways. It is the story of one’s experiences with the description of situations directly observed.</td>
</tr>
<tr>
<td>Limits of single-thought</td>
<td>The single or hegemonic thought is not appropriate when working in the field of intercultural education. On the contrary, the idea of complexity and the willingness to deconstruct one’s own cultural references represent the path that should be followed by those who work in multicultural contexts.</td>
</tr>
<tr>
<td>People with migratory experience</td>
<td>With the expression &quot;people with migratory experiences” we want to reflect on the concept of “foreigners”. There is often a tendency among those who work in intercultural education, to maintain in the role of ‘foreigner’ those who have for generations not actually been a ‘foreigner’. Thus, we use the term (with recent immigration or with migratory experiences) to define people who are in a period of transition that we can support.</td>
</tr>
</tbody>
</table>

Further reading/learning

Aa Vv.: Così vicini, così lontani. Per una comunicazione interculturale – Roma: Rai-ERI, 1999

AA.VV.: La Casa di tutti i colori. Mille modi di crescere – Prima edizione – Milano: Franco Angeli, 2004


Chinosi, Laura: Sguardi di Mamme – Prima edizione – Milano: Franco Angeli, 2002

Consorti, Pierluigi, Valdambrini, Andrea: Gestire i confronti interculturali e interreligiosi – Prima edizione – Pisa: Plus Pisa University Press, 2009

Demetrio, Duccio: Raccontarsi – I edizione – Milano: Cortina, 1995

Favaro, Graziella, Napoli, Monica: Come un pesce fuor d’acqua, il disagio nascosto dei bambini immigrati – Prima edizione – Roma: Guerrini-Associati, 2003


Granata, Anna: Sono qui da una vita – Prima edizione – Roma: Carocci, 2002

Honegher Fresco, Grazia: Facciamoci un dono come giocare con la prima infanzia – 2ª edizione - Molfetta Bari: La Meridiana, 2009


Maalouf, Amin: L’identità – Prima edizione – Milano: Bompiani, 1999


Movies:
Davidson, Adam: The Lunch date (1989)
http://www.youtube.com/watch?v=epuTZigxUY8 [11.03.2013]

http://www.youtube.com/watch?v=wBg6n9ZNU6g (French version)

You tube video on migration storytelling: “Differently similar” a short video to the UWA Multicultural Society 2011
http://www.youtube.com/watch?v=R3jpN3Zouko [19.03.2013]

Internet:
Morin, Edgard : Les sept savoirs nécessaires à l’éducation du futur
www.centrocome.it [28.02.2013]
www.cestim.it [13.03.2013]
www.comune.bologna.it/istruzione/cd-lei/index [28.02.2013]
www.farsiprossimo.it [13.03.2013]
www.secondegenerazioni.it
Grundtvig in-service training program:
http://ec.europa.eu/education/trainingdatabase/ [29.03.2013]
# 13 Module 7 “Cultures and territory: From coexistence to cohabitation”

*FormAzione Co&So Network, Italy*

## Aims
- To identify and select the locations and the tools inherent to the intercultural approach, in order to promote encounters with and the cohabitation of different local cultures;
- To focus on childhood as the starting point of possible positive connections among different cultures. To build innovative conditions for the development of equal opportunities and reciprocal recognition.

## Structure for this module

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Mapping the intercultural meeting places within the territory</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The places where the intercultural experience may occur</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Facilitating encounters of people from different cultural backgrounds</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 4</td>
<td>How to facilitate intercultural communication</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 5</td>
<td>From folklore to conviviality</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Game and interculture</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Telling stories to our children</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Reflexion and discussion activity: “The five words”</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Designing an intercultural workshop 1</td>
<td>50 min</td>
</tr>
<tr>
<td>Unit 10</td>
<td>Designing an intercultural workshop 2</td>
<td>50 min</td>
</tr>
</tbody>
</table>

## Methods
- **Face-2-face**: theoretical introduction, exercises, interactive lessons, discussions, cooperative education, case studies analyses, world café, brain storming, field interviews.
- **e-learning**: use of the PC and the Internet, field research, interviews, on-line forums, exercises, cooperative learning, videos, laboratory.

## Resources
- PC, internet, focus group (also via learning platform), magazines, glue, scissors, paper, pens, flip chart, ropes, balls, chalk, marbles, photo and video documentation, interactive laboratories, documents:
  - M7_theory of action research
  - M7_smile handbook
  - M7_communication within games
  - M7_the five words
  - M7_project sheet

## Time Frame
- units (200 min.) e-learning; 6 units (300 min.) face-to-face
13.1 Introduction

European cities have become more and more multicultural. In the last few decades, communities, ethnic groups, migrant families of first and second generation have been sharing the same villages, towns and cities and living together day by day with the local people. This unit focuses on the necessary shift from coexistence to ways of cohabitation, where living in close proximity with one-another, tolerating and accepting the presence of our neighbours should become living together: i.e. sharing frames and codes where individual behaviours, rights and duties, potentialities and responsibilities are recognised and respected. In order to design actions of intercultural education in the sense of coexistence and the construction of a present where no one is a ‘foreigner’ or ‘outsider’, we can take into consideration some venues around the region that may have the potential for the community as meeting places.

When we refer to these venues we think about organised places, such as toy libraries, libraries, playrooms, cultural centres, but also spontaneous meeting places, such as gardens, parks, squares, etc. This module focuses on how we can encounter a range of culturally diverse people and create the conditions to recognise and valorise diversities with the potential of developing and creating changes in the society we live in. We intend to use the action research approach by involving participants in research work to be carried out in their area, which will be integrated by experiences and theoretical introductions. The trainer may find more information on the methodology in the document “M7_theory of action research”.

13.2 Mapping the intercultural meeting places within the territory
(unit 1, 50 min.)

Aims

An aim of this unit is to promote the idea that intercultural education is linked to the social context. Another aim is to reflect on the potential for an intercultural approach focusing on centres or nursery schools, etc. and other meeting places when designing activities.

Icebreaker

Questions for discussion and reflection

- What are the strategies and competences that should be consolidated and implemented in order to facilitate connections between people living in the same place?
- Is focussing on childhood and on the process of learning the native language key strategies in the design of projects dealing with inclusion and new citizenship issues for families with a migratory experience?

Contents

In every city there are places where people can meet and spend time together. First we will focus on places that manage services directed at adults and children such as toy libraries,
playrooms, libraries, etc. To have an intercultural perspective as a basis of the educational and organisational programme of these places means that:

- They have informative and welcome materials in different languages
- They take into consideration intercultural issues and inclusion when planning activities
- They provide opportunities for discussion and verification concerning the needs and ideas of users
- They provide access and a welcoming reception with the intercultural project

This unit allows participants to reflect on how these aspects are implemented in these meeting places in their country. This process begins with the mapping of social and educational services in their area and their characteristics. Also the distribution of these places over the city can demonstrate how the integration and social development plan are implemented.

**Suggested didactics and methodology**

The group will split into smaller groups and select the intercultural meeting places within their region focussing on the following questions:

- What kind of social and educational services targeted at children and families can be found in your city?
- What kind of welcome and access procedures are provided at these places?
- What kind of activities are offered?
- Other – give examples

Participants carry out research via the internet on the child care and family services that are available in the city or area (district, town, region, etc.) and share the services found on the e-learning platform. The trainer suggests some websites related to the research topic.

**Resources**

PC, internet

**Further Reading**

[www.comune.firenze.it](http://www.comune.firenze.it)
13.3  The places of the intercultural experience (unit 2, 50 min.)

Aims
This unit aims to help participants design more effective activities and methodologies in order to develop intercultural education projects. Another aim is to reflect on the meeting places identified in the previous unit and to gain a better understanding of how they are organised and what their characteristics are.

Contents
In contemporary societies different situations arise in different regions but one can find similarities which can be adapted for use by educators dealing with intercultural issues. One can observe how social and educational services are distributed across a city, how people use them, what kind of activities they provide and one can reflect on the potential development of these places from the point of view of intercultural education.

Suggested didactics and methodology
Participants are asked to examine the identified places over the city and describe them briefly on the e-learning platform.

Resources
PC, internet

Further reading/learning
Centro COME AA.VV.: Convivere al tempo della pluralità – Milano: Franco Angeli, 2009
Luatti, Lorenzo: La Città plurale – trasformazioni urbane e servizi interculturali – Prima ed. – Bologna: EMI, 2006
13.4 Encounters with people from different cultural backgrounds

(unit 3, 50 min.)

Aims

Aims of the unit are to identify the strategies used in local meeting places in order to facilitate intercultural dialogue and to reflect on the different types of methods used.

Contents

We can identify many different strategies implemented by social and educational services aimed at intercultural education and targeted at families and children: activities aimed at facilitating the integration of migrant families such as:

- Social information desks which provide advice on how to find a job, how to enrol children to school, how to find place to live in, how to get information on child care etc.
- Language course at different levels
- Training courses which will provide recognised qualifications in the host country in order to find a job
- Language courses
- Linguistic mediation

Initiatives aimed at understanding different cultures, such as:

- Exhibitions of art, photography etc. related to the experience of different cultures
- Presentation of books by foreign authors
- Ethnic music concerts
- Meetings with the representatives of cultural or religious communities
- Community events (traditional festivals, multiethnic dinners, dances, etc.)

All these activities and initiatives are aimed at helping migrant families integrate into their new region or to promote the knowledge of different cultures, traditions and behaviours and highlight diversity as the key step in meaningful coexistence. The multicultural approach enhances reciprocal awareness and respect among people. But we now want to focus on the intercultural activities that tie people with different cultural backgrounds together, highlighting the themes and issues that are shared by a large number of individuals, despite their evident cultural and social differences. Therefore, the intercultural approach sets the basis for a deeper exchange of direct and personal experiences between people.

Suggested didactics and methodology

Using the material selected during the ‘territorial mapping’ activity, the participants will discuss topics which emerged and will analyse the most effective tools to promote intercultural workshops. In this framework, it is first necessary to distinguish between the different perspectives of intercultural and multicultural approach.
**But what is an intercultural workshop?**

An activity aimed at reflecting on the meaning of intercultural workshop is suggested here. The trainer gives participants some illustrated magazines. Participants work individually and choose a picture that could represent (symbolically or metaphorically) the idea of “intercultural workshop”. They then cut the picture out and write down a sentence that represents it. The participants are then split into small groups of three and discuss the pictures and the sentences. Each small group is given an A3 piece of paper and some glue. Each group has to create a “poster” with the three pictures and a text that represents the ideas of each of the group members (it can also be a different sentence from those written by the single members). Each group agrees on how to present their poster to the other participants and finishes the presentation by creating a “frame” around the poster with their bodies. The trainer takes a photograph of each group.

When all the groups have finished their presentations the trainer asks the participants if, in their opinion, this experience (apart from the contents) has the characteristics of an intercultural workshop. The trainer highlights that during the implementation of this activity participants reflected on a topic, compared different ideas, shared a project, used different methods of communication, had fun together and have got to know each other better. This is an intercultural workshop.

**Resources**

Magazines, glue, scissors, pens, A3 paper.

**Further reading/learning**


Muchi, Faina Angelica: Comunicazione interculturale, il punto di vista psicologico-sociale – Prima ed. – Bari: Laterza, 2006
13.5 How to facilitate intercultural communication (unit 4, 50 min.)

Aims
The aims here are to select the elements and attitudes which facilitate communication in the multicultural context.

Contents
One of the crucial sticking points in any attempt create harmony among people with different cultural backgrounds is that of communication. As discussed previously, non-verbal communication (behaviours, clothing, facial expressions, gestures, etc.) can convey different meanings and messages in different cultures. We have seen the importance of creating places in towns and cities where intercultural exchange and dialogue can be facilitated and promoted. Here it is important to actively involve people who attend these meeting places in the organisation, management and planning of the activities that take place there. It can be a good strategy to link migrant and local families in a common project with common objectives such as developing a service or setting up a workshop on a certain topic.

Suggested didactics and methodology
The trainer introduces the topic based on the guidelines outlined above and gets the participants to work together in small groups. Each group identifies topics and guidelines for appropriate activities in order to promote the involvement of families in the shared management of a service aimed at children and families. When the groups have developed one or two topic proposals and guidelines they present them to the rest of the group and the trainer. The whole group then evaluates the advantages and risks of each proposal.

Further reading/learning
Consorti, Pierluigi, Valdambrini, Andrea: Gestire i conflitti interculturali e interreligiosi – Prima ed. – Pisa: Plus University Press, 2009
Boffo, Vanna: Per una comunicazione empatica, la conversazione nella formazione familiare - Prima ed. – Pisa: ETS, 2005
13.6 From folklore to conviviality (unit 5, 50 min.)

**Aims**

Aims of this unit are to explore how to go beyond the ‘folklore’ representation of intercultural differences and build an atmosphere of conviviality and understanding.

**Contents**

Informal interactions that are not aimed at anything other than spending enjoyable moments together are precious occasions for everyone to develop significant relationships and intercultural experiences. Occasions where people prepare and eat their food together represents one of the most powerful experiences of sharing and intimacy and is more effective than any educational project. The risk, however, is in characterising these kinds of experiences with a folkloristic connotation.

The situation becomes altered if it is the communities in an area who take pleasure in letting people know about their traditions, music, history, habits, etc. Also in this case the experience makes even more sense when they begin from the bottom up (that is when they are based on the ideas and needs of people). When everyone feels welcome and appreciated they are confident and proud to share their stories with the others and are happy to get to know other people.

**Suggested didactics and methodology**

The trainer presents - via the internet - some examples of multicultural meetings where participants should consider issues of involvement, encounter and mutual valorisation of different cultures, thus enhancing effective working in the field of intercultural dialogue.

**Resources**

PC, internet

[www.suqgenova.it](http://www.suqgenova.it) [13.03.2013]
[www.lampedusainfestival.com](http://www.lampedusainfestival.com) [13.03.2013]

**Further reading/learning**

13.7 Games and interculture (unit 6, 50 min.)

Aims
The aim of this unit is to experience an intercultural workshop.

Contents
Games are the most effective tools to use within the intercultural education process. All children, regardless of where they live in the world have grown up with the experience of play. Games represent a vehicle we can work with from the intercultural point of view and involve families and children in an active and pleasant way. This can be achieved by stimulating memories and creating fun activities that they share both from the intercultural and intergenerational point of view.

Suggested didactics and methodology
The participants will work on their autobiographical memory by describing the games played during their childhood paying special attention to outdoor games, usually set in the streets, courtyards or public gardens. Some of the personal experiences will allow participants to reflect on how games and toys may have a trans-cultural history, which moves across time and countries. Each game or toy will have a cultural specificity and will, therefore, transfer parts of that culture with them. In order to involve parents, grandparents and other adults in this process it is more effective to start with outdoor games, as they are more universal.

The trainer delivers the PowerPoint presentation “M7_communication within games”.

The trainer asks the participants to recall their memories and splits the participants in small groups of four or five people in order to share the games of their childhood:

- Ropes, bells, marbles, balls, spinning tops, etc.
- Games of chase, hide and seek, Ring-a-Ring-a-Rosie, etc.

This activity will create a sense of ‘sameness’ as it will help participants recognise the different experiences of people but at the same time recognise the similarities in the memories of people from different cultures.

Resources
Ropes, balls, chalk, marbles, PowerPoint presentation “M7_communication within games”

Further reading/learning
Staccioli, Gianfranco, Ritscher, Penny: Apriteci le porte – Prima ed. – Firenze: Giunti Lisciani, 1988
Staccioli, Gianfranco: Culture in gioco. Scuolafacendo – Prima ed. – Roma: Carocci Faber, 2004
Staccioli, Gianfranco: Quando i bambini giocano a Campana – Prima ed. – Torino: Capitello, 1990
Sher: Giochi straordinari con oggetti comuni – Prima ed. – Modena: Pan, 2000
Loos, Sigrid: Il giro del mondo in 101 giochi – Prima ed. – Torino: gruppo Ab

13.8 Telling stories to our children (unit 7, 50 min.)

Aims
The aims of this unit are to go beyond the conceptual dichotomy ‘them and us’ or ‘our’ children and ‘their’ children and to envision a long-term project that works towards the real inclusion of all children living in our villages, towns and cities. Another aim is to reflect on the potential role of tales or stories to improve intergenerational and interpersonal inclusiveness.

Contents
Meeting places, such as libraries or toy libraries, can promote the development of intercultural encounter and dialogue using the medium of storytelling. In particular, we can identify at least three areas to explore:

• The first one is the promotion of lectures and stories using illustrated books on universal themes regarding intercultural education. Children’s literature in the last few years has produced high quality products, both in terms of the text, but especially the quality of the graphics. Although they are not specifically targeted as intercultural texts, they deal with the issues of emotions, relationships, conflicts, listening, collaboration, by offering a poetic and creative journey in imagination.
• A second area of interest is the presence of texts by foreign authors in different languages or texts with stories, life stories and information regarding countries and characters from across the world. Here we can involve families in bilingual lecture workshops and ask them to suggest authors and texts of their country of origin.
• An even different aspect of narrative pedagogy is the autobiographical story telling. This approach can lead to mutual interest and understanding between people. Although such events should be organised in the presence of competent facilitators, in terms of intercultural mediation, who are able to facilitate personal story telling whilst also paying attention to group dynamics.

Suggested didactics and methodology
The trainer presents several books from children’s literature including:

• Illustrated books with graphics that are particularly stimulating
• Stories with transversal contents
• Books with contents of intercultural education.
The trainer should carry out research on the publishing houses, books and stories available in his or her country on the topic of intercultural education and peace. Trainers can choose who they contact at libraries with their area.

**Autobiographical activity: “My hands”**

To involve participants in an autobiographical activity without causing embarrassment or raising any delicate issues each participant begins by telling the group something simple, such as their own hands. Participants can describe their hands, talk about an event or how they use them or talk about what emotions are expressed by them. In this way participants are encouraged to tell a short story about themselves, starting from their own hands.

At the end of this unit each participant reads his/her story to the group and then the trainer opens a discussion on the emotions they experienced during the activity.

**Resources**

Children’s books and a bibliography of children’s literature with topics on intercultural education and peace.

**13.9 Reflection and discussion: “The five words”** (unit 8, 50 min.)

**Aims**

The aims of this unit are to reflect on what the participants have learned on intercultural education and to deepen and strengthen the training experience of Module 6 and 7 on intercultural education.

**Contents**

The modules on intercultural education aimed to involve participants in an interactive way, often asking them to discuss and share their personal experiences and to develop good practice. It is important that participants can use this experience and different modes of improving intercultural understanding. In particular, it’s important that the trainer evaluates if the content he or she intended to convey to the participants was identified and understood. The activities of cooperative education, during the evaluation phase, allow participants to compare their ideas without the emotional factors that sometimes can make communication ineffective: performance anxiety, insecurity and fear of judgement for example. Furthermore, sharing the evaluation work with the whole group allows us to see an experience from different perspectives and to gain knowledge and information that might otherwise be missed.

**Suggested didactics and methodology**

“The 5 words” is a technique which allows participants to reflect on different issues starting from personal considerations; passing through small group discussions and ending up sharing views and personal thoughts within the larger group. The trainer may find further information in the document “M7_the five words”.
The sentence which can be used to start the activity could be:

- Can you identify some important concepts or criteria for an intercultural workshop project that may be effective in a multicultural work with children and families?

Resources
Document “M7_the five words”

13.10 Designing an intercultural workshop 1 (unit 9, 50 min.)

Aims
The aims of this unit are to learn how to identify and locate interesting information and materials on the internet that can be used in one’s work. In addition, to put into practice the information learnt during the training course including using bibliography, materials and information that have been collected.

Contents
The trainer highlights the importance of being able to put into practice in one’s daily work what has been learned during the training course. It is the trainer’s role to facilitate the transition from experience and knowledge to skill and to be able to accompany and support participants in the application of the information learnt during the course. The model of action research is proposed here as an experience of ‘in-service’ training that can go beyond the experience of the course. This is achieved by creating a network through which participants can put into practice their ideas in a continuous dialogue with the group and the trainer.

Suggested didactics and methodology
The trainer asks participants to identify:

- A topic that they would like to develop in a small intercultural workshop
- The context in which they would like to implement it: garden/park, playroom, library, extra-school activities, cultural centre, other.
- To whom it is addressed: children, children and adults

When each participant has decided on which topic to design their proposal, he or she informs the trainer of their choice and starts to collect material for the intercultural workshop. The trainer communicates with each participant through the mailing list and holds individual discussions with them about their ideas; proposing materials to them and offering support. The format to be followed during this activity is as follows:

- Title
- Introduction on contents (three to four lines to have a reference frame for the proposal)
- To whom it is addressed and to how many
- Where does it take place
- Objectives
13.11 Designing an intercultural workshop 2 (unit 10, 50 min.)

Aims
The aim of this unit is to continue the development and design of an intercultural workshop.

Contents
In this last unit participants will put into practice, not only their acquired knowledge, but also the skills of problem solving, project management, creativity and other life skills that are important for an educator who wishes to update themselves on working in a multicultural environment. This will only occur if the participants have shown clear ideas from the beginning of the training programme and if they suggest micro projects with tangible activities.

Suggested didactics and methodology
The trainer gives the participants a project sheet (document “M7_project sheet”). Each participant designs a project and shares it with the group via the e-learning platform. The trainer assesses the project sheets designed by participants and shares them with the group through the platform. The trainer also gives a feedback to participants on each sheet.

Resources
M7_project sheet
13.12 Glossary

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate communication in a multicultural context</td>
<td>Facilitate communication, especially in relation to multicultural environments, means focusing one’s efforts to interpret and gain an understanding of the emotional climate and relationship that is created between the people involved and by choosing appropriate activities to facilitate change by assessing the feedback received from other people.</td>
</tr>
<tr>
<td>Networking as a life-style</td>
<td>Learning to work in a network and using modern media means that we can develop and open up new ideas, exchange experiences and create an atmosphere where ideas and experiences are shared with others. This is the “intercultural” idea that: ‘alone you go faster but together we go further’.</td>
</tr>
</tbody>
</table>

Further reading/learning


Augé M. Un etnologo nel metrò, Eleuthera, Milano 1993


Boffo, Vanna: Per una comunicazione empatica, la conversazione nella formazione familiare – Prima ed. Pisa: ETS, 2005


Centro COME AA.VV.: Convivere al tempo della pluralità – Milano: Franco Angeli, 2009

Consorti, Pierluigi, Valdambrini, Andrea: Gestire i conflitti interculturali e interreligiosi - Prima ed. – Pisa: Plus University Press, 2009


Gobbo Francesca, Pedagogia interculturale, il progetto educativo nelle società complesse, Carocci, ristampa 2000, Roma
Luatti, Lorenzo: La Città plurale – trasformazioni urbane e servizi interculturali – Prima ed. – Bologna: EMI, 2006
Muchi, Faina Angelica: Comunicazione interculturale, il punto di vista psicologico-sociale - Prima ed. - Bari: Laterza, 2006
Oriol: Giochi di tutto il mondo - Prima ed. – Bologna: Ellenici Piccoli, 2011
Sher: Giochi straordinari con oggetti comuni – Prima ed. – Modena: Pan, 2000
Stacciol, Gianfranco: Culture in gioco. Scuolafacendo - Prima ed. – Roma: Carocchi Faber, 2004
Stacciol, Gianfranco: Quando i bambini giocano a Campana – Prima ed. – Torino: Capitello, 1990
Stacciol, Gianfranco, Ritscher, Penny: Apriteci le porte - Prima ed. – Firenze: Giunti Li-sciani, 1988

**Internet:**
www.comune.firenze.it [13.03.2013]
www.suqgenova.it [13.03.2013]
www.lampedusainfestival.com [13.03.2013]
http://trameeterra.myblog.it/ [20.03.2013]
http://www.lagendadellemamme.it [20.03.2013]
http://www.dituttocolori.org [20.03.2013]
http://www.lunainsoffitta.com [20.03.2013]
http://www.giochitradizionali.it 20.03.2013]
http://www.funsci.com/fun3_it/giochi/giochi.htm [20.03.2013]
http://www.metaforum.it/archivio [20.03.2013]
http://www.liber-rebil.it [20.03.2013]
http://www.zazienews.blogspot.com/ [20.03.2013]
http://www.lascatoladelte.blogspot.com/ [20.03.2013]
http://www.liberweb.it/ [20.03.2013]
http://www.centostorie.it/public/wordpress/ [20.03.2013]
### 14 Module 8 “Communication and conflict management”

*Fundatia Centrul Educational Soros, Romania*

| Aims | • To gain knowledge about the basics of communication and differences in communication with different target groups.  
• To learn conflict management strategies.  
• To acquire awareness of your own style of communication and conflict management.  
• To improve skills of effective nonviolent communication and conflict management. |
| Structure for this module |  |
| Unit – 2 | Basic concepts, forms and principles of communication and conflict management | 100 min. |
| Unit 3 | Self perception and social perception | 70 min. |
| Unit 4 – 6 | Efficient and nonviolent communication with and among different groups (children, parents, colleagues and authorities) | 130 min. |
| Unit 7 – 8 | Origin of conflicts and forms of conflict management, strategies of conflict management | 100 min. |
| Unit 9 – 10 | Intercultural communication: Similarities and differences, differences that might lead into conflicts; review of communication and conflict management issues | 100 min. |
| Methods | Documentation, questions, own experience and brief knowledge documents posted on forum, small and large group discussions, brainstorming, role play, case study, reflective diary |
| Resources | PC, internet, chairs paper, pencils, whiteboard or flip chart; documents:  
M8_basic concepts communication  
M8_example communication  
M8_barriers in communication  
M8_conflict management |
| Time Frame | 4 units (200 min.) E-learning, 6 units (300 min.) face-to-face |
14.1 Introduction

The module will offer an overview of the basics of communication and conflict management, presenting relevant theories on effective communication and conflict management. It will place special emphasis on reflecting one’s own style of communication and conflict management and exercising nonviolent communication with different groups: children, adults and authorities. Effective and nonviolent communication skills are the prerequisites successful working relationships in extra institutional child care.

14.2 Communication and conflict management (unit 1 to 2, 100 min.)

Aims

Participants will learn the components of the communicational act, the effect of relationships on communication and will learn about conflict management. They will also learn the forms and basic principles of effective communication.

Icebreaker

Questions to get the topic started:

- Is it possible not to communicate at all? Does noncommunication exist?
- Does communication without conflict exist?
- Is the conflict always negative, destructive?
- Could we state "I am OK and you are OK" in conflict situations?

Question for self-reflection:

- To what extent do you feel that you are effectively communicating with children, parents, colleagues and authorities?
- Who is winning in conflict situations in your situation?
- Give examples of effective and ineffective communication and conflict management from your experience.

Contents

This e-learning section of the module focuses on the basic terms of communication and conflict management themes. At the same time it should be practice oriented in order to help the participants gather relevant examples from their everyday practice as a basis for exercising effective communication and conflict management during the next units. In addition, participants will collect best practice examples. There are several descriptions and definitions of the components and process of communication. Communication can be most simply defined as a process during which a sender transmits a message to a recipient by nonverbal and/or verbal means and understands the meaning of the message being conveyed. Actually it is never a one-way process and is never that simple.
Paul Watzlawick’s well known statement “One Cannot Not Communicate”\(^27\) means that every human behaviour is a form of communication - even the avoidance of communication. One cannot not be influenced by the real or imagined presence of others. Another fundamental respect revealed by Watzlawick is that "every communication has a content and relationship aspect such that the latter classifies the former"\(^28\). It is of crucial importance for effective communication and conflict management to know and be able to handle the relational aspects. It’s also well known that most human communication takes nonverbal forms, and that a significant part of our communication is determined by unintended and not fully conscious factors. The successful working in social fields depends on the self-reflective capacity of the professionals. Self-reflective capacity requires us to know the various forms of expressing messages through nonverbal and verbal means such as body language generally, gestures, facial expression, eye contact, touch, clothing, hairstyle, time perceptions, paralanguage and written language or speech.

Effective communication also depends on knowing and handling any communication barriers. Marshall Rosenberg’s theory on nonviolent communication (NVC) offers a comprehensive view of effective, nonviolent communication and the barriers that stand in its way: “Nonviolent Communication holds that most conflicts between individuals or groups arise from miscommunication about their human needs, due to coercive or manipulative language that aims to induce fear, guilt, shame, etc. These "violent" modes of communication, when used during a conflict, divert attention of the participants away from clarifying their needs, their feelings, their perceptions, and their requests, thus perpetuating the conflict.”\(^29\) According to this theory the main communicational barriers are those that alienate people from the experience of compassion, such as:

- Moralistic judgments
- Demands
- Denial of responsibility
- Making comparisons
- A premise of deserving; which means one considers that certain actions merit reward, others merit punishment

Nonviolent communication professionals focus attention on four components of the messages:

- Observation of facts as distinct from evaluation of meaning and significance
- Feelings: emotions or sensations free of thought and story
- Needs: universal human needs, as distinct from particular strategies for meeting needs
- Requests for specific actions, free of demand

\(^{27}\) [http://en.wikipedia.org/wiki/Paul_Watzlawick][5.03.2013]
\(^{28}\) [http://en.wikipedia.org/wiki/Paul_Watzlawick][5.03.2013]
There are three primary modes of application of NVC:

- Self-empathy
- Receiving empathically
- Expressing honestly\(^3\)

Understanding the content of these terms is a prerequisite in exercising extra institutional childminders communicational skills in effective and successful working.

**Suggested didactics and methodology**

The trainer sends the participants the document "M8_basic concepts communication". He or she should change the number of the items included in the file according to the number of participants. Participants collect the basic information about concepts on communication and conflict management included in the document. Each participant prepares a short document on the chosen term(s) with examples from his or her experience, and then posts the document on the e-learning forum. Participants read each others’ documents and post questions on the forum. The Trainer moderates the group discussion in order to answer questions, checks that terms are being correctly understood and to collect best practice examples. Trainer also uses the discussion forum to gauge the expectations of upcoming units and to collect examples from the discussion to be used in the following units.

**Resources**

Internet, document "M8_ basic concepts communication"

**Further reading/learning**


Harris, Thomas A., I’m OK – you’re Ok. HarperCollins Publishers 2004 (there are translations of original English in many languages)


http://en.wikipedia.org/wiki/Clothing [5.03.2013]
http://en.wikipedia.org/wiki/Chronemics [5.03.2013]
http://en.wikipedia.org/wiki/Gesture [5.03.2013]

\(^3\) http://en.wikipedia.org/wiki/Nonviolent_Communication [10.01.2013]
14.3 Self perception and social perception (unit 3, 70 min.)

Aims
Participants learn about the concepts of self perception and social perception. They reflect on how self perception and social perception influence styles of communication.

Contents
Despite the differences between the terms of self perception, self concept, self knowledge and self image formulated in academic debates one can find a common aspect which should constitute a basis in achieving the aims of this module: all of these terms contain some degree of awareness of the characteristics of oneself. Social perception means forming impressions of individuals and groups. This aspect of perception allows us to understand individuals and groups in society and to make suppositions about how they could influence our lives. Communication always takes place in a real or imagined relationship. It is easy to conclude that the communicators’ (senders’ and recipients’) self perception and social perception determine the outcome of the communication process.

Differences between:
- What I think about myself,
- What others think about me,
- What I think about the thoughts of others about me
- How do I perceive our relationship and my social world
- How do you perceive our relationship and your social world

This may lead to various kinds of interpersonal conflicts. Oneself perception could:
- Contain mainly positive or negative characteristics
- Be realistic or unrealistic
- Refer to the actual or ideal self, to the past, actual or future self

A realistic positive self concept, the awareness of one’s strengths weaknesses and the awareness of the relationship between communicators are determining factors of an effective communication.

Suggested didactics and methodology
Since it is not necessary to have academic definitions, the trainer leads a short brainstorming session in order to clarify basic terms of this unit: self perception, social perception, positive
or negative self concept, realistic or unrealistic self perception, perception of actual and ideal self.
Participants are then divided into three small groups who collect examples on:

- How positive and negative self concept influences one’s effectiveness in communication
- How realistic and unrealistic self concept influences one’s effectiveness in communication
- How differences between what I think about myself, what others think about me or what I think about others’ thoughts about me influence my communications (in)effectiveness

Each small group presents to the larger group an example of a communication sequence consisting of a short written dialogue. The trainer moderates the big group discussion in order to highlight how characteristics of self perception and social perception determine the effectiveness of communication or can cause conflict/ineffective communication.

**Resources**
Chairs, paper, pencils, whiteboard or flip chart

**Further reading/learning**

**14.4 Effective and nonviolent communication** (unit 4 to 6, 130 min.)

**Aims**
Participants will learn the basic elements of effective and life-enriching education and communication based on Marshall Rosenberg’s theory on nonviolent communication. They will complete exercises in effective nonviolent communication in order to improve their communication skills with children, parents, colleagues and authorities.

**Contents**
This unit will offer a short review assertive and effective communication, nonviolent communication: characteristics, assumptions, intentions, components and modes of application – in contrast to the traditional domination based style of communication; non-verbal and verbal forms of communication. The main content consists of the application in practice of the gathered theoretical knowledge on efficient communication and exercising nonviolent communication with and among different groups: how can I be nonviolent instead of dominant or submissive in communicating with children, parents, colleagues and authorities?
Suggested didactics and methodology

Trainers use the examples collected during the previous e-learning session discussions and prepare sheets with examples of communication. It is important that these examples are collected from the participants’ everyday experience so the practical part of the course can be closely related to the participants’ interests in learning to communicate effectively. An example of the sheet can be found in the document “M8_example communication”. Trainers prepare four sheets on communication between childminder and either a) child, b) parent, c) colleague or d) a representative of authority. The sheets should contain short sequences of dialogues as examples of communication in different ways with effective and ineffective, violent and nonviolent elements.

Participants work individually on one of these sheets identifying violent and dominant elements by giving examples and trying to formulate nonviolent and effective solutions. The results of the individual work are then discussed in four small groups based on the four given examples. After a large group reflection/conclusioning exercise the trainers prepare the group for role play exercises by asking them to share their own experiences. Trainers and groups choose statements/behaviors to begin the role play exercises. The trainers lead two to four role play exercises in order to practise effective and nonviolent communication between extra institutional childminder and either a) child, b) parent, c) colleague or d) a representative of authority. The number of role play exercises depends on the complexity of the chosen examples: the complexity of the example increases over time. After the feedback from the different roles (roleplayers) the session closes with reflection on the topic.

Resources

Four kinds of sheets with communication examples "M8_example communication", chairs, paper, pens.

Further reading/learning


Nonviolent communication training – session 4 (Rosenberg)
http://www.youtube.com/watch?v=KZJuQb243Ww

Nonviolent communication in action
http://www.youtube.com/watch?v=tYDa8Zl0AMg&playnext=1&list=PL16F02595B1BB9FA8&feature=results_main

Nonviolent communication in action (Part1)
http://www.youtube.com/watch?v=8ltr_JUkXjA

Nonviolent communication in action (Part2)
http://www.youtube.com/watch?v=KuuLFlb11Pw
"Du bist toll, schön, süß, clever" – Komplimente, Dankbarkeit – Marshall Rosenberg
http://www.youtube.com/watch?v=6mY97zWxcKU (with German subtitle)
Non violent communication – Live with Marshall Rosenberg
http://www.youtube.com/watch?feature=player_detailpage&v=9E7IQlwNdgk

14.5 Origin of conflicts and strategies of conflict management (unit 7 to 8, 50 min.)

Aims
Participants learn about the obstacles to communication using sources of miscommunication or conflict and the forms of conflict management. Participants improve their knowledge on conflict management and learn to be self-confident and use self-reflection in conflict situations.

Contents
This unit begins with a review of the communication barriers gathered in the e-learning units and then broaden these with some elements of Thomas Gordon’s long list of barriers in communication in distinct chapters of his books on effective communication31, 32 (document “M8_barriers in communication”). Communication obstacles are common sources of conflicts in human relationships. Is conflict good or bad? Considering the emotions related to conflict people tend to say it is bad. Fear of conflict, anger, disappointment, frustration, hate and other negative emotional states are the most common emotions related to conflict. Positive emotions like relief, pleasure, feeling joyful arise as result of successful conflict resolution and this is often an effect of a collaborating nonviolent conflict management strategy. Conflict management theorists and practitioners emphasise the positive role of conflicts in which they offer chances to clarify limits and responsibilities in relationships, thus leading to progress rather than hinderence. There are several classifications of conflict management strategies available on the internet. The most frequently used categories of conflict management strategies (methods or techniques) are competition, collaboration, compromising, avoiding and accommodating – presented in the document “M8_conflict management”33, 34. The theoretical section on conflict management is completed by a practical application exercising nonviolent conflict management.

Suggested didactics and methodology
The trainer distributes the documents on communicational barriers (“M8_barriers in communication”) and conflict management methods (“M8_conflict management”). In the case of the “M8_barriers in communication” document either the barriers based on M. Rosenberg theory or the ones based on Thomas Gordon method should be focused on by the trainer.

31 Gordon, Thomas (1970 and 1974)
Participants study the documents individually then form three groups and discuss the following:

- The barriers in communication as sources of conflicts
- Examples of conflicts from their work experience trying to identify the strategies/methods involved in handling these conflicts
- The emotions related to conflict before and after resolution

After presenting their conclusions in a large group discussion, the trainers lead a warm up exercise to role play activity by asking each of the three small groups to propose an example for basis of further exploration. One example from each group is chosen by the group. The trainer leads a role play exercise on managing conflict in a collaborative, win-win manner, using assertive, nonviolent communication. Feedback from the roleplay, reflecting on one’s own style of conflict management closes the large group exercise.

**Resources**

Chairs, paper, pencils, handouts “M8_barriers in communication” and “M8_conflict management”,

**Further reading/learning**

   (there are translations in Italian, Russian, Polish, Croatian, Dutch, Czech, Hungarian)

Gordon, Thomas: P.E.T. - Parent Effectiveness Training. New York: Peter H. Wyden, 1970 (there are translations of original English in many languages)

Gordon, Thomas: T.E.T. - Teacher Effectiveness Training. New York: Peter H. Wyden, 1974 (there are translations of original English in many languages)

http://www.naturalchild.org/guest/thomas_gordon.html [10.01.2013]
14.6 Intercultural communication: Similarities and differences
(unit 9 to 10, 50 min.)

Aims
Participants identify intercultural similarities and differences that might lead to conflict. Participants acknowledge and summarise personal attributes of the communication and conflict management topics.

Contents
The e-learning units of the module focus at first on sharing personal experiences related to intercultural similarities and differences, revealing cultural similarities and differences in communication and conflict management techniques. Analysing and recognising these differences could help when handling conflict situations and may reduce cultural prejudices. Sharing the experiences of different cultures and considering both nonverbal and verbal aspects increases the best practices repertoire in effective nonviolent communication and conflict management. The second part of e-learning unit consists of a review of the most important topics in the module and sharing changes in one’s own ways of communication and conflict management.

Suggested didactics and methodology
The trainer and trainees post relevant topics of the content and own experiences on the e-learning forum for open discussion. The trainer moderates the discussion using the learned concepts and principles of nonviolent communication and conflict management. He or she focuses the discussion on the following questions or tasks:

- Select from the shared experiences those which can be best practice examples of nonviolent communication and conflict management and explain why
- Identify cultural similarities of the shared experiences
- Identify cultural differences as (possible) sources of the experienced conflicts

Participants post a short reflective diary on the forum with personal reflections on what was helpful from the training course in their everyday practice and give feedback and evaluate the module.

Resources
Trainer(s), internet access, PC

Further reading/learning
(there are translations in Italian, Russian, Polish, Croatian, Dutch, Czech, Hungarian)
Gordon, Thomas: P.E.T. – Parent Effectiveness Training. New York: Peter H. Wyden, 1970 (there are translations of original English in many languages)

Gordon, Thomas: T.E.T. – Teacher Effectiveness Training. New York: Peter H. Wyden, 1974 (there are translations of original English in many languages)

Harris, Thomas A., I’m OK – you’re Ok. HarperCollins Publishers 2004 (there are translations of original English in many languages)


http://en.wikipedia.org/wiki/Clothing [5.03.2013]
http://en.wikipedia.org/wiki/Chronemics [5.03.2013]
http://en.wikipedia.org/wiki/Gesture [5.03.2013]
http://en.wikipedia.org/wiki/Paralanguage [5.03.2013]
http://en.wikipedia.org/wiki/Paul_Watzlawick [5.03.2013]
http://www.naturalchild.org/guest/thomas_gordon.html [10.01.2013]
### Glossary

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self perception</td>
<td>Self perception is the awareness of the characteristics that constitutes one’s self, self-knowledge.</td>
</tr>
<tr>
<td>Social perception</td>
<td>Social perception is the process of forming impressions of individuals. It is that part of perception that allows us to understand the individuals and groups of our social world. It allows us to determine how people will affect our lives. The resulting impressions that we form are based on information available in the environment, our previous attitudes about relevant stimuli, and our current mood.</td>
</tr>
<tr>
<td>Nonviolent communication</td>
<td>Nonviolent communication holds that most conflicts between individuals or groups arise from miscommunication about their human needs due to coercive or manipulative language that aims to induce fear, guilt, shame… These &quot;violent&quot; modes of communication, when used during a conflict, divert the attention of the participants away from clarifying their needs, their feelings, their perceptions, and their requests, thus perpetuating the conflict.</td>
</tr>
<tr>
<td>Assertive communication</td>
<td>Assertive communication is the capacity to say calmly and firmly what one thinks, feels, wants, that is the clear assertion of what one wishes to happen, without claiming that it has to happen at all costs, respecting the others’ opinions as well. Educating one’s assertiveness is a fundamental prerequisite for the promotion of a non-violent solution for the conflict situation, which the parties are involved in.</td>
</tr>
</tbody>
</table>
## 15 Module 9 “Cooperation with Parents”

**ARIADNE, Switzerland**

<table>
<thead>
<tr>
<th>Aims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• To gain knowledge of activities involving parents and children from different cultural backgrounds in order to foster cooperation</td>
<td></td>
</tr>
<tr>
<td>• To acquire strategies to support parents with little or no language skills of the host country in order to develop the additional language skills of the child</td>
<td></td>
</tr>
<tr>
<td>• To acknowledge the need to maintain cultural identity through the child’s use of their own language</td>
<td></td>
</tr>
<tr>
<td>• To promote an environment that includes the parents in the learning process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure for this module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 – 2</strong></td>
</tr>
<tr>
<td>Find a map of his/her local community</td>
</tr>
<tr>
<td>Undertake research on examples of best practice for successful cooperation with parents</td>
</tr>
<tr>
<td>Prepare a short presentation about their findings</td>
</tr>
<tr>
<td>Study the document “M9_communicating with parents”</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>Warm up activities on cooperation</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Self-determination theory on motivation</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
</tr>
<tr>
<td>Presentation of best practice examples</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
</tr>
<tr>
<td>Community mapping</td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
</tr>
<tr>
<td>Discussion with expert on rights and obligations of parents and childminders</td>
</tr>
<tr>
<td><strong>Unit 8</strong></td>
</tr>
<tr>
<td>Feedback and evaluation, explain review after face-to-face</td>
</tr>
<tr>
<td><strong>Unit 9 – 10</strong></td>
</tr>
<tr>
<td>Complete the community map and document the experience. Complete the information about individual best practice example, add solutions for potential obstacles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work, presentations, group discussion with expert(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projector, flip chart, chairs and tables, internet access, pens, scissors, glue, post-it notes, flip chart paper and blank paper, ball of wool, maps of communities documents:</td>
</tr>
<tr>
<td>M9_communicating with parents</td>
</tr>
<tr>
<td>M9_who of us</td>
</tr>
<tr>
<td>M9_motivation factors</td>
</tr>
<tr>
<td>M9_best practice examples</td>
</tr>
<tr>
<td>M9_personal experience community mapping</td>
</tr>
<tr>
<td>M9_evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 units (200 min.) e-learning, 6 units (300 min.) face-to-face</td>
</tr>
</tbody>
</table>
15.1 Introduction

This module focuses on cooperation with parents. Successful cooperation requires curiosity, empathy, motivation and willingness to understand the parents, their wishes and needs for their children. At this level cooperation with the parents is about creating trust and security, encouraging the parents to feel welcome in the care giving setting and conversing with parents to gain more information about the child. It is important that the participants understand that parents can be very different to them and do not necessarily have the same needs or the same understanding of their children as the childminder. It is also important to work with prejudices and experiences of the parents and thus address the principles of respect for and understanding of both similarities and differences. It is crucial in this module that the participants understand that good cooperation with parents is an important part in day care and that children will benefit largely from it. Dilemmas and scenarios are also discussed in module 9 – but are mainly addressed in the previous module 8 “conflict management”.

The importance of parental involvement

The Early Years Foundation Stage (EYFS) requires all those working with young children to engage in learning partnerships with parents. It includes commitment to the following: “Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children’s learning and development. It is known that what parents do at home with young children has the greatest impact on a child’s social, emotional and intellectual development”. The Effective Provision of Pre-School Education (EPPE) report concludes: “What parents do is more important than who parents are.” Social class, income, living conditions and parents’ own education levels are clearly related to child outcomes, but the quality of the ‘home learning environment’ is even more important. Parents may live in disadvantaged circumstances and may not have achieved well educationally, but if they regularly engage in activities which help to ‘stretch a child’s mind’ as part of everyday life at home, they can enhance their child’s progress and development. Children with strong home learning environments are already ahead in both social and intellectual development at the age of three. This advantage continues through to age seven, and the latest report concludes that the effect is maintained through to age 10. The impact is evident across all social classes and ethnic groups, and different levels of parental involvement have a greater impact on achievement in the primary age range than the variation in school quality. Children receive not just skills, knowledge and intellectual stimulation at home; they also absorb a positive attitude towards learning and a strong self-image as a successful learner.

At home parents, childminders and older siblings can provide more one-to-one attention; they can really listen to what a child is saying and focus a reply to extend thought. They can

---

35 www.teachingexpertise.com
37 Desforges (2003)
tap into a child’s immediate concerns, knowledge and experience, follow up individual interests and enthusiasms, and help a child make connections between one idea and another.

**Working effectively with parents**

As home has such a powerful effect on children’s learning the most effective early years settings i.e. those that achieve the best social and intellectual outcomes for their children – work closely with parents. These settings share clear educational aims and encourage high levels of engagement. They work to build parental confidence in what they do already at home and they offer ideas to support and enhance this. Most significantly, they exchange information about children regularly on a weekly or monthly basis with parents. They encourage parents to be active in this planning process by listening to what parents have to say about their own child’s capabilities and interests and then make use of these observations. They also support children’s learning at home with suggested activities and the loan of materials that complement what happens in the setting\(^{38}\).

**Establishing respectful relationships**

How can more early years settings work towards this level of parent partnership? This module will help practitioners reflect on this question and plan future action. A regular exchange of information and ideas between parents and practitioners involves more than one a term parents’ meetings, regular letters and displays, more than curriculum workshops and invitations to parents to help in the setting. These are all valuable strategies, but something extra is needed if as many parents as possible are to be reached and encouraged to engage in regular two-way communication. Evidence from both formal research studies and experience on the ground indicates that this level of partnership is best achieved when settings and practitioners work very hard at establishing respectful relationships with their families. They think through the quality of these relationships and avoid making assumptions about parents or assigning ‘group characteristics’ to any particular community. They listen to parents as individuals and spend time getting to know families well, showing interest in different perspectives and building on a family’s strengths. Knowledge of the families they work with enables them to offer a wide range of ways to get involved in learning, well matched to attract engagement and attendance. Timings for events are carefully thought through to meet working or study patterns and childcare needs are taken into account.

**The initiative to build relationships**

If childminders take the time to build relationships, they can create lasting alliances in which everyone involved has a common goal: the child’s success. Common ground emerges when childminders, parents and communities share purposes, processes, and a pledge to work together\(^{39}\).


\(^{39}\) Ashby, Garza, & Rivers (1999)
Providing information and skills to the parents to motivate their children and celebrate their success.

“Knowledge and confidence (are) the foundations for action,” say Kroll, Sexton, Raimondo, Corbett, and Wilson⁴⁰. Parents who know that they have succeeded in helping their child want to repeat that success. In this context it is important that the childminders should be prepared to understand and support the diversity of family involvement. Furthermore, they should also attain some knowledge about how the feeling that competence, for instance, can boost the motivation to cooperate.

15.2 Self-determination theory on motivation (unit 3 to 4, 95 min.)

Aims
Participants learn activities involving parents and children from different cultural backgrounds in order to foster cooperation. They will learn how to motivate parents to cooperate and also to build a trusting partnership with the parents.

Icebreaker
Participants throw a ball of wool from one person to the other, telling each other how they feel related to him or her. After this short activity the group reflects on what makes people relate to each other and how they felt during this icebreaker. Participants are then given the document “M9_who of us” and they ask each other about parental cooperation in their own setting. They find out what is inspiring them and collect ideas. They are then asked to share what they have found out about their motives for collaborating with parents.

Contents
Motivation as a key factor
As a childminder you are also a leader. Taking action and creating an environment that motivates others is at the core of an educator’s role. Henderson and Mapp wrote: “The responsibility for children’s educational development is a collaborative enterprise among parents, school staff, and community members”⁴¹. When everyone works together, relationships between childminders and parents are positive and proactive. From these findings motivation seems to be a key element in parents’ cooperation. Therefore, it is important that participants are introduced to a theory that gives them some insight into how to improve self motivation in their collaboration with parents, but also in how to motivate parents.

The self-determination theory
This unit will focus on the self-determination theory (SDT) from Deci and Ryan which is centered on the belief that human nature shows persistent positive features and is concerned with supporting our natural or intrinsic tendencies to behave in effective and healthy ways.

---

SD theory refers to “inherent growth tendencies” and identifies three innate needs that, if satisfied, allow optimal function and growth:

- **Competence**: Seek to control the outcome and experience mastery
- **Relatedness**: Is the universal desire to interact, to be connected to, and to experience caring for others, also having the feeling that someone is taking care of oneself
- **Autonomy**: Is the universal urge to be causal agents of one’s own life and act in harmony with one’s integrated self; however, this does not mean to be independent of others

These needs are seen as universal requirements that are inherent, not learned, and seen in humanity regardless of time, gender and culture. To realise their inborn potential competence, relatedness and autonomy need to be nurtured from the social environment. If this happens there are positive consequences (e.g. well being and growth or engagement in cooperation) but if not, there are negative consequences.

**Suggested didactics and methodology**

The trainer presents the self-determination theory to the group and analyses the participants’ findings in this context. The trainer moderates the group discussion. Then participants are asked to gather in small groups of three or four. The small groups should find suggested solutions on applying the self-determination theory in order to improve the motivation of parents to cooperate. They discuss ways to apply the theory into their daily practice using the document “M9_motivation factors”. Each group collects ideas and makes notes. Afterwards the trainer asks the groups to present their findings. They discuss the various ideas and the participants’ best practice experiences.

**Resources**

Chairs, tables, paper and pencils, flip chart, document “M9_motivation factors”

---

Further reading/learning

15.3 Presentating examples of Best Practice (unit 5, 70 min.)

Aims
Participants will learn a variety of best practice examples on how to gain parents´ cooperation in early childhood education.

Contents
Unfortunately, in our multi-cultural population, cooperation between childminders and parents is not always certain. But it is of great importance for children to progress well. Childminders and parents should show that they are not only willing to talk, but also to share responsibility for this cooperation. This is an important prerequisite for a successful early childhood education. In this unit participants will gather and discuss a variety of best practice examples.

Suggested didactics and methodology
Participants were asked to find good best practice examples of collaborating with parents at least three weeks before the training session. For this they were sent the document (“M9_best practice examples”) by the trainer via email. Participants fill in the templates with their findings and will present their examples (for about ten minutes each) during the face-to-face session. As preparation they were also sent the document “M9_communicating with parents” to gather further information on cooperation with parents with migrant backgrounds.

In this session participants are then asked to present their findings on best practice examples (app. 10 min. each depending on the size of the group, including discussion). It is important to also discuss potential obstacles that the participants might think of in their professional life. Each presenter notes any feedback from the group and also notes down some solutions on how to deal with these obstacles successfully. The notes on these solutions will be written up after the face-to-face session (homework). The best practice examples will be uploaded by the participants onto the e-learning platform.

Resources
PowerPoint presentations or handouts, posters of participants, projector, flip chart, articles, internet, learning platform, documents “M9_best practice examples” and "M9_communicating with parents"

Further reading/learning
Ashby, S., Garza, C., & Rivas, M.: Public deliberation: A tool for connecting school reform and diversity. Austin, TX: Southwest Educational Development Laboratory, 1999


15.4 Community Mapping (unit 6, 60 min.)

Aims

Participants get to know the technique of community mapping to support parents’ cooperation. Community mapping can:

- Help people record and analyse information about the social network that can be relevant in parents cooperation or supportive for the parents
- Give less confident parents a chance to express personal opinions and needs
- Ensure that different views are recorded
- Ensure that geographical and organisational details of relevant resources for the child, parents and the childminder are retained
- Facilitate intercultural dialogue among childminders and parents from different cultures and ages
- Overcome culture and language barriers and improve communication among childminders and parents
- Shift the focus from the use of literacy skills as a means of expression
• Stimulate community-based activities at the local level – the parents find great benefit in taking part in activities developed locally
• Improve the knowledge of the childminders about the social and geographical location of the parents and reflect on the reasons for territorial separation of the different ethnic or social communities
• Understand the perception that multicultural parents have of the city they are living in from a social perspective
• Increase the opportunities of non-formal education for the parents

Contents
Community mapping is a strategy that uses maps to gain an understanding of local circumstances and to facilitate discussion within diverse groups. It can equally provide the basis on which to build a common understanding of the boundaries and characteristics of a community or neighbourhood. Together the participants will create a map of their community that shows where the various resources, activities and opportunities that can be helpful for the parents in fostering their language skills and general learning opportunities for their children are located. Everyone’s input is necessary in order to achieve a detailed description of the community.

Suggested didactics and methodology
First the trainer provides a short introduction on community mapping and explains the purpose of the exercise. He or she also shows some examples, such as pictures or slides (see resources below). The group is then asked to create their own community map (either individually or in small group – if possible these group members come from the same community). Participants will mark out landmarks that they feel are relevant for the parents and children they work with. In order to do this, participants have to be given enough space, paper and pens to prepare their maps. The trainer encourages the group to use the internet in order to collect appropriate resources. Therefore, participants should be able to access the internet at this point and print out relevant material (e.g. address and opening hours of the local library etc.). In this way the group can share their opinions on the most important places in the community that are relevant for the parents and their children, i.e. all the places that parents should be aware of locally. The trainers will help the participants when necessary. The group works on their community map for approximately 40 minutes. After this, the trainer brings the maps together and asks each group to present their findings to the group. This will be a draft of the final community map. During the presentation, the trainer asks questions to check for understanding and also motivates participants to engage and share their ideas. For example, “Are there places in the community where immigrants and the locals generally meet? What are the reasons why they get together there? Does anybody know places in this area where mothers regularly meet?” Every participant should be asked to explain why the places on the created map are important for them in this context.

Each participant is then asked to evaluate the activity and what they have learned. As a closing activity, everyone is asked how he or she could use this method of community mapping
in supporting cooperation with parents, e.g. hang the map on the wall in the day care centre, ask parents which places are familiar to them and also introduce them to all the resources that are indicated on the map. Childminders can then encourage parents to visit these places and provide further information regarding these resources (e.g. leaflets, opening hours and internet links). Furthermore, they can use it as a method of communication by asking parents to add their individual places of relevance to the map. This way the childminder also gathers more information on the social network of the child’s family e.g. the Tamil mother marks on the map the place where her little girl attends traditional dancing classes. This information gives the childminder the impression that this mother is familiar with that area and she might like to know that there is a library in the same street or a charity book shop where one finds great toys or children books. In this sense the community map is also an interesting tool to promote intercultural dialogue and active citizenship, to raise awareness of the existence of minorities, cultural diversity, and European identity. It might help to make the parents feel more respected and welcomed.

Resources
Brochures, paper, projector, flip chart, chairs and tables, internet access, coloured pens, pairs of scissors, glue, post its, flip chart papers and blank paper, maps of the communities

Further reading/learning

15.5 Rights and obligations of parents or childminders (unit 7, 60 min.)

Aims
Participants gain an understanding of the rights and obligations of parents and childminders. They get to know an expert in the field of early childhood education in a multicultural environment, a relevant community support worker or a professional working in the field of parent education. This unit should also raise awareness on how to collaborate with experts in that context and find professional support via this network.

Contents
Parents have a right to express their wishes with regard to how their children should be treated in the childminding facility – childminders must listen and, if possible, avoid situations that are likely lead to conflicts and disagreements. In order to maintain and develop a good cooperative relationship with parents, childminders should know parental rights and responsibilities – known as ‘parental responsibility’. They should also be able to respect their own rights and obligations in this context and know how to collaborate with experts and professionals in this field.
Suggested didactics and methodology
Before meeting the expert, the trainer asks the group to split into small groups of three and note some questions they would like to ask the expert. The trainer then introduces the expert. He or she will talk to the participants about the professional field that they work in. This unit will be moderated by the trainer and be as interactive as possible – giving the group the opportunity to ask questions and comment on the expert’s presentation. The expert is also asked to provide information about the rights and obligations of parents and childminders (if possible create handout on local situation, web links etc.).

Resources
Expert(s), chairs, paper and pencils, projector, flip chart, brochures, handouts
Work sheet “M9_personal experience community mapping”

Further reading/learning
www.expertsforparents.co.uk - video on what is parental responsibility [2.11.2012]

15.6 Feedback and evaluation (unit 8, 15 min.)

Aims
Participants reflect on the learning outcomes from the module. They are also introduced to the next blended learning session (homework).

Contents
This unit offers participants the opportunity to reflect the learning outcomes from this module and give feedback to the trainer.

Suggested didactics and methodology
Participants are asked to draw an outline of their hand on a piece of paper and to discuss a question for each finger with their neighbour (see the PowerPoint slide “M9_evaluation” as an example). After this the trainer introduces the participants to the following units 9 and 10 (review of module 9 – e-learning). Participants will be asked to finish their individual community map and work on it with the parents’ cooperation. They should record their experiences in a work sheet and add some pictures (document “M9_personal experience community mapping”). This document should then be uploaded to the e-learning platform. Participants also complete- their work on individual best practice examples and add the solutions to potential obstacles that had been discussed during the face-to-face session and on the e-learning platform forum.
Resources
Chairs and tables, blank paper and pencils, projector or flip chart, PowerPoint slide for evaluation “M9_evaluation”, document “M9_personal experience community mapping”

15.7 Glossary

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanation in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling of competence</td>
<td>Someone experiences competence if one seeks to control the outcome and experience mastery.</td>
</tr>
<tr>
<td>Feeling of relatedness</td>
<td>Relatedness is the universal want to interact, be connected to, and experience caring for others, also having the feeling that someone is taking care of them.</td>
</tr>
<tr>
<td>Feeling of autonomy</td>
<td>Autonomy is the universal urge to be causal agents of one's own life and act in harmony with one's integrated self; however, this does not mean to be independent of others.</td>
</tr>
</tbody>
</table>
# 16 Module 10 “Market of Games”

*Tagesmütter Graz-Steiermark, Austria*

## Aims
- To round up and reflect on the complete training programme
- To present the final task for the group
- To celebrate the successful completion of the training course

## Structure for this module

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – 4</td>
<td>Each participant uploads a version of their favourite game on the e-learning platform and collects feedback (see also module 5, unit 8b)</td>
<td>200 min.</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Reflection and Feedback on LiMERIC training programme</td>
<td>50 min.</td>
</tr>
<tr>
<td>Unit 6 – 9</td>
<td>&quot;Market of games&quot;: presentation of favourite games of participants</td>
<td>200 min.</td>
</tr>
<tr>
<td>Unit 10</td>
<td>Celebration of successful completion of LiMERIC training course</td>
<td>50 min.</td>
</tr>
</tbody>
</table>

## Methods
- Reflection, answer questions, presentation of games, celebration

## Resources
- Envelopes of participants from module 1, flip chart or pin board, pens, cards in different colours, A4 paper, certificates, drinks, snacks …

## Time Frame
- 4 units (200 min.) e-learning, 6 units (300 min.) face-to-face
16.1 Reflection and feedback (unit 5, 50 min.)

Aims
Participants reflect on whether they have reached their personal aims for the training course. They will also give feedback to the trainers and organisers about what was good about the training programme and what could be improved in the future.

Contents
Reflection of personal aims: Each participant is given the sealed envelope containing their personal aims which they wrote down during Module 1. They may go through their aims of the course and reflect on the extent to which they have reached their personal aims.

Feedback with four questions:
Each participant is given cards in different colours and is asked to answer the following questions:

- How was the training for me?
- How did I benefit from the training?
- How could the LiMErIC training course be improved?
- Now I will …

Best wishes: Each participant receives positive feedback and best wishes from all their colleagues.

Suggested didactics and methodology
Reflection of personal aims is completed without interacting with other participants (that is in silence).

Feedback with questions: The facilitator writes each question on an extra flip chart or pin board. Participants write answers to the questions on their cards. When they are ready they can put their cards on the flip chart or pin board next to the respective question. Once everyone has done this the facilitator gives a short summary of the answers. The facilitator will particularly address the answers to question three – next steps.

Best wishes: Each participant writes his or her own name and “... what I like about you and what I wish you” on a blank piece of A4 paper. The sheets are circulated for everyone to write positive feedback (according to feedback rules from module 1) and positive wishes for all their colleagues on the respectively named papers. At the end everyone has a page full of positive comments and wishes to take home.
Resources
Envelopes of participants from module 1, flip chart or pin board with four questions, moderation cards, pens, A4 paper

16.2 "Market of games" (unit 6 to 9, 200 min.)

Aims
The “Market of Games” shows what participants have learned and gives an example to all participants and guests (invited by the organisers of the training course as well as by the participants) on how to apply the knowledge and experience they have gained.

Contents
Each participant presents his or her favourite game. The game could be an existing one or one that has been created or modified by the participant. The games will focus on those that foster language learning for children and can be played with a group of children but also at home by parents with their children. Apart from presenting the game to all, participants have to describe the game and post it online. The following information is provided to the participants beforehand as a guide:

- Name and aim of game
- Materials
- Rules
- Age and number of children
- Indoor/outdoor
- Time required for one round
- Feedback from children and/or parents
- The reason why she or he chose the game

Suggested didactics and methodology
Participants had been introduced to this task in module 5 and have uploaded the description of their game online four weeks before the session. Participants have tried their game out with children (and maybe also parents) and have collected feedback from them and incorporated it into their final presentation. Each participant has about ten minutes to present his or her favourite game to the audience. The way the game is presented to the group is up to the participant. During the celebration the descriptions of the games are still available for the audience and there is still a chance to play the games and discuss them. It is suggested that printed copies of the descriptions of the games are available for the guests to take home.

16.3 Celebration (unit 10, 50 min.)

Aims
Participants have given a lot of their time and have worked hard so it is time to celebrate their success… The facilitator gives a brief talk in appreciation of the effort and hard work the par-
Participants have put into the LiMErIC training course and hands out the certificates (or confirmation of participation). The celebration should round up an interesting and maybe also hard working year and thus the participants should be given a stylish send off.

Contents
Participants may invite friends and family, will receive their certificate and then celebrate their success together …

Disclaimer:
This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.