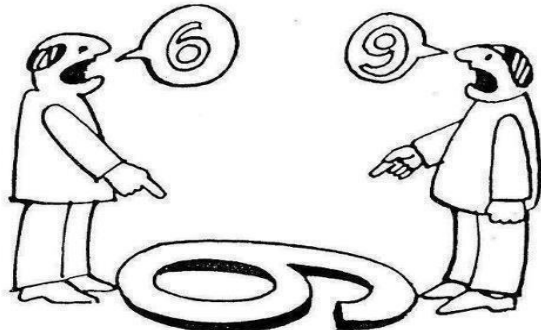





Project Name: Boosting Individual Competences (BIC)

Project Number: 2016-1-DE02-KA204-003276

Name of Activity	English "From Exclusion to Inclusion"
Languages	English/Italian
Level Objectives	<p>From A2</p> <ul style="list-style-type: none"> - To explore the challenges and opportunity of living in a diverse society - To deepen learners' understanding of inclusion and exclusion through self-reflection (i.e. how to resolve conflicts between them as classmates and develop positive behaviours towards each other) - To analyze how exclusion from group is a synonym of stereotyping, prejudice, avoidance, discrimination and causes conflicts, whereas inclusion is a synonym of acceptance and determines ways of overcoming differences among groups. - To make learners understand that inclusion is possible even if it's a long and difficult process where no shortcut is available
<p><u>Activity 1:</u> <u>Intercultural</u> <u>Communication</u></p> <p>Warming-up: brainstorming</p>	<p>The teacher posts on the board three images: one focused on the concept of narrow-mindedness:</p> 



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<p>Pair work:</p> <p>Class discussion and group work:</p>	<p>and the other two focused on the concept of unity, love and support:</p>  <p>Learners are invited to choose their partner for the pair work. They are then asked to examine the three images and choose one word (either in English or in Italian) to describe each of them. They have to write the words on the board next to the images previously posted by the teacher.</p> <p>Learners are asked to explain the reason behind the word chosen, then they are</p>



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<p>Plenary feedback:</p> <p><u>Activity 2: An interview with an immigrant</u></p> <p>Pair work:</p>	<p>divided into 5 groups of 4 and are asked to choose a spokesperson. The teacher gives each group a copy of a document (taken from the brochure "What? Me? A Racist?" edited by the European Commission - www.arvindguptatoys.com/arvindgupta/whatmeracist.pdf p.30) entitled "Steps in Intercultural Communication" and invites them to insert the previously analyzed images in the correct step (Step 1: State of ignoring differences; Step 2 : State of awareness of differences gained through intercultural contact; Step 3: State of tolerance; Step 4: State of accepting, valuing and using differences positively).</p> <p>The teacher invites a speaker from each group to report the results of the group work to the class and provides further explanations concerning the correct image sequence where necessary.</p> <p>The teacher prepares the learners for a meeting with an immigrant named Privat Sinankwa who, just like them, comes from a different country (Burundi) which he left 36 years ago for political reasons. After a short stay in Ruanda as a refugee, Mr Sinankwa arrived in Padua where he eventually got a residence permit as a university student. He is a doctor now, still lives and works here and feels completely integrated even if he has maintained his own roots: he often goes back to his homeland and has recently founded an NPO (Mama Wetu Onlus) with the aim of improving children's living conditions in his homeland.</p> <p>During the meeting learners will have the opportunity to ask Mr Sinankwa some questions (in Italian since Mr Sinankwa doesn't speak English) about his dangerous journey to Italy and his subsequent experience in Padua where he still works and lives.</p> <p>Learners are invited to choose their partner for the pair work. They are then asked to imagine to interview an immigrant who has experienced their same difficulties but who now feels completely included in the country where he has chosen to work and live: they have to write on their notebooks one or two questions in Italian using the interrogative forms <i>CHI</i> (Who), <i>COSA</i> (What), <i>DOVE</i>(Where), <i>COME</i></p>



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	their interview with Mr Sinankwa.