



Interculturalism *in* Education



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Ministry of Education, Science, Technology and Innovation*



Qendra për Dialog Nansen Shkup
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Nansen Dialogue Centre Skopje

Interculturalism in Education

- *Handbook for teachers* -

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Contributors:

Ministry of Education, Science, Technology and Innovation: Feime Llapashtica
Lipscomb, Shqipe Gashi Ramadani, Arbër Salihu

Nansen Dialogue Centre Skopje: Sonaj Bilal, Osman Emin, Biljana Krsteska Papić

Teachers: Faruk Avdiu, Anesa Čolaković, Sevdija Kandić Ćeman, Arbresha Haziri, Mersin Kazazi, Shemsi Kodrolli, Urma Menekshe, Sunčica Milenković, Blerta Muji, Milovan Stajić

Design: Vane Rujkov

Introduction

INTERCULTURAL EDUCATION IS A CONTEMPORARY EDUCATIONAL TREND AND TENDENCY, BUT ALSO A GLOBAL CONSTRUCTIVE RESPONSE TO INTENSE MIGRATION PROCESSES AND DIVERSITY IN SOCIAL COMMUNITIES THAT REFLECT CULTURAL, LINGUISTIC AND ETHNIC HETEROGENEITY.



Kosovo, as a multi-ethnic and multicultural society, is facing the challenge, but also the aspiration, to build long-term sustainable and constructive initiatives for promoting intercultural education. This type of educational approach and strategy should be a key link for mutual communication and recognition between different communities. That is why intercultural education should be observed as a need, but also recognized as an opportunity to find the optimal relationship between cultural diversities and social cohesion.

Interculturalism in education should be a tool that will respond to the challenge of learning to live together by actively promoting inclusive, comprehensive educational practices, fostering democratic citizenship and human rights in the public, professional and private life. Interculturalism in education entails constructive management of differences, self-esteem, efficient communication, respect for others, intercultural understanding, etc. (Ministry of Education, Science and Technology, 2016).

Our basic compass in creating this Handbook will be a broadly defined set of global goals, which are also closely related to the intercultural dimension of pre-university education in Kosovo, aimed at:

- building and nurturing personal identity and sense of belonging to Kosovo and its cultural affiliation;
- promoting of cultural and civic values;
- developing of responsibility towards oneself, towards others, towards the social community and the environment;
- training for living and working in different social and cultural contexts (Ministry of Education, Science and Technology, 2016)

An important pillar in creating intercultural recommendations and solutions will also be a strictly defined set of key competencies, which will specify the relationship of intercultural values and elements with the six separate areas of competencies:

- ability / competence to communicate and express;
- ability to think;
- ability to learn;
- ability to live, work and protect the environment;
- personal skills
- civic skills (Ministry of Education, Science and Technology, 2016)

The outlines of intercultural education will be drawn with the definition that provides a new perspective on intercultural commitment in pre-university education in Kosovo. It is an education for community, solidarity, respect, mutual tolerance, helping, trust and other universal human values (Concept for Intercultural Education, 2016).

”Intercultural education should be organized in order to realize the multifaceted task, i.e., education for empathy, solidarity, intercultural respect and non-nationalist way of thinking“ (Essinger, 1987 according to Sablić, 2014).

According to the range of intercultural skills, attitudes and values, it is necessary to emphasize the four postulates that will be our guideline in shaping the content of this publication:

1. Intercultural education is necessary to all children and students, regardless of age.

2. Intercultural education should be a naturally embedded component in the daily upbringing and educational process, regardless of the ethnic or linguistic structure of students and teachers in a school.

3. Intercultural education does not only deal with ethnic, racial and linguistic differences, but should also affect the building of students' awareness of the differences in many areas of everyday life (e.g., social status, gender, age, occupation, family background, learning style, diet, physical appearance, etc.)

4. Intercultural education does not necessarily mean the introduction of a separate subject, but should be a reflection of a cross-curricular approach, just as it should be a part of both formal and ”hidden“ curriculum (NDC Skopje, *Intercultural Steps*, 2022)

The values on which the concept of intercultural education is based have been incorporated in a number of international documents since the middle of the last century, as well as in a number declarations, reports and recommendations that provide guidelines for the development of education in Europe and beyond.

Recommendations of the Office of the OSCE High Commissioner on National Minorities emphasize the role and importance of education in

promoting the idea of equal rights and opportunities for each involved upbringing and educational entity and strengthening trust between different communities. ”The Hague Recommendations Regarding the Education Rights of National Minorities“ and explanations have been created as a broad framework that should serve as a starting point in the development of formal government education policies. These policies should be tailored to the opportunities at the local and regional level, in order to ensure equal participation of individuals from different ethnic communities in all aspects of their upbringing and education. The ”Ljubljana Guidelines on Integration of Diverse Societies“ also offer recommendations for creating integrated educational policies as a basis for achieving integration in society and for fostering knowledge, interaction and understanding between students from different communities. The Guidelines emphasize the need for countries to develop an integrated education system designed to provide equal access and opportunities for achieving educational outcomes for all students, regardless of their background (Concept for intercultural education, 2016).

Hence the universality of the global need for this type of products that will offer a structured presentation of possible intercultural upbringing and educational approaches and practices.

We sincerely hope that this Handbook will inspire and assist upbringing and educational practitioners in designing and implementing various intercultural initiatives, as a step towards transforming and enriching the school environment with an intercultural dimension.

The authors



Defining basic concepts

Due to frequent identification, it is necessary to clearly distinguish between the concepts of multicultural and intercultural society / education.

Multiculturalism and interculturalism refer to two types of social concepts, which differ from one another in the extent of interaction among various social groups within a society.

Multiculturalism refers to the existence of several different cultures in a single geographical area, which are not in a compulsory, daily and permanent natural touch and interaction. This principle implies recognition, existence and respect for diversity, but does not necessarily mean the mutual connection and influence of differences (racial, ethnic, linguistic, religious, gender, social, etc.). Multiculturalism is a kind of confirmation that multiple cultures coexist within a common geographical context. Heterogeneous social communities that manage to maintain qualities such as tolerance and respect are a direct reflection of the ethos of multiculturalism.

Interculturalism, in turn, implies open interaction relations and connections between different cultural, national and other groups that believe in and promote values such as tolerance, mutual respect, equality and open communication (*NDC Skopje, How to Achieve Intercultural Education*)

Interculturalism is based on two key preconditions:

- exchange, and
- interaction between different communities, groups or cultures.

Intercultural education is a system of various systematic, planned, long-term and subtle upbringing and educational approaches aimed to promote all kinds of diversity and otherness. Cultural, linguistic, gender, social, ethnic and religious diversity will positively affect the sensitization of all upbringing and educational entities for recognition, respect and living in an environment that is a source of many differences (*Concept for Intercultural Education, 2016*).

When understood through the prism of all the above-mentioned elements, intercultural education should at the same time be a platform and support for:

- inclusive education
- civic education
- education for peace
- eco education
- education for gender equality

Principles, goals and tasks of intercultural education

The tendency and aspiration of intercultural education as a concept is to provide equal opportunities for every student to achieve their full potential. At the same time, this upbringing and educational approach allows new generations of students to be prepared to actively participate in the development of intercultural society.

Intercultural education is not limited only to the acquisition of knowledge about the other, but it also enables students to develop, nurture and improve life skills that are required for effective interactions within a diverse society.

Intercultural education sensitizes all entities in the upbringing and educational process for recognizing, respecting and living in a diverse environment composed of individuals or groups that are exponents of the otherness.

The following values are embedded in the **ethos** of intercultural education:

Equality

Equity

Otherness

Transformation

Interaction

Multicultural and multilingual environment

Democracy

Integration

Inclusion

Socialization

The ethos of interculturalism introduces a new spirit in the field of education and upbringing: education for local, regional, European, but also international competence, competition and communication.

The platform of intercultural education is represented by the following **global principles**:

- respecting the cultural identity of children and students by providing quality education for all;
- acquiring knowledge and forming attitudes and skills that are necessary for active participation in social life;
- acquiring knowledge and forming attitudes and skills that enable the development of respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations (*UNESCO Guidelines on Intercultural Education, 2006*).

These principles serve as guidelines in planning different approaches to the implementation of intercultural upbringing and educational initiatives in school environments.

The goal of intercultural education is to upgrade the upbringing and educational practices through personal and institutional transformation as a basis for a wider social change in the future.

Global goals of intercultural education are:

- building educational policies and strategies for equal opportunities for all;
- guaranteeing the rights of each individual in the context of cultural diversity;
- promoting mutual trust, respect, equity and non-discrimination in multicultural communities and environments;
- enabling social participation of each individual in the intercultural community;
- fostering dialogue between the upbringing and educational entities with different ethnic, gender, social, cultural, religious and linguistic background;
- achieving social cohesion and peaceful coexistence.

The operationalization and immediate implementation of global goals of intercultural education are based on the following **tasks**:

- undertaking integrative and intercultural initiatives in accordance with the real needs of multicultural schools;
- developing mechanisms and practices for impartial and non-discriminatory action in all segments of the upbringing and educational process;
- providing conditions for achieving linguistic and cultural diversity in educational institutions;
- developing skills for open, direct and constructive communication and cooperation of upbringing and educational entities;
- training of all participants in the upbringing and educational process for peaceful resolution and transformation of conflict situations;
- sensitizing the upbringing and educational entities for recognizing the sources of prejudices and stereotypes, and designing strategies for their successful overcoming;
- developing empathy for the other, as an exponent of different cultural, social, linguistic and religious features;
- encouraging and nurturing critical thinking in the upbringing and educational practice as a factor for achieving democratic and socially just environment;
- creating a safe intercultural and inclusive school environment;
- establishing various forms of intercultural cooperation between upbringing and educational institutions and the local community

(Concept for intercultural education, 2016).

The indicated goals and tasks suggest the comprehensiveness of the platform that should serve as a basis for developing and building various upbringing and educational initiatives and approaches, starting from preschool to higher education, as elements of intercultural education.

It should be emphasized that intercultural education should make a comprehensive positive impact and transformation of multiple aspects of the upbringing and educational work, including:

- educational content,
- forms, methods and techniques of learning and teaching,
- textbooks, materials and other resources,
- extracurricular activities,
- competencies of the upbringing and educational actors,
- environment of upbringing and educational institutions,
- connection of the upbringing and educational institutions with the wider community.

All aspects that could be positively influenced by the upbringing and educational practitioners will become clear in the following chapter.

Intercultural dimension of upbringing and educational contents

A) Intercultural education in the compulsory upbringing and educational process

Intercultural education should be a regular part of the educational process, through stimulating, systematic and planned incorporation of intercultural elements in various compulsory teaching contents defined by the curriculum.

INTERCULTURAL EDUCATION SHOULD NOT BE ORGANIZED AS A NEW (ADDITIONAL) TEACHING SUBJECT, NOR REDUCED TO CONTENT OF A SINGLE SUBJECT.

Intercultural education should be a part of all education cycles. Upbringing and content components should be appropriately adjusted to the needs of different age groups of students.

Intercultural education should not be reduced to one or several thematic fields, areas or events.

Intercultural activities should take place across all subjects and areas (e.g., by using various didactic resources, initiating problem situations that will encourage and trigger collaborative learning, contact with other cultures and their scientific achievements).

Indeed, intercultural education is part of all compulsory subjects and areas. This Handbook offers concrete examples of how to apply interculturalism in education through different teaching subjects.

Upbringing and educational practitioners often suggest that the implementation of intercultural activities would require too much time in regular classes, at the expense of compulsory teaching contents. On the contrary, planned, systematic and regular intercultural elements can be incorporated into the mandatory teaching content through short introductory games, group activities, as a part of problem-solving situations, or with the use of music, photos or videos. (*How to Achieve Intercultural Education, 2018*).

Teaching staff, professional services and school management should create intercultural (short- and long-term) strategies for cross-curricular elements and continuous team approach to the promotion of intercultural values in upbringing and educational activities.

The philosophy of intercultural education should be embedded in the contents of all teaching subjects, with continuous promotion of various aspects of cultures without limiting to a local context, but mainstreaming them globally.

Intercultural education cannot be reduced to presenting and memorizing facts about certain cultures, languages, traditions, etc. It is a long-term process of developing the students' intercultural sensitivity. Therefore, it would be completely unjustified, wrong and unreasonable to expect that students' intercultural knowledge can be evaluated in quantitative and numerical manner. According to the global tasks, intercultural education should prepare future generations to live in diverse environments, thanks to the intercultural attitudes, values and skills embedded in it (*How to Achieve Intercultural Education, 2018*).

B) Intercultural education in extracurricular activities

Support in planning, organizing, and coordinating activities that can enrich the quality of intercultural school life is crucial for the promotion of democratic principles such as non-discrimination and respect for individual differences. In addition, activities that promote interculturalism can contribute to the full development and participation of students, quality and international comparability of knowledge, readiness for lifelong learning, multiculturalism, inclusion, competence, responsibility, and partnership.

Various extracurricular activities and project activities are an important platform for achieving that goal in school environments. They should be, above all, a reflection of universal human values aimed to support intercultural dialogue, cooperation and coexistence and enhance students' interests, their affinities and potentials.

Schools should support the process of direct operation of numerous extracurricular activities, with the aim to promote the upbringing role, socialization and training for successful cooperation in groups or tandems, as well as independent research, discovery and upgrading.

Their contents derive from various areas such as fine arts, film, photography, music, theatre, graphics and design, environment, peace education, sports, urban culture, civic education, science and technology.

Above all, the project and extracurricular activities should contribute to positive promotion of the following differences:

ETHNIC	CULTURAL	GENDER	RELIGIOUS
LINGUISTIC	DEVELOPMENTAL	SOCIO-ECONOMIC	

(How to Achieve Intercultural Education, 2018)

The realization of extracurricular contents related to the promotion of universal human values and learning about sociocultural differences should be supported in all schools.

Through student groups and clubs, project school activities offer opportunities for networking of student and teacher teams at local or regional level in the implementation of long-term and research project activities, which would be upgraded with multilingual approach, distance learning, mutual interaction and cooperation.

Schools are crucial in the process of promoting the role of extracurricular and project activities as part of the overall school operation, organized as a kind of local intercultural upbringing and educational centre fully open to students and their parents. Schools should insist on determined, consistent and precise program development and design of extracurricular and project activities in order to build and support a positive perception of diversity in the school and local environment. *(How to Achieve Intercultural Education, 2018).*

SUCCESSFUL PROMOTION OF INTERCULTURAL ELEMENTS BOTH IN CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES LARGELY DEPENDS ON THE CORRECT CHOICE OF TEACHING FORMS, METHODS AND TECHNIQUES IN WORKING WITH STUDENTS.

EMPHASIS SHOULD BE PLACED ON THE APPLICATION OF FORMS, METHODS AND TECHNIQUES THAT WILL ENHANCE INTERACTION, COMMUNICATION, COOPERATION, CRITICAL AND FLEXIBLE THINKING, CURIOSITY AND EMPATHY AMONG STUDENTS. THIS CAN BE ACHIEVED WITH OPTIMAL AND BALANCED USE OF INDIVIDUAL, TANDEM AND GROUP WORK, UPGRADED WITH SEVERAL TEACHING METHODS, SUCH AS METHOD OF DIALOGUE, CONVERSATION, ILLUSTRATION, PLAY, DEMONSTRATION AND PRACTICAL WORK. ABUNDANCE OF VARIOUS TEACHING TECHNIQUES IS AN IMPORTANT TOOL IN ENHANCING MUTUAL HELP, SHARING INFORMATION, EXPERIENCES, ATTITUDES, VALUES AND IDEAS AMONG PEERS.

Intercultural pedagogical design and environment

Several factors that are closely correlated with the school environment, ambience, atmosphere, have a positive impact on the support of intercultural dialogue.

They should serve as stimulating sources of diversity that are positively represented and promoted. **The school environment should be easily adaptable**, following all current trends of local, national or global character, but with an intercultural sign.

Exhibition spaces in the school should contain **positive, encouraging, stimulating messages, mottos, photos, illustrations, applications, and content**, which promote different cultural values, languages, symbols.

Students should be offered a variety of **didactic tools, aids and audio- visual resources** that reflect the features and values of different cultures and traditions.

The classroom environment should be an additional support for the team and tandem cooperation among students, teachers and parents. It should also be multifunctional and serve both the needs of the compulsory upbringing and educational process as well as of various initiatives for promotion of intercultural dialogue. The classroom should be organized as a small open centre for learning, socializing, and creative work. The interactions, the positive atmosphere, the socio-emotional climate in a classroom can be strengthened by **organizing several flexible corners** (e.g., creative, reading, play, conflict resolution, relaxation, birthday corner, etc.), that are always open to all types of diversity.

The tendency and priority of each upbringing and educational institution should be to support initiatives for **designing intercultural classrooms, which will reflect the ethnic, cultural, linguistic and gender diversity, both within local and global frames**. These elements are expected to provide support for a positive self-image of each upbringing and educational entity, as well as to support a positive perception of diversity in the immediate surroundings.

In order to prevent inappropriate school iconography, special attention and emphasis should be placed on the selection of:

- illustrations and symbols that should be representative of individuals and groups from different ethnic and cultural backgrounds, as well as from different age, gender or social categories, which will be presented in a balanced way throughout the school space;
- illustrative sources that should positively promote persons with special needs as part of the intercultural environment and its active actors;
- written messages, information, notices and announcements should reflect linguistic diversity, in order to support the interest in discovering and learning multiple languages.

Proper design of the entire school space is very important, knowing that it is the first and most remarkable message that is sent to all directly or indirectly involved entities, such as parents, extended families of students, partners from the local community, etc.



Intercultural competencies

Upbringing and educational staff play a crucial role in achieving the transformation of self as well as the transformation of the upbringing and educational institutions. They should be prepared to effectively facilitate the school life for each individual, regardless of their cultural similarities or differences, and have to play a more active role in re-evaluating all upbringing and educational practices and the way they affect the students. Hence, the competencies of teachers required for achieving effective intercultural dialogue in the upbringing and educational process and the affirmation of interculturalism among students play a central role in this process.

Intercultural competencies imply different skills and characteristics by which each of us is identified at individual and personal level. They are usually classified into three dimensions: cognitive, affective/emotional and behavioural/communicative (Sablić, 2014).

Cognitive dimension of intercultural competences implies proficiency in the field of history, geography, natural sciences, languages, literature, arts, etc., as representatives of different cultures, which provide a broad, multicultural view of the world.

Affective/emotional dimension of intercultural competences is extremely important than the above stated, since it implies essential values of each individual, such as self-esteem and positive self-perception, which are prerequisites for openness and curiosity, but also for recognizing sources of stereotypes and prejudices and their rejection. Intercultural sensitivity implies emotional sensitivity towards persons of different cultural backgrounds and the ability to perceive and recognize different worldviews, which would enable acceptance of both personal identity and cultural values of members of different communities.

Behavioural/communication dimension of intercultural competences includes personal experience, lifestyle and communication, etc. as a ground for shaping the perceptions of diversity. The extent and the quality of interaction (verbal and non-verbal communication) with persons that belong to different cultures will depend on this information.

Intercultural competencies of educators, teachers, professional associates and school principals would enable easier recognition and acceptance of differences, as

well as constant interaction with them. This can be achieved if an individual is well familiar with their own culture, but also cultural features of others and if they possess both cultural awareness and sensitivity. Only the person who has developed both can successfully incorporate the intercultural dimension in the upbringing and educational process.

Intercultural competencies include the following categories:

- **Personal and interpersonal competencies:**
time and emotion management, learning, active listening, conflict resolution, flexibility, self-awareness, self-confidence, self-evaluation, ability to work individually or in group, collaboration, successful and effective communication, determination, commitment, etc.
- **Cross-curricular competencies:**
planning, programming, integration of curricular and extracurricular contents, self-reflection, effective application of information and communication technology in the field of integrated education, research, selection and analysis of information and insights about the implementation process, etc.
- **Cognitive and creative skills:**
problem solving, critical thinking, decision making, paraphrasing, innovation, originality, flexibility, divergent thinking, etc.

(Concept for Intercultural Education, 2016)

Development of intercultural competencies should be a continuous and long-term process organized through several consecutive levels of training that would enable acquisition, upgrade, improvement and refreshment of acquired knowledge, skills and competencies for intercultural education.

Supporting the development of intercultural competencies in the upbringing and educational staff will directly affect the development of those competencies in students. The elements of intercultural competencies are closely related to and embedded in all six main competencies of pre-university education in Kosovo, which clearly indicates the need for a holistic approach in promoting the intercultural education.

Models of intercultural upbringing and educational activities

The development of students' intercultural skills starts primarily from building a positive image of themselves and their own identity, developing respect and empathy towards others as well as valuing diversity through communication, cooperation, willingness to share and help others.

Addressing interculturalism in school helps preparing students to respect and promote the values of a democratic society in different social situations and environments, such as in schools, neighbourhoods, and within different groups. Interculturalism in school can become part of daily work, as spirit, teaching methodology and teaching content.

Topics related to interculturalism can be implemented through subjects (as cross-curricular matter), extracurricular activities and optional subjects. Subjects that come from the curricular/teaching areas Society and Environment (Social Sciences), Languages and Arts offer greater opportunities to deal with interculturalism, in contrast to subjects that come from other curricular areas.

This handbook offers examples of how to address interculturalism through activities and games, both during lessons and extracurricular activities. These models can serve as guidance for other possible intercultural interventions in upbringing and education. Activities XI to XVI are specifically focused on the context of Kosovo.

The translation of all video materials is available in the form of subtitles on YouTube and transcripts annexed to each activity.



Curriculum area: Mathematics

Program topic: Measurement and problem solving (**Grades: I-IV**)

Goals:

- Recognize and name surrounding objects and their characteristics according to their length;
- Perceive and name objects from the immediate surroundings;
- Compare objects by their length: long – short, high – low.

Material: scissors, glue, paper, envelopes or container, objects of different size and length

Time and space: in classroom, 45 min

Proposed structure of activity:

Students are randomly divided into several groups (e.g., by the colour of the paper glued under their chair), after which they are encouraged to solve puzzles together to form giraffes with different neck lengths. **See Annex 1**

The teacher cuts the photographs in Annex 1 in several pieces, puts them inside an envelope or container and gives them to the group of students. In groups, the students put the pieces together and complete the photograph. If they want to, they can glue the pieces together on a piece of paper.

In order to make the solving easier, fewer pieces are cut.

After solving the puzzle, students discuss about the differences in the length of necks of giraffes and the differences in their height.

In direction of intercultural sensitization of the students, the introductory activity is accompanied with a short video presenting the life and natural environment of giraffes as animal species. See transcript in **Annex 2** (if needed)



Learn About Giraffes

Students are encouraged to engage in a didactic game: **Recognize short – long**. Several items of different lengths are placed in a box (e.g., scarf, measuring tape, piece of wool, pencil, shoelace, etc.). The box is then passed hand-to-hand. Each student should pick one object and compare it to the objects picked by other students. The game could be played to the following tunes:



Students are encouraged to work individually on the worksheets, through which they will need to determine the differences in length and height of various objects, animals, etc. [See Annex 3](#)

The activity ends with the game: **Order by height**. Students organized in pairs use flashcards with children of different heights and order them from shortest to tallest. [See Annex 4](#)

Annex 1



Annex 2

Transcript:

Let's learn about giraffes. With long, long necks and long legs, giraffes are the tallest living land animals. Some giraffes reach the height of more than 17 feet (5.18 meters). They are mammals, which means they are warm-blooded, they have fur, and they feed their babies milk. Giraffes live in Africa, south of the Sahara Desert, they prefer to live in open woodland or grassland, where they eat the leaves from trees that other animals can't reach. Giraffes are herbivores or plant eaters, they can eat leaves from acacia trees because their long tongues and tough lips let them eat let them eat around the thorns. Lions will sometimes kill and eat giraffes, but usually the giraffes' long necks let them see trouble coming and they just run away before the lions can catch them. That is why giraffes travel in herds, there's always someone watching for trouble.

To stay safe, the giraffes stay standing up almost all of the time. They eat standing up, they sleep standing up, they even have their babies while they're standing up. You might think that the giraffes neck has a lot of bones in it, but that is not true, they really only have seven bones in their neck, which is the same number that a person has, theirs are just much much bigger. Sometimes male giraffes will fight over who is in charge of the herd, they fight by swinging their necks at each other, it may not look like fighting, but giraffes can really be hurt in these fights.

Giraffes are not an endangered species, but they are not as common as they used to be. You may not know it, but actually there are different kinds of giraffes, we can tell the difference between them by looking at their spots. Different kinds of giraffes, live in different parts of Africa. The giraffe that is usually seen in zoos is called the reticulated giraffe, you might recognize the pattern of its spots. I hope you enjoyed learning about giraffes today. Goodbye till next time.

Annex 3

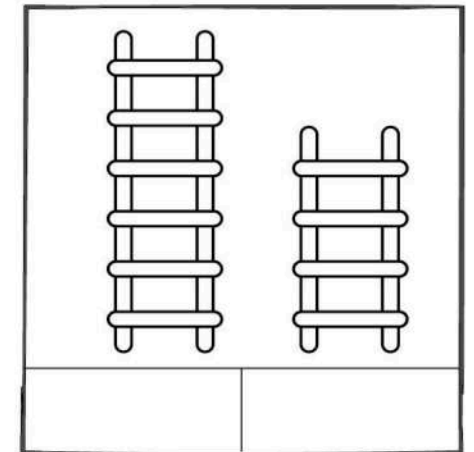
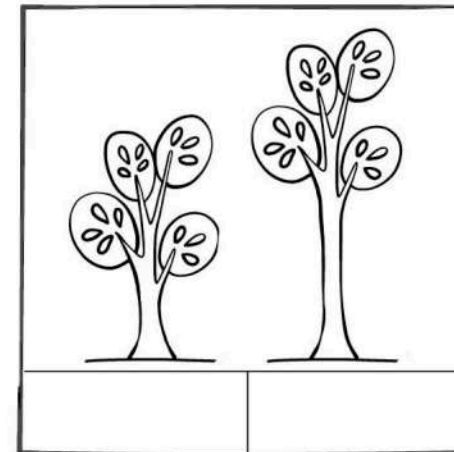
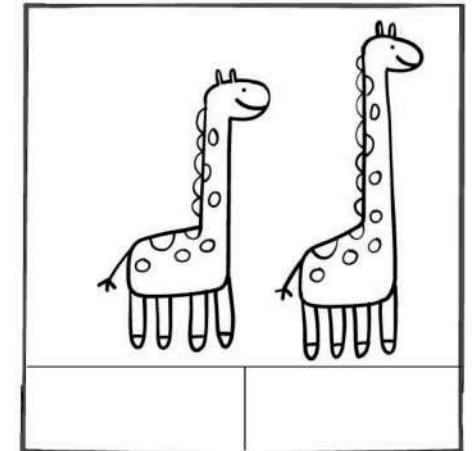
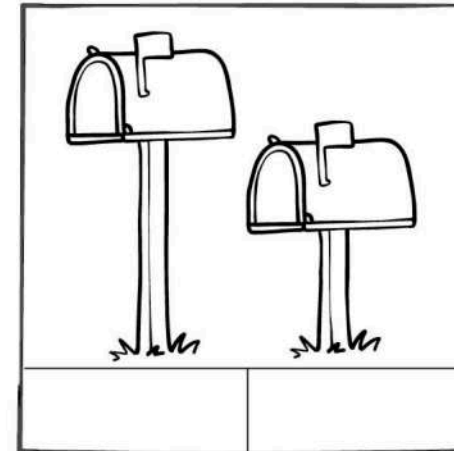


Name _____

Date _____

Taller or Shorter?

Cut and paste the labels on the corresponding pictures.



Shorter

Taller

Shorter

Taller

Taller

Shorter

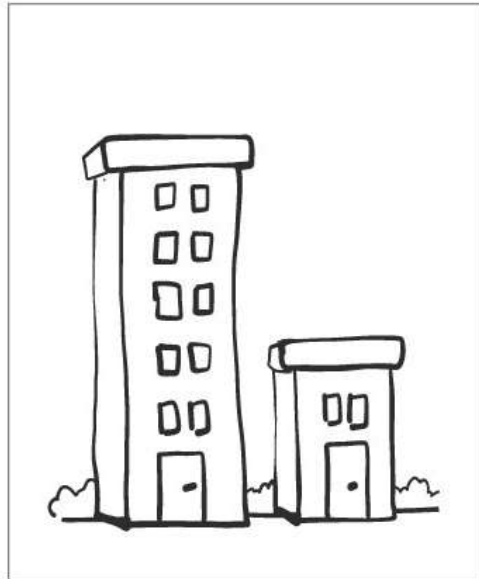
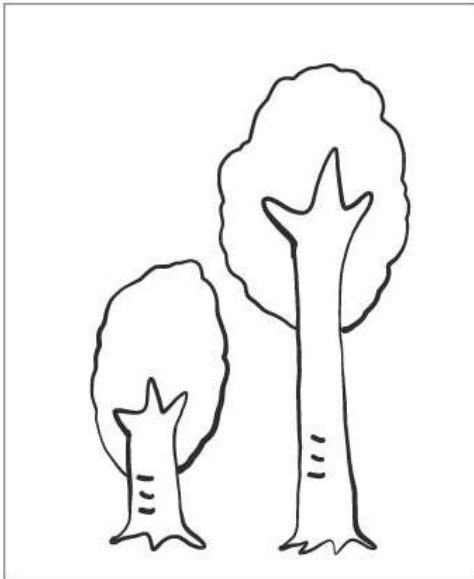
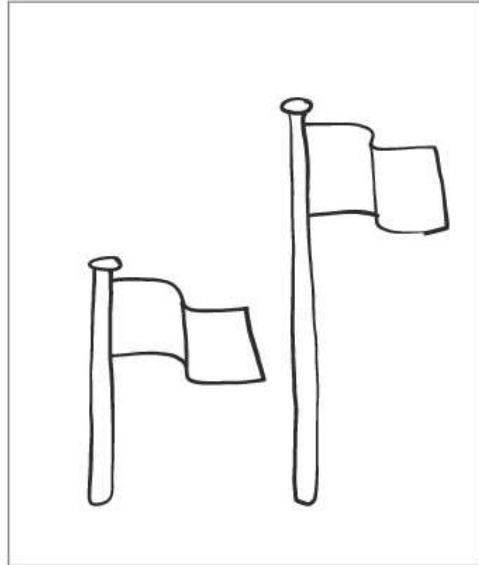
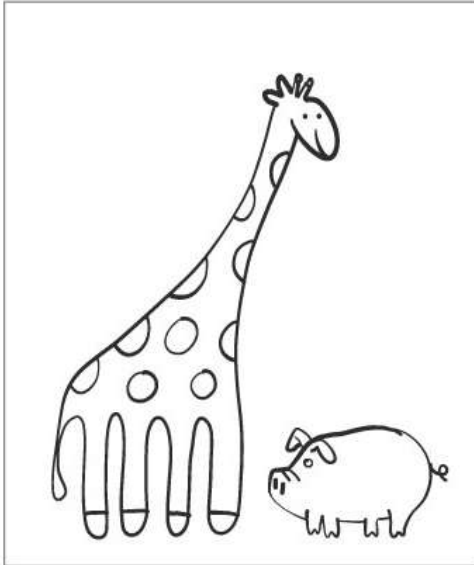
Taller

Shorter

Measurement Activity

Circle the shorter picture in each box. Color them

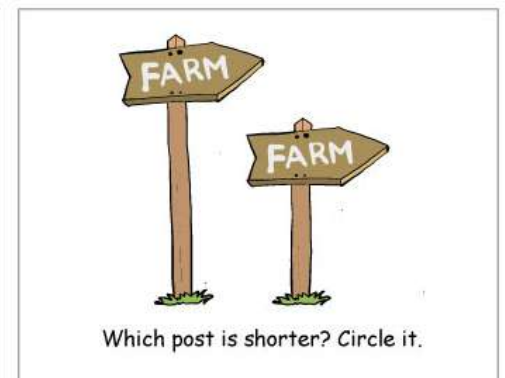
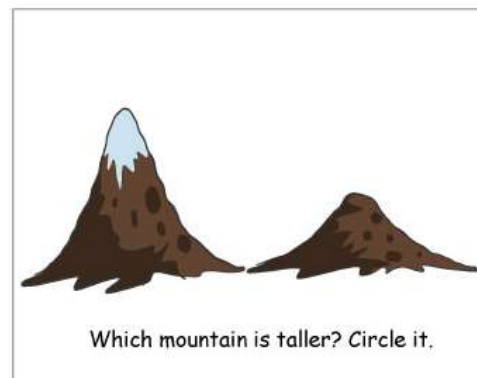
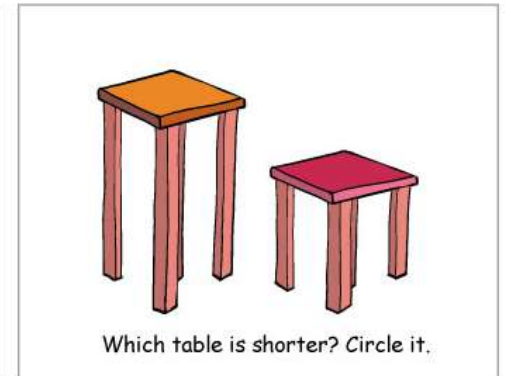
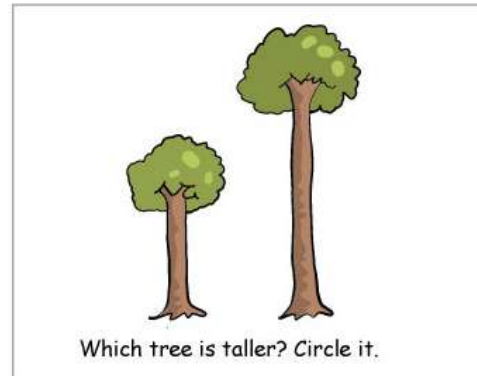
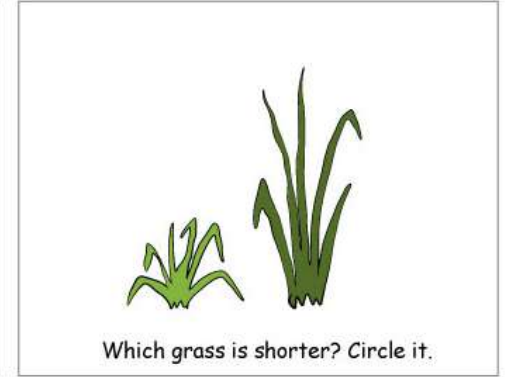
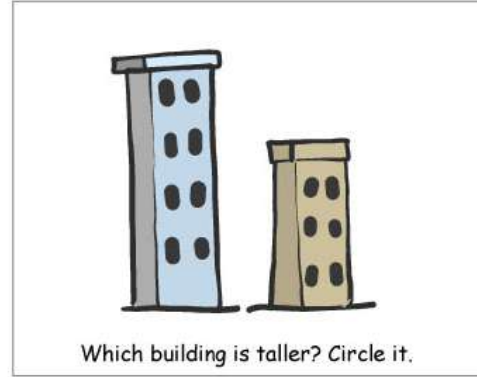
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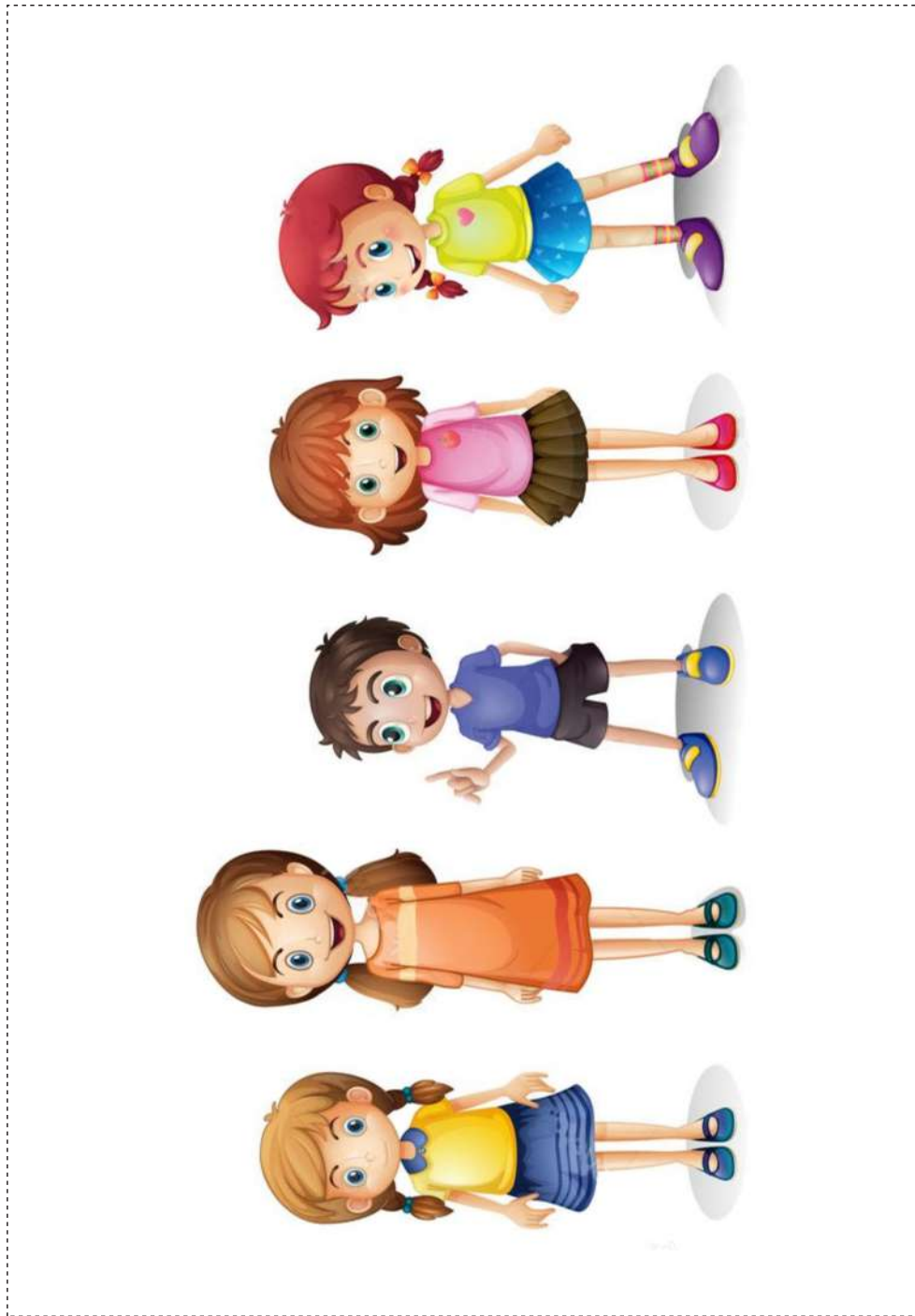
Tall or Short?

Look at the pictures and answer the questions.

Name _____



Annex 4



Curriculum area: Society and environment

Program topic: My nuclear family (**Grades: I-V**)

Goals:

- Understand the role and importance of the family;
- Express emotions about own families (in verbal and non-verbal manner);

Material: scissors, glue, paper, envelopes or container, different materials for making and decorating the frames for the photographs

Time and space: in classroom, 45 min

Proposed structure of activity:

The activity starts by dividing the students into groups; after that, students within each group are encouraged to solve the puzzle containing families from different parts of the world. **See Annex 1**

The teacher cuts the photographs in Annex 1 in several pieces, puts them inside an envelope or container and gives them to the group of students. In groups, the students put the pieces together and complete the photograph. If they want to, they can glue the pieces together on a piece of paper.

In order to make the solving easier, fewer pieces are cut.

It is emphasized that each puzzle represents a particular family community, after which each student starts drawing their own family and decorating the family portrait in a frame made of various natural materials.

Students are encouraged to present their family portraits and place them in the family's corner in the classroom.

This is followed by a presentation of a short video material containing families from different parts of the world, in the past and now



**Children & Families
Around the World**



**Families
of All Kinds**

The activity can be enriched by a presentation of places of residence and homes of children around the world (and identification of typical homes in various continents, rural/urban areas, etc.).

Annex 1







Curriculum area: Arts

Program topic: Listening to music **(Grades: I-V)**

Goals:

- Recognize rhythm, tempo and dynamics in a musical composition;
- Follow the given rhythm;
- Distinguish between tempi in a musical composition (slow – fast);
- Distinguish between dynamics in a musical composition (loud – soft);
- Apply rhythm while playing on children’s musical instruments.

Material: paper, scissors, colouring pencils or sharpies, glue, box or container

Time and space: in classroom, 45 min

Proposed structure of activity:

The activity starts with a presentation of short musical pieces with different tempo and dynamics.

Students are encouraged to recognize them according to their tempo and to raise a corresponding sign (rabbit – fast tempo, turtle – slow tempo). **See Annex 1**



In order to emphasize the difference between the fast and slow tempo, students listen to the Lullaby by Brahms

After that they try to find the appropriate photo that corresponds to the musical piece among different photos of certain events or creatures. **See Annex 1**

The focus is placed on a lullaby tempo, regardless the language or place of origin of the musical composition.

Students are encouraged to discover the role and purpose of these compositions.

They are encouraged to share personal experiences and memories from lullabies from their families.



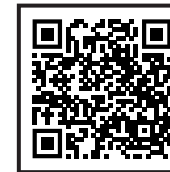
Ninna nanna, ninna oh

Dandini Dastana ve Fiş Fiş Kayıkçı

Uspavanka - Spava moja beba

The game ends with the musical-motor game: **Follow the Rhythm**. Students are organized into several groups of 4-5 members, standing behind each other. Each group should try to follow the given rhythm from various musical compositions with coordinated steps and movements set by the first student in the column.

Additional suggestion



After announcing a lullaby from Japan, each student can take part in the creation of Ojami cushion, as a symbol of sleep and sweet dreams (using beans and pieces of cloth, tying them up in the upper part).

Note: the teacher can find additional ideas for games with Ojami cushions following this link.

The activity can be complemented by passing the Ojami cushion from hand to hand, following the lullaby tempo.

Annex 1



Curriculum area: Language and communication

Program topic: Fairy tales (**Grades: I-V**)

Goals:

- Deepen the interest and curiosity of students in children's literature;
- Discover the main characters in fairy tales and their features;
- Encourage students to express themselves in a written form and to create.

Material: red hat or scarf, wolf mask, box or container, paper, colouring pencils, markers, badges/papers with names of characters from the Peter Pan story

Time and space: in classroom, 45 min

Proposed structure of activity:

The activity can begin with the game **Little Red Riding Hood and the Wolf**.

One student is in the role of the Wolf, while others are impersonating Little Red Riding Hood by moving, hopping, collecting flowers, running, etc. When teacher gives a signal (e.g., hand clapping), the student in the role of the Wolf, who was previously sitting in a corner of the room, starts running, trying to tag one of the students in the role of Red Riding Hood. The tagged student then takes on the role of the Wolf. The game is repeated several times.

For the next game, the teacher prepares a box containing papers with different instructions. In turns, students pick one paper and move according to what is written on it.

Instructions:

- Hop on one leg as many times as the number of Cinderella's half-sisters.
- Touch something of the same colour as the colour of Tinker Bell's dress.
- Stomp with your feet as many times as the number of young goats that were in the house when the wolf knocked.
- Take as many steps forward as there are words in the title of the story about Alice.
- Grab your left ear as many times as the number of bears Goldilocks met.

- Shout "HO" as many times as the number of dwarfs who lived with Snow White.
- Say as many nouns as the number of characters in the Little Red Riding Hood story.
- Touch three items that are made of the same material that the old Geppetto used to create a little boy.
- List two stories with a witch character and turn around twice.

Students are divided into pairs, and each pair is encouraged to make a comparison between two different fairy tales using the Venn Diagram technique. **See Annex 1**

For example:

The Wolf and Three Little Pigs and Little Red Riding Hood; The Sleeping Beauty and Hansel and Gretel; Goldilocks and the Three Bears and Alice in Wonderland; Pinocchio and the Ugly Duckling; The Wolf and the Seven Young Goats and Snow White and the Seven Dwarfs, etc.

In this activity, one circle will contain information about one fairy tale, the other circle will contain information about the other fairy tale, while information that is common to both fairy tales will be placed in the area where the circles overlap.

After highlighting similarities and differences between fairy tales, students are organized in four groups and encouraged to create four new and original fairy tales. They are free to insert new elements, or elements from other stories.

Possible titles of fairy-tales:

- How Little Red Riding Hood Outsmarted the Wolf?
- Three Little Pigs, Seven Young Goats and Only One Wolf
- Why Didn't the Sleeping Beauty Fall Asleep?
- Hansel and Gretel Meet Snow White

Students start to write basing on the story's title, create new modern fairy tales and then read them in front of their classmates.

The activity can be closed with the **Peter Pan Game**:

Each participant in the game gets a badge with a name or illustration of a character from the story of Peter Pan. Only one kid can get the role of Captain Hook, while the other characters can be repeated several times, i.e.: Wendy, Tinker Bell, Michael,

George, Indians, etc. Students move in different ways while the music is playing (walking on their toes, hopping on one or both feet, etc.), until the child impersonating a pirate shouts loudly: Captain Hook! Everyone stops and tries to grab each other's hand as soon as possible. The member of the group who will eventually be left alone takes on the role of the pirate. Recommendations: The game has a positive effect on strengthening the group cohesion. Special attention should be given to prevent reappearing of some children in the role of the pirate, especially those students who are usually isolated from the group. [See Annex 2](#)

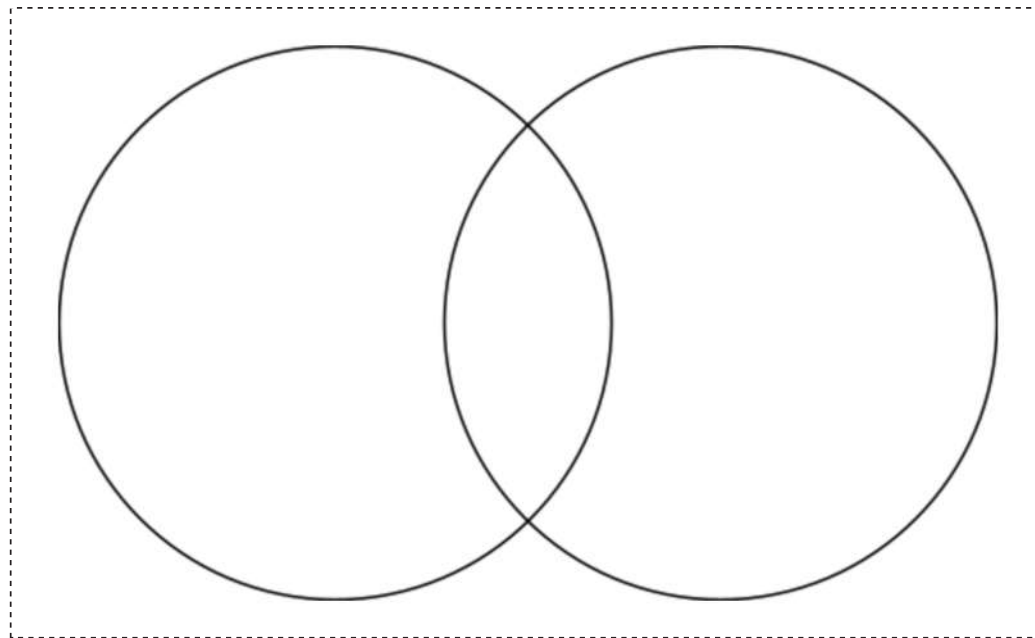
Intercultural recommendations and guidelines



Students can watch an additional video presentation of the most famous castles around the world, as buildings found in many fairy tales. [See Annex 3](#)

They may try to find the countries where the castles are located and mark them on a map.

Annex 1



Annex 2



10 Magnificent Fairy Tale Castles from Around the World:

This a list of some of the most beautiful and impressive castles still standing today that look as if they were taken from a fairy tale book.

Alcazar of Segovia, Spain

Alcazar of Segovia, a unique palace located at the top of the Guadarrama Mountains. Built on Roman foundations, it was used as a royal palace, a royal artillery college, state prison, and also as a military academy.

Bobolice Castle, Poland

The royal Castle Bobolice is one of the most beautiful fortresses on the Eagles' Nests trail. It has born witness to a stormy history and has been the object of an extraordinary metamorphosis. During the last years, this fairy tale looking castle was meticulously reconstructed, so that its prosperity could be seen once more in its full splendor.

Bouzov Castle, Czech Republic

The Bouzov Castle is one of the most visited castles in the Czech Republic and a magnificent fortress that has never gone to ruin in all of its history. It was built on a hill in Moravia, Czech Republic, as a Gothic stronghold in the early 14th century. This fairy tale castle is a great tourist attraction in the Czech Republic, offering various tours and even an exhibition of Dragons and Dragonslayers, devoted to life-sized fairy-tale dragons and the knights who fought them.

Cochem Castle, Germany

It is generally assumed that Cochem Castle was built around the year 1000 by the palatinate count Ezzo, son and successor to palatinate count Hermann Pusilius. The castle had a long and colorful history until French King Louis XIV had his troops obliterate it in 1689. The castle remained a colorful stone ruin for 180 years until wealthy Berlin businessman Louis Ravené decided to buy the ruins and rebuild the castle in 1868.

Corvin Castle, Romania

The Corvin Castle, also known as Hunyad Castle, was built during the 14th century and is considered as one of the most impressive medieval constructions in Romania. This beautiful fairy tale castle features a sumptuous Knights' Hall, an impressive drawbridge, high buttresses and inner courtyards, all resplendent with medieval art.

Glücksburg Castle, Germany

Glücksburg Castle is the ancestral home of the Dukes of Schleswig-Holstein-Sonderburg-Glücksburg, and has been used occasionally by the Danish Kings. Nicknamed the Wasserschloss ('water castle') owing to its position in the middle of a lake, it is one of the most important Renaissance castles in northern Europe. The castle was built from 1582 to 1587 by Nikolaus Karie for John II, Duke of Schleswig-Holstein-Sonderburg, at the site of a former monastery.

Hohenzollern Castle, Germany

Hohenzollern Castle is situated at the summit of a Swabian hill overlooking the small town of Hechingen in Germany. While its foundations are a millennium old, the castle has been assaulted, torn down, built, and rebuilt, falling twice in furious bombardments from catapults, archers, and swordsmen. This idyllic castle looks like it was taken straight out of a fairy tale, with its tall towers and seven successive gates.

Neuschwanstein Castle, Germany

Neuschwanstein castle is located in Bavaria in Germany and was built in the 19th century for King Ludwig II of Bavaria, also known as the “Fairytale King”. Today Neuschwanstein, “the castle of the fairy-tale king”, is one of the most popular of all the palaces and castles in Europe, visited every year by 1.4 million people.

Ooidonk Castle, Belgium

Located on the Lys River in Belgium, Ooidonk is a remarkable example of Flemish Renaissance castle built in the 13-14th century by the Lords of Nevele. The castle was completely destroyed by the troops of Maximilian of Austria in 1491, but it was reconstructed in 1501. The castle was burnt again in 1579 during the religious wars and was rebuilt in the Flemish-Spanish style you see today.

Wernigerode Castle, Germany

Wernigerode Castle (Schloss Wernigerode) is a stunning sight built during the 12th century that may make some feel as if they have been transported into a fairy tale world. The castle was rebuilt into a Renaissance fortress, in the 16th century and then rebuilt in the baroque style as a romantic castle residence during the 17th century.

Curriculum area: Natural sciences

Program topic: Light (**Grades: I-V**)

Goals:

- Distinguish light sources;
- Understand the importance of the Sun for life on Earth;
- Distinguish two types of light sources (natural and artificial);
- Be encouraged to create and maintain constructive communication and cooperation in the classroom

Material: paper, colouring pencils, sharpies or markers, paper, glue, building blocks

Time and space: in classroom, 45 min

Proposed structure of activity:

Students play the game **Guess without looking**, which leads to the topic of the activity. The eyes of a previously selected student are covered with a scarf so that he/she is not able to see anything. Another student makes a noise while the student with the eyes covered has to guess where the noise is coming from. The game is played several times. The illustrations suggest that we are able to see thanks to the light coming from the sun, moon, fire, stars, flashlight or light bulbs.



Students are given explanations of light sources through a video presentation (link below) which explains what the light is, how it helps us to see objects in nature, and that without light it would be an absolute darkness. It is also observed that there are two types of light sources, i.e., natural and artificial. It can also be emphasized that there is no life without light. See key information in **Annex 1**

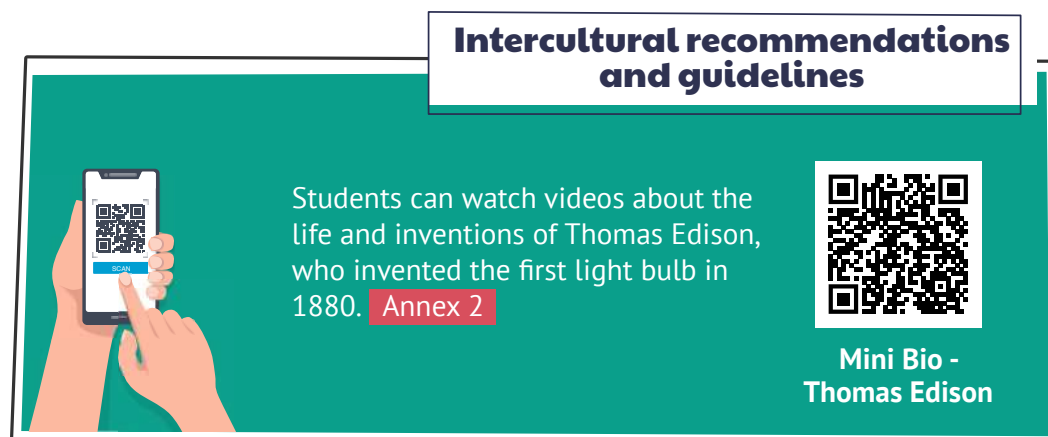


Students are divided into three groups. Each group receives a different task (see below). The teacher assists and guides the groups if needed.

- The first group cuts out an image of the Sun, which students will use to create a mask.
- The second group puts together pieces of an image of the bulb, in order to get a complete image.
- The third group joins building blocks to get a candle.

The following game can be organized as a final activity: **"Day-night"**

Students should follow instructions given by the teacher, who decides which instructions to be used in the game and how. For example, when the teacher says "day", students should get up, and if he/she says "night", students should sit down. Slight variation of the game: after the instruction "day", students can straighten their bodies while sitting, and after the instruction "night" they can lean on the desk.



Annex 1: Light video

- we need light in order to be able to see
- light is a form of energy made of photons
- a photon is the smallest unit of visible light
- how does light travel? light behaves both as a particle and as a wave, and behaves differently with different kinds of matter
- if light hits an object and passes through it, that object is known as a transparent object (for example if we take a glass of water and switch on a torch the light passes through and this proves that water is transparent)
- there are certain objects through which light cannot pass and it changes its path after hitting the object. These objects are called opaque objects. Such as: wood, mobile phone, humans, etc.
- some objects allow light to pass through them partially and they are known as translucent objects, such as: plastic, butter paper (baking paper) and frosted glass
- light travels the fastest, in vacuum where there is no obstacle light travels at a speed of more than 0.1 million miles per second
- it takes 8 minutes for sunlight to reach Earth
- when light travels through different mediums it slows down and sometimes bends and this bending of light is known as refraction. If we take a container filled with water and place a pencil in it, we can see a bend in the pencil. The pencil didn't bend, it is just that the light rays got refracted.
- humans are bioluminescent, which means that they emit light but their glow is 1000 times weaker than what the naked eye can register
- light takes approximately 1.2 seconds to reach the Moon from the Earth

Annex 2: Thomas Edison

Thomas Edison was born February 11th 1847 in Milan (Ohio, USA). At an early age Edison's family moved to Port Huron (Michigan) where he spent the remainder of his childhood. Surprisingly Thomas Edison struggled at school but he managed to improve his reading and his experiment conducting from his mother who taught him at home. At age 15, Edison became a Telegrapher, sending and receiving messages via Morse code, an alphabet using different clicks for each letter.

Edison often entertained himself by taking things apart to see how they worked soon he decided to become an inventor. In 1870, Edison moved to New York City and improved the stock ticker. He soon formed his own company that manufactured the new stock tickers. He also began working on improving the Telegraph and invented a version that could send four messages at once.

Edison moved with his family to Menlo Park (New Jersey), where he started his famous laboratory.

In 1877, Edison invented the phonograph. The phonograph was a machine that recorded and played back sounds. He actually perfected the phonograph by recording "Mary had a little lamb" on a piece of tinfoil. One year later, Edison invented the light bulb as well as the power grid system, which could generate electricity and deliver it to homes through a network of wires.

With those inventions, he started the Edison Electric Light Company in October of 1878. Even after attaining great fame and fortune, Thomas Edison continued to invent, improve products and make significant contributions to x-ray technology, storage batteries and even motion pictures. He even invented the first talking doll. Thomas Edison registered 1093 patents and his inventions changed the world forever making him known as America's greatest inventor.

Curriculum area: Natural sciences; Physical Education, Sports and Health

Program topic: Forces and motion (**Grades: VI-IX**)

Goals:

- Learn how to calculate the speed basing on a distance and time data;
- Calculate average speed and acceleration;
- Perform measurements with appropriate accuracy;
- Properly use various types of equipment;
- Display results appropriately in charts, diagrams and graphs;
- Perform simple calculations;
- Identify results with deviation and propose improvements to the research.

Material: paper, colouring pencils, sharpies or markers, measuring tape

Time and space: classroom and sports hall or outdoor spaces, 45 min

Proposed structure of activity:

Students are divided into small groups. The teacher cuts the image in Annex 1 in several pieces, puts them inside an envelope or container and gives them to the group of students. In groups, the students put the pieces together and complete the photograph. If they want to, they can glue the pieces together on a piece of paper. In order to make the solving easier, fewer pieces are cut. **See Annex 1**

Once all groups solved the puzzle, the teacher reveals the flag of Jamaica, followed by the video about the U. Bolt record.



- What is the distance you can pass in 10 seconds? Play the Usain Bolt video of the 100 m world record of 9.58 seconds. Discuss that this figure only shows the time, not the speed. How do we know that he is the fastest man on Earth?

Take students to a place where they can pass quite long distances (e.g., outdoors or in the sports hall).

Explain students that they will explore the distance they can pass in 10 seconds. Remind them about the importance of collecting results in an organized way. Ask them to create a chart to enter the results. If necessary, the chart below can be used as example.

Chart - for individual student

Activity	Distance passed in 10 seconds
Walk	
Run	
Jump	
Hop in one leg	
Bicycle	
Skateboard	

Students will perform various activities such as running, walking, hopping or jumping in 10 seconds. Students have to measure the distance passed during each activity and write down the results on the chart. After that, they will be able to calculate the average distance passed in 10 seconds for each activity.

Students return to the classroom and discuss the results. Was this a fair test? How accurate were the measurements? Were there any results that deviated? How can we improve our research?

The teacher concludes that speed can be calculated using distance and time data. A fair test is required to gain correct results and compare speeds.



The activity can be closed with a mini problem-solving exercise: students are encouraged to name animals that Usain Bolt can outrun. This task can be realized in a group, with presentation of the following video that will give an answer to the question.

Working in tandem, students can also calculate the speed of athletes while breaking the 100 m records (in different periods and competitions) and prepare a statistical overview of 100 meters gold / silver / bronze medals won by athletes from different countries.

Annex 1



VII

Curriculum area: Arts

Program topic: Rhythm (**Grades: IV-IX**)

Goals: Students should:

- Recognize elements of art in everyday objects;
- Combine shapes of nature in decoration of everyday objects;
- Get familiar with the concept of rhythm and apply it through design;
- Learn about the application of decoration in cultures around the world.

Material: paper, colouring pencils, crayons, markers, watercolours or tempera paints, pieces of paper in different colours, box or container

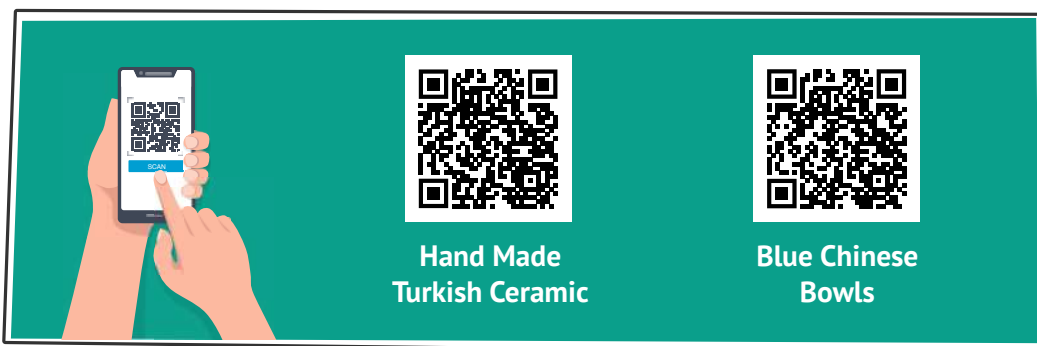
Time and space: in classroom, 45 min

Proposed structure of activity:

The teacher explains that rhythm is one of the principles of art. Rhythm can be regular or alternating.

Students are encouraged to find examples of rhythm in their immediate surroundings, in the classroom, on clothing, etc.

Students look at photos and watch videos about the tradition of decorating plates in Turkey and China (see below). **Annex 1**



Students work in groups of 4-5 members. Each group receives a template for a plate as in **Annex 2** and decorates it using shapes of nature combined with other elements of art (line, size, tone, texture). When applying the elements of art in decorating a plate, students need to apply one of the discussed types of rhythm (regular or alternating). Students combine several art materials such as: pencils, crayons, felt-tip pens, tempera paints, watercolours, etc.

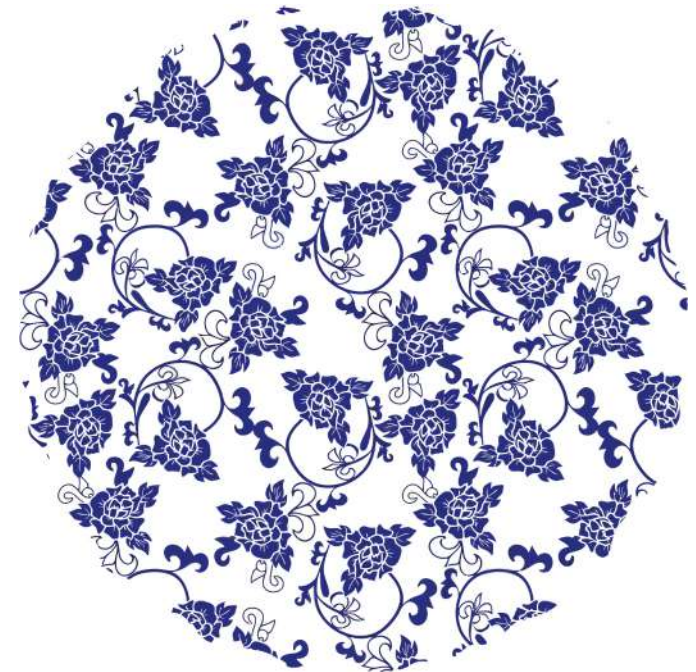
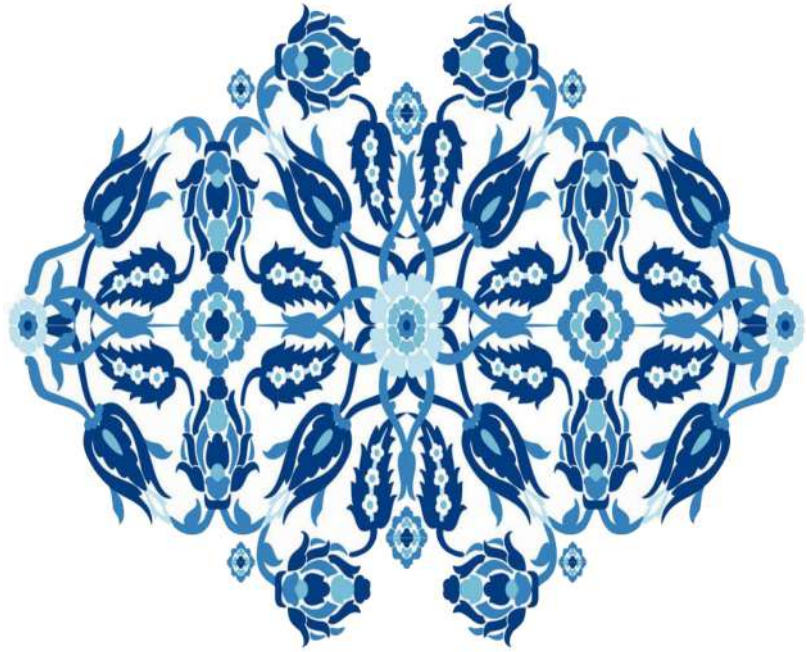
The designs included in **Annex 2** can be shown to students as source of inspiration.

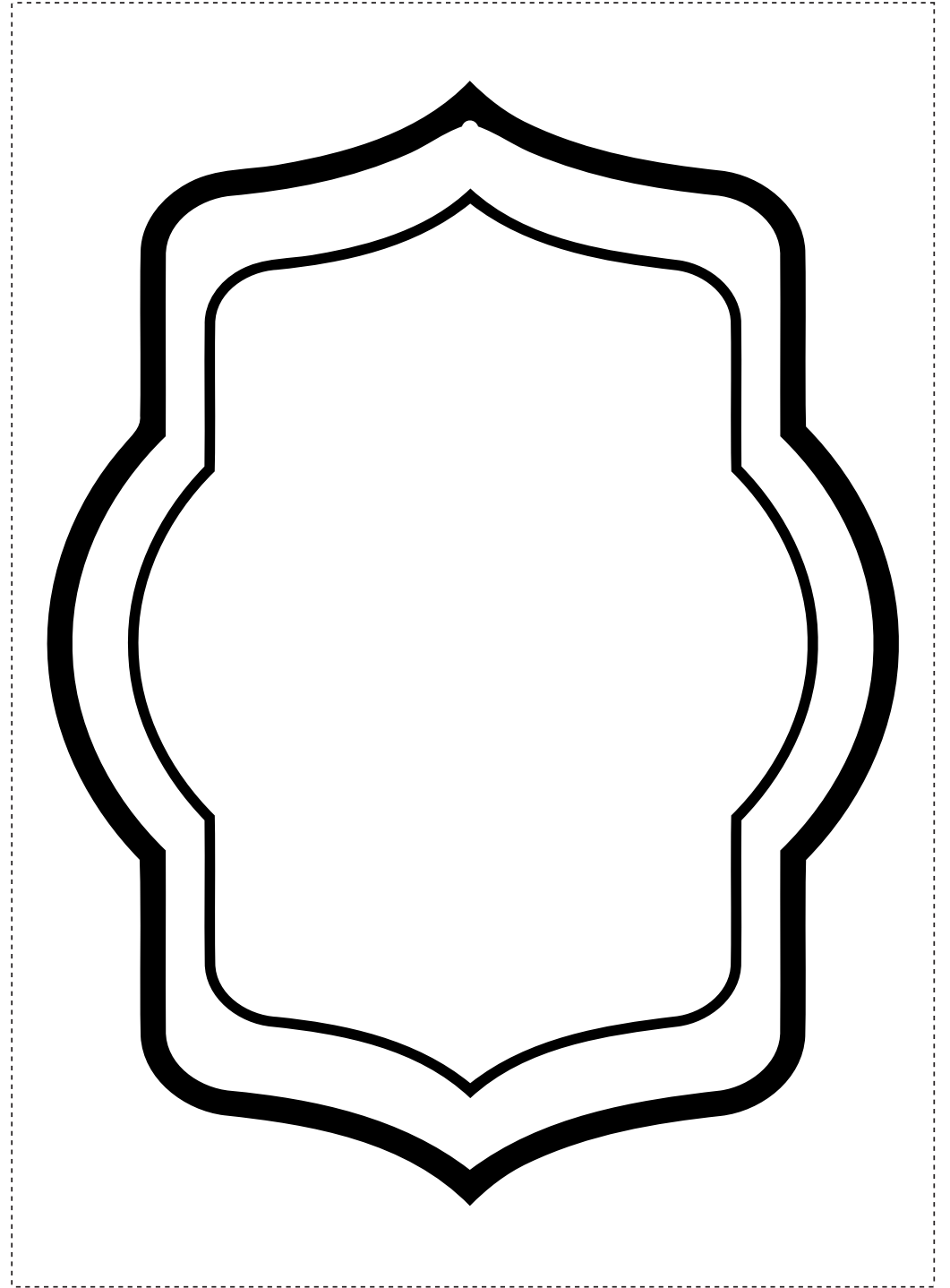
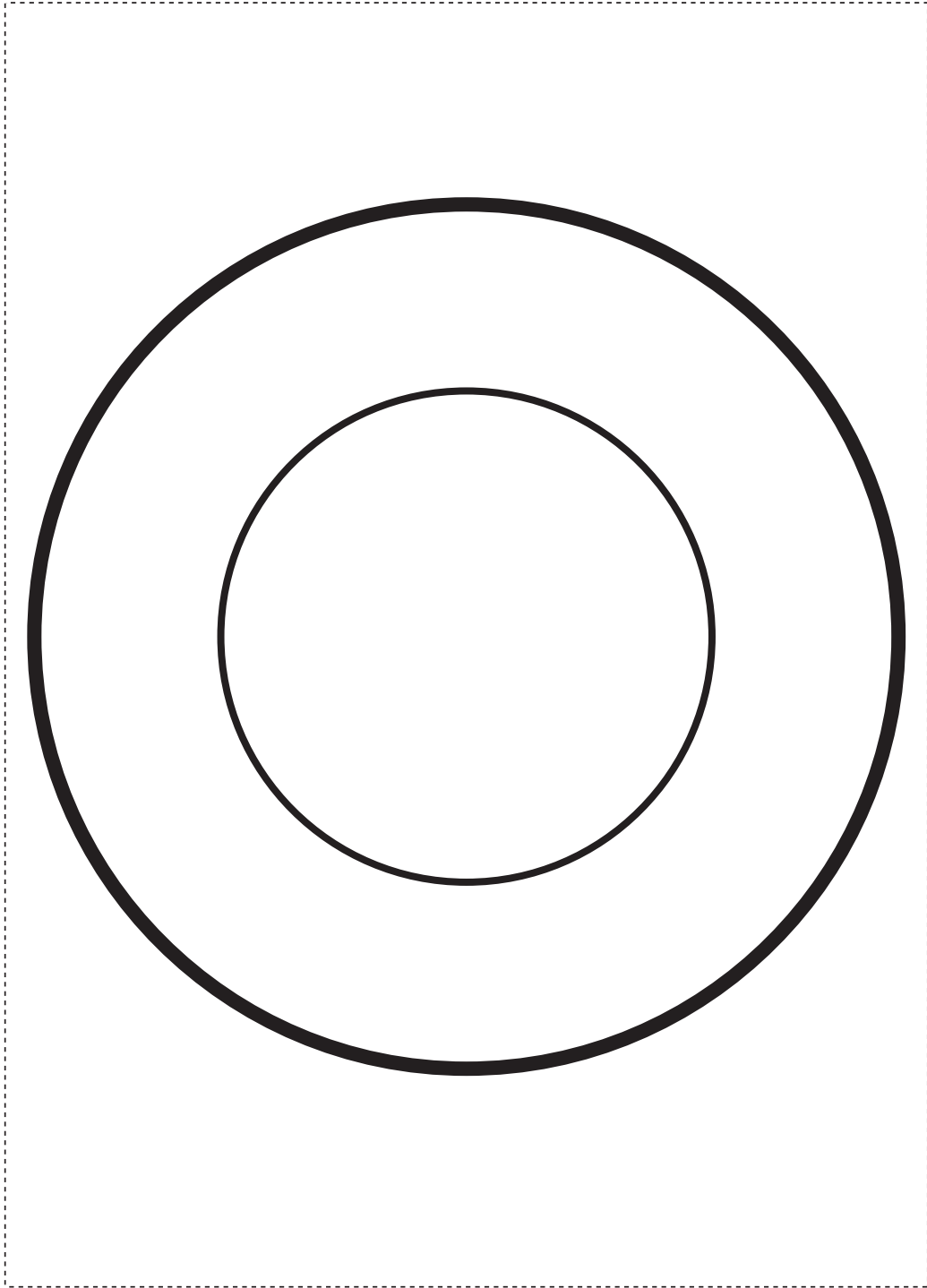
The works of art created by each group of students can be placed on the school board or the classroom wall. Each group presents the artwork and explains the type of rhythm and elements of art used.

Intercultural recommendations and guidelines

Photos and videos of motifs from decoration of porcelain in Turkey and China can be presented to the students. Through those, they will become more familiar with the cultures of other nations.







Famous Blue Chinese Bowls

The next time you are out getting Chinese food, pay close attention to what's on the table.

This style of tableware, called linglong porcelain, was extremely popular in the West in the '70s and '80s. And they all come from this town in China.

Before economic reform, factories in China were all state-owned. The 1990s marked the beginning of large-scale privatization. And the Guangming Porcelain Factory was no exception. "Linglong" means exquisite in Chinese, and their trademark design is this translucent rice grain pattern.

Here is how it's made. The clay is put into a mold, punched, and then glazed. It's then set, dried, and trimmed. And then it's washed, painted, which gives the product its iconic blue color. It's then off to the kilns, where they're fired in these boxes called "saggar", a clay chamber that ensures the product is heated evenly throughout.

But while these bowls were once ubiquitous, Liu predicts they will soon be a relic of the past.

Curriculum area: Society and environment

Program topic: Europe after the French Revolution (**Grades: IV-IX**)

Goals:

- Observe the impact of the French Revolution on other European nations;
- Understand the process of national awakening of several European nations.

Material: paper, pencils, colouring pencils, sharpies, markers

Time and space: in classroom, 45 min

Proposed structure of activity:

The topic of the activity can be introduced in different ways, in order to detect students' prior knowledge about the French Revolution. Those include:

- The Brainstorm technique;
- The Word Association game, to get to the secret word "Revolution". See example and instructions in **Annex 1**
- The Prism technique, using "Revolution" as initial word. See instructions in **Annex 2**



Students watch a short video **Annex 3** after which they (organized in groups) are encouraged to share their observations on the following three questions:

- How was the social life in France organized before the revolution?
- What caused the revolution?
- What were the benefits for France after the revolution?

Students are introduced to two important historical figures: M. Robespierre and N. Bonaparte. After that, students organized in pairs, present the positive and negative characteristics / deeds / decisions of the two figures using the T-table technique.

See Annex 4



Napoleon - Animated History

In this video, students will discover more about Napoleon Bonaparte. **See Annex 5**

Students are organized in several groups in order to jointly mark the conquests of Napoleon on the map. **See Annex 6**

Intercultural recommendations and guidelines



Students are encouraged to find translation of the French national anthem and to discover why it is considered a symbol of the French Revolution.

Additional resources

Maps can be used to show the changes that took place in Europe after the French Revolution, and the national awakening in European countries is emphasized.



The French Revolution



French Revolution



Europe during the French Revolution

Annex 1

A1 Baguette	B1 Hollywood	C1 Human	D1 18th century
A2 Fashion	B2 Washington D.C.	C2 Children	D2 Lawyer
A3 Eiffel Tower	B3 Statue of Liberty	C3 Fight	D3 Statesman
A4 Croissant	B4 Abraham Lincoln	C4 Protect	D4 Jacobin Club
A France	B America	C Rights	D Robespierre
Final Answer- Revolution			

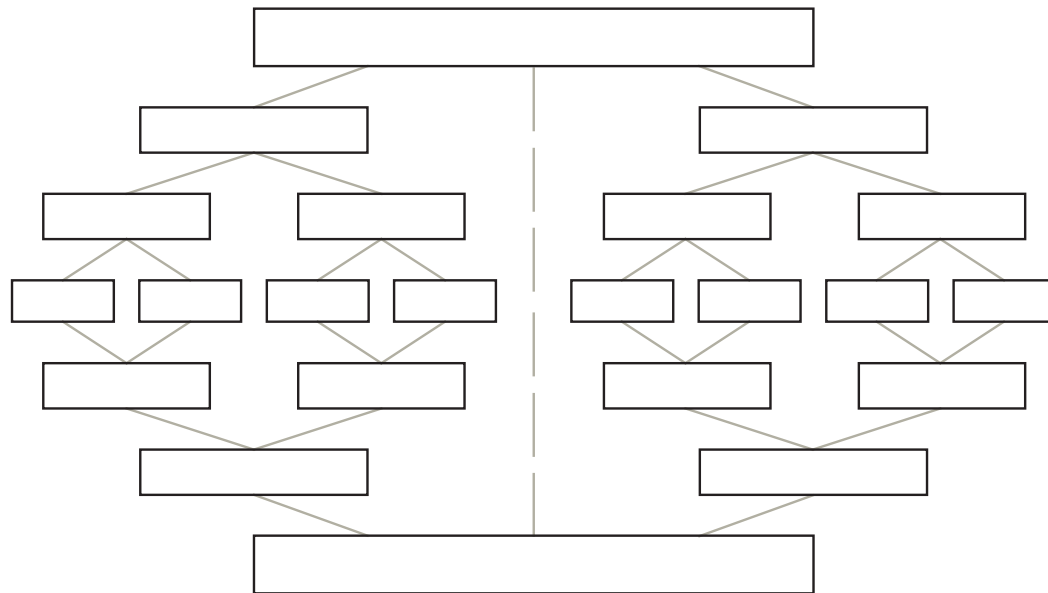
Instructions for the Word Association game:

The teacher will prepare the game on a horizontal flipchart or draw it on the board. The answers will be written on it and each field will be covered by another paper that will have letters A1, A2...B1, B2....A, B, C...etc., on the cover as well as the words final answer written on it.

The students will take turns in opening a field and guessing the answer. So, for example, if one student says I open the field A2, and gets the answer...he/she can guess the answer in field A i.e. column A. For example, he can say fruit or juice or something else that he gets as an association for the word apple. If he guesses correctly he proceeds to open another field, if he doesn't guess correctly the next student opens a field and tries to guess and so on.

Students first try to guess the final answers on the fields/columns A, B, C, D and then, based on those, they try to give the general final answer at the end.

Annex 2



Instructions for Prism technique:

Prism is a technique that represents a combination of spontaneous word associations of a given concept/word (usually a noun). The basic rule for implementing this technique is to always type the first words that come to mind.

The Prism is realized in the following way:

1. A key term is chosen from the topic being worked on and is given as the first word.
2. The first two words that come to mind, as an association of the first word, are written in the first line.
3. Then two associations for each of those two words are written.
4. This process of breakdown continues as many times as the teacher wants or thinks it is necessary.
5. Then the process of synthesis begins. Two by two words associate to one word.
6. At the end, from the last two associations, the last word is entered and connected with the key term.

*It is important not to repeat the same words.

Annex 3

What caused the French Revolution?

What rights do people have, and where do they come from? Who gets to make decisions for others and on what authority? And how can we organize society to meet people's needs?

These questions challenged an entire nation during the upheaval of the French Revolution. By the end of the 18th century, Europe had undergone a profound intellectual and cultural shift known as the Enlightenment. Philosophers and artists promoted reason and human freedom over tradition and religion. The rise of a middle class and printed materials encouraged political awareness, and the American Revolution had turned a former English colony into an independent republic.

Yet France, one of the largest and richest countries in Europe was still governed by an ancient regime of three rigid social classes called Estates. The monarch King Louis XVI based his authority on divine right and granted special privileges to the First and Second Estates, the Catholic clergy, and the nobles. The Third Estate, middle class merchants and craftsmen, as well as over 20 million peasants, had far less power and they were the only ones who paid taxes, not just to the king, but to the other Estates as well. In bad harvest years, taxation could leave peasants with almost nothing while the king and nobles lived lavishly on their extracted wealth.

But as France sank into debt due to its support of the American Revolution and its long-running war with England, change was needed. King Louis appointed finance minister Jacques Necker, who pushed for tax reforms and won public support by openly publishing the government's finances. But the king's advisors strongly opposed these initiatives. Desperate for a solution, the king called a meeting of the Estates-General, an assembly of representatives from the Three Estates, for the first time in 175 years.

Although the Third Estate represented 98% of the French population, its vote was equal to each of the other Estates. And unsurprisingly, both of the upper classes favored keeping their privileges. Realizing they couldn't get fair representation, the Third Estate broke off, declared themselves the National Assembly, and

pledged to draft a new constitution with or without the other Estates.

King Louis ordered the First and Second Estates to meet with the National Assembly, but he also dismissed Necker, his popular finance minister. In response, thousands of outraged Parisians joined with sympathetic soldiers to storm the Bastille prison, a symbol of royal power and a large storehouse of weapons. The Revolution had begun.

As rebellion spread throughout the country, the feudal system was abolished. The Assembly's Declaration of the Rights of Man and Citizen proclaimed a radical idea for the time: that individual rights and freedoms were fundamental to human nature and government existed only to protect them.

Their privileges gone, many nobles fled abroad, begging foreign rulers to invade France and restore order. And while Louis remained as the figurehead of the constitutional monarchy, he feared for his future. In 1791, he tried to flee the country but was caught. The attempted escape shattered people's faith in the king. The royal family was arrested and the king charged with treason. After a trial, the once-revered king was publicly beheaded, signalling the end of one thousand years of monarchy and finalizing the September 21st declaration of the first French republic, governed by the motto "liberté, égalité, fraternité" (Freedom, Equality, Brotherhood). Nine months later, Queen Marie Antoinette, a foreigner long-mocked as "Madame Déficit" for her extravagant reputation, was executed as well.

But the Revolution would not end there. Some leaders, not content with just changing the government, sought to completely transform French society -- its religion, its street names, even its calendar. As multiple factions formed, the extremist Jacobins led by Maximilien Robespierre launched a Reign of Terror to suppress the slightest dissent, executing over 20,000 people before the Jacobin's own downfall. Meanwhile, France found itself at war with neighboring monarchs seeking to strangle the Revolution before it spread. Amidst the chaos, a general named Napoleon Bonaparte took charge, becoming Emperor as he claimed to defend the Revolution's democratic values.

All in all, the Revolution saw three constitutions and five governments within ten years, followed by decades alternating between monarchy and revolt before the next Republic formed in 1871. And while we celebrate the French Revolution's ideals, we still struggle with many of the same basic questions raised over two centuries ago.

Annex 4

A T-table (T-chart) is a technique for comparing two statements about the same topic. In doing so, arguments are stated that record the thoughts or discussions in a binary form: YES-NO or FOR-AGAINST or POSITIVE-NEGATIVE.

+	-

Napoleon - Animated History

Napoleon Bonaparte was a French military leader who rose to prominence during the French Revolution and led several successful campaigns during the French Revolutionary Wars. He was Emperor of the French from 1804 until 1814 and again briefly in 1815.

Napoleon dominated European and global affairs for more than a decade while leading France against a series of coalitions in the Napoleonic Wars. He won most of these wars and the vast majority of his battles building a large empire that ruled over Continental Europe before its final collapse in 1815.

Napoleon was born Napoleon at the Bonaparte in Corsica to a relatively modest family of Italian origin from minor nobility. When he turned nine years old, he moved to the French mainland and enrolled at a religious school in Autun in 1779. He then transferred with a scholarship to a military academy at Brienne-le-Château. On completion of his studies at Brienne in 1784, Napoleon was admitted to the École Militaire (military school) in Paris. He trained to become an artillery officer. He was serving in the French army when the French Revolution erupted in 1789.

He rapidly rose through the ranks of the military, seizing the new opportunities presented by the Revolution and becoming General at age 24. The French directory eventually gave him command of the army of Italy after he suppressed a revolt against the government from royalist insurgents. At age 26, he began his first military campaign against the Austrians and the Italian monarchs aligned with the Habsburgs winning virtually every battle. Conquering the Italian peninsula in a year while establishing sister republics with local support and becoming a war hero in France.

In 1798, he led a military expedition to Egypt that served as a springboard to political power. He orchestrated a coup in November 1799 and became

first Consul of the Republic. His ambition and public approval inspired him to go further and he became the first emperor of the French in 1804. Intractable differences between the British meant that the French were facing a third Coalition by 1805. Napoleon shattered this Coalition with decisive victories in the campaign and a historic triumph over the Russian Empire and Austrian Empire at the Battle of Austerlitz, which led to the dissolution of the Holy Roman Empire.

In 1806, the fourth Coalition took up arms against him, because Prussia became worried about growing French influence on the continent. Napoleon quickly defeated Prussia the battles of battles of Jena and Auerstedt, then marched as Grand Army deep into Eastern Europe and annihilated the Russians in June 1807 at the Battle of Friedland. France then forced the defeated nations of the fourth coalition to sign the treaties of Tilsit in July 1807, bringing an uneasy peace to the continent. Tilsit signified the high water mark of the French Empire.

In 1809 the Austrians and the British challenged the French again during the war of the fifth Coalition, but Napoleon solidified his grip over Europe by triumphing at the Battle of Wagram. In July, Napoleon then invaded the Iberian Peninsula hoping to extend the continental system and choke off British trade with the European Mainland, and declared his brother Joseph Bonaparte the king of Spain in 1808. The Spanish and the Portuguese revolted with British support. The Peninsular War lasted six years, featured extensive guerrilla warfare, and ended in victory for the Allies against Napoleon.

The Continental System caused recurring diplomatic conflicts between France and its client states, especially Russia. The Russians were unwilling to bear the economic consequences of reduced trade, and routinely violated the Continental System, enticing Napoleon into another War. The French launched a major invasion of Russia in the summer of 1812. The campaign destroyed Russian cities, but did not yield the decisive victory Napoleon wanted. It resulted in the collapse of the Grand Army and inspired a renewed push against Napoleon by his enemies. In 1813, Prussia and Austria joined Russian forces in the war of the sixth Coalition against France. A lengthy military campaign culminated in a large Allied Army defeating Napoleon at the Battle of Leipzig in October 1813, but his tactical

victory at the minor Battle of Hanau allowed retreat onto French soil. The Allies then invaded France and captured Paris in the spring of 1814, forcing Napoleon to abdicate in April. He was exiled to the island of Elba, off the coast of Tuscany (Italy). The Bourbon dynasty was restored to power.

However, Napoleon escaped from Elba in February 1815 and took control of France once again. The Allies responded by forming a seventh Coalition which defeated him at the Battle of Waterloo in June. The British exile him into the remote island of Saint Helena in the South Atlantic, where he died six years later at the age of 51.

Napoleon's influence on the modern world brought liberal reforms to the numerous territories that he conquered and controlled, such as the Low Countries, Switzerland and large parts of modern Italy and Germany. He implemented fundamental liberal policies in France and throughout Western Europe. His Napoleonic Code has influenced the legal systems of more than 70 nations around the world. British historian Andrew Roberts states: the ideas that underpin our modern world meritocracy, equality before the law, property rights, religious toleration, modern secular education, sound finances, and so on, were championed, consolidated, codified and geographically extended by Napoleon. To them, he added a rational and efficient local administration and end to rural banditry, the encouragement of Science and the Arts, the abolition of feudalism, and the greatest codification of laws since the fall of Roman Empire.

Annex 6



IX

Curriculum area: Arts

Program topic: Tempo (**Grades: VI-IX**)

Goals:

- Recognize the basic types of “tempi” by ear;
- Understand the basic concepts of tempo and their naming;
- Observe the changes in tempo during the performance of a musical piece;
- Combine different tempi when playing on children's musical instruments;
- Discover synonyms between tempo – body movement – movement speed.

Material: paper, pencils, colouring pencils, sharpies, markers, flashcards

Time and space: in classroom, 45 min

Proposed structure of activity:

Students listen to several musical examples and observe the differences in tempo of a musical composition, using the appropriate terms for “fast”, “moderate” and “slow”.

Note: the teacher can choose among the following musical compositions, depending on students' needs and time availability.



Adagio in G Minor



Korsakov - Flight of the Bumblebee

Students are encouraged to use Italian tempo indicators:

Fast – Allegro

Moderate – Moderato

Slow – Adagio



Saint-Saens - The Swan



Eine Kleine Nachtmusik



Beethoven - Pathetique

Exercise n. 1 - Guess the tempo: while listening to different musical pieces provided by the teacher, students guess the tempo by using flashcards with a certain tempo written on them. **See Annex 1**

Audio quiz



Students are encouraged to write down the types of tempi they hear in the following musical piece.

Exercise n. 2 - Synonyms: students should associate different types of tempi with events of everyday life, like moving, walking, running.

Suggestion for synonyms: animals. The three basic musical tempi are written on a piece of paper, divided into three columns. In each column, students should write a name of the animal that moves at a certain pace. Students then read their answers and discuss the speed of the animals and how their movement would sound if it was played.



Students read their answers and discuss the speed of the animals and how their movement would sound if it was played. In addition, they listen to “The Carnival of the Animals” by the French composer Camille Saint-Saëns.

Exercise n. 3 - Change in tempo: music examples show that tempo can be changed gradually, from slow to fast and vice versa. Examples for change in tempo:



Accelerando Ritardando



Accelerando Example



Ritardando Example

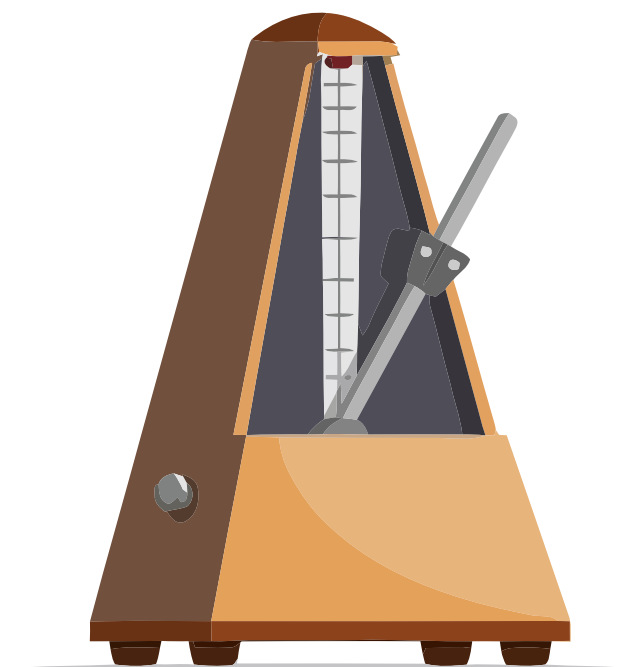
One student starts moving around the classroom, slowly at first, then accelerating gradually and eventually running. The other students have to show a flashcard that says *Accelerando* (and vice versa for *Ritardando*). The exercise is repeated several times, with different students moving.

After that, students are positioned in a circle and move in coordination with the musical example they are listening to, thus showing the gradual change in tempo.



Exercise n.4 – Agogics: small changes in tempo during the performance in order to produce various musical effects are called agogics. Students listen to the audio track and observe various changes and the freedom in performing the musical composition.

Exercise n.5 – Metronome: a metronome is device that helps to accurately determine the type of tempo and is most often used when practicing music.




If possible, use this device when doing exercises with students. Select a tune that everyone knows to sing or play on children's instrument and perform it using a metronome. If the metronome is not available in the classroom, a video of a metronome can be played instead while students are performing.

Metronome video





Mälzel Holz Metronom


Intercultural recommendations and guidelines



Tom & Jerry -
The Cat Concerto



Franz Liszt -
Hungarian Rhapsody



Tom & Jerry -
Nostalgia

Students watch "The Cat Concerto", an episode of the Tom & Jerry cartoon, an Oscar winner in April 1947. The goal is students to learn the title of the musical composition that was used in the cartoon, i.e., the Hungarian Rhapsody No. 2 by the composer Franz Liszt and to identify the tempo, i.e., changes in tempo during the cartoon.



Accelerando
Accelerating



Ritardando
Slowing down



Allegro
Fast



Moderato
Moderate



Adagio
Slow

Curriculum area: Natural sciences

Program topic: Chemical bonds and ionic bonds (**Grades: VI-IX**)

Goals:

- Learn about the formation of ions by losing and gaining electrons;
- Learn about the formation of ionic bonds between metals and non-metals;
- Discover valence electrons;
- Discover the lattice structure of ionic compounds and proper alternating arrangement of positive and negative ions.

Material: paper, colouring pencils, markers, self-adhesive paper in different colours, basket, envelopes, plasticine, toothpicks, glue, duct tape

Time and space: in classroom, 45 min

Proposed structure of activity:

The activity begins with the following competitive educational games:

Atom & Molecule: the students move freely around the room at their own pace (fast or slow). The teacher gives one of the following instructions:

- "Atom": students stop and each one of them represents one atom,
- "Motion": students start moving again,
- "Molecule 2", "Molecule 3", "Molecule 4", or "Molecule 5": students grab hands of the stated number of peers as fast as possible.
- Colour on the forehead: the teacher sticks a small square of self-adhesive paper in several different colours on the forehead of each student (while students are not able to see the colour). Some squares are of the same colour. At the teacher's sign, students with identical colours have to hold each other's hand without talking to each other.

The game is followed by a short conversation and guidance, and the topic of the day is introduced, namely chemical and ionic bonds.

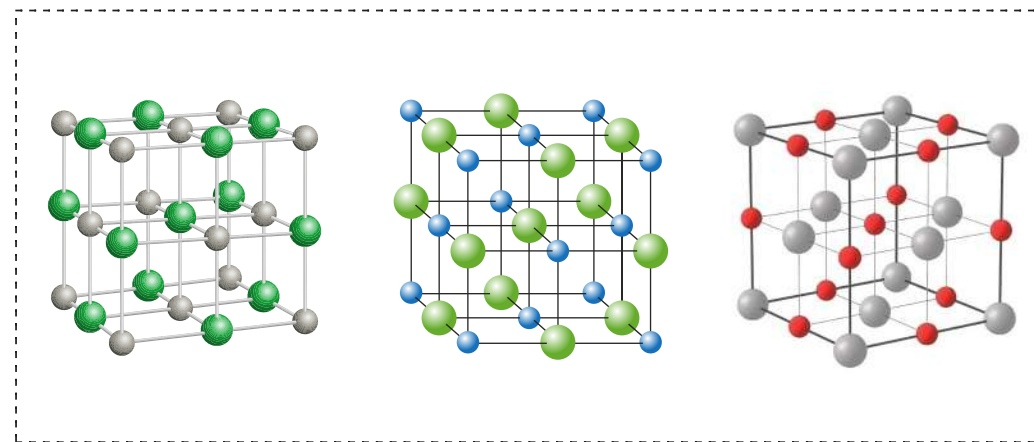
Work in pairs: In this part of the activity students are divided into pairs and each member of the pair is assigned a chemical metal element from Group 1 and non-metal from Group 17, as well as metal from Group 2 and non-metal from Group 16.

Note: The teacher will choose the elements to be used for the activity, depending on the students' knowledge and relevance to the teaching program.

Place a basket full of paper balls of different colours in the centre of the classroom. Students have to grab as many balls from the basket as there are valence electrons in their element.

Once all balls are taken, pairs of students have to think and discuss which student to give an electron ball to, why they are doing it, and what happens to the atom when it loses or gains electrons.

Students will find out that metals in group 1 will give one electron to the non-metals in group 17 in order to get a stable electron configuration with full shell, and that metals in group 2 will give two electrons to the non-metals in group 16. After losing and gaining electrons, students conclude that they are no longer electroneutral, but become a positively or negatively charged ions and students in pairs hold each other's hands for the formed ionic bond!



Puzzle activity: students are divided into small groups and each group gets an envelope containing parts of one puzzle, except one part which is placed in the envelope of other groups, so the puzzle cannot be solved without finding and taking the appropriate piece. **See Annex 1**

Envelopes contain elements for the formation of ionic bonds in NaCl, MgF₂, MgO. Envelopes are missing a charge number, element or electron circle.

After completing the puzzle, the groups present their task, describing the method they used and the solution they found (or did not find) for the missing part.

Salt Activity: work in small groups. Students are divided into three groups with a task of making a lattice structure of sodium chloride.

Groups use the following material:

First group – plasticine and toothpicks;

Second group – paper and glue;

Third group – duct tape.



Students watch a video about making salt **Annex 2**

Students are organized in groups and explore which salt we use in our daily diet. They can make use of the links given in the intercultural recommendations and guidelines.

Intercultural recommendations and guidelines



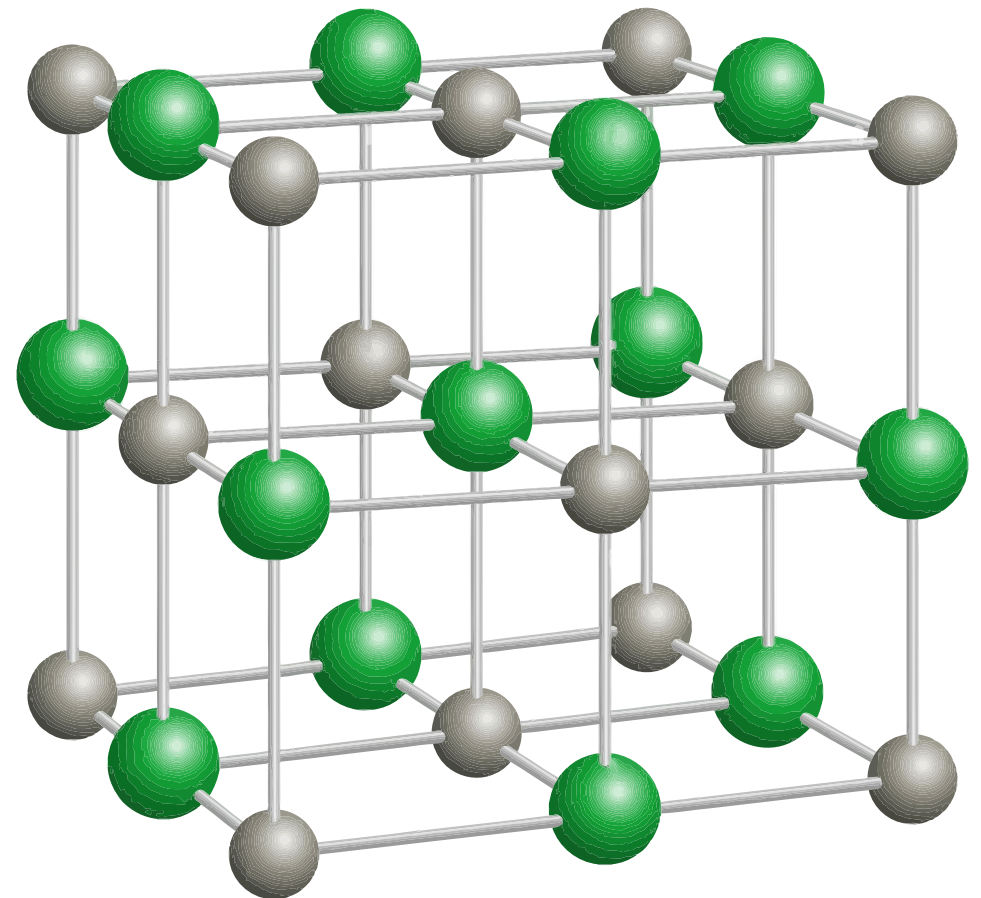
Students are encouraged to learn more interesting facts about salt, related to different geographical locations. **Annex 3**

- Which salt is used in our diet?
 - Himalayan salt – country of origin: Pakistan
 - Tuzla salt – country of origin: Bosnia and Herzegovina
 - Dead Sea salt
- Which countries are the world's top salt producing countries?

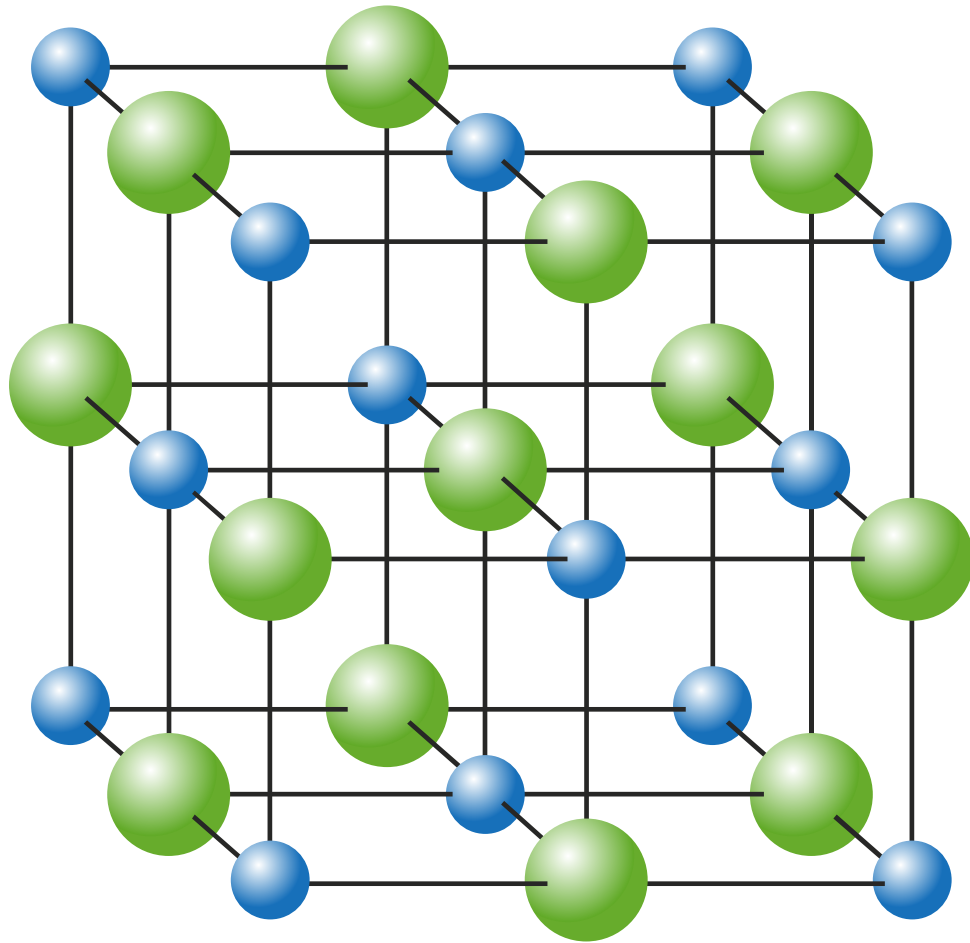
Annex 1



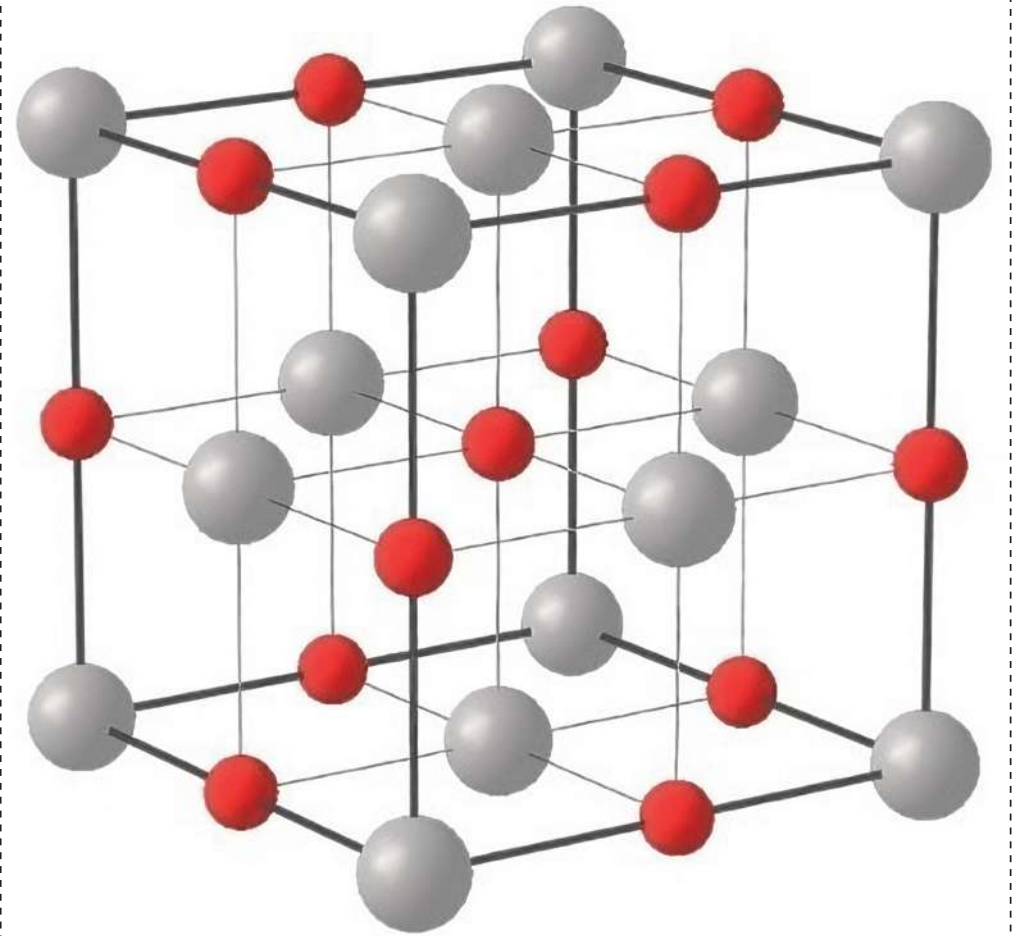
NaCl



MgF₂



MgO



NaCl Formation

We've asked Lonnie to demonstrate the formation of an ionic bond, in this case, the bond between sodium and chlorine in sodium chloride. So Lonnie's filled a beaker with elemental chlorine. That's chlorine gas, Cl₂. It's a yellow gas. He'll also use solid sodium metal. Solid sodium metal is a shiny silver metal that's very soft. He can actually cut it with a knife.

Sodium metals very reactive. It will react in air and water, so it's stored under hexane.

He'll pull off a small chunk and, immediately, store it under a hexane while he prepares the rest of the experiment. Now to get the reaction to go, he'll want to clean the sodium, make the surface very clean, and warm it slightly to help the reaction proceed.

He'll do that by placing the sodium in a spatula and then warming it over a flame to clean the surface and to get the sodium warm enough to initiate the chemical reaction. Now the reaction between sodium metal and chlorine gas proceeds, but we know the ionization energy of sodium is greater than the energy released, the electron affinity, when chlorine accepts electrons.

So the reaction goes, because the positive ions formed on sodium and the negative ions formed on chlorine are drawn together, a Columbic interaction to form an ionic bond.

The formation of that ionic bond, plus and minus charges attracted together, releases energy, and that's the driving force for this chemical reaction. And you can see that it's exothermic, energies being released, bright red glow typical of emissions from sodium.

Now the reaction between sodium and chlorine, of course, forms sodium chloride. We typically know that as table salt, and Lonnie's prepared some in advance. He has white table salt purified that he can show us. There it is purified in advance from Lonnie Laboratories. And Lonnie tells me the salt that he makes in Lonnie's Laboratories is far superior to any salt that you can buy in the store.

So what does he have to do now? Lonnie's going to demonstrate -- clearly hasn't had his breakfast this morning -- that Lonnie labs salt far superior to any salt you could buy in the store.

Thank you, Lonnie, for that demonstration that sodium chloride an important spice and food flavoring. And when you make it yourself, the satisfaction is so much more complete.

The World's Top Salt Producing Countries

Salt is one of the most common and affordable minerals in the world and it plays a vital role in the day to day life of plant and animal species. Many people use salt daily to add taste to food, as saltiness is one of the fundamental human tastes. This mineral, commonly called rock salt, halite, common salt, or table salt, is composed of sodium chloride. With a presence in many plant and animal tissues, as well as water bodies, salt is the oldest known food seasoning and preservative, and records suggest this practice dates back as many as 8,000 years. Data from the British Geological Survey (BGS) and the United States Geological Survey (USGS) indicate that China, the United States, India, Germany, and Canada are some of the world's leading salt producing countries.

Salt Production by Country

China

Salt has been an important income producer in China for decades. Initially, dynasties monopolized its production by forbidding commoners from producing or selling the mineral. In 1949, the newly established People's Republic of China continued this trend through the state monopoly of the industry, and by 2003 independent state institutions were formed to manage and regulate salt production, which helped to maintain the monopoly. The China National Salt Industry Corporation (China Salt) is the body mandated to oversee the industry, and has a staff of approximately 48,476 people and more than \$7 billion in assets. Currently, China produces 68,517,465 tons of salt annually. Despite high levels of production, the cost of salt also remains relatively high, a condition blamed on the monopoly.

United States

The US ranks second globally, producing an estimated 44,312,914 tons annually, which represents 14.54% of the world's total salt supply. Interestingly, only seven states are responsible for producing 95% of national total. The US has plenty of salt reserves and deposits in underwater domes and other places, while 28 companies have the mandate to operate the 67 salt plants in 16 states, including Kansas, Utah, Louisiana, Ohio, Michigan, and New York. In these states, salt extraction involves underground mining or the use of solar or vacuum evaporation technology.

India

India ranks third in global salt production, with an estimated 27,006,626 tons, which translate to 8.86% of the world's salt production. In 1947, the year the country gained independence, India imported salt from the United Kingdom, but the country has since developed into a global leader in salt production. India extracts salt mostly from sea brine, lake brine, rock salt deposits, and sub-soil brine. There are a total of 11799 salt manufacturers in India, 87.6% of which are small scale producers with less than 10 acres of salt manufacturing space. India's central government monitors every aspect of its salt industry through the Office of the Salt Commissioner.

The Future of Global Salt Production

World salt production has been on an upward trend for the longest time in history, as rapid population growth continues to increase product demand. This trend is likely to continue as most of the world's salt supply remains underexploited. Projections point to a 3% increase in production and more employment opportunities in the industry in the near future. This increase will further lower a country's domestic prices of table salt.

XI

Curriculum area: Language and communication; Society and environment

Program topic: Learning each other's languages (**Grades: II, III, IV**)

Goals:

- Learn about languages spoken in Kosovo
- Learn basic words in various communities' languages

Material: flipchart or whiteboard, paper, envelopes (or boxes), speakers for music (or phone/laptop), dictionary (**Annex 1**)

Time and space: in classroom, 40 min

Activity structure and instructions:

PART 1:

The teacher draws a big tree with several branches on the board. Each branch represents one of the most commonly spoken languages in Kosovo (namely: Albanian, Serbian, Turkish, Romani, Bosnian).

The teacher asks students the following questions:

- Which communities live in Kosovo?
- Which are the languages spoken in Kosovo?
- Which languages do we speak in our school?
- Which language do you speak in your family/community?
- Do you know which communities speak which language?

The teacher writes the students' answers on the tree. Alternatively students write their answers on post-its and stick them on the tree.

The names of communities should be placed close to their respective languages.

PART 2:

In multilingual schools:

The teacher asks the students to say and write down (on paper or on the board) basic words in their language. The entire class loudly repeats each word.

Basic words should include:

- Greetings ("Hello", "good morning", "good evening", "good bye")
- "Thank you"
- "Sorry"
- "How are you?"
- (others – see Annex 1)

In case not all languages are spoken among the students, please refer to the suggestion below.

In monolingual schools:

Using the dictionary in Annex 1, the teacher cuts out the basic words in all languages and puts the small papers in an envelope. Each student picks one word at the time, reads it aloud and guesses which language it is.

All schools:



Students walk around the classroom (random order and direction). The teacher plays music. Mozart - Turkish March

When the music stops, the teacher announces one of the languages and each student needs to greet the person next to them in that language. If possible, encourage students to create pairs with peers from other communities.

After few seconds, the music is resumed and the game repeated for a different word/language.

PART 3:

Students are divided into groups. Each group receives an envelope filled with words in different languages (using the dictionary in **Annex 1**). Students need to combine words of different languages having the same meaning.

Note: the dictionary provided in **Annex 1** includes Kosovo's most common languages. However, there are also other languages spoken in Kosovo, namely: Croatian, Montenegrin, Gorani, Hebrew, Circassian. Those should be mentioned to students, and could be included in the Activity.

Note: more words can be added to the dictionary, depending on the students' interest and level of previous knowledge.

Conclusions:

The teacher explains that learning other communities' languages is very important in order to get to know each other. Knowing more languages is enriching for all of us.

In Kosovo, different communities speak different languages. However, some words are in common and used by everyone.

At the end of the lesson, each student receives a copy of the handout with common expressions in community languages.

Annex 1: Dictionary



ENGLISH	ALBANIAN	SERBIAN	BOSNIAN	TURKISH	ROMANI
Hello!	Tungjatjeta!	Zdravo!	Zdravo!	Merhaba!	Laqho Dive
Good morning	Mirëmëngjesi	Dobro jutro	Dobro jutro	Günaydın / iyi sabahlar	Laqi Detharın
Good evening	Mirëmbërëma	Dobro veçe	Dobro veçe	İyi akşamlar	Laqi Rat
Good bye	Mirupafshim	Vidimo se / Dovidenja	Vidimo se / Dovidenja	Görüşmek üzere	Ji po dikhipe
Thank you	Faleminderit	Hvala	Hvala	Teşekkür ederim	Najsipe
Sorry	Më fal	Izvini / Izvinite	Izvini / Izvinite	Affedersiniz	Jeftisar
How are you?	Si je	Kako si? Kako ste?	Kako si? Kako ste?	Nasılsınız?	Sar siyan?

Curriculum area: Society and environment; Arts

Program topic: Cultural and religious diversity in Kosovo (**Grades: IV-VII**)

Goals:

- Learn about different cultural and religious sites in Kosovo
- Understand the benefits of living in a diverse and respectful society

Material: pictures and quiz questions (see Annex 1 and 2)

Time and space: in classroom, 45 min

Activity structure and instructions:

PART 1:

Quiz on Kosovo's cultural and religious sites:

Students are divided into two or more teams. Each team needs to choose a special sound (or gesture) and elect one team leader.

The teacher shows the images and presents the questions **Annex 1.**

In order to be entitled to respond first, the team leader needs to make his/her team's special sound or gesture first. In case the answer given by the first team is wrong, then the second team can answer, and so on, in row. The teacher is the referee.

Suggested sites (as in Annex 1): Old Mosque in Gjakovë/Đakovica, Orthodox monastery in Gračanica/Gračanicë, Novo Brdo/Novobërdë fortress, Ulpiana, Miners' monument in Mitrovica/Mitrovicë North, Kalaja in Prizren, Jewish cemetery in Prishtinë/Priština.

PART 2:

Students are divided in four groups (or more). Each group receives one picture of the main cultural and religious sites of the historical centre of Prizren.

The teacher explains that all groups are focusing on different cultural and religious sites of the city of Prizren.

Students answer the following questions (in groups, either in writing or orally):

- Which monument(s) do you see in the picture?
- What does this monument/site represent?
- Is this place particularly important for one (or more) community? Which one(s)? Why?
- What are the similarities between the different pictures? And which are the differences?
- Who can visit this place?
- Are tourists visiting this place? Why?

Suggested sites **Annex 2** Sinan Pasha Mosque, Orthodox Cathedral of St. George, Catholic cathedral of Our Lady of Perpetual Succour, Kalaja fortress.



Prizren

The teacher asks students: What are the benefits of a multi-cultural environment for a town like Prizren? (answers may include: more tourists, organization of famous festivals like DokuFest, etc.)

Conclusions:

The teacher asks students what they learned through the lesson. Building upon students' answers, the teacher highlights the following conclusions:

Cultural and religious sites are a common heritage and shared richness, as these are part of the history and culture of Kosovo communities

For this reason, it is important to respect all sites

Places like Prizren, where different cultures and communities meet, can have many advantages. Among others, they attract tourism and visitors from Kosovo and abroad.

Note: If possible, it is recommended to combine the activity with a visit to the cultural and religious sites of Prizren. Additionally, it is recommended to task students with a simple research as homework (using internet and/or through interviews) with regards to tourism in Prizren (ex. number of tourists visiting yearly, most visited sites, feedback from tourists).

Annex 1: Cultural heritage sites in Kosovo

1: In which town is this Monastery?

- a. Gračanica/Gračanicë
- b. Prishtinë/Priština
- c. Prizren



2: This picture represents:

- a. The old mosque in Prishtinë/Priština
- b. The most modern mosque in Prishtinë/Priština
- c. The old mosque in Gjakovë/Đakovica



3: In which era was the site constructed?

- a. Ottoman era
- b. Ancient era
- c. Yugoslav era



4: This is Prizren's fortress. When is it possible to visit it?

- a. Every day
- b. Only during weekends
- c. Never



5: This fortress is located in...?

- a. Pejë/Peć
- b. Novobërdë/Novo Brdo
- c. Gjilan/Gnjilane



6: Which workers is this monument dedicated to?

- a. Doctors
- b. Carpenters
- c. Miners



7: This is a ... cemetery

- a. Muslim
- b. Jewish
- c. Catholic



Annex 2: Prizren



Note for teacher – Correct answers: 1-a; 2-c; 3-b; 4-a; 5-b; 6-c; 7-b



Curriculum area: Society and Environment

Program topic: Understanding and overcoming prejudice (**Grades: IV-VI**)

Goals:

- Understand the concept of “prejudice”
- Learn how prejudices emerge
- Understand the importance of getting to know “the other” before judging anyone
- Explore which communities live in Kosovo

Material: pictures and related descriptions markers, pencils and flipcharts

Time and space: in classroom, 45 min

Activity structure and instructions:

PART 1:

The teacher can introduce the topic in different ways:

a) Questions:

The teacher asks the following questions:

- Do you know which communities live in Kosovo?
- What do you know about other communities?
- Have you ever met someone from another community? If yes, how would you describe that encounter? Can you share your experience? (this question should be adapted depending on whether the class is mixed in terms of communities or not)

b) Game:

The students stand in a circle. Each student thinks of a famous person and, in turn, says his/her name aloud and the reason why they chose this person. It is recommended to avoid politicians and controversial characters.

When each student has named the famous person, start the second circle. In this circle, students should try to remember the person chosen by the friend on their left side, name him/her, and say one adjective related to that person. In case the person is unknown to the student, he/she can ask others for help to find an adjective.

After everyone has spoken, the teacher asks the following questions:

- Why are there such different preferences regarding celebrities?
- Did you agree with the adjectives attributed by your friend to the celebrity you chose? If not, why? How did you feel about it?
- Do we all look at the same person (or situation) in the same way?

Note: For classes with many students, it is recommended to split in two groups in order to play the game in a faster and more dynamic way.

PART 2:

Students are divided in groups. Each group receives the picture of unknown persons **(Annex 1)**. The same image can be given to more than one group. Based on what they see in the picture, students will create the identity card of the person(s), by defining:

- Name and surname
- Age
- Nationality / Community
- Profession
- Hobbies

If there is sufficient time, students can draw the person's surroundings on a flipchart, based on the characteristics they identified.

Each group presents its character. After each, the teacher reveals the real identity of the persons represented in the pictures.

The teachers asks students:

- Based on what did you define the person's characteristics?
- Did you have all needed information to guess the person's story and identity?

Based on the results, the teacher highlights that, as in the exercise, in real life we all have the tendency to judge persons we do not know. In most cases this is done only based on someone's appearance or what we heard about them. This is called "prejudice". Prejudices can lead to negative consequences and can hurt the involved person.

The teacher asks students:

- How can we avoid or overcome prejudices?
- Do you have any example of a situation in which you had a prejudice? (invite students to share their experiences)

Conclusions:

The teacher highlights that by getting to know the others, even when we think they are "different" from us, we can overcome prejudice and discover interesting aspects of other persons' identity and story.

Annex 1: Pictures and stories



Story:

Bajram and Farija Mehmeti work on their paintings as they prepare for an outdoor exhibition promoting Romani culture and traditions. The two siblings live and work as painters in Lepi/Lepina village (Gračanica/Gračanice municipality).



Story:

Dejana Maksić in front of her hair salon in Osojane/Osojan village (Istog/Istok municipality). Dejana is a Kosovo Serb, her hair salon is the most popular in the village.



Story:

Kosovo Albanian teacher coaching Kosovo Bosniak pupils in Albanian language in a school in Rečane/Rečan, a large Kosovo Bosniak settlement in the mountainous Župa/Zhupë valley (Prizren municipality). The school is mixed in terms of communities.



Story:

A Kosovo Serb shopkeeper and his Kosovo Albanian supplier in the town of Plemetin/Plemetina (Obiliq/Obilić municipality). The shop sells different kinds of goods.



Story:

The owner of a traditional water mill in Letnicë/Letnica (Viti/Vitina municipality), which produces wheat and cornflower. The owner is from the Kosovo Croat community.

XIV

Curriculum area: Society and Environment

Program topic: Celebrations and festivities (religious and secular holidays)
(Grades: IV-VI)

Goals:

- Learn about Kosovo communities' festivities, their celebrations and traditions

Material: photos and descriptions of festivities (see Annex 1), sticky notes with symbols (see Annex 2)

Time and space: in classroom or outdoor spaces, 45 min

Activity structure and instructions:

PART 1:

The teacher introduces the topic by asking students the following questions:

- Which are the main festivities celebrated in Kosovo?
- Which of these festivities are religious? And which ones are not?
- How are those days celebrated? Please share your experiences.

PART 2:

Students are divided in groups. Each group receives a series of images related to one of the festivities as well as a text describing the meaning of that day and the most common traditions associated with it **Annex 1.**

Students need to answer a series of questions (in written):

- What do you see in the photos?
- Who celebrates this day?
- Why is this day important?
- How is this day usually celebrated?

Each group presents its answers, while the teacher completes the missing details.

After the groups' presentations, the teacher asks the following questions:

- We heard about important days celebrated by different communities in Kosovo. Which are the common elements? (ex. All the festivities are celebrated with family and friends)
- And which are the differences?

Suggested festivities **as in Annex 1:** Bajram, Orthodox Christmas, Catholic Easter, Saint George (Ederlezi), New Year's Eve

Note: Additional festivities may be included in the Activity

PART 3:

The students are divided into teams (same groups as for Part 2). Each team is assigned one festivity (eg. Team A: Bajram / Team B: Orthodox Christmas), and is positioned in line in one corner of the classroom/field.

Small papers with the festivities' symbols are placed in the centre of the field or play area **see Annex 2.** Several copies of the same symbol/image can be used.

At the teacher's signal, the first player of each team runs to the centre and picks one of the symbols representing his/her team's festivity (eg. players of Team A pick images related to Bajram, players of Team B pick those related to Christmas, etc.). He/she then runs back, places the paper on the floor (in a designated area), and the second player starts running. Only one paper can be picked at the time.

Once all papers have been collected, the students and teacher look at the papers collected by each team and discuss whether the answers are correct. The teacher asks students if they can identify common elements (eg. Baklava is eaten during both Bajram and Orthodox Christmas).

Note: the game can be adapted to be played outdoor or indoor, depending on the available spaces.

Conclusions:

Today we discovered how different festivities are celebrated by different communities in Kosovo. Although there are differences in the meaning and traditions, there are also many shared elements (such as food, guests and others).

Besides the festivities we discussed through this activity, there are other important days that are celebrated in Kosovo, such as the Community Days (for example, 8 April is the International Roma Day). It is very important to respect the traditions and special days of all communities.

Annex 1: Main festivities



Bajram / Eid al-Fitr:

Bajram is a Muslim holiday, which is celebrated twice a year. “great Bajram” marks the end of the month of Ramadan, the month of fasting. Celebrations for Bajram usually last three days. Believers wake up early in the morning, before sunrise, and go to the mosque for morning prayers.

The first day of Bajram is spent with the close family, while the second and third day is usually dedicated to visiting other relatives and friends.

On the occasion of Kurban-Bajram, it is common to sacrifice a lamb (“kurban”), in memory of Ibrahim’s willingness to sacrifice his son. The meat of the sacrificed lamb is shared with family and the community, particularly persons in need. Moreover, sweets such as Baklava and cakes, tea and coffee are served during the three days to family and visiting guests.



Orthodox Christmas:

Christmas is an important holiday for all Christians. Orthodox Christians celebrate Christmas on 7 January. Christmas commemorates the birth of Jesus, the central figure of Christianity. Celebrations usually last three days.

On Christmas Eve, believers go to the church. During Christmas day, families visit each other, meet for a special lunch and exchange gifts (especially children).

Houses are decorated with Christmas trees, lights and candles.

Even though it is a Christian holiday, Christmas is also celebrated by many non-Christians, both in Kosovo and in other parts of the world. Modern celebration customs include gift-giving (Santa Claus), music, exchange of greeting cards, city decorations (such as decorated trees and special lighting).



Catholic Easter:

Easter is an important holiday for all Christians. Catholic Easter is celebrated in spring (the exact date varies). Easter marks the completion of the Holy week, ending with the resurrection of Jesus.

Easter Sunday begins for most Catholics by attending the Easter Mass. Usually families attend local community events, or spend the remainder of the day with family.

Coloured Easter Eggs are a symbol of Easter. They are usually given to loved ones or used for games. In some places, children receive big and small chocolate eggs.



Saint George:

Saint George's Day is celebrated by all communities in Kosovo on 6 May. It acquires specific names and meanings, depending on the community: Ederlezi (in Romani language), Đurđevdan (in Serbian and Bosnian language), Shëngjergji (in Albanian language).

This holiday marks the beginning of the spring and end of winter season.

Traditions of the Romani culture include dancing traditional folk music, colouring eggs in green and red, and creating decorative elements with flowers.



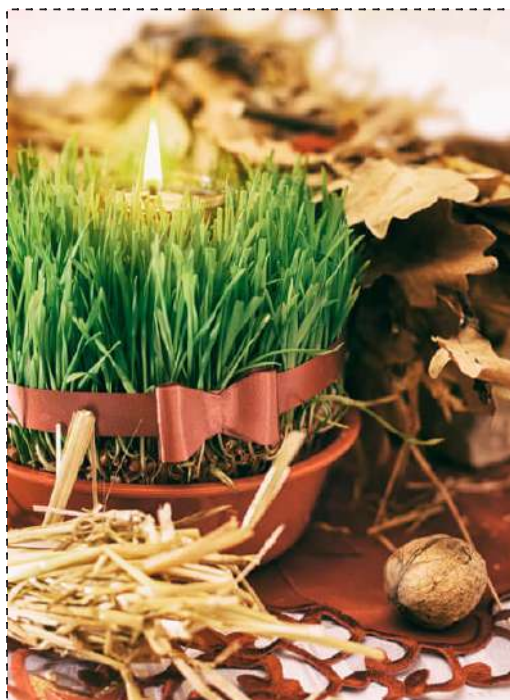
New Year's Eve:

New Year's Eve is celebrated internationally and marks the transition from one year to another. It is celebrated on the evening of 31 December, with parties and social gatherings that include family and/or friends. New Year is celebrated by all communities in Kosovo and it is a public holiday.

In urban areas, celebrations include fireworks and music, dancing and singing continue even in public places until midnight, when the new year officially begins. In rural areas, celebrations usually take place in private homes, accompanied by food, drink and music. Regardless of where you celebrate the New Year, it includes the best wishes for the new year, for family and friends.



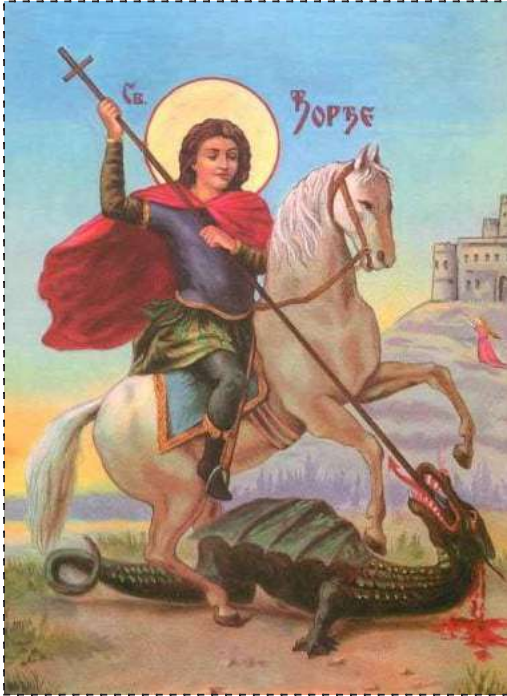
Orthodox Christmas



Catholic Easter



Saint George



New Year's Eve



Curriculum area: Society and Environment

Program topic: Stereotypes (**Grades: V to VIII**)

Goals:

- Understand the concept of stereotype
- Identify different kinds of stereotypes
- Understand the consequences of stereotypes
- Learn how to overcome stereotypes

Material: flipcharts, coloured markers and pencils, glue or tape

Time and space: in classroom, 45 min

Activity structure and instructions:

PART 1:

The teacher prepares different flipcharts. Each flipchart represents one group/category of people. Students are divided into small groups. The teacher assigns one flipchart (and therefore one category of persons) to each group.

The teacher describes the following scenario and gives the following instructions:

The class is part of a design company. The company has decided to issue a series of stickers (images, symbols) to represent the different groups of people.

Students need to:

1. Brainstorm in the group which messages they want to convey: What are the main characteristics of this category of persons? How can those be represented?
2. Create one (or more) sticker symbolizing the category assigned to their group.

Suggested categories/groups: men/boys, women/girls, Germans, Italians, black people, professors, construction workers, etc.

Once all stickers are ready, the teacher opens the discussion with students by asking the following questions:

- What are the messages conveyed by the stickers?
- How did you create them? Where does the information you used come from? Do you know if it is true?
- Does anyone disagree with the stickers and conveyed messages? Why?
- Do you know what stereotypes are?

The teacher highlights that we often associate given characteristics to certain groups of people. These are generalizations: indeed, each group is formed by different individuals, who have their own specificities (e.g. not all boys like to play football).

Generalized beliefs about a certain group of persons are called “stereotypes”.

PART 2:

Students are divided in groups. In each group, each student is sharing their own experiences replying to the following questions:

- Have you ever had stereotypes about a person (or group)?
- Have you ever felt subject of stereotypes by someone else?

Alternative: each student draws his/her own answers to the questions. All drawings are brought together, and students are asked to share their experience with the class (optional).

Conclusions:

Stereotypes about different groups and other communities are widely spread. It is important to recognise them and avoid basing our judgements and behaviours on those. Putting others in “boxes” based on the group they belong to (community, gender, profession, etc.) is wrong and can be hurtful.

In Kosovo, stereotypes about other communities are very common. For this reason it is very important to remember that not all persons belonging to one community are the same: each of us has a special story.

Note: in case students have already a good level of understanding of the topic and the risk to trigger negative reactions is low, the teacher can explore further existing stereotypes about communities in Kosovo.

Example stickers

GIRL



BOY



XVI

Curriculum area: Physical Education, Sports and Health

Program topic: Traditional food and dishes (**Grades: III-V**)

Goals:

- Discover traditional food, drinks and dishes of Kosovo communities
- Discover common elements

Material: markers and coloured pencils, paper, memory cards (**Annex 1**), dishes descriptions (**Annex 2**)

Time and space: in classroom, 40 - 45 min

Activity structure and instructions:

PART 1:

The teacher asks students:

- What is your favourite dish or food?
- Which dishes are traditional in your family/community?
- Do you know other traditional dishes in Kosovo?

Each student draws his/her favourite (traditional) dish.
The teacher sticks all drawings together on the wall.

PART 2:

Students are divided in teams. Students are positioned in circle, divided by team. Memory cards are placed in the centre of the circle, in random order and covered. The cards-pairs display photos of traditional dishes from different communities (including food and drinks). **see Annex 1**

The first team starts by uncovering two cards: if the two cards match (meaning that they show the same image), the team gains one point and can continue with a second attempt.

If the two cards are different, then they should be covered again and left in the same position. Now it is the turn of the second team (and so on).

Students should try to memorize the position of the cards, in order to pick the matching pairs. The winner is the team which, at the end of the game, collected more pairs of equal cards.

At the end of the game, students receive a short description of all dishes displayed in the cards **see Annex 2**, and read it aloud.

The teacher asks students:

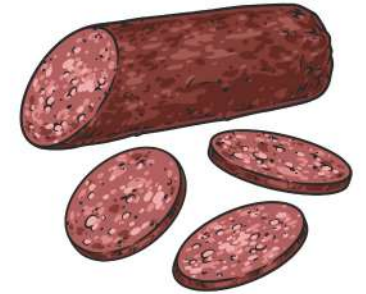
- Did you learn something new about traditional food and dishes in Kosovo?
- Are there similarities between different dishes?
- Which dishes are traditional for various communities? (eg. burek)

Note: depending on the size of the class, the game can be played divided in two/three groups (with multiple copies of the memory cards).

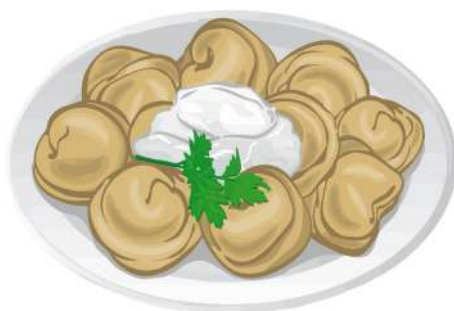
Conclusions:

Food is an important aspect of cultures. In Kosovo and in the Balkan region, each community has specific traditional dishes. However, many of them are common to more communities, even if they are often called with different names, prepared in slightly different ways and/or using different ingredients (e.g. different kinds of meat).

Annex 1: Memory cards



Annex 2: Traditional food and drinks



Turkish coffee: Turkish coffee is a type of coffee prepared in a special pot (“cezve”) using very finely ground coffee beans without filtering. Sugar is usually added. This coffee is common in Kosovo and in the Balkans, and acquires different names and specificities in the preparation process depending on the location and community.

Sarma: Sarma is prepared by stuffing cabbage or grape leaves with meat and rice. Sarma is considered a traditional dish for different communities in Kosovo and is usually prepared for special occasions. The name “sarma” comes from Turkish language and means “wrap”.

Flia: Flia is prepared in big round baking trays, usually outdoor. It consists of multiple layers of thin pancakes brushed with cream. Flia is a Kosovo Albanian traditional food.

Burek: Burek is traditional in Kosovo and the Balkan region. Burek is made of several layers of pastry filled with meat, cheese, spinach or other vegetables, and is usually served with yogurt or ajran. Depending on the location, traditional recipes of burek can vary slightly and, in some cases, it is called “pita”.

Goulash: Goulash is a soup or stew of meat, vegetables, and spices. Originating in Hungary, goulash is a common meal in Central Europe and the Balkans.

Suxhuk/Sudžuk: Dry, spicy and fermented sausage which is consumed in several Balkan, Middle Eastern and Central Asian cuisines. It mainly consists of ground beef or lamb meat and fat.

Barbecue (roštilj/skare): Grilling is one of the most common ways to prepare meat in Kosovo and in the Balkan region. Different communities and religious groups eat different kinds of meat (eg. Muslims do not eat pork meat).

Baklava: Baklava is a layered pastry dessert made of pastry, filled with chopped nuts, and sweetened with syrup or honey. It is one of the most popular sweet pastries in the Balkans and Turkey.

Cevapi: Grilled dish of minced meat very common in the Balkans. Depending on the place, different kinds of meat are used to prepare cevapi.

Mantia: Mantia are small squared pieces of pastry filled with minced beef meat.

Turshia: Turshia consists of a variety of pickled vegetables and is usually used as appetizer or side dish. This dish is very common in the Balkan region and is also used as conservation technique for vegetables.

Matzo: Matzo (or Matzah) is an unleavened flatbread that is part of Jewish cuisine all over the world. Matzo also has a religious meaning for Jews.

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