FLIPPMI

*Supporting the participation of
migrant families in Flipped Learning*

PR3. Practical Activities Set On Flipped Learning for Migrant Families through Family Learning

May 2023

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INTRODUCTION

1) A Glimpse of Flippmi Project Context

Flipped Learning is a pedagogical model that involves transferring certain learning processes outside the classroom, allowing more focused classroom time for practice and knowledge acquisition. It combines direct instruction with constructivist methods, fostering student engagement and conceptual understanding. Flipped Learning promotes a collaborative learning environment in the classroom since it allows teachers to dedicate more time and attention to diversity. It is an opportunity for teachers to share knowledge with each other, with students, families, and the community. Another significant benefit of Flipped Learning is to involve families from the beginning of the learning process. Parent involvement in and engagement with children's learning has been shown to strongly influence student achievement, engagement, motivation, and school completion. However, parental involvement in the education of migrant students is often low.

Family Learning, on the other hand, involves including multiple generations of a family in the learning process, providing adults with the skills and knowledge to support their children's education. Therefore, Family Learning can have significant positive effects on strengthening parental involvement in the education of migrant students.

2) Objective:

The FLIPPMI project aims to strengthen the participation of migrant families in Flipped Learning through Family Learning methods.

3) Target Groups and Final Beneficiaries:

The materials and resources developed as part of the FLIPPMI project are primarily intended to benefit Intercultural Mediators while working with migrant families and students. According to the United Nations, the term migrant can be understood as someone who changes his or her country of usual residence, irrespective of the reason for migration or legal status, being refugees included in this definition. As the jobs and responsibilities of Intercultural Mediators

may vary from country to country, the term "Intercultural Mediator" is used here as an umbrella term to include educators, cultural mediators, instructors, and all professionals working with migrant families and/or in school contexts.

When the term "Intercultural Mediators" is being addressed within the framework of the FLIPPMI project, it refers to individuals who play a crucial role in facilitating positive relationships and effective communication between migrant students, their families, and the wider school community. Intercultural Mediators act as intermediaries, bridging the cultural and linguistic gaps that may exist between migrant families and the educational system in the host country.

The specific role of Intercultural Mediators within the FLIPPMI project is to support and enhance the participation of migrant families in Flipped Learning through Family Learning methods. They are the primary users of the project results, and they are the ones who will receive specialised methodological support, innovative tools, and resources provided by the project.

Intercultural Mediators involved in the FLIPPMI project will be equipped with the necessary skills and competencies to effectively engage migrant families in education. They will receive training on the Flipped Classroom pedagogical model, Family Learning approaches, and the use of ICT-based pedagogical tools such as the FLIPPMI Online Campus. Their role will involve working closely with migrant pupils and parents, providing guidance, support, and facilitating their involvement in the learning process.

While efforts have been made to ensure the accuracy and relevance of the content provided, it is important to note that the applicability of these materials may vary depending on specific cultural contexts, educational systems, and individual circumstances. Intercultural Mediators are encouraged to adapt and tailor the materials to suit the unique needs and requirements of the migrant pupils and parents they work with.

Migrant pupils and parents are the final beneficiaries of the FLIPPMI project, as the resources and support provided by Intercultural Mediators aim to enhance their engagement,

well-being, and academic success. However, it is important to recognize that the impact and effectiveness of the project may vary depending on individual factors and local contexts.

The FLIPPMI project team and its partners do not assume responsibility for any direct or indirect consequences that may arise from the use of these materials. Intercultural Mediators are advised to exercise discretion and seek professional guidance when implementing the strategies and recommendations contained within the project products, considering the unique needs and circumstances of the migrant pupils and parents they support.

4) Methodology of Flippmi Project

- **Needs Assessment:** Beginning by conducting a thorough needs assessment to identify the specific problems, challenges and needs faced by migrant families and communities in the education of their children and in the Flipped Learning approach in particular. Each project partner conducted a research analysis in their respective countries to assess the needs and requirements of the target audience in terms of *professional profiles, education or training programs, training needs, and relevant initiatives* regarding the update of the National Qualifications Framework (NQF) and the national credit attribution according to European Credit System for Vocational Education and Training (ECVET).

- **Target Group Identification:** Defining the target group for the training, which in this case is adult educators or intercultural mediators working with migrant community members and migrant families as explained in detail above.

- **Curriculum Design:** Developing a comprehensive training curriculum that covers various aspects of FLIPPMI project context such as inclusive education, community engagement, and family partnerships. This includes a sequence of units with clear learning objectives and learning outcomes. The training curriculum was designed to provide intercultural mediators with the necessary knowledge, skills, and autonomy to support Flipped Learning in diverse schools through Family Learning and digital methods, aiming to promote socially inclusive educational communities.

- **Flipped Learning Approach:** Implementing a Flipped Learning approach, where participants engage with pre-activity materials before attending the training session.

Partnership involved pre-activity videos, readings, reflection questions, or other interactive tasks that prepare participants for active engagement during the training.

- **Online Training Sessions:** An online campus is a virtual platform designed to provide a digital learning environment for the project target audience, including intercultural mediators and adult educators. It serves as a comprehensive online hub where various academic resources, such as course materials, lessons, discussions, and assessments, can be accessed and managed remotely. The online campus developed by the project partnership enables learners to participate in virtual classrooms and receive guidance from instructors through video conferences or messaging systems. It aims to replicate the traditional on-campus experience by offering a range of digital tools and features that support effective teaching and learning. Through the online campus, the target audience has the flexibility to engage in educational activities at their own pace and convenience, transcending physical boundaries and enhancing accessibility to education.

- Conducting **online training sessions** that involve a variety of instructional methods to engage participants is also helpful for Flipped Learning method since the contents can be facilitated as pre-instructional material. Target groups can provide final beneficiaries with instructional materials in advance, usually in the form of online texts, videos etc. Beneficiaries can review and reinforce their understanding of the materials at their own pace. Online lessons are participatory, learner-centred, and promote collaboration and knowledge sharing among participants.

- **Practical Activities:** Including practical activities throughout the training content that allow participants to apply their knowledge and skills in real-world scenarios. These activities are relevant to the target group and address the challenges faced by migrant families and communities.

- **Multimedia Resources:** Utilising multimedia resources such as videos, pictures, and online platforms to enhance the learning experience. These resources provide visual and auditory stimulation, present real-life examples, and support the understanding of key concepts.

- **Assessments and Evaluation:** Incorporating formative and summative assessments to evaluate participants' understanding and progress. This can include quizzes, assignments, group projects, or presentations. Also, collecting feedback from participants to continuously improve the training content and delivery.

- **Cultural Sensitivity and Inclusivity:** Maintaining a strong focus on cultural sensitivity and inclusivity throughout the training content. Recognizing and respecting the diverse backgrounds, experiences, and perspectives of participants and promoting an inclusive learning environment was a crucial element for the Flippmi Project.

- **Follow-up and Support:** Providing post-training support and resources to participants, such as access to online communities or networks, additional materials, and opportunities for further professional development. Encouraging ongoing engagement and collaboration among participants to sustain the learning outcomes. Therefore, Flippmi project contents will be accessible online as Open Educational Resources in the project site at least 5 years after the end of the project. Furthermore, partners will apply the aforementioned cross-linking strategy, maintaining links to the results in their own corporate sites for at least 3 years after the end of the project, ensuring that results are kept in public domain and accessible by others.

5) Project Products

For the purpose described above, the project will design products to equip Intercultural Mediators with the necessary skills and resources to support the process.

- **Matrix of Competencies:** A structured set of competencies based on EU standards and methods on Flipped Learning for migrant families through Family Learning.

- **Online Campus:** A new ICT-based educational tool for Intercultural Mediators.

- **Practical Activities Set**: A practical tool with a series of comprehensive methods, exercises, and activities to be applied by Intercultural Mediators in their daily practice supporting migrant pupils and parents.

6) Methodology of Practical Activities Set

The methodology for conducting the practical activities in the Practical Activities Set involves a learner-centred and interactive approach. The activities are designed to engage the target group actively and promote their understanding and application of the concepts and skills

related to inclusive education and community engagement. Providing clear instructions and guidance for each activity and encouraging participants to reflect on their experiences and generate practical solutions is based on an authentic learning approach. It is a teaching and learning method that is based on real-life experiences and contexts. It involves participants actively engaging in applying and experiencing knowledge and skills in real-world situations.

This approach aims to make learning meaningful and engaging for the participants. Authentic learning combines theoretical knowledge with practical applications. It provides migrant families and communities with opportunities to encounter real-world problems and challenges and allows them to solve these problems. Authentic learning helps them develop the ability to use knowledge and skills in real-life contexts. It enhances their skills in analysing problems, critical thinking, problem-solving, communication, and collaboration. They also gain self-directed learning and self-regulation skills while engaging in authentic learning experiences.

Various learning and teaching methodologies are employed based on the nature of the particular activity and the target group's characteristics in the practical activities set. Some methodologies include:

Small Group Instruction: Dividing the participants into small groups and assigning them specific tasks or scenarios related to community and family engagement in inclusive education. Encouraging group discussions, brainstorming, and collaboration to foster peer learning and exchange of ideas.

Role-Play: Organising role-playing activities where participants can assume different roles, such as intercultural mediators, community members, or family members. This enables them to experience and practise effective communication, problem-solving, and negotiation skills in realistic scenarios.

Case Studies: Presenting real-life case studies or scenarios that highlight challenges or dilemmas faced in community and family engagement. Participants can analyse the situations, identify relevant issues, and propose strategies or solutions based on their knowledge and understanding.

Project-Based Learning: Assigning participants with a project that requires them to develop a community engagement initiative or plan for promoting inclusive education. This approach encourages hands-on learning, research, critical thinking, and the application of theoretical concepts into practical contexts.

Procedure:

The implementation of each activity involves the following steps:

1. **Introduction:** Providing a brief overview of the activity, its purpose, and relevance.
2. **Instructions:** Clearly explaining the guidelines, which involves objectives, materials and duration of the activity to the participants. Ensuring they understand the expectations and outcomes.
3. **Activity Engagement**: Facilitating the activity, allowing participants to actively engage in the assigned tasks or scenarios. Providing support and guidance as needed.
4. **Reflection and Discussion:** After completing the activity, encouraging participants to reflect on their experiences, share their insights, and engage in group discussions. This promotes critical thinking, knowledge exchange, and collaborative learning.
5. **Debriefing and Evaluation:** Concluding the activity by summarising the key learnings and discussing the outcomes. Using an evaluation tool in order to achieve this goal and to assess the extent to which the learning outcomes were achieved. Collecting feedback from participants to improve future implementations.
6. **Evaluation:** The evaluation tool for each activity can include a combination of multiple-choice questions, open-ended questions, and self-assessment rubrics. The questions align with the learning outcomes and assess participants' understanding, application, and critical thinking related to inclusive education and community engagement.
7. **Existing Knowledge / Limitations:** The limitations that participants may encounter during the activity can include language barriers, cultural differences, or limited prior experience in community engagement.
8. **Bibliography:** Including relevant literature, articles, research papers, or other resources that inform the design and content of the practical activities.
9. **Further Resources:** Providing additional resources such as websites, online platforms, or reference materials that participants can explore for further learning and professional

development in the fields of inclusive education, Flipped Learning, Family Learning and family and community engagement.

7) Allocation of Units per partner

UNIT	PARTNER-COUNTRY
1. Raising awareness of intercultural families in the school community	Le Monde des Possibles ASBL - Belgium
2. The intercultural mediator in the educational environment	KIST Consult e.U. - Austria
3. The intercultural mediator in the wider school community	Governorship of Istanbul - Türkiye
4. The Family Learning approach in the intercultural school community	InnoQuality Systems Limited - Ireland
5. Flipped Learning in your classroom	IASIS / Directorate of Secondary Education, Lasithi - Greece
6. FLIPPMI: Supporting the participation of migrant families in Flipped Learning	Instituto para el Fomento del Desarrollo y la Formación SL / Asociación La Bien Pagá Espacio Escénico - Spain

Unit Number and Title	Unit.1: Raising Awareness of Intercultural Families in the School Community
Lesson Number and Title	Lesson 1: Diving into culture and interculturality
Activity Title	Activity 1: Scenario activity - Exploring culture shock via world greetings
Target Group	Migrant families (parents and pupils/students) and educational staff.
Aim	The activity aims to discover, in a safe environment, a small culture shock to analyse one's cultural habits and norms from a different point of view and thus develop empathy towards the Other to create a more positive school environment.
Learning Outcomes	● Have knowledge of theories which underpin best practice in intercultural communication and conflict management, such as the Cultural Indicator Tree Model and Hall's Cultural Iceberg Model. ● Co-construct a positive school environment that can stimulate trust and dialogue between all the educational and community parties. ● Improve the social and communication dynamics between all the parties committed to a child's education.
Duration	60 minutes
Materials-Tools	● Small strips of paper, each with an instruction for common greetings in different cultures ● Pictures representing the Cultural Indicator Tree Model or Hall's Cultural Iceberg Model ● Pens or markers ● A whiteboard or flipchart ● Eventually also: computers or phones with internet access and empty strips of paper
Methodology and Procedure	Prepare several paper strips with a common greeting – from different cultures - written on them. It is important to find a different greeting for each strip (so if you prepare 15 strips, you must also have 15 different greetings from around the world). Examples of greetings that can be noted down on the strips:

Origin	Greeting to be mimed
Tibet	Stick out your tongue.
Belgium	Give three kisses, passing from one cheek to the other.
India	*Namaste*: place your hands in a prayer position on your chest and bow slightly.
Latin America	*Abrazo*: hug the person and give them a warm pat on the back.
Inuit	*Kunik*: press the nose and upper lip against the skin (usually the cheeks or forehead) of the person you want to greet.
…	…

Figure 1(https://fr.freepik.com/vecteurs-libre/gens-parlant-differentes-langues-design-plat_2564887.htm#query=salutations%20du%20monde&position=8&from_view=search&track=ais)

Phase 1 – Scenario activity

Randomly give each participant a strip with a greeting. Then, explain the instructions for the activity: ask participants to move freely around the room and greet each person they meet, according to the instructions received on the paper strip, without giving any explanation.

When everyone has had a chance to greet each other, ask participants to return to their seats.

Note: it is common to see different reactions in people when doing this activity (some people may be embarrassed, others may refuse to do the exercise at all). Don't force a participant to continue if he/she doesn't want to, this is not a barrier to the activity. This will be valuable during the discussion, when you will debate about the different reactions and the reasons that led us to react in this way.

Phase 2 – Group discussion and some theoretical inputs
The group is reformed and the moment has arrived to discuss what just happened. The discussion is structured around the questions below. You can choose to have the participants answer the questions in the form of a round table, or you can decide to use digital tools like the Word Cloud option on Wooclap for example, in order to facilitate oral production through key words.

Using Wooclap, participants answer the question first, by writing a single word on the website via their mobile phone. E.g.: How did you feel to have to use unfamiliar gestures? Answers could be: stressed, amused, uncomfortable, etc. All participants will be able to see the other's contributions (if several people wrote the same answer, the word cloud will get bigger). Use the words displayed to start a group discussion.
● What did we do? Does this seem like something you have already experienced?
● How did it feel to have to use unfamiliar gestures?
● How did you feel when someone used an unfamiliar gesture towards you?
● What difficulties have you encountered when trying to greet people with instructions that are very different from your own?
● Can you give examples of other social norms that take time to adapt to?

When participants have answered this last question by listing some examples of social norms that take time to adapt, you can show the images of the Cultural Indicator Tree Model or Hall's Cultural Iceberg Model in order to give some theoretical context about the activity. The pictures of the tree or iceberg help visualize the different layers of social norms that are entrenched in our cultural frame and make it easier to grasp what culture shocks and sensitive zones are.

Phase 3 – Any culture shock in school contexts?

![FLIPPMI logo]
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	Now you can take the activity further by discussing social norms and traditions in school contexts as a group. Questions can be either mixed or adapted to the group of participants: ● Are there social norms in school that seem unfamiliar to you? ● Have you already experienced a positive and/or negative culture shock in school contexts? ● Do you have some examples of social norms in school that take time to adapt to or, on the contrary, that are easy to adapt to? ● What could be put in place at school to mitigate some of the difficulties that you are experiencing? Use the flipchart to note down the participants' answers. These will be very precious to assess the social and communication dynamics currently taking place in the school, as well as to propose solutions to be adopted in order to make relations between school staff, parents and children more serene.
Flipped Learning Tip	Before Phase 1, you can ask each participant in advance to do a short research at home and note on a paper strip a greeting from the world that seems distant from the greeting they are used to. Show them an example, so that it is clear what format they need to reproduce. The day the workshop takes place, you just need to collect the paper strips and distribute one strip to each participant. Just make sure that people do not receive their own paper strip and prepare some world greetings in advance, just in case.

Evaluation	1. I find that the topics covered in this activity will be useful in my daily life:
	    A) Not satisfied
	    B) Slightly satisfied
	    C) More or less satisfied
	    D) Rather satisfied
	    E) Very satisfied
	
	3. In my opinion, there was enough opportunity for exchange:
	    A) Not satisfied
	    B) Slightly satisfied
	    C) More or less satisfied
	    D) Rather satisfied
	    E) Very satisfied
	
	4. I found that the activity touched on sensitive points because it was related to things I had already experienced:
	    A) Yes

	B) No
	C) Maybe
	D) Other, please specify:
	
	5. This activity helped me to better understand some of the events/feelings I have experienced in my life:
	    A) Yes
	    B) No
	    C) Maybe
	    D) Other, please specify:
	
	6. This exercise gave me a better understanding of some of the behaviours I have noticed in other individuals:
	    A) Yes
	    B) No
	    C) Maybe
	    D) Other, please specify:
	
	7. I think that this activity could be a starting point for facilitating my interactions in a school context:
	    A) Yes
	    B) No
	    C) Maybe
	    D) Other, please specify:

Existing Knowledge / Limitations	There is no prior-existing knowledge that the target group needs to have in order to actively participate in the activity. Hence, the activity is appropriate to multicultural and intergenerational groups. It is strongly recommended that these workshops be conducted with the target groups (migrant families - parents and pupils/students - and educational staff), so that everyone can contribute to the reflections on improving relations and communication in the school environment. The limitations could stem from the language barrier if some of the participants do not have sufficient fluency in the language in which the activity and, in particular, the discussion, are taking place. Another limitation could be that the issues dealt with in the workshop can be sensitive and some participants could feel uncomfortable talking about difficulties they have experienced in school, for example. Overcome these two difficulties by asking participants to: ● use DeepL or Google Translate to get around the language barrier.

	● for Phases 2 and 3, write their answers on paper strips which will then be shared by hanging them on the flip chart, for people who are not comfortable expressing themselves orally.
Bibliography	Video about the different stages of cultural shocks: https://www.youtube.com/watch?v=PTuc3sJFdT4. More videos can be found on YouTube in other languages. Dispositif de Concertation et d'Appui des Centres Régionaux d'Intégration (DISCRI). 2014. Support du Manuel de délivrance de la Formation à l'Intégration Citoyenne – Document évolutif. Retrieved on https://discri.be/wp-content/uploads/MODULE-1-DU-MANUEL-FICHE-ACTIVIT%C3%89S-N%C2%B020-LES-SALUTATIONS-DU-MONDE-VERSION-REMANI%C3%89E-POUR-LE-MANUEL.pdf.
Further Resources	/

Unit Number and Title	U.1: Raising awareness of intercultural families in the school community
Lesson Number and Title	Lesson 2: Introduction to Cohen-Emerique's 3 steps intercultural approach
Activity Title	Activity 2: Understanding the power of our cultural lenses: discover the Nacirema people
Target Group	Migrant families (parents and pupils/students) and school staff.
Aim	The aim of this activity is to emphasise the importance of communication and of decentrating us from our own cultural references to better understand the Other and to formulate adaptations to be implemented in schools to facilitate the relations between the school staff and migrant parents, pupils/students.
Learning Outcomes	● Discover a practical tool and experimental exercise to illustrate the importance of the words we use to talk about a culture. ● Co-develop appropriate resolutions and tailor-made advice to overcome social and communication issues between school communities and migrant families and to ensure the máximum engagement and well-being of all the parties concerned. ● Analyse the school context from a different angle, i.e., without taking its norms and traditions as universal.
Duration	Approximately 2 hours (120 minutes)
Materials-Tools	● Colourful paper strips ● Annex 1: Adapted text "Body Rituals Among the Nacirema" ● Annex 2: Paper strips to use during Phase 2 ● Paper sheets ● Pens and markers ● A whiteboard or flipchart ● Eventually also: computers or phones with internet access
Methodology and Procedure	This activity was inspired by the workshop "Migration, Discrimination, Culture and Diversity" organised by Elsa Mescoli (UNIC project) in the framework of the Secondary Education Day at the Faculty of Social Sciences of the ULiège. **Phase 1 - Reading and comprehension of the text** Distribute the adapted version of Horace Miner's work "Body Ritual Among the Nacirema" (in annex) to the participants of the activity. Miner's version of the text has been adapted to make the text more accessible to intergenerational groups and people who have different levels of language skills.

Sit in a circle and read the text aloud. Then, take time to make sure that all the participants understood the text and the vocabulary. Not to waste time, you can even prepare a little glossary in advance, where the most complicated words from the text are elucidated. Some examples:
● Potion = a magical liquid/drink.
● Herbalist = someone who is expert in medicinal herbs.
● Holy place = a place that is sacred.
Once the text is clear to everyone, ask the participants to go through the text once again, this time individually, in order to underline the cultural traditions that are familiar to them or, on the contrary, very distant. At the same time, invite them to write down their first impressions and reactions on their sheets of paper.

Phase 2 – Discussion and revelation
Open a group discussion to get participants' impressions of the text:
● After having read the text, what is your impression of the Nacirema people?
● Why did you underline some parts of the text?
● Are these traditions that seem familiar to you or rather distant? Why?
Encourage them to share their reactions and interpretations of the text, while you write their responses on the whiteboard or flipchart.

After discussion, reveal that the text "Body Ritual Among the Nacirema" is actually a description of American culture, written in the manner of a foreign observer. Explain that the term "Nacirema" is simply "American" written backwards, and that the text highlights the tendency to judge and misunderstand foreign cultures based on our own cultural standards.

To go further in the discovery of the text, do a short game in sub-groups: use the paper strips in Annex 2 (which you will have already cut out and printed several times in advance) and ask each sub-group to associate the words from the Nacirema text with the words that correspond to their equivalent in the USA. Share the results with the whole group. For example:
● Mouth-rite = dental care.
● Holy places = bathrooms.
● Holy-Mouth-Men = dentists.

In the end, ask participants to reflect on their initial reactions and what they learned from the experience. Some important aspects related to this activity that you can highlight during the discussion are:

● Communication and the choice of words are extremely important and can lead us to feel close to or distant from a certain culture/subject. For example, the way the text describes the Nacirema, may give us a negative image of this people (e.g. the usage of the word torture...).
● Cultures can often seem very distant from our own because we are used to looking at the world through our own cultural glasses. It is important to question our own culture/s, to decentralize ourselves from it and not take our traditions and norms for granted and universal.

Phase 3 – Group discussion: are school traditions and norms universal?
Phase 3 is useful to collect testimonies related to the school context in the host country and in the participants' countries of origin. These testimonies are very precious in order to implement appropriate solutions that will benefit relations between the school staff and the migrant families, students/pupils.

Ask participants to reflect a few minutes on traditions and norms in school that are universal to them. You can share a few examples with them:
● *Honores a la bandera*: every morning, students gather in the schoolyard to sing the national anthem in front of the flag – Testimony from Mexico.
● Before dismissing students, teachers convene parents to discuss the matter with them and ask for their opinion, in nursery and primary school – Testimony from Belgium.
● Primary school lasts five years, middle school lasts three years and high school lasts five years. After that you can enroll in university – Testimony from Italy.

Invite participants to write key words or draw simple images on colorful paper strips (e.g.: national anthem; school duration; parent engagement, etc.). It is also possible to use WBO, a free online collaborative whiteboard that allows participants to draw simultaneously on a large virtual board.

Afterwards, have a group discussion, during which participants can explain what traditions are universal to them, using as starting points what they have written or drawn on the strips/virtual board. Discuss whether the same traditions can be also found in the country where you are located.

Figure 2 (Image de pikisuperstar)

Flipped Learning Tip	Phase 1 can be done at home. Just distribute the text in advance and ask participants to read it at home. If participants face great difficulties in understanding the text, they can translate it via Google Lens (https://lens.google/) that allows you to take a picture of the text and have it translated directly into the desired language. Reminder: even at home, participants have to underline the cultural traditions that are familiar to them or, on the contrary, very distant to their own traditions/norms and to write down their first impressions and reactions. When you are back in class, before proceeding with Phases 2 and 3, make sure that the text has been understood by everyone and make yourself available to clarify the final doubts.
Evaluation	The evaluation can be done in groups orally to allow everyone to express themselves without having to write in a language in which they may not feel comfortable. Write the participants' feedback on the flip chart/whiteboard. It can be interesting to separate it in four categories: ● What I liked ● What I did not like ● New things I have learnt ● Suggestions to ameliorate the activity
Existing Knowledge / Limitations	There is no prior-existing knowledge that the target group needs to have in order to actively participate in the activity. Hence, the activity is appropriate to multicultural and intergenerational groups. It is strongly recommended that these workshops be conducted with the target groups (migrant families - parents and pupils/students - and school staff), so that

	everyone can contribute to the reflections on improving relations and communication in the school environment. The limitations could stem from the language barrier if some of the participants do not have sufficient fluency in the language of the activity and text. A solution could be the use of Google Lens (https://lens.google/), DeepL or Google Translate. The text in the annex could also be shortened or modified to make it more accessible from a linguistic point of view.
Bibliography	Miner, Horace. "Body Ritual Among the Nacirema." *American Anthropologist*, 1956, pp. 503-507. Retrieved from https://www.sfu.ca/~palys/Miner-1956-BodyRitualAmongTheNacirema.pdf on 17.04.2023.
Further Resources	/

Body Ritual Among the Nacirema - adapted[1]

Prof. Linton first explored the Nacirema tribe, a group living in a rich natural habitat between Canadian and Mexican tribes, which people are still a mystery. Though their origin is unknown, legend says they come from the east. The people spend much of their time in economic pursuits. The rest of the time is spent in rituals related to the human body.

The Holy Places and the Medicine Men

The fundamental belief of the Nacirema is that the body is ugly and subject to weakness. To avoid being vulnerable, man uses ritual and ceremony. Homes have holy places for these traditions. The rituals that occur in the holy places are private, discussed only with children. The holy place's focal point is a box of potions built into the wall. The potions are obtained from medicine men, who write the ingredients of the potion in a secret language in exchange for gifts. Herbalists decode the writing, and the Nacirema provide gifts in exchange for the prescribed potions.

The potions are kept in the box after they are used, where they are saved for specific ills. The people seem to feel protection from these potions. Under the potion-box is a fountain where people clean themselves each day. The water that comes out is holy, coming from the community Water Temple, where it is made pure in "elaborate ceremonies".

The Holy-Mouth-Men

Naciremas also have other magical men. "Holy-mouth-men" care for the Naciremas' mouths, which the Nacirema are fascinated with and horrified by. They perform rituals so their teeth will not fall out and their lovers and friends will not reject them. Each day, people perform a strange mouth-rite in which they insert animal hair and magical powder into the mouth and then move a certain way. People visit a holy-mouth-man twice a year, where ritual torture is performed on them by using tools to repair teeth with holes. The ritual is clearly holy because people return to the holy-mouth-men every year.

Hopefully when the Nacirema are better studied, the personality of holy-mouth-men will be analyzed. Watching them work, it seems that they like torturing their visitors. Other rituals Prof. Linton observed, seem to prove the Nacirema derive pleasure from torture. For example, men scrape their face with a sharp object daily.

The Latipso Temple

Medicine men have a temple called a *latipso*, where elaborate ceremonies are performed on very sick Naciremas. The ceremonies involve magicians called miracle-men, along with women who move through the *latipso*. The ceremonies are so harsh that children are afraid to visit the *latipso*, "where you go to die". But adults are eager to participate in ritual

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purification if they can afford it. *Latipsos* will not accept even the sickest people if they cannot pay.

In the temple the client is stripped of all clothing, strange because usually the Nacirema avoid being naked. In the tribe, bathing and body functions are performed as secret rituals. Mostly those in the temple do nothing but lie in bed, where they are subjected to painful or even sometimes deadly rituals.

Nacirema people	American people
Mouth Rite	Dental care
Women in the Latipso	Nurses
Latipso	Hospital
Miracle-men	Surgeons
Men torture ritual	Shaving
Animal hair and magical powder	Toothbrush and toothpaste
Holy places	Bathrooms
Potions	Hygiene products
Medicine men	Doctors
Herbalists	Pharmacists
Holy-Mouth-Men	Dentist

Unit Number and Title	Unit 1: Raising awareness of intercultural families in the school community
Lesson Number and Title	Lesson 3: The Cohen-Emerique method: From theory to practice
Activity Title	Activity 3: Scenario activity: Planet Earth and Planet XY-Binky - in search of common ground
Target Group	Migrant families (parents and pupils/students) and school staff
Aim	The aim of this activity is to illustrate by example the way our cultural framework influences the manner we perceive our surroundings and other cultures; and to practice how to decentrate ourselves from our own culture/s in order to develop more empathy and comprehension towards the Other.
Learning Outcomes	- Discover some theoretical input about the Cohen-Emerique method to reflect on negotiation and finding a common ground between cultures. - Examine critical incidents through the lenses of Cohen-Emerique's three steps approach. - Co-develop tailor-made advice based on negotiations to achieve the maximum engagement between all the parties in the education environment (school staff, migrant families, students/pupils).
Duration	Approximately 2 hours and 30 minutes (150 minutes)
Materials-Tools	- Flipchart or whiteboard - Annex 3: Letter 1 "From Marc to Juliette" and Letter 2 "From Takoty-XY to Patoky-WZ" - Annex 4: Game solutions from Phase 2 - Pens and markers - Computers or phones with internet access - Empty strips of paper
Methodology and Procedure	This activity was adapted and inspired by the tool Intercultural Learning – Classroom activities, developed by EFIL in the framework of the Intercultural Learning for Pupils and Teachers Project. **Phase 1 – Comprehension of the text in sub-groups** Divide the participants in two sub-groups (Group 1 and Group 2) and sit in two circles. Each sub-group receives one of the two letters in the annex, and it reads it aloud. Pay attention, at this stage of the activity, each group is only supposed to read its own letter. Then, take time to make sure that all the participants understood the content of the letter and its vocabulary. You can even prepare a little

glossary in advance, where the most complicated words from the text are elucidated.

Once the text is clear to everyone, use digital tools like the Word Cloud option on Wooclap or WordItOut so that each participant can answer the following question via his/her phone or computer:
● What is your impression of the situations described in the letter you received?
Ask participants to write only one word to describe their impression (e.g.: positive, negative, neutral). Using the before-mentioned digital tools allows participants to see the other's contributions (if several people wrote the same answer, the word cloud will get bigger).

Use the words displayed to start a group discussion:
● What do you think/notice of the way the person describes the experience?

Ask one person in each group to write down the answers on a flipchart/whiteboard. Remember not to erase what has been written! It will be useful during Phase 3.

Phase 2 – Game: discovering the two perspectives
Explain to the whole group that the two letters contain the same situations seen from two different points of view. The situations concern the visit of a human group to a school from Planet XY-Binky: Letter 1 was written by a human (Marc), while Letter 2 was written by an alien (Takoty-XY) from Planet XY-Binky.

Then, work through the two letters again, this time giving Group 1 participants the Letter 2; and giving Group 2 the Letter 1. As previously done, each group reads aloud the received letter.

Again, participants can use Google Lens (https://lens.google/) if having great difficulties with the comprehension of the text. However, it is even better if participants with a better command of the language can clarify possible incomprehensions of the text to their peers. This makes the activity more dynamic and allows people to get closer and cooperate between each other.

Once the two groups have familiarized themselves with the second text assigned to them, proceed with the game in the same sub-groups:

Invite participants to associate each paragraph from Letter 1 (already marked with numbers from 1 to 6) to the paragraph from Letter 2 that is, according to them, describing the same situation. Remember: the letters narrate the same events, just from two different points of view.
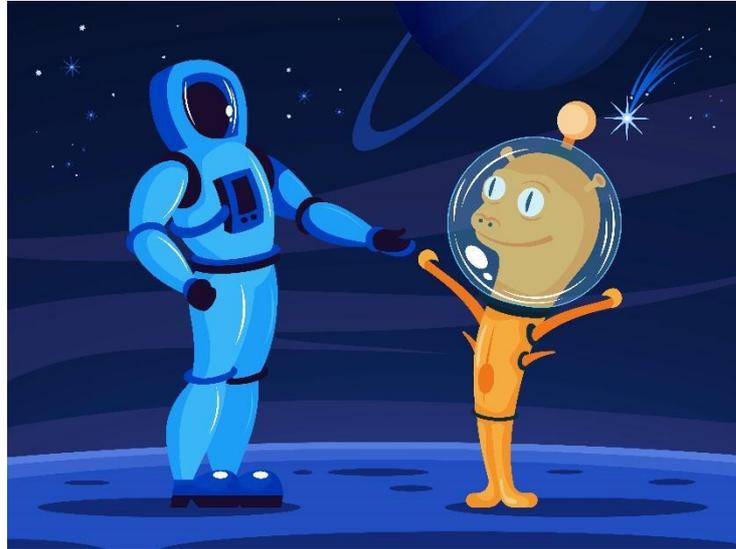
Figure 3 (Image de macrovector)

Phase 3 – Group discussion

When both groups have finished, check the answers by bringing the two groups together and by verifying collectively how they have linked the paragraphs to each other and why. Write all their reflections on the whiteboard/flipchart.

Pursue the discussion by looking at the answers given in both groups during Phase 1. Stimulate reflection by asking these questions:
● How do you feel about the answers given in Phase 1?
● Would you like to reposition yourself in relation to what you said?
● Do you think it is possible that the two letter writers were too quick to judge the traditions/norms/habits of their peers from the other planet?

Conclude the discussion, by explaining that the aim of the activity was to understand how easily reality can be interpreted, shaped by our own cultural glasses, and how this can create misunderstandings, prejudices or conflicts based on misinterpretations of the Other's culture.

	Phase 4 - The Cohen-Emerique method: in search of a common ground Briefly explain the Cohen-Emerique method to the group, as a tool to prevent future misunderstandings, prejudices or conflicts by finding a common ground between our own culture and the Other's culture. You can summarize the method as follows: ● It was created by Cohen-Emerique with the aim to be used as a support for social workers working in an intercultural context in order to improve their practice by being able to analyze experienced positive or negative critical incidents. ● This method is based on three phases: 1. the phase of decentring one's own culture (understanding one's limits and how culture shapes one's way of seeing the world); 2. discovering the culture of the Other; 3. negotiation (the search for common ground between people from different cultures in order to avoid conflicts/misconceptions). For this activity, only focus on the third phase, the negotiation. So, look back at the game from Phase 2 and choose one paragraph from Letter 1 and its corresponding paragraph from Letter 2. Then, ask participants to make proposals for both of the authors of the letters in order to find common ground and prevent them, in the future, from falling into misunderstandings/conflicts stemming from an ethnocentric vision. Example of a few negotiations/proposals, if we were to chose paragraph 3 from Letter 1 and its corresponding paragraph 2 from Letter 2: ● Both authors could use different words as their word choice gives us a negative representation of the Other (examples of words having a negative impact: useless, weird, strange, "they don't know how to appreciate small things", etc.). ● Both authors could have communicated more openly: Takoty-XY could have explained to Marc why he did not appreciate him picking a flower instead of judging him as disrespectful. At the same time, Marc could have asked for an explanation before judging Takoty-XY for not knowing how to appreciate small things.
Flipped Learning Tip	Phase 1 can be done at home. Just distribute the two letters in advance (one group will receive the Letter 1 "From Marc to Juliette", while the second group will receive the Letter 2 "From Takoty-XY to Patoky-WZ") and ask participants to read it at home. If participants face great difficulties with understanding the text, they can translate it via Google

	Lens (https://lens.google/) that allows you to take a picture of the text and have it translated directly into the desired language. Reminder: ask participants to note down their first impressions concerning the text already at home, so that class-time can be used to directly begin with the sharing of impressions. However, before starting with this introductory discussion, make sure that the text has been understood by everyone and make yourself available to clarify the final doubts.
Evaluation	The evaluation can be done in groups orally to allow everyone to express themselves without having to write in a language in which they may not feel comfortable. Write the participants' feedback on the flipchart/whiteboard. It can be interesting to separate it in four categories: ● What I liked ● What I did not like ● New things I have learnt ● Suggestions to ameliorate the activity
Existing Knowledge / Limitations	There is no prior-existing knowledge that the target group needs to have in order to actively participate in the activity. Hence, the activity is appropriate to multicultural and intergenerational groups. The limitations could stem from the language barrier if some of the participants do not have sufficient fluency in the language of the activity and text. A solution could be the use of Google Lens (https://lens.google/), DeepL or Google Translate. The text in the annex could also be shortened or modified to make it more accessible from a linguistic point of view.
Bibliography	European Federation for Intercultural Learning (EFIL). (2018). "Intercultural learning for pupils and teachers project", retrieved from http://intercultural-learning.eu/ on 18.04.2023.
Further Resources	

ANNEX 3

Letter 1 "From Marc to Juliette"

Marc, from Planet Earth (Belgium) writes about his visit to Planet XY-Binky.

Dear friend,

1 How are you? I just returned from an extraordinary visit to a school on Planet XY-Binky, and I have to say that, while there were certainly some impressive aspects to the school, I found it to be deeply troubling.

2 The first thing that surprised me about the school was the students. They were all incredibly intelligent and seemed to have an insatiable hunger for knowledge. In my opinion, it is even too much, they studied all the time, and they didn't even take time for sports or hobbies.

3 One of the most particular things about their school system was the subjects they study. I have the impression that what they study is useless, they do not have important subjects such as Maths and History. The majority of them are studying weird things, such as Insects, Botanics and Gardening. But what is the weirdest… They almost don't have plants nor gardens!! On top of that, they got mad at me when I picked a flower… So weird, they don't know how to appreciate small things!

4 Another unique aspect was the way teachers graded their students. It was so unfair. I myself witnessed a very serious incident: one student wrote an assignment that was excellent, while another student did one that was mediocre. Guess who received a higher mark. The one who had done the mediocre assignment! I couldn't help myself and told the teacher that this was a real injustice!

5 Another particularly strange thing was the lack of involvement from parents in their children's education. It seemed that most parents were not present at all, either physically or emotionally. However, it seemed that professors didn't really care about this, as they were also very often disengaged and spent plenty of time on their phones... Unbelievable!

6 In conclusion, my visit to the school on Planet XY-Binky was a challenging experience but incredible too. While I had many concerns about their education system, I was also impressed by the intelligence, creativity, and dedication of the students. Despite the differences, I found many common aspects between our education systems, including a shared desire to provide the best possible education for the students.

Yours sincerely,

Letter 2 "From Takoty-XY to Patoky-WZ"

Takoty-XY, from Planet XY-Binky, writes about the arrival of earthlings on Planet XY-Binky.

Dear friend,

How are you and your family doing? Remember that I told you about a group of people coming from Planet Earth, more precisely a small place called Belgium? They attended our school during a few lunar weeks, and they just left. I have to say that it was a very weird experience… Sometimes, they really behaved in strange ways!

I think they were even quite ignorant… For example, they had no idea about plant names, insects nor about lunar waste. They mentioned very strange subjects that they study on Earth… Math, History… I found that interesting, but I don't know exactly what they do with it. I would have liked to discuss more about it, but I was very angry when I saw that one of the earthlings picked a flower to put it behind his ear! I couldn't believe it; don't they understand that flowers and insects became rare and that we need them to heat our homes and power our vehicles?! I found this so disrespectful!

This event particularly touched me when I thought that our parents work so hard on the neighboring planet to ensure the survival of plants and insects and to find alternative solutions so that we can continue living here! Oh, I miss them so much! We are so lucky to have such caring teachers and professors that take care of us and who constantly update our parents on our well-being and progress at school.

Another very strange thing happened. We had an assignment to do and Tonkaty made an excellent job. Especially if you think that she just moved to our planet and that she is still learning our language… During these lunar months, she only got better! I was happy to see that she had received very good grades, when I noticed that one of the earthlings got angry at the teacher saying that I should have received better grades. What a shame! I don't know how it works on Earth but I'm glad that we base our grades on progress and growth over time. The earthlings seem so selfish…

Anyway, in the end we still had lots of fun and I hope that next time the earthlings will visit us during the six lunar months dedicated to sport activities, hobbies, and lunar healing. It was such a pity that they just stayed during the educational cycle!

In conclusion, even if at the beginning I was very negative about them, I think this was a great experience and I hope they will visit us again. Who knows, maybe I will even visit them on Earth to learn more about Maths and History, it would be so much fun!

Yours sincerely,

ANNEX 4

Letter 1 "From Marc to Juliette" – from Planet Earth, Belgium

1	Dear friend, How are you? I just returned from an extraordinary visit to a school on Planet XY-Binky, and I have to say that, while there were certainly some impressive aspects to the school, I found it to be deeply troubling.
2	The first thing that surprised me about the school was the students. They were all incredibly intelligent and seemed to have an insatiable hunger for knowledge. In my opinion, it is even too much, they studied all the time, and they didn't even take time for sports or hobbies.
3	One of the most particular things about their school system was the subjects they study. I have the impression that what they study is useless, they do not have important subjects such as Maths and History. The majority of them are studying weird things, such as Insects, Botanics and Gardening. But what is the weirdest… They almost don't have plants nor gardens!! On top of that, they got mad at me when I picked a flower… So weird, they don't know how to appreciate small things!
4	Another unique aspect was the way teachers graded their students. It was so unfair. I myself witnessed a very serious incident: one student wrote an assignment that was excellent, while another student did one that was mediocre. Guess who received a higher mark. The one who had done the mediocre assignment! I couldn't help myself and told the teacher that this was a real injustice!
5	Another particularly strange thing was the lack of involvement from parents in their children's education. It seemed that most parents were not present at all, either physically or emotionally. However, it seemed that professors didn't really care about this, as they were also very often disengaged and spent plenty of time on their phones... Unbelievable!
6	In conclusion, my visit to the school on Planet XY-Binky was a challenging experience but incredible too. While I had many concerns about their education system, I was also impressed by the intelligence, creativity, and dedication of the students. Despite the differences, I found many common aspects between our education systems, including a shared desire to provide the best possible education for the students. Yours sincerely,

Letter 2 "From Takoty-XY to Patoky-WZ" – from Planet XY-Binky

1	Dear friend, How are you and your family doing? Remember that I told you about a group of people coming from Planet Earth, more precisely a small place called Belgium? They attended our school for a few lunar weeks, and they just left. I have to say that it was a very weird experience… Sometimes, they really behaved in strange ways!
2	Anyway, in the end we still had lots of fun and I hope that next time the earthlings will visit us during the six lunar months dedicated to sport activities, hobbies and lunar healing. It was such a pity that they just stayed during the educational cycle!
3	I think they were even quite ignorant… For example, they had no idea about plant names, insects nor about lunar waste. They mentioned very strange subjects that they study on Earth… Math, History… I found that interesting, but I don't know exactly what they do with it. I would have liked to discuss more about it, but I was very angry when I saw that one of the earthlings picked a flower to put it behind his ear! I couldn't believe it, don't they understand that flowers and insects became rare and that we need them to heat our homes and power our vehicles?! I found this so disrespectful!
4	Another very strange thing happened. We had an assignment to do and Tonkaty did an excellent job. Especially if you think that she just moved to our planet and that she is still learning our language… During these lunar months, she only got better! I was happy to see that she had received very good grades, when I noticed that one of the earthlings got angry at the teacher saying that I should have received better grades. What a shame! I don't know how it works on Earth but I'm glad that we base our grades on progress and growth over time. The earthlings seem so selfish…
5	This event particularly touched me when I thought that our parents work so hard on the neighboring planet to ensure the survival of plants and insects and to find alternative solutions so that we can continue living here! Oh, I miss them so much! We are so lucky to have such caring teachers and professors that take care of us and who constantly update our parents on our well-being and progress at school.
6	In conclusion, even if at the beginning I was very negative about them, I think this was a great experience and I hope they will visit us again. Who knows, maybe I will even visit them on Earth to learn more about Math and History, it would be so much fun! Yours sincerely,

Unit Number and Title	Unit 2: The intercultural mediator in the education environment
Lesson Number and Title	Lesson 1: Creating a value-free space
Activity Title	Activity 1: Positive speculation and strengths board for a value-free space
Target Group	This exercise can be carried out among adult educators, intercultural mediators themselves, and other professionals working with migrant families, as well as with the beneficiaries: migrant families/migrant students and migrant pupils.
Aim	The overall objective of this lesion is to create a value-free space in the (education) environment. Therefore, positive speculation aims to provide intercultural mediators with knowledge, skills and responsibilities for an activity that takes the group a step further in the right direction, towards the value-free space.
Learning Outcomes	At the end of this activity, learners will be able to: ● Understand essential elements of creating a value-free space ● Recognise, express, and appreciate positive aspects of others ● Practice empathy and intercultural communication ● Accept compliments, recognise, and visualise own positive aspects
Duration	There are two phases: phase 1 – "Positive Speculation" and phase 2 – "Strengths Board". Phase 1 can be seen as a "stand-alone" exercise, whereas phase 2 requires phase 1 to be completed first. Phase 1: 20-40 min (depending on the group sizes) Phase 2: 20-30 min (can be extended)
Materials-Tools	Phase 1: A pile of little slips or post-its Phase 2: One blank A3 sheet for every participant, scissors, glues, different colourful pencils, a variety of handicraft materials whatever is available (newspaper, magazines, watercolours, glitter, buttons, wool, pearls, etc.) Tip: Try upcycling (see further resources)

Methodology and Procedure	**Phase 1 – Positive Speculation**
	Key words: intuition, thinking, communication, body language, empowerment
	1. This is a group activity.
	2. Separate the participants into groups of at least 3-4 people (or more) It is best to combine people who do not know each other (very well).
	3. Start with one voluntary person of each group. This person just must stand in front of the small groups.
	4. Every participant of this small group writes **3 positive words** on the small paper slips that come directly to their minds when they look into the person's eyes.
	5. Once each group member has written down 3 positive words (approximately 3 minutes) each member presents the positive speculations for the person standing in front of them and hand him/her the slip of paper.
	6. The same will be repeated, so that every group member stands in front of the group and gets slips of paper from everyone.
	7. When everyone has had a turn, finish phase 1.
	Phrases the participants can use e.g.
	- *"You are known for…"*
	- *"I could imagine that you are good at…"*
	- *"When I look at you, I can see…"*
	- *"When I look at you, I can imagine…"*
	- *"When I look at you, I am sure that you…"*
	- *"When I look at you, I know that you…"*

Figure 4: Positive words (narciso1 on Pixaby.com)

Phase 2 – Strengths Board

Key words: action-oriented, drawing, creativity, self-care

1. This is an individual work.
2. There is only one general condition "sharing is caring": One blank A3 paper for everyone and the handicraft materials provided should be used by all; (if needed remember them to give everyone a chance to use the materials provided).
3. Give the participants time (see duration above) to create their own Strengths Board. Therefore, they will use the A3 papers to glue their received positive words on their own sheet and design it creatively and artistically with all the materials provided.
4. When the craft time is over, let the people who want to show their work to the group.
5. Finish phase 2
6. You as a mediator can decide if the individual Strengths Boards can be hung up in the learning environment or if each person can take it home.

See additional resources for the positive impact of these exercises

Figure 5: Strengths-Board (Midjourney.com)

Flipped Learning Tip	Phase 2 – A personal Strengths Board can be easily done at home. Provide participants with clear instructions and ensure they understand the exercise. They are free to decide the amount of time they want to dedicate to creating their Strengths Board. In the following lesson, participants will have the opportunity to bring their completed Strengths Board and present it to the class or audience. It's important to acknowledge that there will be a wide range of results, as some individuals may choose to be highly creative and put significant effort into their boards, while others may opt for a more minimalist approach. However, participants have the autonomy to design their Strength Boards in a way that resonates with them.
Digital Application	This is intentionally a non-digital exercise that promotes interpersonal interaction. For pre-exercise knowledge digital content can very well be used: i.e., list of positive character traits. For those beneficiaries interested in exploring positive aspects and character traits through digital means, see further resources.

Evaluation	Choose the correct answer(s):
	
	1. You can only recognise positive characteristics and qualities about people you know.
	  A) right
	  B) wrong

	2. Strangers often are very correct in speculating positively about your positive characteristics and qualities.
	    A) right
	    B) wrong
	
	3. About compliments:
	    A) Saying compliments can be learned.
	    B) The erroneous belief practised in some cultures that only negative things should be emphasised cannot be changed.
	    C) In many cultures we are not taught how to accept compliments joyfully
	    D) When receiving a compliment, one does not have to give a counter-compliment.
	
	4. Aspects that we need for value-fee space are…
	    A) narrowness
	    B) empathetic intercultural communication
	    C) mutual respect
	    D) Code of Conduct
	
	5. The path towards a value-free space requires a lot of work, activities and joint steps by all people in the environment.
	    A) right
	    B) wrong
	Answer Key: Q1. B; Q.2 A; Q3. A + C + D; Q4. B + C + D; Q5. A

Existing Knowledge / Limitations	This exercise can be done with both young and more experienced participants. This exercise can be carried out with participants that don't know each other at all, in which case it mostly works even better, or with people who already know each other. In any case it is an opportunity to create a positive team structure and a positive atmosphere in order to achieve step-by-step a value free space. Prior-existing knowledge: As the participants are supposed to know about positive characteristics for younger pupils it can be helpful to make a pre-exercise about a list with positive aspects, qualities, and character traits. For a **list** about positive character traits see further resources. Limitations: Each person must participate and to do it seriously and just say positive things about the others that come directly to the mind. If Phase 2 is conducted at home not everyone has the same starting point. In other words, not everyone has the same craft materials at home

	and buying new materials is **not necessary**. You can encourage them to **upcycle**, i.e., to use things that are no longer needed at home for their creative design of their Strength Boards. To read more about upcycling see further resources.
Further Resources	Blog entry: "Positive Qualities: Discover 100+ Positive Character Traits". https://www.berkeleywellbeing.com/positive-qualities-activity.html **Upcycling** is a creative and environmentally friendly approach to crafting. It involves repurposing or transforming discarded or unused materials into new, functional, and aesthetically pleasing items. Blog entry: "What is Upcycling – and How Does It Benefit the Planet?" https://brightly.eco/blog/upcycling-meaning **Annex** – Checklist: step-by-step to a value-free space The two phases (Positive Speculation and Strengths Board) will contribute to the following: - recognising positive characteristics of others - recognising that every person has positive characteristics - focus on the good - the formulation of compliments - saying compliments - the joyful acceptance of compliments - strangers very often recognise your strengths - reinforcement of own positive qualities - motivational - promote cooperation - remembering one's own positive qualities - remembering of the other's positive qualities in case of an argument - the results can be used as positive affirmation Digital tools that can be used to learn more about positive aspects and character traits: ● Online courses and webinars on personal growth ● Character strength assessment online tools ● Mobile applications that are designed to promote positive thinking, personal development, and character building. ● Website, blogs, and e-books dedicated to personal development. ● Social media communities and online forums

Unit Number and Title	Unit 2: The intercultural mediator in the education environment
Lesson Number and Title	Lesson 2: Empathetic intercultural communication
Activity Title	Activity 2: Learning about intercultural communication without communication
Target Group	This exercise is aimed at the beneficiaries: migrant families, students, and pupils.
Aim	To learn about intercultural communication is the overall object of this lesson. So, this activity will lead the mediators and in the further steps the learners as well to understand more about intercultural communication, what it takes and how we can break our patterns.
Learning Outcomes	At the end of this activity, learners will be able to: ● Emphasise awareness of appropriate cultural behaviour ● Recognise effective ways to communicate, especially verbal/non-verbal and body language) with people of different cultural backgrounds and ages ● Harmonise and settle intercultural and intergenerational conflicts between learning partners to contribute to a sustainable coexistence in the learning environment.
Duration	Total: 40-55 minutes Phase 1: 15-20 minutes Phase 2: 25-35 minutes
Materials-Tools	Phase 1: 20-30 paper of blank copy paper A4 for each group Phase 2: Prepared feedback questions (online or printed); Flipchart or whiteboard to write (computer/laptop, beamer, smartphones if phase 2 is applied digitally)
Methodology and Procedure	The activity building paper towers consists of two phases. Phase 1 construction phase and the second phase is the feedback phase. Both phases are conducted in small groups (3-6 people); groups stay the same for both phases. **Phase 1 – Construction** Key words: action-oriented, creativity, team building, teamwork, communication

1. Every group (3-6 people) gets 20 or 30 blank copy papers. It is important to create fair basic conditions. Every group gets exactly the same number of paper sheets.
2. The aim is to build the highest free-standing tower out of paper, no glue or other auxiliary means are allowed.
3. No one is allowed to speak; the group must communicate without words.
4. After about 20 minutes finish phase 1.
5. The highest free-standing tower will win (the mentor can decide if the winning group will be rewarded)

Figure 6: Paper towers (www.oberschule-ortrand.de)

Phase 2 – Feedback:

Key words: reflection, speaking, listening, decision making

1. The groups of phase 1 stay the same
2. Every group will reflect on the feedback questions (~15 minutes). The intercultural mediator will show the feedback questions (online/printed) to the group; ask the group the following questions e.g.
   - Q1. How did it go for you?
   - Q2. How did the communication work?
   - Q3. Was there anything that did not work at all?
   - Q4. Was there a conflict? If yes, how did you solve it?
   - Q5. Was there someone who did not participate or took the lead?
   - Q6. What do you take away from it?

	- Q7. What lesson learned do you want to implement for the communication in our environment? 15-20 minutes: 3. One person per group will present their answers to all participants. 4. All groups will tell their thoughts. 5. One voluntary person will take notes of all answers from the last question (Q7.) on a whiteboard or flipchart. 6. The intercultural mediator does not judge. 7. All participants will vote for his/her most important answers on Q7. 8. Write down the 3 most frequently voted answers on the whiteboard. 9. Hung up these 3 points in the room visibly and ask the group to implement them in further communications. 10. Finish phase 2.
Flipped Learning Tip	Since phase 1 is a construction exercise, it can only be done in class. Phase 2, on the other hand, can be done at home and/or digitally (see information Digital Application).
Digital Application	Phase 2 – Feedback digitally: 1. For the digital reflection phase the feedback questions must be provided digitally to the groups. 2. Each group will provide their reflection answers to the questions through a presentation using a collaborative presentation tool of their preference (e.g. Google Slides, Prezi, Microsoft PowerPoint Online, Canva, Zoho Show, etc). Please note that this activity may require additional time due to the use of presentation tools. 3. The group presentations can be conducted online or face-to-face 4. All answers for Q7 "What lesson learned do you want to implement for the communication in our environment?" of each group will be used for the vote. The mediator will implement these answers directly in an online vote tool (e.g. Mentimeter, Slido, Poll Everywhere, PollMaker, Quick Poll, etc.). 5. All participants vote on the most important answer to Q7 using the chosen online tool. 6. The 3 most frequently voted answers will be implemented in further (class) communication.
Evaluation	Choose the correct answer: 1. Communication is not only about using language **A) right** B) wrong

	2. It helps the group if no one contributes
	    A) right
	    B) wrong
	
	3. Not tolerating other strategies and opinions will bring you closer to your aim
	    A) right
	    B) wrong
	
	4. Every group dynamic is different
	    A) right
	    B) wrong
	
	5. Facial expressions and gestures do not help to communicate.
	    A) right
	    B) wrong
	
	Answer Key: Q1. A; Q2. B; Q3. B; Q4. A; Q5. B

Existing Knowledge / Limitations	No prior knowledge is required to perform this activity. Phase 2: the level of the feedback questions must be adapted to the age of the target group, e.g. easier questions for very young pupils. Limitations: at least 3 persons per group and at least two groups that can compete.

Unit Number and Title	Unit 2: The intercultural mediator in the education environment
Lesson Number and Title	Lesson 3: Innovative methods and digital tools for the education environment
Activity Title	Activity 3: Independent exploration of digital tools
Target Group	This exercise is aimed at the beneficiaries: migrant families, students, and pupils.
Aim	The aim is to identify useful innovative methods and digital tools for the education environment in order to achieve mediators' knowledge, skills, autonomy and responsibility in the field of digital education. The mediators and the learners will get an idea of what digital tools are helpful in the education environment.
Learning Outcomes	At the end of this activity, learners will be able to: ● Have knowledge of new digital technologies, methods, and tools and how they can meaningfully support an existing learning process in educational settings. ● Apply innovative methods, creative strategies, digital tools and social media to address communicative tasks ● Acting responsibly when using different digital tools in different situations in a reflective and mindful way
Duration	Phase 1: approximately 50 minutes Phase 2: approximately 50 minutes (depending on the number of groups)
Materials-Tools	One computer/laptop per group with internet access or the possibility to use a computer room.
Methodology and Procedure	This activity consists of 2 phases, the first one is research activity and the second one role play (sketch). **Phase 1 – Research and preparation for sketch** Key words: use of the internet, research, reading, filtering, summarizing and preparation of important information. 1. Formation of groups: 3-4 people per group 2. Explanation of activities

3. There are two options for the groups: a) either they can research different digital tools independently and select one to investigate further, or b) they can choose a tool from the provided list (see additional resources) and conduct their research on that specific tool.
4. Once chosen one digital tool they can start with the research.
5. During research these following 3 questions (on paper or digitally) must be answered:
    ● Q1. Which features are covered by the tool?
    ● Q2. What are the advantages and disadvantages?
    ● Q3. How can the tool be used in this learning environment?
6. The groups have the freedom to decide how they will handle the task, but it is important that they provide all three answers within the given time frame of 2-3 minutes in their sketch.
7. The groups create their own sketches.
8. Every group will be responsible for creating a brief script for their sketch and assigning roles to each member of the group.
9. Finish phase 1.

Figure 7: Research (vectorjuice on freepik.com)

Phase 2 – Sketch
Keywords: role play, speaking, listening, body language, improvisation, creativity

1. Each group presents their sketch to the audience (2-3 minutes).

Figure 8: Sketch (vectorjuice on freepik.com)

2. The audience can give 1-2 minutes constructive feedback on each sketch.

Final discussion and conclusion to the activity.

Flipped Learning Tip	Phase 1 – Research can be conducted at home (see Digital Application).
Digital Application	Phase 1 - Research at home follows a similar approach, with the added requirement that all participants have access to a computer/laptop and internet at home or have the option to use a computer room. Instructions will be provided digitally to the learners. During phase 1, participants have the flexibility to choose their preferred communication method. They can utilize video conferencing tools like MS Teams, Zoom, Skype, Discord, among others, and shared text documents such as Google Docs, Microsoft Office Online, Zoho Writer, etc. to document their research. If you prefer to digitally record Phase 2 - Sketch, the learners can use a mobile camera (smartphone, laptop, et.c) for this purpose. However, it's important to note that preparing and recording a digital version of the sketch will require more time and effort than traditional methods. Please consider allocating sufficient time for the preparation and recording process.

Figure 9: Video of sketch (freepik.com)

Evaluation	Choose the correct answer(s):

1. Advantages of digital tools in the learning environment
   A) No access to wide range of resources, materials, and sources
   B) Flexible use and individualization of learning
   C) Interactive learning opportunities and multimedia content
   D) Support collaboration and sharing between learners and teachers

2. What should you take care of when using digital tools in the school environment?
   A) Avoid possible distraction of the learners
   B) Providing technical devices to learners and stable internet connection
   C) Forget about face-to-face interactions additionally
   D) Privacy regulations and data protection

3. Why do we conduct research?
   A) Challenging Assumptions
   B) Not advancing knowledge
   C) Improving of new products, services, and practice
   D) Solving Problems and decision making

4. What to look out for when researching on the internet?

	A) Negligence with personal data **B) Source evaluation: plausibility, objectivity, actuality, relevance** **C) References and respect copyright** D) Inattentiveness to malware and viruses 5. Pros of using the method "sketch" in the learning environment A) No collaborative learning B) No support of multimodal learning **C) Enhanced visual learning and communication skills** D) Inhibition of creativity Answer key: Q1. B + C + D; Q2. A + B + D; Q3 A + C + D.; Q4. B + C; Q5. C
Existing Knowledge / Limitations	If the target group is too young to do some research (we would state starting at the age of 12 years) the exercise must be adapted. It could be very useful to have done some internet research with the group so that they know how to do research on the internet. Required prior knowledge: ability to conduct research on the internet and basic digital skills. Limitation: Internet and computer, digital and research skills
Further Resources	**List of digital tools e.g.:** Gamification: Learning Apps, Kahoot, Classcraft, etc. Mobile learning: Duolingo, Quizlet, etc. Blended Learning: Moodle, Edmodo, etc. Micolearning: H5P, Edpuzzle, etc. Collaborative Work: Google Drive, Microsoft Teams, Asana, Trello, etc. Animated Videos/educational lessons: Animoto, Pixton, TED-Ed, etc. Podcasting: Anchor Interactive digital whiteboards: Padlet, Miro Adaptive learning: Smart Sparrow, DreamBox, etc. Learning Analytics: Learning Locker, Tableau, etc. Social Learning: Padlet, Flipgrid, etc. Artificial Intelligence: IBM Watson Education, etc. Immersive learning (virtual or augmented reality): Aurasma, HP Reveal, ThingLink, Google Expeditions, Class VR, Unity etc. Open Educational Resources (OER): Erasmus+ projects (e.g. FLIPPMI), OER commons

Step-by-step to a value-free space	
Judgement-free zone: Set a specific time when participants can have a discussion without judgement or criticism being expressed. They can freely express their thoughts/opinions without fear of being judged or criticised.	
Change of perspective: Ask participants to put themselves in another person's shoes and speak from their perspective. This can increase understanding of other points of view and encourages participants to communicate openly and respectfully with each other.	
Active listening: Ask participants to listen carefully when someone is speaking and then give a summary or repetition of what they have heard to make sure they have understood correctly. This promotes understanding and clarity in communication.	
Role of the observer: Ask participants to act alternately as speaker, listener, and observer. The observer should observe and give feedback on the communication without actively participating.	
Mirror exercise: Ask participants to choose a partner and sit opposite each other. One person then describes a situation or problem and the other person mirrors what is said in their own words. This can help build understanding and avoid misunderstandings.	
I-messages: Ask participants to express their opinions or concerns in the form of "I-messages" instead of blaming or criticising others. For example, "I feel uncomfortable when I am interrupted" instead of "You are always interrupting me!"	
Trust exercise: Conduct a trust exercise, such as the "blindfold leading game", where one participant is blindfolded and led by another participant. This allows participants to build trust and cooperation.	
Positive feedback: Ask participants to divide into groups of two or three and give feedback to each other. Feedback givers should share only positive comments and observations to foster a sense of appreciation and build trust.	
Personal values: Ask participants to write down their personal values and then share them with the group. This can help create an understanding of what is important to each participant and encourage the group to make decisions and actions in line with these values	
Feedback burger: it is a method to give feedback to others; first give positive feedback, then constructive feedback and at the end again positive feedback	
Appreciative words: Ask participants to write down appreciative words and distribute them to other participants. This can help to promote a positive climate and a sense of appreciation	
Non-violent communication: is a communication and conflict resolution process; an approach to communicate based on principles of nonviolence (see Learning Unit 2 – lesson 2)	

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Non-verbal communication: conveying information without using words, including facial expressions, body language, hand gestures, use (or non-use) of eye contact, physical proximity, etc. (see Learning Unit 2 – lesson 2)	
Silent discussion: Ask participants to write down their ideas and opinions on paper and then share them in a common group without talking to each other during the process. This gives all participants the opportunity to express themselves without being interrupted or influenced by others.	
Mind-mapping: Use this technique to facilitate an open discussion on a specific topic. Ask participants to write down and share their ideas while organising and connecting them on a whiteboard or pinboard.	
Group brainstorming: Divide participants into groups and ask them to come up with ideas and solutions to a specific problem or issue. This encourages creative thinking and collaboration among participants.	
Strengths Sharing: Positive speculation activity; or ask participants to write down their strengths and share them with the group. This can help to increase the confidence, the motivation of each participant and promote cooperation.	
Personal stories: Ask participants to share a personal story that has shaped their life or perspective. This can help create a sense of connection and understanding between participants.	
Sharing feelings: Ask participants to share their current feelings and explain why they feel the way they do. This can help to develop understanding and compassion for each other.	
Personal check-in: Ask participants to briefly check in at the beginning of each session and share their emotional state. This can help develop an understanding of participants' individual needs and circumstances.	
Culture of mistakes: Ask participants to share their mistakes and failures and learn from them. This can help foster a culture of learning and improvement.	
Pro-Con List: Ask participants to make a pro-con list on a particular issue or decision. This can help to consider different perspectives and opinions and make an informed decision.	
Group identity: Ask participants to collectively make a list of characteristics and values that represent them as a group. This can help to create a common understanding and identity.	
Assessment of team dynamics: Ask participants to share their assessments of the current team dynamics plus suggestions for improvement. This can help to promote open, attentive communication and improve cooperation.	
Common goal: Ask participants to define a goal together and develop a strategy to achieve it. This can help to foster cooperation and commitment.	
Visualisation: Ask participants to imagine a situation or goal and write down or draw the details of it. This can help to create a common understanding and vision and foster collaboration.	

Unit Number and Title	Unit 3: The Intercultural Mediator in the Wider School Community
Lesson Number and Title	Lesson 1: The Key Features, Types and Effects of Community and Family Engagement in Inclusive Education
Activity Title	Activity 1: Building Bridges: Strengthening Inclusive Education through Community and Family Engagement
Target Group	This activity was designed for adult educators or intercultural mediators to carry out with migrant community members and migrant families.
Aim	This activity aims at identifying the educational challenges faced by migrant families and communities and the methods how they can overcome these barriers and engage better with the schools and education systems in their host country.
Learning Outcomes	At the end of this lesson, learners will be able to: • express the challenges and needs they have during their education journey in the host countries, • suggest some partnership and engagement methods which can or must be used by the schools and education authorities in their host countries, • categorize and prioritize some practices which can be used for a better inclusion of migrant students and better engagement of migrant families and communities by the schools and education systems in their host countries.
Duration	2-3 hours. (This activity can be divided into multiple sessions).
Materials-Tools	• Whiteboard and markers • Handouts on community and family engagement in inclusive education • Laptop and projector for multimedia presentation
Methodology and Procedure	**Methodology** Before starting this activity with migrant community members and families, intercultural mediators are advised to consider the following steps: 1. Communicate effectively: The initial step towards connecting with migrant families and communities is to effectively communicate with them. It is important to build a rapport based on mutual respect and trust, as this can help them to feel at ease in sharing their concerns and issues.

2. Listen actively: Once trust has been established, it is essential to listen actively to the concerns and challenges that the migrant families and communities are facing. This involves paying attention to what they say and acknowledging their feelings and perspectives.
3. Encourage participation: Encourage participation by asking open-ended questions and providing opportunities for everyone to share their thoughts and ideas. Create a safe and inclusive space where everyone feels comfortable sharing their perspectives.
4. Identify common themes: As the activity progresses, identify common themes and challenges that emerge. This will help to focus the conversation and identify potential solutions.
5. Facilitate problem-solving: Encourage the migrant families and communities to brainstorm potential solutions to the challenges they are facing. You can facilitate problem-solving by asking questions that prompt critical thinking and collaboration.
6. Encourage action: Finally, encourage the migrant families and communities to act towards addressing the challenges they have identified. This can include developing an action plan, identifying resources and support systems, and holding themselves accountable for implementing the solutions they have identified.

Procedure

Step 1.

While teachers are crucial in guiding students towards education and integration, they aren't the only influencers. The involvement of the wider school community is vital in creating an inclusive school environment. Family and community support are key to student success. Families play an extremely important role as children's first teachers. The family's support for their children and for the school is critical to children's success at every step along the way. The community can also provide support to both home and school in many different ways. Schools, families, and communities must work together to promote high achievement by our children. All schools are supposed to establish partnerships with families and with the community. However, migrant families and communities can face a number of challenges in the education process of their children.

This step of the activity involves the target group doing a brainstorming session-thinking about the problems, challenges they face in the host country in terms of the education system.

Tip:

To maintain a brainstorm, you can make use of the following questions. You do not have to observe the same order or number of questions:

1. *What difficulties have you faced in accessing education for your children since you migrated to this area?*
2. *What challenges have your children encountered in adjusting to the new school system?*
3. *What kind of support would you like to receive from the school or community to help your children succeed academically?*
4. *Have you encountered any language barriers that have hindered your ability to communicate with teachers or other school staff?*
5. *What are some of the cultural differences that you have noticed between the school system in your home country and the one in your new community?*
6. *How have you helped your children adapt to these cultural differences and maintain a connection with their cultural heritage?*
7. *Have you noticed any bullying or discrimination against your children based on their ethnicity, race, or cultural background? If so, how have you addressed these issues?*
8. *Have you had any difficulties in accessing resources such as textbooks, school supplies, or technology needed for your children's education?*
9. *What challenges have you faced in staying involved in your children's education, such as attending parent-teacher conferences or helping with homework?*
10. *How can the school or community better support and engage with migrant families and communities to ensure that their children receive a high-quality education?*

Tip:

During the brainstorm session specific to the questions above, you can use the brainwriting technique. Give each learner a piece of paper regarding each question you choose and ask them to write down their ideas related to the question. After a few minutes, have them pass their paper to the person next to them who will add their own ideas. Continue this process until all papers have been filled with ideas.

Step 2.

To define the needs and challenges that migrant families and communities face in their children's education journey, the video below is shared with the learners. The content of the video is expected to help learners organise and express their mind in terms of challenges that they face from the beginning of their migration process.
Link: https://www.youtube.com/watch?v=VjCHEZh19XI

Figure 10 (https://www.youtube.com/watch?v=VjCHEZh19XI)

Give learners some time to look through their own experiences and hand out the checklist (see Annex A) to let them mark the challenges that they've faced during the education journey of their children in their host country.

Step 3.

Family and community engagement and partnerships are the key to solving these problems that they face during their children's education journey. When families are involved in their children's education, children are more likely to succeed academically, attend school regularly, have better social skills, and demonstrate more positive attitudes toward school. Community partnerships can also provide valuable resources and support to children, such as after-school programs, tutoring services, and mentoring programs. When families, schools, and communities work together, they can create a supportive and engaging learning environment that benefits children both academically and socially. Family and community partnerships can take many forms, including parent-teacher conferences, school-based programs

that involve families and community members, and partnerships between schools and community organisations.

In step 1 and 2, the target group describes the challenges they've faced, and you state that the family and community engagement can be helpful to overcome these barriers.

In this step, you can present the Epstein's Framework of Six Types of Involvement which describes six essential dimensions of youth, family, and community engagement and partnership in schools to explain the importance of family and community engagement for the migrant students' success (both social and academic success). Epstein's framework of six types of involvement can help migrant families and communities to enrich and support their children's academic achievements and social skills by fostering a sense of community and collaboration between families, schools, and the broader community.

After you give some information on Epstein's Framework, you can ask the target group what methods or techniques they can offer in terms of better partnerships opportunities with schools and education authorities, what they can do to enrich the family and community partnerships for the well-being of their children? Do they have any suggestions about this issue?

Digital Application Tip:

-You can use Web 2.0 tools such as Mentimeter, Slido, Wooclap, Poll Everywhere to gather your target group's ideas.
-You can also use the 'word association' method which includes writing down a word or phrase related to your topic and then brainstorm other words or phrases that come to mind. Keep repeating the process with each new word or phrase until you have a list of ideas to work with.
-You can also use the structured questions (see Annex B) to get the answers regarding the engagement and partnership problems they have in the schools of their children using Epstein's Six Types of Engagement Framework.
These questions can help the target group to identify areas of strength and opportunity in their implementation of the Epstein's framework of six types of involvement, and to develop strategies to improve family and community engagement in support of student success.

Step 4.

Compilation of the challenges migrant families and communities face during their children's education journey, will naturally lead to a list of what the wider school community needs to do to overcome these identified challenges.

In the previous stage, the target group answers the structured questions regarding Epstein's framework of six types of involvement, which will lead them to think about solutions to the problems they face and suggest some methods or techniques in terms of better partnerships opportunities with schools and education authorities. Some of the methods can be:

-Schools and authorities can help all families establish home environments to support children as students with the help of suggestions for home conditions that support learning at each grade level, workshops, videotapes, computerised phone messages on parenting and child rearing at each age and grade level, parent education and other courses or training for parents.

-Schools can collaborate with community which includes identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development with the help of after-school programs (many community organisations provide after-school programs that offer academic support, enrichment activities, and a safe space for children to learn and play), mentoring programs (community members can serve as mentors to students, providing academic and personal support), health and wellness initiatives (community partnerships can provide resources and support to promote physical and mental health among students, such as nutrition programs, counselling services, or physical activity programs).

-Schools and authorities can design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

-Schools can recruit and organise parent help and support via school and classroom volunteer programs to help teachers, administrators, students, and other parents, parent room or family centre for volunteer work, meetings, resources for families, annual postcard survey to identify all available talents, times, and locations of volunteers.

	In this part, try to guide the learners to categorise each type of involvement and what kind of activities for each type can help support their children related to the challenges defined by them. Ask the target group to categorise the activities according to involvement type (See Annex C) As the final step, give the target group a checklist and ask them which of the activities-practices on this list are applied by the schools or education authorities they engage (see Annex D).
Flipped Learning Tip	**Create a Pre-Activity Video Introduction:** One effective Flipped Learning tip specifically for this activity is to create a pre-activity video introduction that provides an overview of the activity, explains its purpose, and guides participants on how to engage with the materials and tasks. Here's how you can implement this tip: **Introduce the activity:** Start the pre-activity video by introducing yourself and briefly explaining the purpose and goals of the activity. Let the participants know that this Flipped Learning approach will help them prepare and actively contribute to the upcoming session. **Outline the activity steps:** Provide a clear overview of the different steps involved in the activity, such as brainstorming challenges, watching the video, reflecting on personal experiences, discussing Epstein's framework, and suggesting partnership methods. Break down each step and highlight its significance in addressing the challenges faced by migrant families and communities. **Explain the importance of pre-activity engagement:** Emphasise that the pre-activity materials, such as the brainstorming questions and the video, are crucial for participants to reflect on their experiences, gather their thoughts, and come prepared with ideas and insights. Encourage them to take this opportunity seriously and invest time in reviewing the materials. **Guide engagement with the video:** If you are using the suggested video, provide a brief summary of its content and explain how it relates to the challenges faced by migrant families and communities. Encourage participants to watch the video attentively, take notes, and reflect on their own experiences while watching.

	Assign pre-activity tasks: Based on the content covered in the video and the methodology, assign specific pre-activity tasks that participants should complete before the actual session. For example, they can brainstorm challenges they resonate with, mark the checklist provided in Annex A, or think about potential methods for enhancing family and community partnerships. **Provide instructions for sharing insights:** Instruct participants on how to share their reflections, completed tasks, and any questions or ideas they have. For example, you can ask them to email their responses or post them in a designated online platform or discussion board. **Encourage active participation:** Convey the importance of their active participation during the activity session. Let them know that their insights, experiences, and suggestions are valuable and will contribute to finding effective solutions for their children's education journey. By providing a pre-activity video introduction, you set the stage for the upcoming session, ensure participants understand the purpose and expectations of the activity, and encourage them to engage with the provided materials and tasks. This approach maximises the effectiveness of the in-person session by allowing participants to come prepared and ready to actively contribute to the discussion and solution-building process.

Evaluation	**Multiple-choice questions**
	Instruction: Choose the correct answers – One question can have more than one answer. (Participants will answer these questions based on their personal experiences.)
	1. How much difficulty have you faced in accessing education for your children since you migrated to this area?
	    A) None
	    B) Mild
	    C) Moderate
	    D) Severe
	
	2. Which of the following challenges have your children encountered in adjusting to the new school system?
	    A) Language barriers
	    B) Cultural differences
	    C) Discrimination
	    D) Lack of support from the school or community
	    E) Other (please specify)

3. What kind of support would you like to receive from the school or community to help your children succeed academically?
   A) Language support
   B) Cultural support
   C) Financial support
   D) Educational resources
   E) Other (please specify)

4. Have you encountered any language barriers that have hindered your ability to communicate with teachers or other school staff?
   A) Yes
   B) No

5. How have you helped your children adapt to cultural differences and maintain a connection with their cultural heritage?
   A) Talking to them about their culture
   B) Celebrating cultural holidays and traditions
   C) Connecting with other people from their culture in the community
   D) Other (please specify)

6. Have you noticed any bullying or discrimination against your children based on their ethnicity, race, or cultural background?
   A) Yes
   B) No

7. How difficult has it been for you to access resources such as textbooks, school supplies, or technology needed for your children's education?
   A) Not difficult
   B) Mildly difficult
   C) Moderately difficult
   D) Very difficult

8. What challenges have you faced in staying involved in your children's education, such as attending parent-teacher conferences or helping with homework?
   a. Language barriers
   b. Time constraints
   c. Lack of information about school events
   d. Other (please specify)

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	9. How important do you think family and community engagement is for your children's academic success? A) Not important B) Somewhat important C) Moderately important D) Very important 10. How can the school or community better support and engage with migrant families and communities to ensure that their children receive a high-quality education? A) Providing language support B) Providing cultural support C) Offering educational resources D) Creating a welcoming and inclusive environment E) Other (please specify)
Existing Knowledge / Limitations	1- If the target audience has difficulty understanding the video, the intercultural mediators can briefly summarise the content of the video orally, or find a video with similar content in the language of the country they are in. In the situations where the intercultural mediator does not speak English: A-Automatic translation: YouTube's automatic translation feature allows you to translate videos into different languages. Click on the "CC" button at the bottom of the video or go to the settings menu and select "Subtitles" to enable automatic translation. This way, you can access the translated subtitles of the English video. However, keep in mind that these automatic translations may not be entirely accurate and understandable, as there can be translation errors. B-External translation services: Apart from YouTube, there are several external translation services available on the Internet. You can use these translation services to copy and translate the English content of the video to understand it. For example, you can use translation tools like Google Translate or Yandex Translate. These tools can translate the English text and assist you in understanding the video. C-User-generated translations: If the video is popular or has a wide audience, there is a possibility that user-generated translations exist. In the page where you are watching the video, check the subtitle options and look

	for available translations. These translations might include translations of the English video into another language. 2-The scope of needs and challenges that migrant families and communities may not be covered under the scope of the lists and charts given. Flexibility for such concerns can be provided by the trainer.
Bibliography	Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools (2nd ed.). Westview Press.
Further Resources	1. Engaging Migrant Families in Schools: What Schools Need to Know (Migration Policy Institute): This resource provides a detailed overview of the challenges faced by migrant families in schools and offers recommendations for engaging these families. It includes information on the legal rights of migrant families, strategies for addressing language barriers, and recommendations for building relationships with migrant families. The resource also provides examples of successful programs and partnerships. Link: https://www.migrationpolicy.org/ 2. Engaging Migrant Parents in Children's Learning: Strategies and Best Practices (Centre for Health and Health Care in Schools): This resource focuses on strategies and best practices for engaging migrant parents in their children's learning. It includes guidance on building relationships with parents, addressing language barriers, and offering parent education and empowerment programs. The resource also provides examples of successful programs and initiatives from around the country. Link: https://healthyschoolscampaign.org/ 3. Best Practices for Engaging Families from Diverse Cultural and Linguistic Backgrounds (Harvard Family Research Project): This resource provides an in-depth look at best practices for engaging families from diverse cultural and linguistic backgrounds, including migrant families. It includes guidance on building trusting family-school partnerships, addressing language barriers, and offering parent education and empowerment programs. The resource also includes case studies and examples of successful programs from across the country. Link: https://globalfrp.org/

4. The Stanford Program on International and Cross-Cultural Education (SPICE) is an outreach program at Stanford University that provides K-12 teachers and students with educational resources and curriculum materials on various international and cross-cultural topics. It was established in 1975 to promote global competency among students in the United States. SPICE offers curriculum materials, professional development, student programs, and online resources.

Link: https://spice.fsi.stanford.edu/

5.

Figure 11 (https://www.freepik.com/free-photo/group-teenagers-laughing-together_6686410.htm#query=migrant%20students%20and%20families%20involvement%20and%20engagement&position=7&from_view=search&track=ais)

ACTIVITY 1- ANNEXES
ANNEX A-CHECKLIST

We've compiled a variety of challenges that you have encountered during your education journey in the host country before/during/after the migration process. Please tick any of the situations that you've experienced. This will provide the basis for the next phase of this activity.

LANGUAGE BARRIERS	Migrant families often come from non-English speaking backgrounds and may face difficulties in communicating with teachers and school administrators. This can create a barrier for their children in accessing educational resources and support.	
CULTURAL DIFFERENCES	Migrant families may come from different cultural backgrounds and have different expectations and values regarding education. These differences can sometimes create misunderstandings between parents and teachers, leading to difficulties in supporting the child's education.	
SOCIAL ISOLATION	Migrant families may experience social isolation due to language barriers or a lack of familiarity with the new community. This can make it challenging for them to access information and resources related to their child's education.	
ACCESS TO RESOURCES	Migrant families may face economic challenges that limit their access to resources such as computers, internet access, and educational materials.	
MOBILITY AND INSTABILITY	Migrant families may move frequently, making it difficult for their children to establish continuity in their education. This can lead to gaps in learning and difficulties in adapting to new schools and environments.	
DISCRIMINATION	Migrant families and children may face discrimination and prejudice due to their ethnic or cultural background. This can negatively impact their motivation to learn and their sense of belonging in the school community.	
TRAUMA AND STRESS	Migrant families and communities may have experienced trauma and stress related to their migration experience, which can affect their children's well-being and academic achievement.	
LEGAL STATUS	Migrant families and communities may face legal challenges related to their immigration status, which can affect their children's education and well-being.	

ANNEX B–Structured Questions Regarding Epstein's Framework of Six Types of Involvement

Parenting

What resources, information, and support do schools provide to help parents understand child development and effective parenting practices?

How can schools partner with community organizations to provide additional resources and support to families?

How can schools and education authorities support parents in their role as the primary caregivers of their children?

What resources and information can schools and education authorities provide to help parents understand child development and parenting skills?

Communicating

What strategies and tools do schools use to communicate with families about their child's academic progress and school-related activities?

How do schools ensure that communication is accessible and understandable to all families, regardless of language or cultural background?

Volunteering

What opportunities do schools offer for families to volunteer in classrooms, school events, or other school-related activities?

How can schools encourage greater participation from families who may face barriers to volunteering, such as work schedules or transportation challenges?

Learning at home

What resources, activities, and strategies do schools provide to support families in promoting learning at home?

How do schools ensure that these resources are accessible and relevant to families' cultural and linguistic backgrounds?

Decision-making

How do schools involve families and communities in decision-making processes related to school policies, programs, and activities?

How can schools ensure that wider school community have an equal voice in these processes, regardless of their level of involvement or experience with the school?

Collaborating

How do schools partner with community organizations, businesses, and other groups to provide resources and support for students and families?

How can schools identify and leverage community assets to support student success?

ANNEX C- Activities for Family and Community Engagement

PARENTING	Suggestions for home conditions that support learning at each grade level. Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) Family support programs to assist families with health, nutrition, and other services. Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.
COMMUNICATING	Conferences with every parent at least once a year, with follow-ups as needed. Language translators to assist families as needed. Weekly or monthly folders of student work sent home for review and comments. Parent/student pickup of report card, with conferences on improving grades. Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. Clear information on choosing schools or courses, programs, and activities within schools.
VOLUNTEERING	School and classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, resources for families. Annual postcard survey to identify all available talents, times, and locations of volunteers. Class parent, telephone tree, or other structures to provide all families with needed information. Parent patrols or other activities to aid safety and operation of school programs.
LEARNING AT HOME	Information for families on skills required for students in all subjects at each grade. Information on homework policies and how to monitor and discuss schoolwork at home. Information on how to assist students to improve skills on various class and school assessments. Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. Calendars with activities for parents and students at home. Family math, science, and reading activities at school. Summer learning packets or activities. Family participation in setting student goals each year and in planning for college or work.
DECISION MAKING	Independent advocacy groups to lobby and work for school reform and improvements. Active Parent Teacher Organizations/Associations (PTO/PTA) or other parent organizations, advisory councils, or committees (e.g. curriculum, safety, personnel) for parent leadership and participation. District-level councils and committees for family and community involvement. Information on school or local elections for school representatives. Networks to link all families with parent representatives.
COLLABORATING WITH COMMUNTY	Information for students and families on community health, cultural, recreational, social support, and other programs or services Information on community activities that link to learning skills and talents, including summer programs for students. Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. Service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others). Participation of alumni in school programs for students.

ANNEX D – CHECKLIST

We've compiled a variety of activities and practices which can be helpful for the family and community engagement in the host countries. Please tick any of the activities and practices which are already applied by the schools or education authorities you engage with.

PARENTING	**Suggestions for home conditions that support learning at each grade level.**	
	Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level.	
	Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.)	
	Family support programs to assist families with health, nutrition, and other services.	
	Home visits at transition points to pre-school, elementary, middle, and high school.	
	Neighbourhood meetings to help families understand schools and to help schools understand families.	
COMMUNICATING	**Conferences with every parent at least once a year, with follow-ups as needed.**	
	Language translators to assist families as needed.	
	Weekly or monthly folders of student work sent home for review and comments.	
	Parent/student pickup of report card, with conferences on improving grades.	
	Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.	
	Clear information on choosing schools or courses, programs, and activities within schools.	
	Clear information on all school policies, programs, reforms, and transitions.	
VOLUNTEERING	**School and classroom volunteer program to help teachers, administrators, students, and other parents.**	
	Parent room or family centre for volunteer work, meetings, resources for families.	
	Annual postcard survey to identify all available talents, times, and locations of volunteers.	
	Class parent, telephone tree, or other structures to provide all families with needed information.	
	Parent patrols or other activities to aid safety and operation of school programs.	

LEARNING AT HOME	**Information for families on skills required for students in all subjects at each grade.**	
	Information on homework policies and how to monitor and discuss schoolwork at home.	
	Information on how to assist students to improve skills on various class and school assessments.	
	Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.	
	Calendars with activities for parents and students at home.	
	Family math, science, and reading activities at school.	
	Summer learning packets or activities.	
	Family participation in setting student goals each year and in planning for college or work.	
DECISION MAKING	**Independent advocacy groups to lobby and work for school reform and improvements.**	
	Active Parent Teacher Organizations/Associations (PTA/PTO) or other parent organizations, advisory councils, or committees (e.g. curriculum, safety, personnel) for parent leadership and participation.	
	District-level councils and committees for family and community involvement.	
	Information on school or local elections for school representatives.	
	Networks to link all families with parent representatives.	
COLLABORATING WITH COMMUNITY	**Information for students and families on community health, cultural, recreational, social support, and other programs or services**	
	Information on community activities that link to learning skills and talents, including summer programs for students.	
	Service integration through partnerships involving school; civic, counselling, cultural, health, recreation, and other agencies and organizations; and businesses.	
	Service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others).	
	Participation of alumni in school programs for students.	

Unit Number and Title	Unit 3: The Intercultural Mediator in the Wider School Community
Lesson Number and Title	Lesson 2: Strategies for Community and Family Involvement in Migrant Education
Activity Title	Activity 2: How to build partnerships, involve and engage better with the schools and education system in the host country
Target Group	This activity was designed for adult educators or intercultural mediators to carry out with migrant community members and migrant families.
Aim	This activity aims at raising awareness of strategies, methods, and practices to empower family and community engagement in migrant education.
Learning Outcomes	At the end of this lesson, learners will be able to: ● Increase awareness and understanding of the challenges and opportunities faced by migrant families and communities in education. ● Increase awareness in the field of engagement and partnerships with the schools and education authorities in their host countries. ● Identify the engagement and partnership strategies, methods, and practices with the education system in their host country. Suggest some strategies for building partnerships with migrant families, schools, and other community organizations to promote student success.
Duration	1-2 hours. (This activity can be divided into two sessions).
Materials-Tools	● Whiteboard and markers ● Handouts on community and family engagement in inclusive education ● Laptop and projector for multimedia presentation
Methodology and Procedure	**Methodology** Teaching methodologies that could be applied in this activity include: ● Small group instruction: Divide the class into smaller groups for the discussion and research activities. This can help learners engage more deeply with the content and have more opportunities for interaction and collaboration with their peers. ● Project-Based Learning (PBL): The final activity in Step 4 involves developing an action plan. This can be turned into a PBL activity by having learners work in groups to develop a more comprehensive and detailed plan for addressing the educational

needs of migrant students and families in their school or community.

- Constructivist Approach: This approach emphasizes the importance of learners actively constructing their own understanding of the content through exploration, inquiry, and problem-solving. Encourage learners to reflect on their own experiences and connect them to the information and examples provided in the lesson plan.
- Game-Based Learning: You can develop games related to the topic of migrant education, such as a quiz on statistics or a role-play simulation game. This can make the learning process more engaging and interactive and reinforce the key concepts and ideas.
- Student-Centred Learning: Encourage learners to take ownership of their own learning by giving them choices and opportunities to explore topics that interest them. For example, in Step 2, learners could choose the life story or case study that resonates most with them and reflect on how it relates to their own experiences.

Procedure

Step 1.

You can share some facts and statistics on migrant students, families, and communities (See Annex A). The purpose here is to increase target group's awareness of the experiences of the education systems of migrant communities in the EU and some other countries. Access to information and statistics can help migrant families/communities understand the educational challenges faced by their children and other families/communities in similar situations. This can empower them to advocate for migrant students' educational needs and make informed decisions about their education.

After sharing significant information and statistics on status update of migrant families and communities in host countries' education systems, you can:

Tips:
1-Facilitate a discussion: Encourage learners to discuss the information and statistics you have shared with them. You can ask questions to prompt discussion, such as "What surprised you about the statistics we

shared?" or "What do you think could be done to address the challenges facing migrant families in education?"

2-Reflect on personal experiences: Encourage learners to reflect on their own experiences with diversity and inclusion in education. You can ask questions like " What was your experience like?" or "How can we create a more welcoming and inclusive environment for all students in our school?"

3-Encourage research: Encourage learners to research more about the challenges faced by migrant students and families in the EU. This can help deepen their understanding of the issue and give them the tools to become advocates for change.

4-Promote action: Encourage learners to take action to support migrant students and families in their school and community. This can include volunteering with organizations that support migrant families, advocating for policy change, or simply reaching out to make a new friend from a different background.

Step 2.

In this part, it is aimed to provide migrant families/communities with inspiring life stories (See Annex B) and case studies (see Annex C) of similar backgrounds concerning the needs of migrant students, families, and communities' experience in the education systems of the destination country. The purpose is to have them go through and observe the similar stories, inspiring cases and make connections with their own experiences.

Tips:
1-Along with the reading phase, encourage learners to take notes of the parts they consider noticeable. These notes will help organize their minds and share their opinions for that situation.

2-Encourage learners to discuss the life stories you have shared with them. You can ask questions to prompt discussion, such as "What impressed you about this life story?" or "What are some key takeaways from this story that we can apply to our own school or community?"

3-Encourage learners to reflect on their own experiences with diversity and inclusion in education, and to consider how these stories might apply to their own context. You can ask questions like "Have you ever experienced a situation where a family or community member was not

engaged in their child's education? What could have been done differently?"

4-Encourage learners to role-play or simulate scenarios related to the stories. For example, learners could role-play a conversation between a teacher and a migrant family member or simulate a community engagement event. This can help learners develop empathy and understanding for different perspectives.

5-Finally, encourage them to brainstorm 'family community partnerships with schools' strategies or solutions based on the information and examples they have learned about.
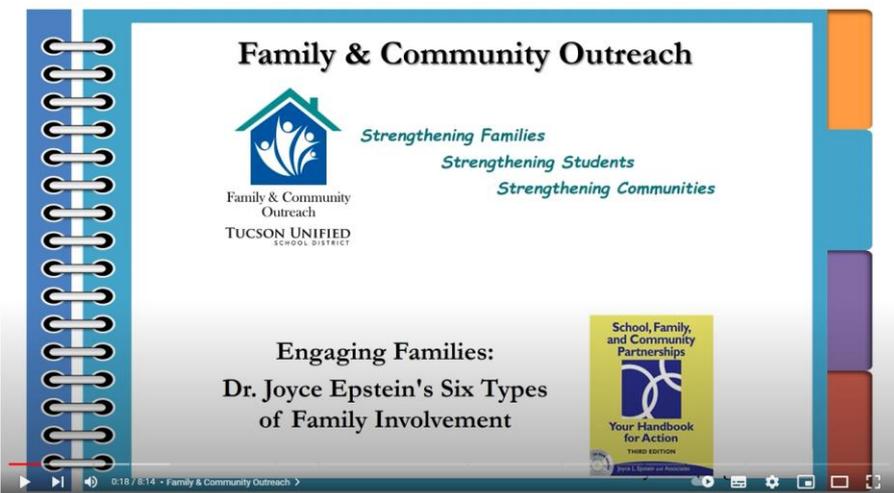
Step 3.

You shared the statistics, inspiring life stories and case studies with the target group and stated that family and community engagement and partnerships are the key to their needs during their children's education journey in the host country (in step 1 and 2).

After the target group brainstormed on different family and community engagement strategies, you can divide them into small groups and ask them to go through some inspiring good practices around the world in the field of migrant education. Ask them to categorize these good practices under the Sacramento's four main strategies for migrant education and community inclusion (See Annex D).

Step 4.

The groups categorise the good practices according to Scaramento's model. The groups can then work together to develop an action plan that incorporates the family and community engagement strategies they brainstormed earlier. This can include identifying specific stakeholders, outlining communication strategies, and defining measurable goals.

Once the groups have developed their action plans, they can present them to the rest of the class for feedback and discussion. This can help learners refine and improve their plans, as well as share ideas and strategies with one another.

Flipped Learning Tip	Before starting the activity, provide the target audience with a video on Dr. Joyce Epstein's Six Types of Family Involvement to introduce them to the concept and framework. You can use the video link provided in the activity description. Link: https://www.youtube.com/watch?v=JreDztIEGeo *Figure 12 (https://www.youtube.com/watch?v=JreDztIEGeo)*
Digital Application	● For the project-based learning activity in Step 4, encourage groups to use web-based tools for collaboration, such as Trello for project management or Canva for designing visual elements of their action plan. ● Incorporate gamified elements into the learning process using web-based platforms like Kahoot or Quizlet. Create interactive quizzes or flashcards to reinforce key concepts and promote active learning. ● Provide opportunities for learners to share their reflections, ideas, and action plans through multimedia presentations, blog posts, or video recordings. Web 2.0 tools like PowerPoint, Prezi, or Flipgrid can be used for these purposes. ● Encourage learners to leverage social media platforms (e.g., Twitter, Facebook, or Instagram) to raise awareness about migrant education and share their experiences and insights with a wider audience.
Evaluation	You can use either multiple choice questions (you don't have to apply all these questions below; you can choose the questions that you find more suitable for your target group and apply them to your target audience respectively) or fill in the blank activity (see Annex E) as an evaluation tool depending on the time you have left after the activity.

Multiple Choice Questions

1- What is the primary goal of migrant family and community partnerships with schools?
- A) To give schools more control over the education of migrant children.
- **B) To involve migrant families in their children's education.**
- C) To ensure that migrant children are only taught by teachers from their own cultural background.
- D) To discourage migrant families from being involved in their children's education.

2- What are some ways that families can be involved in school decision-making?
- A) Attend school board meetings
- B) Join a parent-teacher association or school advisory committee
- C) Participate in school surveys or focus groups
- **D) All of the above**

3- Which of the following is NOT a benefit of family and community partnerships in migrant education?
- A) Improved academic outcomes for students
- B) Increased attendance rates for students
- **C) Increased workload for the teacher**
- D) Improved social-emotional well-being for students

4-What are some benefits of parent-teacher partnerships?
- A) Improved academic performance and attendance of students
- B) Increased parent involvement in their child's education
- C) Better communication between parents and teachers
- **D) All of the above**

5-How can parents communicate effectively with teachers?
- A) Attend parent-teacher conferences and ask questions
- B) Keep in touch with teachers through email or phone calls
- C) Request regular updates on their child's progress in school
- **D) All of the above**

6-What can migrant families do for better engagement of their children in school?
- A) Attend parent-teacher conferences
- B) b) Encourage their children to attend after-school programs
- C) c) Volunteer at the school or attend school events
- **D) d) All of the above**

7- Which of the following is an example of family engagement in migrant education?
- A) A parent-teacher conference
- B) A school board meeting
- **C) A parent-teacher association (PTA) meeting**
- D) A student government meeting

8- Which of the following is an example of community engagement in migrant education?
- A) **A community fundraiser for the school**
- A) A teacher training workshop
- B) A school staff meeting
- C) A student field trip

9- What is the role of schools in family and community partnerships in migrant education?
- A) To provide financial assistance to families
- **B) To create a welcoming and inclusive environment for families**
- C) To provide free transportation for families
- D) To provide free meals to families

10-What are some challenges that migrant families face in education systems?
- A) Language barriers
- B) Cultural differences
- C) Discrimination and prejudice
- **D) All the above**

11-What can migrant families do to support their children's education?
- A) Advocate for their educational needs
- A) Make informed decisions about their education.
- B) Encourage their children to participate in extracurricular activities.
- **C) All the above**

12-What are some ways to create a more welcoming and inclusive environment for all students in schools?
- A) Promoting diversity and cultural awareness.
- B) Encouraging communication and collaboration among students.
- C) Offering language support for migrant students.
- **D) All the above**

	13-What can non-migrant families and communities do to support migrant students and families in their school and community?
	    A) Volunteering with organizations that support migrant families.
	    B) Advocating for policy change
	    C) Reaching out to make a new friend from a different background.
	    D) All the above
	
	14- Which of the following can empower migrant families to advocate for their children's educational needs?
	    A) Access to information and statistics on education systems
	    A) Having a high income
	    B) Living in a gated community
	    C) Knowing the right people
	
	15-How can parents support their child's learning at home?
	    A) Set aside a designated time and place for homework
	    B) Encourage reading and provide access to books
	    C) Discuss their child's progress with them and offer assistance if needed
	    D) All of the above
	    E)
	Answer Key: Q1. B; Q.2 D; Q3. C; Q4. D; Q5. D; Q6. D; Q.7 C; Q8. A; Q9. B; Q10. D; Q11. C; Q.12 D; Q13. D; Q14. A; Q15. D.
	
	- **Fill in the Blank Activity (see Annex E)**

Existing Knowledge / Limitations	1- If the target audience has difficulty understanding the video, the intercultural mediators can briefly summarise the content of the video orally, or find a video with similar content in the language of the country they are in. In the situations where the intercultural mediator does not speak English: A-Automatic translation: YouTube's automatic translation feature allows you to translate videos into different languages. Click on the "CC" button at the bottom of the video or go to the settings menu and select "Subtitles" to enable automatic translation. This way, you can access the translated subtitles of the English video. However, keep in mind that these automatic translations may not be entirely accurate and understandable, as there can be translation errors. B-External translation services: Apart from YouTube, there are several external translation services available on the Internet. You can use these translation services to copy and translate the English content of the video to understand it. For example, you can use translation tools like Google

	Translate or Yandex Translate. These tools can translate the English text and assist you in understanding the video. C-User-generated translations: If the video is popular or has a wide audience, there is a possibility that user-generated translations exist. In the page where you are watching the video, check the subtitle options and look for available translations. These translations might include translations of the English video into another language. 2-The aforementioned case studies and good practices can inspire migrant families and communities or representatives, authorities that work in the same field, yet these examples may be applicable in the local context of the region or country to which they apply and they can stay out of the target groups' scope.
Bibliography	The official website of the Sacramento City Unified School District or the California Department of Education: https://www.scusd.edu/ These sources may provide information on specific initiatives, programs, or strategies implemented in Sacramento to support migrant education and community inclusion.
Further Resources	1. "Engaging Families of English Language Learners" by Colorín Colorado: This resource provides strategies for engaging families of English Language Learners, including tips for communicating effectively and building cultural understanding. Link: https://www.colorincolorado.org/ 2. "Culturally Responsive Family Engagement: A Guide for School Leaders" by the National Education Association: This guide provides information on how to engage diverse families in education in a culturally responsive way, including strategies for building relationships, understanding cultural differences, and creating welcoming environments. Link: https://www.nea.org/resource-library? 3. Supporting Immigrant and Refugee Children: A Guide for Educators by the American Federation of Teachers. Link: https://www.aft.org/about 4. National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs: https://ncela.ed.gov/ 5. Bridging Refugee Youth and Children's Services (BRYCS): https://brycs.org/

6. Cultural Orientation Resource Centre by the International Organization for Migration: https://coresourceexchange.org/

Figure 13 (https://www.freepik.com/free-photo/diversity-group-business-people-community-team-concept_2861366.htm#query=diversity&position=9&from_view=search&track=sph)

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ACTIVITY 2- ANNEXES

ANNEX A - Statistics on Migrant Students, Families, and Communities

Problem/Challenge	Statistics	Source(s)
Parental Involvement	*A 2018 study by the European Commission found that migrant parents in the EU are less likely than non-migrant parents to attend school meetings and events. The study also found that migrant parents were more likely to report feeling excluded or unwelcome in their children's schools. Language barriers can also be a significant challenge for migrant families in the EU when it comes to supporting their children's education.*	-European Commission. (2018). Migrant integration in education and training: Key findings. https://ec.europa.eu/migrant-integration/home_en -European Commission. Action plan on Integration and Inclusion 2021-2027. https://home-affairs.ec.europa.eu/system/files_en?file=2020-11/action_plan_on_integration_and_inclusion_2021-2027.pdf
Language Barriers	*In 2019, around 60% of migrant students in the EU reported that their lack of language skills was a barrier to learning, and 65% of teachers in the EU reported having migrant students with language difficulties in their classrooms. According to a 2019 report by the European Commission, around 40% of migrant parents in the EU reported having difficulty communicating with their children's schools due to language barriers.*	-European Commission. Education and training monitor 2021. https://op.europa.eu/en/publication-detail/-/publication/8599033b-57d9-11ec-91ac-01aa75ed71a1/language-en/format-PDF/source-284230640 -European Union Agency for Fundamental Rights. (2017). Equality, non-discrimination and racism findings and highlights on Children, youth and older people. https://fra.europa.eu/en/themes/children-youth-and-older-people
Discrimination/ Bullying	*Migrant students are more likely to experience discrimination and bullying than their non-migrant peers. For example, a 2018 study in Denmark found that migrant children were three times more likely to be bullied than Danish children. According to a 2017 report by the European Union Agency for Fundamental Rights, around 40% of migrant students in the EU reported experiencing some form of bullying or harassment in school. In Australia, migrant students are more likely to experience bullying and discrimination in schools. According to a report by the Australian Human Rights Commission, 54% of students from non-English speaking*	-Eurostat. (2021). Migrant integration statistics – education. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migrant_integration_statistics_-_education&oldid=587044

	backgrounds reported experiencing discrimination at school, and 24% of students from refugee backgrounds reported being bullied because of their race or ethnicity.	-Eurostat. (2021). Participation in early childhood education and care. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Participation_in_early_childhood_education_and_care
Access To Education	*Migrant children are less likely to attend early childhood education and care (ECEC) than non-migrant children in many European countries. In 2018, the average ECEC participation rate for migrant children in the EU was 85%, compared to 91% for non-migrant children.*	-European Commission. (2020). Education and training monitor 2020. https://ec.europa.eu/education/sites/education/files/2020-education-training-monitor_en.pdf
Early School Leaving	*In the European Union, migrant students are more likely to experience lower educational attainment and higher levels of school drop-out than their non-migrant peers. According to a report by the European Commission, the average rate of early school leaving among migrant students in the EU is 11.7%, compared to 8.6% for non-migrants. However, the early school leaving rate for migrant students varied widely by country, ranging from 4.4% in Slovenia to 33.1% in Malta. Similarly, only 38.2% of migrant students in the EU obtain an upper secondary education diploma, compared to 73.1% of non-migrants. In 2021, among people aged 18–24 years living in the EU, 8.4 % of nationals were early leavers from education and training. This share was notably higher among citizens of other EU Member States (23.3 %) and higher still among non-EU citizens (26.0 %).*	-Eurostat. Migrant integration statistics. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migrant_integration_statistics_introduced -Eurostat. (2021). At-risk-of-poverty rate. Living conditions in Europe - poverty and social exclusion. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Living_conditions_in_Europe_-_poverty_and_social_exclusion&oldid=584082#:~:text=In%202021%2C%20an%20estimated%2021.7,of%20poverty%20or%20social%20exclusion.
Early Childhood Education and Care (ECEC)	*According to a 2019 report by the European Commission, migrant families in the EU are less likely than non-migrant families to have access to high-quality early childhood education and care (ECEC). The percentage of migrant students in the EU who are in early childhood*	-European Commission, Joint Research Centre's publications.

	education and care ranged from 6% in Latvia to 97% in Luxembourg. *The percentage of migrant children aged 3-5 who were not enrolled in ECEC ranged from 8% in Belgium to 54% in Bulgaria. The report found that migrant families were more likely to experience financial constraints and language barriers in accessing ECEC services. The same report also found that migrant families in the EU are more likely than non-migrant families to live in areas with lower-quality schools. This can lead to reduced educational opportunities for their children.*	https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/educational-attainment-migrant-students-eu
Access to Tertiary Education	*According to a report by the European Migration Network, the percentage of foreign students in tertiary education in the European Union (EU) member states increased from 7.2% in 2011 to 9.1% in 2017. The highest percentages were found in Luxembourg (43.3%), Austria (22.5%), and Cyprus (21.2%). In 2021, among people aged 25–34 years living in the EU, 39.9 % of citizens of other EU Member States and 32.2 % of non-EU citizens had a tertiary educational attainment in 2021. For nationals, the share was 42.1 %.*	
Socioeconomic Disadvantage	*Migrant families are more likely to experience poverty and social exclusion than non-migrant families. In 2019, the poverty rate among non-EU-born individuals in the EU was 36%, compared to 17% among EU-born individuals. According to Eurostat, in 2019, the percentage of migrant students living in households at risk of poverty or social exclusion ranged from 9% in Sweden to 70% in Bulgaria. A 2019 study by the European Commission found that migrant families in the EU are more likely than non-migrant families to*	

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	experience financial constraints when it comes to supporting their children's education. This can include costs associated with school supplies, extracurricular activities, and private tutoring.	
Integration into Host Society	*Migrants and their children often face challenges in integrating into their host societies, including cultural differences and lack of social support networks. In 2019, the EU launched a new action plan for integration and inclusion to address these challenges.*	

ANNEX B – Inspiring Life Stories

INSPIRING LIFE STORIES

1. Emmanuel OHUABUNWA

Emmanuel Ohuabunwa, a Nigerian American who overcame numerous obstacles to become a successful medical student and future physician.

Emmanuel's parents moved to the United States when he was eight years old in search of better opportunities for their family. Despite facing financial and language barriers, Emmanuel excelled in school and earned a full scholarship to attend Johns Hopkins University, one of the most prestigious universities in the US.

As an undergraduate student, Emmanuel faced numerous challenges, including struggling with the rigorous academic workload, adjusting to life in a new country, and feeling isolated from his family and culture. However, with the help of his family's support and his own determination, he persevered and eventually graduated with honours.

After completing his undergraduate degree, Emmanuel continued his education by attending a medical school at Washington University in St. Louis. He faced even greater challenges as a medical student, including the demanding workload, financial pressure, and the pressure of performing well on licensing exams. Despite these challenges, he continued to work hard and eventually became the first person in his family to earn a medical degree.

Today, Emmanuel is a successful physician, researcher, and advocate for education and healthcare access for underprivileged communities. His story is a testament to the power of determination, perseverance, and family support in overcoming obstacles and achieving success, even in the face of overwhelming challenges.

2. Tan LE

Tan Le is a Vietnamese-Australian entrepreneur, inventor, and philanthropist. Her family fled Vietnam as refugees when she was a child, and they eventually settled in Australia. Despite facing language barriers and financial struggles, Tan excelled in school and eventually earned a scholarship to study law at Monash University. After graduation, she went on to become a successful entrepreneur and inventor, founding several technology companies and developing innovative products in the fields of neuroscience and education.

3.Kazi MANNAN

Kazi Mannan is a Pakistani American entrepreneur and philanthropist. He moved to the United States in the 1990s and worked a variety of low-wage jobs to support his family. Despite facing discrimination and financial struggles, Kazi worked hard and eventually became a successful restaurateur, opening several successful restaurants in the Washington, D.C. area. Today, he is also a philanthropist who uses his success to give back to the

community, providing free meals to the homeless and sponsoring scholarships for underprivileged students.

4. Amal CLOONEY

Amal Clooney is a Lebanese-British lawyer and human rights activist. Her family fled Lebanon during the civil war when she was a child, eventually settling in the UK. Amal excelled in school and eventually attended Oxford University, where she earned degrees in law and international relations. Today, she is a successful human rights lawyer who has represented clients in high-profile cases around the world.

5. Carmen HERRERA

Carmen Herrera is a Cuban American painter and artist. She moved to the United States in the 1930s and struggled to make a living as an artist for many years. Despite facing discrimination and financial struggles, Carmen continued to create art and eventually gained recognition for her abstract paintings. Today, she is considered one of the most important artists of the 20th century.

6. Mawi ASGEDOM

Mawi Asgedom is an Ethiopian American author and speaker. He and his family fled Ethiopia during the civil war and eventually settled in the United States. Mawi faced numerous challenges as a child, including adjusting to a new culture and overcoming language barriers. However, with the help of his family's support and his own determination, he excelled in school and eventually attended Harvard University. Today, he is a successful author and motivational speaker who uses his experiences to inspire others to overcome their own obstacles and achieve success.

ANNEX C

Inspiring Case Studies Around the World
The Migrant Education Program (MEP) in the United States: The MEP is a federal program that provides educational and support services to children from migrant families, including those who have moved due to agricultural work, fishing work, or other types of seasonal work. One of the program's key components is family engagement, which is designed to help parents and caregivers become more involved in their children's education. The program offers a range of services that can support families, including help with transportation, translation and interpretation services, and assistance with school enrolment. Families can also participate in parent workshops, home visits, and mentoring programs, which can help them feel more connected to their child's education.   More information on the MEP and how to access its services can be found on the U.S. Department of Education website: https://oese.ed.gov/offices/office-of-migrant-education/
The Compton Unified School District in California: The Compton Unified School District serves a diverse student population, including many students from immigrant and refugee families. The district has developed a family engagement framework that is designed to help schools build relationships with families and communities. Some of the district's strategies for engaging families include hosting family nights, providing translation and interpretation services, and offering parent-teacher conferences. The district also has a Parent Center, which provides families with resources and information on a range of topics, including how to support their child's learning at home.   More information on the Compton Unified School District's family engagement framework can be found: www.cde.ca.gov
The Parent Leadership Institute in Massachusetts: The Parent Leadership Institute is a program that is designed to help parents become leaders in their communities and schools. The program provides training and support to parents and encourages them to get involved in advocacy and policy-making efforts. Through the program, families can learn about education policy, how to effectively communicate with school officials, and how to build partnerships with other families and community organizations. The program is available in several languages, including Spanish, Portuguese, and Haitian Creole.   More information on the Parent Leadership Institute can be found on the Massachusetts Department of Elementary and Secondary Education website: https://www.doe.mass.edu/
The Engaging Parents of EAL Learners (EPoEL) project in the United Kingdom: The EPoEL project is a research project that is focused on improving family engagement for families who speak English as an additional language. The project has developed a range of resources and training materials to help schools and teachers engage with these families. The project's website includes resources such as videos, fact sheets, and guides on how families can support their child's learning at home. Families can also access information on how to get involved in school activities, and how to communicate with teachers and school officials.   More information on the EPoEL project and its resources can be found on the project website: www.sussex.ac.uk
The Auckland Regional Migrant Services (ARMS) in New Zealand: ARMS is a non-profit organization that provides support and services to migrants and refugees in Auckland. The

organization has developed a range of programs to help families and communities become more involved in education, including a homework club, a parent support group, and a youth mentoring program. Families can also access information and support on topics such as navigating the education system, how to support their child's learning at home, and how to advocate for their child's needs.

More information on ARMS- Auckland Regional Migrant Services (ARMS) in New Zealand can be found on the organization's website: https://settlement.org.nz/auckland/getting-settled/migrant-services/arms-auckland-regional-migrant-services/

ANNEX D- Inspiring Good Practices (Categorizing Activity)

In Australia, the Family-School and Community Partnerships Bureau provides support and resources to schools and communities to encourage and facilitate family and community engagement in education.	*In the United States, the Migrant Education Program provides educational resources and support to migrant families, including online and print resources, educational workshops, and home visits.*	*In the Netherlands, the "Intercultural Teacher Education" program provides teacher education programs that focus on developing intercultural competencies and promoting diversity awareness among future teachers.*	*In Sweden, the "Mother Tongue Instruction" program provides instruction in students' home languages to help them maintain and develop their multicultural identities.*
In Canada, the Toronto District School Board has established Community Hubs in schools that provide a range of services and resources to families and communities, including education and training programs, healthcare services, and social support.	*In Thailand, the "One Teacher, One Family, One School" program provides educational support to migrant families in their homes, including literacy and numeracy instruction and social support.*	*In the United Kingdom, the "Diverse Leaders for Tomorrow" program provides leadership training for educators from diverse backgrounds, with a focus on promoting diversity and inclusion in schools.*	*In Canada, the "Indigenous Cultural Competency" program provides education and training for educators to promote understanding and respect for Indigenous cultures and identities.*
In Spain, the "Comunidades de Aprendizaje" (Learning Communities) initiative brings together schools, families, and communities to co-create a supportive and inclusive educational environment.	*In Canada, the Parent-Child Mother Goose program provides early literacy and language development support to migrant families through interactive storytelling and songs.*	*In the United States, the "Teaching Tolerance" initiative provides resources and training for educators to promote diversity and inclusion in the classroom.*	*In Australia, the "Multicultural Youth Sports Partnership" program uses sports to promote intercultural understanding and social inclusion among young people from diverse backgrounds.*

ANNEX E- Fill in the Blank (Evaluation Activity)

Strategy	Benefits for Migrant Families and Communities
Bringing Families and Communities into Schools	- Increased engagement and communication between school staff and families - Increased involvement of families in their children's education - Increased understanding of the school system and available resources - Increased sense of community and belonging for families
Bringing Formal Education into Migrant Homes	- Increased access to educational resources and materials - Increased parental involvement in their children's education - Increased support for academic success and achievement - Increased understanding of the value of education
Promoting Diversity and Awareness Among School Staff	- Increased cultural competency and sensitivity among school staff - Increased understanding and appreciation of diversity among staff and students - Increased ability of staff to address the unique needs of migrant students - Increased sense of inclusivity and belonging for migrant students and families
Helping Students Form Balanced Multicultural Identities	- Increased sense of identity and belonging for migrant students - Increased understanding and appreciation of their cultural background- Increased ability to navigate and succeed in a multicultural society - Increased sense of pride and confidence in their cultural heritage

Unit Number and Title	Unit 3: The Intercultural Mediator in the Wider School Community
Lesson Number and Title	Lesson 3: Utilising Digital Channels and Methods to Support Family and Community Engagement in a Welcoming School Climate
Activity Title	Activity 3: Digital Scavenger Hunt
Target Group	This activity was designed for adult educators or intercultural mediators to carry out with migrant community members and migrant families.
Aim	This activity aims at familiarizing migrant families and communities with digital channels and methods for supporting family and community engagement in a welcoming school climate.
Learning Outcomes	At the end of this lesson, learners will be able to: ● develop their digital literacy skills by using a range of digital tools and channels to complete the scavenger hunt tasks, such as searching for information online, using social media, and creating digital content. ● explore ways to use digital tools and channels to connect with other families and community members and will have opportunities to share their own experiences and perspectives. ● recognize the importance of the cultural diversity within their community and school by working in groups to complete the scavenger hunt tasks, allowing them to learn from each other and appreciate the different backgrounds and experiences that each family brings.
Duration	60 minutes

Materials-Tools	● Smartphones or tablets with internet access
	● List of digital channels and methods for family and community engagement, such as:
	  o School website
	  o School social media accounts (Facebook, Twitter, Instagram, etc.)
	  o School messaging apps (WhatsApp, WeChat, etc.)
	  o Online parent-teacher conference scheduling tools
	  o Online school event calendars
	  o School newsletter subscription form

Methodology and Procedure	**Methodology** **Introduction:** Start by introducing the Digital Scavenger Hunt activity to the migrant families. Explain the purpose of the activity and how it can help them become more familiar with the digital channels and methods for supporting family and community engagement in a welcoming school climate. You can also explain the rules of the scavenger hunt, such as the time limit and the prize for the family that completes the most tasks. **Demonstration:** Demonstrate how to use the digital channels and methods that will be used in the scavenger hunt. For example, show the families how to access the school's website, Facebook page, online parent-teacher conference scheduling tool, online grading portal, etc. You can also demonstrate how to complete a few of the tasks on the scavenger hunt list. **Guided Practice:** Have the families work on the scavenger hunt tasks in small groups, with guidance and support from you or other educators. You can help as needed, answering questions, and helping families navigate the digital tools and channels. **Independent Practice:** Once the families are comfortable with the digital tools and channels, they can work on the remaining tasks on their own. Encourage families to work at their own pace and to help each other out if they get stuck on a task. **Reflection:** After the scavenger hunt is complete, have the families reflect on their experience and what they learned. You can ask questions such as: What digital channels and methods did you find most helpful? What surprised you about the scavenger hunt? What suggestions do you have for improving the scavenger hunt activity? For teaching approaches and techniques, you can use a combination of demonstration, guided practice, and independent practice, as described above. You can also use a cooperative learning approach, where families work together in small groups to complete the scavenger hunt tasks. To make the activity more engaging and interactive, you can also use gamification techniques, such as offering points or badges for completing tasks or completing the scavenger hunt in a certain amount of time.

Procedure

Step 1.
Begin by explaining to the target group what a digital scavenger hunt is, the objective of the activity, how the process will work.

The Digital Scavenger Hunt is designed to encourage migrant families-community members to explore various digital channels and methods for supporting family and community engagement in a welcoming school climate. The scavenger hunt is divided into several tasks, each related to a different digital channel or method.

For example, one task might be to find the school's Facebook page and "like" it. Another task might be to sign up for the school's newsletter subscription. Other tasks could include using the online parent-teacher conference scheduling tool to schedule a meeting with a teacher, finding information about upcoming school events on the online school calendar and marking the date and time in their calendar, and so on.

The idea behind the scavenger hunt is to encourage families or community members to actively engage with the various digital channels and methods available to them. By completing each task, the target group will become more familiar with the different tools available and learn how to use them to stay informed and engaged with their children's school community.

Tip:
To make the scavenger hunt more engaging and competitive, you can offer prizes or incentives for the target group that complete the most tasks or finish the scavenger hunt first. This can add an element of fun and friendly competition to the activity, while also motivating the target audience to explore and engage with the digital channels and methods provided.

Digital Scavenger Hunt is an interactive and engaging way to introduce migrant families and community members to the various digital channels and methods available to them and encourage them to utilize these tools to support family and community engagement in a welcoming school climate.

Step 2.

Introduce the list of digital channels and methods for family and community engagement.

Divide the target group into small groups of 3-5 people per group and provide each group with a smartphone or tablet with internet connection.

Give each group a list of digital channels and methods to explore and instruct them to find and complete specific tasks related to each channel or method.

Here's a list of 10 tasks that could be used in the Digital Scavenger Hunt, along with some details about each task:

1. *Find the school's official website and browse the "About Us" section to learn more about the school's history, mission, and values.*
2. *Locate the school's Facebook page and "like" it. Bonus points for leaving a comment or sharing a post.*
3. *Use the online school calendar to find the date and time of the next school-wide event and add it to your personal calendar.*
4. *Sign up for the school's newsletter subscription to receive regular updates on school news and events.*
5. *Use the school's online parent-teacher conference scheduling tool to schedule a meeting with your child's teacher.*
6. *Locate the school's social media accounts (such as Twitter or Instagram) and follow them.*
7. *Use the school's online grading portal to check your child's grades and progress in each class.*
8. *Find the school's online volunteer sign-up sheet and sign up for at least one volunteer opportunity.*
9. *Use the school's online messaging system to send a message to your child's teacher, asking about their progress or requesting a meeting.*
10. *Find the school's online resources for parents (such as tips for helping with homework, parent-teacher communication guidelines, etc.) and read through at least one resource to learn something new.*

These tasks are designed to help the target group explore various digital channels and methods for supporting family and community engagement in a welcoming school climate. Each task requires the use of a different

	tool or resource and completing all 10 tasks will give families a comprehensive understanding of the different ways they can stay informed and engaged with their child's school community.
	Step 3. Set a time limit for the scavenger hunt and instruct the groups to complete as many tasks as possible in the allotted time.
	Step 4. After the time limit, reconvene the groups and have each group report on their progress. Discuss any challenges they encountered and offer guidance and support.
	Debrief the activity with the families and ask for feedback on the digital channels and methods they explored. Encourage them to continue to utilize these channels and methods to stay informed and engaged with their children's school community.
	Tip: Make the activity more engaging by adding incentives or prizes for the groups that complete the most tasks or finish the scavenger hunt first.
Flipped Learning Tip	**Prior to the activity:** Ensure that all digital channels and methods on the list are accessible and available for use. Help and support to families who may be unfamiliar with using smartphones or tablets. **Before the activity day:** You can recommend your target audience to watch a video on going through the basics of Google Chrome, from the very beginning - particularly for those who have never used an internet browser before or have used it very little - to increase their level of readiness on the subject. Link: https://www.youtube.com/watch?v=UIxJ3aCb25k
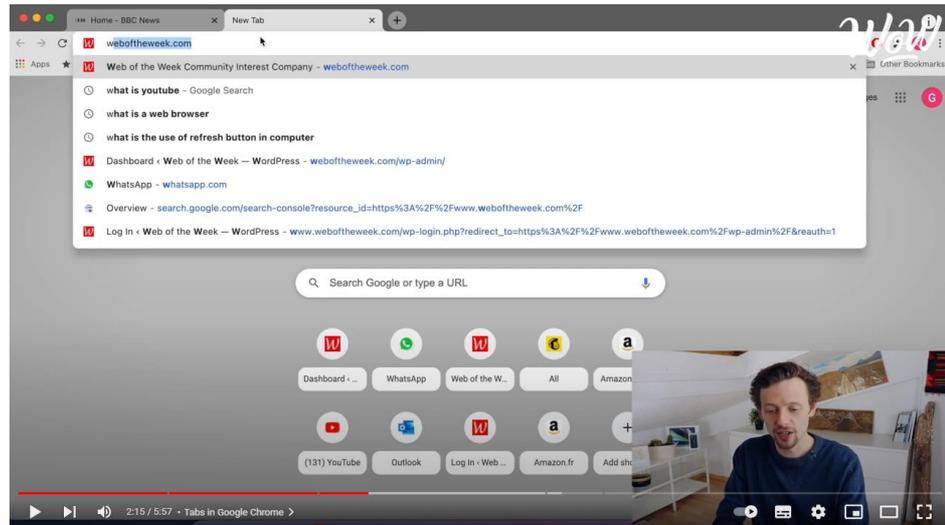
Figure 14 (https://www.youtube.com/watch?v=UIxJ3aCb25k)
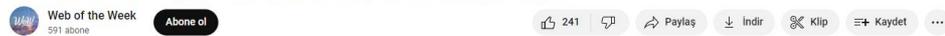
Evaluation	Open-ended Self Reflection Questions:
	1. What did you learn from participating in the Digital Scavenger Hunt activity?
	2. Which digital tools and channels did you find most useful for supporting family and community engagement in a welcoming school climate?
	3. Were there any digital tools or channels that you found difficult to use? If so, why?
	4. How did working on the scavenger hunt tasks in a group setting help you learn and explore?
	5. Did you encounter any challenges or obstacles while completing the scavenger hunt tasks? If so, how did you overcome them?
	6. How do you plan to use the digital tools and channels you learned about in the scavenger hunt to support your child's education and school involvement?
	7. What suggestions do you have for improving the Digital Scavenger Hunt activity in the future?
	These self-reflection questions can help migrant families or community members evaluate their experience with the activity, reflect on what they learned, and identify areas for improvement. The answers to these questions can also be used by educators to assess the effectiveness of the activity and make any necessary adjustments for future iterations of the scavenger hunt.

Existing Knowledge / Limitations	**1-Digital Access:** One of the biggest limitations is the requirement for digital access. Some migrant families may not have access to computers or smartphones or may not be comfortable using digital tools and channels.

This could limit their ability to participate fully in the activity. Therefore, trainers should ensure that the learning environment has an internet connection and that the target audience is provided with the necessary equipment where necessary. (a computer lab can be practical for this activity).

2-The use of online tools and channels raises concerns about **privacy and security**. Families may have concerns about sharing personal information online or may not want to use digital tools that require them to create an account or sign up for a newsletter.

3- If the target audience has difficulty **understanding the video**, the intercultural mediators can briefly summarise the content of the video orally, or find a video with similar content in the language of the country they are in.

In the situations where the intercultural mediator does not speak English:

A-Automatic translation: YouTube's automatic translation feature allows you to translate videos into different languages. Click on the "CC" button at the bottom of the video or go to the settings menu and select "Subtitles" to enable automatic translation. This way, you can access the translated subtitles of the English video. However, keep in mind that these automatic translations may not be entirely accurate and understandable, as there can be translation errors.

B-External translation services: Apart from YouTube, there are several external translation services available on the Internet. You can use these translation services to copy and translate the English content of the video to understand it. For example, you can use translation tools like Google Translate or Yandex Translate. These tools can translate the English text and assist you in understanding the video.

C-User-generated translations: If the video is popular or has a wide audience, there is a possibility that user-generated translations exist. In the page where you are watching the video, check the subtitle options and look for available translations. These translations might include translations of the English video into another language. |

Further Resources	1. "A Parent's Guide to the Common Core Standards" by Great Schools: This guide explains the Common Core Standards and provides tips for how parents can support their child's learning at home. Link: https://www.greatschools.org/gk/common-core-state-standards/ 2. "Family-School Partnerships Framework" by the U.S. Department of Education: This framework outlines strategies for building effective partnerships between families and schools, including using technology to enhance communication and engagement. Link: https://www2.ed.gov/documents/family-community/partnership-frameworks.pdf 3. "Parents' Guide to Student Success" by the National PTA: This guide provides grade-specific information on what students are expected to learn in school, as well as suggestions for how parents can support their child's education. Link: https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success 4. "Teaching Tolerance" by the Southern Poverty Law Center: This website provides resources for educators and families on topics such as diversity, equity, and inclusion in the classroom and beyond. Link: https://www.splcenter.org/learning-for-justice

	Figure 15 (https://www.freepik.com/free-photo/high-view-diverse-wooden-characters-inclusion-concept_10418965.htm#query=diversity%20inclusion&position=46&from_view=search&track=ais)

Unit Title and Number	Unit 4. Family Learning in the Intercultural School Community
Lesson Number and Title	Lesson 1: The Family Learning approach
Activity Title	Activity 1: The Cultural Exchange Fair
Target group	This activity was developed for adult educators or intercultural mediators to perform it with migrant families.
Aim	The aim of this activity is to engage families in intercultural exchange by sharing information, stories, images, and even tangible objects from their cultural background. Participants will need to research, gather, and process relevant information.
Learning Outcomes	At the end of this activity, learners will be able to: ● engage in intercultural exchange ● collaborate as families ● display information about their cultural background ● learn about cultural backgrounds of others
Duration	60 to 120 minutes depending on group-size plus equally as much preparation time outside the classroom.
Materials-Tools	● Flipchart paper and markers for creating posters ● possibility to print materials ● potentially a laptop or tablet to display images ● space for hosting the "fair" Potentially prepare beforehand: ● briefing handout ● quiz for participants of the cultural exchange fair
Methodology and Procedure	**Step 1 - Introduction/briefing** It is important to introduce the participants of this activity in a sensitive and yet engaging way. It may not be easy for migrants to share with the public some of their cultural heritage (as stated above). It may help to engage in a process of finding out what they're proud of, concerning their roots. It is well possible that families are composed of different cultural backgrounds.

When introducing the families into this activity, help them to make a decision on what they want to display in such a "cultural exchange fair" and roughly how they want to display it. Make sure they have a solid idea and clear tasks of what information to gather and process in which way. You may prepare a handout with some of the minimum requirements, suggestions, or examples to display at a stand. Possibly you even possess images of similar events that have taken place in the past.

Consider the resources available and show appreciation for efforts made. Before starting this activity ask yourself what may every individual, every family and the whole group take away from this and why would they want to engage?

Step 2 - Research and gathering
What are the things that could be displayed at a stand on such a "cultural exchange fair"? Here are some suggestions what to include and what to prepare:
- Poster of the country or region of origin including language, religion, population, known/popular regions/places, particularities, special customs, special objects, traditional clothing.
- Sharing of objects that are inherent to the culture.
- Sharing of food: fruit or vegetable as well as snacks that are common.
- Pictures of the things listed above. These could be displayed on a laptop, tablet or even as pictures printed out.

Introduce the research and gathering activity as a thing to be done by the whole family together. This is also an opportunity for parents to make their children conscious of certain cultural peculiarities.

It is possible to include some reflection and discussion questions similar to these ones:
- Which similarities exist between the cultural background and the culture people are living in at the moment?
- How are these cultures different and how can they learn/benefit from each other?

Step 3 – The fair
Hosting the actual fair is the exciting part. Provide each family with a spot to display their poster and the things they have brought along to

	share with others. As a facilitator of this activity, it is crucial to promote actual exchange, meaning that people show interest in other stands and that their stands are being visited by others. There are several ways how this can be promoted: - bring in external visitors/make it public or semi public (bring friends and family) - create a handout with a quiz where visitors shall gather information from all people exposing at the fair - do several small fairs we're only part of the group displays at the same time and the other parts are visitors - provide certain elements to create a nice atmosphere e.g., music, drinks, snacks **Step 4 – Closing, celebration and acknowledgement** It is highly recommended to time frame the fair. People should have the feeling that it was for a short period of time. If they remain curious about each other. If doing this activity in a closed group, you may want to invite each family to say a couple of words about their stands when you're approaching the end of the fair. No matter how well decorated, abundant, or minimalist a stand is, express appreciation and acknowledgement for the effort and the courage to share whatever they shared. It can be a beautiful opportunity to close this event with a community celebration where each family contributes with some of their cultural goods particularly food, drinks or music.
Flipped Learning Tip	Be aware that participants may have very different levels of language skills as well as general educational level or social status. Pay close attention to meeting common ground. Due to these differences some of the participants in this activity may require special assistance in the process of preparation. It may also be necessary to provide working materials (paper, paint, etc.).
Digital Application	It is possible to hold an intercultural online fair as well. There are tools like HOPIN which enable you to do so: https://hopin.com/
Evaluation	These questions may help to reflect or to evaluate this activity: What have you learned about your own cultural background?

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	● How were the tasks of creating the materials for the fair distributed among the family? ● Which pictures, objects or other impressions were the most impactful for you as visitors? ● What did you learn about other families and their cultural background? These questions can be part of an open discussion or issued on a reflection sheet for individuals or the whole family.
Existing Knowledge / Limitations	**Special considerations** There is no particular knowledge people need to have in order to participate in this activity. They only need to be aware of themselves, willing to reflect about their culture and share their insights with others. Before starting this activity, it is important that educators as intercultural mediators are aware of the potential sensitivity of this issue. There is a risk that families do not identify with their cultural background or have problems with thus due to their personal history. It is also possible that some cultural clashes appear. Furthermore, if the group is not very heterogeneous the exposition stands at the "cultural exchange fair" may display the same culture various times. To foresee this, it is recommended to frame "culture" as a very personal thing. This means that each family could expose their family specific cultural approach for example family specific traditions, rituals or even objects.

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Further Resources / References

Figure 16 (https://www.pexels.com/de-de/foto/hande-frau-malerei-sitzung-7606232/)

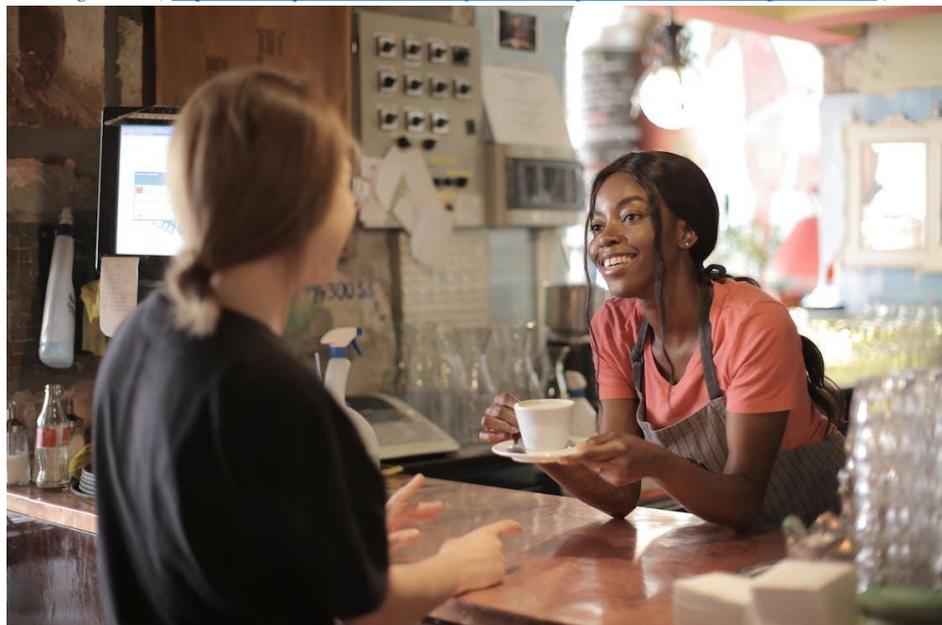*Figure 17 (https://www.pexels.com/de-de/foto/erfreuter-schwarzer-weiblicher-barista-der-kaffee-in-der-tasse-im-cafe-dient-3796810/)*

Unit Title and Number	Unit 4: Family Learning in the intercultural school community
Lesson Number and Title	Lesson 2: The Family Learning approach for migrant families
Activity Title	Activity 2: It's storytelling time
Target group	This activity was developed for adult educators or intercultural mediators to perform it with migrant families. This can also be done as part of a training of trainer activity with a group of adult educators.
Aim	Through this activity the participants are encouraged to gather stories that are rooted in their cultural background. Thereby they increase the consciousness about their own culture and by hearing the stories of others learning about other cultural backgrounds.
Learning Outcomes	At the end of this activity, learners will be able to: ● share inside about their cultural heritage ● have increased communication within the family ● listening to and learning from others ● transmitting potentially complex information inadequate language
Duration	5 to 10 minutes per sharing of each story plus 1 to 2 hours preparation time
Materials-Tools	● Pen and paper ● story books or access to internet
Methodology and Procedure	**Preamble** Each culture, region, state, or sometimes even villages have their own stories, songs, or myths. This activity is a playful approach on supporting Family Learning in the intercultural school community. The participants are invited to look and think back which of these are there and could be shared. It is a great opportunity for families to gather and dig up some of their personal cultural heritage. **Step 1 – Introducing the families** A proper introduction to this activity could be to share a story, song or myth which relates to the country where this activity is performed. In Ireland, you may tell a story about the leprechaun. In Norway, you

potentially talk about the fairies. Or in Greece, you may talk about Socrates, Achilles or the region of democracy.

Make sure that the level of complexity is appropriate for the participants. They should be able to understand and engage with the story or whatever else you are sharing.

Possibly you want to suggest the families to gather and brainstorm ideas on which story they would like to share. Therefore, they will actually have to search their memory and share their stories among themselves.

Depending how you want to frame this activity you can be more specific about what you want families to share or leave it up to them. It could make sense to limit it to children's stories for example if the young family members are below a certain age.

Step 2 – Choosing a story

At home, families should talk about possible things to share and decide for one. Encourage the participants to take notes. The option is to share additional materials that underline the story or that help transmitting the scenes. For example, they could bring along images that explain the succession of events. A beautiful way of going about this is to draw small posters for each of these scenes. We highly recommend involving all members of the family. This could be done by dividing the presentation among them.

Consider offering a rehearsal session if that reduces anxiety or increases the potential level of performance. Brief them that they may be asked additional information regarding the background of their presentation, reason for choosing this one, and the meaning it has to them.

Step 3 – Presenting your story

In the classroom, the families come together and share with the others what they have prepared. Pay attention to what they are sharing and acknowledge the effort they have made. Show interest in what they are sharing and make sure others are paying attention too.

After each presentation you may ask them additional background information about whatever it is that they shared.

Flipped Learning Tip	The beauty about this activity is that it does not require any material objects. It does require quite significant language and communication skills. Make sure the participants are in the position to get the story across well. For those who have a hard time to communicate well, try to find other ways of narrating the story. Possibly images could help to convey the message. The core idea is to dive into the stories of different cultures.
Digital Application	You may use visual storyboards to help the participants narrate their story. You can use presentation tools such as: Prezi.com, PowerPoint or online tools such as: - Miro.com - Canva.com - https://www.storyboardthat.com/
Evaluation	It is not suggested to do a proper evaluation of this activity. It is rather recommended to discuss and to chat in a relaxed atmosphere about the things that were shared in the presentation.
Existing Knowledge / Limitations	This activity requires the ability to communicate in a common language. Participants need to be able to capture and transmit information. the level of complexity can be reduced by the choice of content being shared. Traditional songs or rituals may be easier to relate in a foreign language than stories or myths. Using or providing adequate support tools should be very helpful hereby.
Further Resources / References	Myths from around the world (5 videos): https://blog.ed.ted.com/2018/05/30/5-myths-from-around-the-world/ How stories are told around the world (article): https://ideas.ted.com/how-stories-are-told-around-the-world/

Unit Title and Number	U4. Family Learning in the intercultural school community
Lesson Number and Title	Lesson 3: Family Learning with intercultural school communities
Activity Title	Activity 3: Capture culture video
Target group	This activity was developed for adult educators or intercultural mediators to perform it with migrant families. This can also be done as part of a training of trainer activity with a group of adult educators.
Aim	The aim of this activity is to increase awareness of cultural peculiarities of the country they are living in. The families are encouraged to go out and look for evidence of what they see as special and culturally interesting.
Learning Outcomes	At the end of this activity, learners will be able to: ● have raised their awareness about cultural peculiarities of the country they're living in. ● learn as families through engaging in common activities ● share information and observations
Duration	2 hours
Materials-Tools	Smartphone or tablet so that they can take video footage or photos and edit those materials.
Methodology and Procedure	**Step 1 - Introduction** Watch the following video clip together with the learners or send them the link so that they watch it for themselves: https://www.youtube.com/watch?v=RMFN12SCL5w Discuss the reason why animated movies change from one country to another. Eventually you may cross the topic of what cultural peculiarities they can identify in the country they live in. **Step 2 – Video topic** Each participating family should decide on a certain topic they want to cover. A topic means a certain habit or custom that is inherent to the native culture where they are living.

Once the family has decided on such a topic, then each family member should be encouraged to go out and shoot some footage that evidences this custom. It could be the way people treat each other in the supermarket, order food, how they greet each other in public spaces or how private parties are celebrated. These are just a few examples that could be treated.

The video footage should be gathered and turned into a very small clip. The maximum duration should be 1½ to 2 minutes.

It is up to you how much you predefine what should be in these clips e.g. explanatory text, voice over, music etc.

Step 3 – Viewing the videos
You may ask the participants to share their videos with you. This way you can preview them and provide feedback to the creators.

In a group session all clips could be watched together. It is possible to comment on each clip, but this can also be done as an entertainment event.

Flipped Learning Tip	This activity does require some technical skills; therefore, it is recommended to verify how technically savvy the participants are. The young people in the family may be more skilled at using image capturing devices than the older ones. Consider having a dry run with capturing and displaying random material at first and once all the technical issues are solved, they can't get in the way later.
Digital Application	In order to make a short video clip it is very helpful if participants have an idea of how their video should be structured. Therefore, it helps to create a storyboard. This tool can help to do so: https://www.storyboardthat.com/. It is also possible to use online video creation tools for creating cartoon-like videos for free: https://www.vyond.com/.
Evaluation	We do not recommend evaluating this activity. The effort made should be acknowledged as such.

Existing Knowledge / Limitations	Nowadays many people are equipped with technical equipment that enables them to make short video clips. However, depending on the target group you are working with this may not be the case. A potential modification would be to re-enact certain human social interactions as sketches for example. **Religious or political statements** It is possible that certain customs or cultural habits, religious or political topics and statements are being addressed or pointed out. Be aware that this may happen and be prepared on how to deal with this in a constructive manner. **Privacy** Make sure you create the awareness of participants who are taking footage of people in public that they may interfere with their privacy rights. Participants should be made aware of this and told how to deal with this e.g. blurring faces. It is also advisable to clarify whether it is OK to share these clips on social media (YouTube, Facebook, Instagram etc.). **Video editing** Especially youth are very familiar with creating video clips. Make sure however that all family members of all ages are engaged in this activity. While one person could be doing the video editing, another person could throw in ideas regarding texts or music. Also pair work could be an option.
Further Resources / References	Learn a new culture (Talk) https://www.youtube.com/watch?v=GhA9eypocE0 We are not all that different (Talk) https://www.youtube.com/watch?v=8QuAok_Xiyg How to make a short but mighty video (Video) https://www.youtube.com/watch?v=sRy8aLzZRyA Make a video (tutorial) https://makeavideo.studio/

Unit Number and Title	Unit 5: Flipped Learning in your classroom
Lesson Number and Title	Lesson 1: Developing an inclusive and efficient learning climate in the classroom
Activity Title	Activity 1: Bucket-Filling Skits: Flipping for Inclusiveness
Target Group	Direct Target Group: Intercultural Mediators, Adult Trainers Indirect Target Group: Migrant Families, Migrant Students
Aim	"Bucket-Filling Skits" activity aims to support intercultural mediators and trainers to promote inclusiveness, kindness, and empathy in the classroom through Flipped Learning using audiovisual tools. The activity encourages critical thinking and collaboration, as students work together to create skits that demonstrate the concept of bucket-filling, as described in the book "Have you filled a bucket today?" by Carol McCloud. Flipped Learning is used to deepen students' understanding, while also promoting student ownership of their learning. The overall goal is to create a supportive and inclusive classroom environment.
Learning Outcomes	By completing this activity, adult trainers/ intercultural mediators will be able to: ● deepen their understanding of the concept of bucket-filling and its role in promoting inclusiveness, kindness, and empathy in the classroom. ● gain practical insights into incorporating Flipped Learning strategies using audiovisual tools to enhance student engagement and foster student ownership of learning. ● develop facilitation skills for promoting collaboration and teamwork among learners through the group assignment and scriptwriting process. ● experience how the activity stimulates critical thinking among participants, as they creatively translate the bucket-filling concept into skit performances. ● support participants in applying the learned concepts beyond the classroom, fostering positive and inclusive interactions in real-life scenarios. ● acquire strategies and techniques for creating an inclusive and efficient learning climate in the classroom, promoting empathy, kindness, and respect among students.

Duration	70-90 minutes
Materials-Tools	Paper, pencils, printer, computer with internet, projector
Methodology and Procedure	**Step 1: Warming Up** Before the training, ask learners to watch a video which is a reading of the book "Have you filled a bucket today?" by Carol McCloud. The video can be uploaded on any internet platform and is also available in hard copy for anyone who does not have access to the internet. You can also encourage participants to take notes on how they felt during the story. Video: https://www.youtube.com/watch?v=pOJy8-OC0iU&ab_channel=Kids%26Company PDF: https://bethichhoc.files.wordpress **Step 2: Introduction to the activity** Begin by introducing the concept of bucket-filling as described in the book/video. "Have You Filled a Bucket Today?" is a children's book written by Carol McCloud that uses the metaphor of a bucket to explain the impact of positive actions and words on the well-being of others. The book encourages readers to engage in behaviors that "fill buckets" rather than "empty buckets" and promotes kindness, empathy, and inclusiveness. Have a small discussion on the subject. Encourage participants. You may also read some of the key phrases of the story such as: "You fill a bucket when you show love to someone, when you say or do something kind, or even when you give someone a smile". "A bucket filler is a loving, caring person who says or does nice things that make another feel special". "You can also dip into a bucket and take out some good feelings. You dip into a bucket when you say or do mean things, or even when you ignore someone". "A bully is a bucket dipper". "When you fill someone's bucket, you fill your own too". "All day long we are either filling up or dipping into each other's buckets by what we say and what we do". "And at the end of the day, ask yourself, «Did I fill a bucket today? »"

Figure18 (https://www.youtube.com/watch?v=pOJy8-OC0iU&ab_channel=Kids%26Company)

Step 3: Group Assignment and Scriptwriting

Divide participants into groups of 3-5 and give each group the task of creating a skit that demonstrates the concept of bucket-filling. Explain that the skit can be a short play, a song, a dance, or any other form of creative expression. Give the groups time to brainstorm ideas and write a script for their skit. Encourage them to use their creativity and imagination. Once they have a script, they should begin rehearsing their skit in preparation for the performance.

Step 4: Performance and Reflection:

When the skits are ready, each group should perform their skit in front of the class. After each performance, participants should discuss what they learned about bucket-filling and the importance of kindness, empathy, and inclusiveness. Encourage learners to reflect on how they can apply these concepts in their own lives and interactions with others.

You can also discuss Flipped Learning and whether it helped them to better assimilate knowledge.

Flipped Learning Tip	During Step 2 (Introduction to the activity), trainers can incorporate a Flipped Learning approach by sharing introductory materials before the training session. Provide participants with online resources, such as articles, videos, or interactive websites, that explore the concepts of bucket-filling, kindness, empathy, and inclusiveness. Encourage them to review these materials to build foundational knowledge before the training. **Videos that can be included as introductory resources:** "The Science of Kindness" by SoulPancake

	https://www.youtube.com/watch?v=O9UByLyOjBM This video provides a scientific perspective on kindness, highlighting the positive effects it has on our well-being, relationships, and overall happiness. It emphasizes the importance of incorporating acts of kindness in our daily lives and the potential ripple effect it can create. "The Power of Empathy" by RSA Shorts https://www.youtube.com/watch?v=jz1g1SpD9Zo This short, animated video provides a concise and engaging overview of empathy and its significance in our daily lives. It highlights the importance of empathizing with others, understanding their emotions and experiences, and the positive impact it can have on individuals and communities.
Digital Application	During Step 3 (Group Assignment and Scriptwriting), trainers can incorporate Padlet as a collaborative digital tool for brainstorming and organizing ideas. **Step 1.** Create a shared Padlet board for each group and provide them with the link to access it. **Step 2.** Instruct participants to use the Padlet board to collectively brainstorm ideas for their skit and gather visual or textual inspirations related to the concept of bucket-filling. They can add text, images, videos, or links to external resources that resonate with their creative vision. **Step 3.** Encourage participants to engage in discussions within the Padlet board, responding to each other's ideas and building upon them. Trainers can periodically check the Padlet boards to provide feedback, guidance, or additional resources to support the groups' scriptwriting process. **Step 4.** At the end of the activity, trainers can save the Padlet boards and share them with participants as a digital artifact of their collaborative work. This allows participants to reflect on their creative process and revisit the ideas generated during the activity. The use of Padlet will facilitate a visually engaging and collaborative experience for participants, enabling them to contribute ideas in a digital format. It promotes teamwork, creativity, and inclusiveness as participants have equal opportunities to express their thoughts and interact with each other's contributions.

Evaluation	1. Which of the following best describes what it means to "fill someone's bucket"?
	
	    A) To make them feel happy and valued
	    B) To criticize and put them down
	    C) To ignore them completely
	
	2. What is the main message of the activity?
	
	    A) Kindness, empathy, and inclusiveness are important
	    B) Criticizing and putting others down is acceptable
	    C) Ignoring others is the best way to avoid conflict
	
	3. Which of the following is an example of bucket-filling behavior?
	
	    A) Insulting someone and making them feel bad
	    B) Ignoring someone and pretending they don't exist
	    C) Complimenting someone and making them feel good about themselves.
	
	Answer Key: Q1.A; Q.2 A; Q3. C
	
	4. Describe a time when someone filled your bucket. How did it make you feel?
	
	5.What is one thing you learned from the "Bucket -Filling Skits" Activity?
	
	6. How can you apply the concept of bucket-filling in your own life and interactions with others?

Existing Knowledge / Limitations	Participants should have a basic understanding of teaching methods and classroom management. Familiarity with different learning approaches and strategies, such as Flipped Learning and Visual Thinking Strategies, is helpful but not required.
Bibliography	Bianchini, J. A. (1997). *Where knowledge construction, equity, and context intersect: Student learning of science in small groups*. Longobardi, C., Prino, L. E., Marengo, D., & Settanni, M. (2016*). Student-Teacher Relationships As a Protective Factor for School Adjustment during the Transition from Middle to High School.* Frontiers in Psychology. Mccloud, C., & Messing, D. (2016). *Have you filled a bucket today? : a guide to daily happiness for kids.*

Further Resources	Kleinsasser, R. C. (2014*). Teacher efficacy in Teaching and Teacher Education.* Teaching and Teacher Education.
	Smith, D. G., Wolf, L. E., & Levitan, T. (1994). *Studying diversity in higher education.* Jossey-Bass.
	Cult of Pedagogy: https://www.cultofpedagogy.com/pod/ This is a popular educational website and podcast that covers a variety of topics, including inclusive teaching strategies, classroom management, and building relationships with students.

Unit Number and Title	Unit 5: Flipped Learning in your classroom
Lesson Number and Title	Lesson 2: Applying Flipped Learning to a diverse group of students
Activity Title	Activity 2: Visualizing Flipped Learning: Using Visual Thinking Strategies to Explore Flipped Classroom Styles
Target Group	Direct Target Group: Intercultural Mediators, Adult Trainers Indirect Target Group: Migrant Families, Migrant Students
Aim	The aim of the activity is to help educators and intercultural mediators explore the Flipped Learning Approach and its different styles, and how they can be implemented in their classrooms to promote inclusiveness and better student outcomes. Participants will research and present on one of the seven Flipped Classroom Styles, and then use Visual Thinking Strategies to analyze and interpret the information gathered from their research. Through this interactive activity, participants will learn how to prioritize the needs of their students and involve them in the learning process, ultimately creating a more student-centered approach to education.
Learning Outcomes	By completing this activity, the adult trainer/intercultural mediator will be able to: ● explain the different Flipped Learning styles and identify which style suits their teaching approach best. ● use Visual Thinking to develop an engaging and interactive classroom environment. ● create a flipped classroom lesson plan that prioritizes student effort and engagement over traditional lectures.
Duration	90 minutes
Materials-Tools	Large sheets of paper, colored pencils, markers, computer, projector
Methodology and Procedure	**Step 1: Introduction** Introduce the purpose and objectives of the activity. Explain the concept of Flipped Learning and the different Flipped Classroom Styles and how it can be incorporated into the classroom to

promote inclusiveness. Describe how Visual Thinking Strategies can be used to create an interactive classroom environment.

This article presents the Seven Flipped Learning Models as presented in PR2 Online Campus
https://ahaslides.com/blog/7-unique-flipped-classroom-examples-and-models/

This video describes what visual thinking is and how to express your ideas in a visual way.
https://www.youtube.com/watch?v=rZikhQ5w5Ck

Interesting TED Talk on the Power of Visual Thinking
https://www.youtube.com/watch?v=WmF5A6zZj0E

Figure 19(https://pixabay.com/)
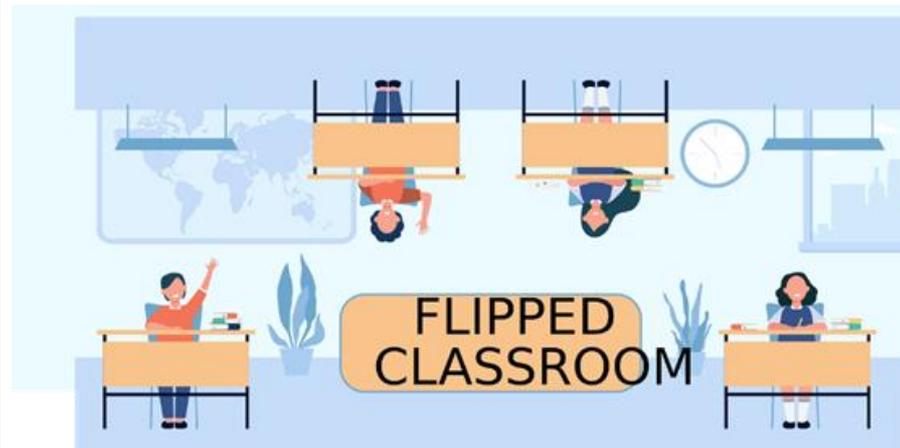
Step 2: Enhancing Learning with Visual Thinking

Divide participants into seven groups.

Explain to the groups that they will be researching and presenting on a chosen Flipped Classroom Style, using Visual Thinking Strategies. Each group undertakes to present one Flipped Classroom Style.

Participants brainstorm ideas and create a visual representation of their Flipped Classroom Style using large sheets of paper and colored markers or pencils. They are invited to create a visual work using drawings, words or phrases that come to mind based on their Flipped Classroom Style. Ask learners to integrate key learning outcomes and how their chosen approach prioritizes student efforts over traditional lecture methods.

Figure 20 (https://www.istockphoto.com/)

Flipped Learning Tip	At Step 2, after participants have divided into their respective groups and started brainstorming ideas for their visual representations, the trainer can introduce a collaborative discussion and reflection session as a Flipped Learning Method. Step 1. Allocate time for each group to present their initial ideas and visual representations to the other groups. Step 2. After each presentation, facilitate a discussion where participants from different groups can share their thoughts, ask questions, and provide feedback on the presented Flipped Classroom Style. Step 3. Encourage participants to critically analyze and compare the different styles, discussing their potential strengths and challenges. This collaborative discussion and reflection will help participants gain a deeper understanding of the various approaches and foster a more comprehensive exploration of the Flipped Learning concept. By incorporating this tip, the trainer promotes active engagement, knowledge sharing, and critical thinking among participants, enhancing their learning experience and enabling them to benefit from diverse perspectives within the group.
Digital Application	During Step 1 (Introduction) the trainer can utilize Mentimeter to actively engage and familiarize the classroom with digital tools. By incorporating Mentimeter, the trainer can create interactive polls or word clouds to gather participants' opinions, feedback, or brainstorming ideas related to Flipped Learning and the different Flipped Classroom Styles. This digital tool allows for real-time responses and encourages active participation, setting the stage for an engaging and interactive learning experience right from the start. Participants can provide their input on the purpose and objectives of the activity, share their initial perceptions of Flipped Learning, and contribute their thoughts on how Visual Thinking Strategies can be integrated into the classroom. Mentimeter serves as a

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	dynamic icebreaker, helping the trainer gauge the participants' prior knowledge and creating a platform for open discussion and exploration of the topic.

Evaluation	1. Which of the following is not a characteristic of the Flipped Learning approach?
	    A) Students watch lectures outside of class
	    B) In-class time is used for hands-on activities and discussion
	    C) Students are not required to do any work outside of class
	    D) Students are given more control over their own learning
	
	2. How does the Flipped Learning Approach differ from traditional lecture-based teaching?
	    A) In a Flipped Classroom, students watch lectures in class and do homework at home.
	    B) In a Flipped Classroom, students do not receive any lecture-based instruction.
	    C) In a Flipped Classroom, students receive personalized instruction and engage in active learning.
	    D) In a Flipped Classroom, students are required to complete all assignments individually.
	
	3. How can you incorporate the Flipped Learning Approach in your own classroom?
	    A) Assign more homework and reduce in-class activities
	    B) Use a variety of teaching methods and prioritize student-centered learning
	    C) Require all students to complete assignments individually
	    D) Lecture for the entire class period and use standardized assessments
	
	4. What is the role of the facilitator in a Flipped Classroom?
	    A) To lecture for the entire class period
	    B) To assign homework and grade assignments
	    C) To facilitate student-centered learning activities
	    D) To supervise independent study time
	
	5. How can Visual Thinking Strategies be used in the classroom?
	    A) To discourage student participation.
	    B) To create a passive learning environment.
	    C) To promote critical thinking and analysis.
	    D)
	Answer Key: Q1. C; Q.2 C; Q3. B; Q4. C; Q5. C

	6. What insights have you gained from this activity?
Existing Knowledge / Limitations	Participants should have a basic understanding of teaching methods and classroom management. Familiarity with different learning approaches and strategies, such as Flipped Learning and Visual Thinking Strategies, is helpful but not required.
Bibliography	Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. International Society for Technology in Education. Loucky, J. P., & Ware, J. L. (2017). Flipped instruction methods and digital technologies in the language learning classroom. IGI Global, Information Science Reference. Shedletsky, L., Beaudry, J. S., Yoder, J., McGinniss, A., Wolfe, K., Henning, C., & Mull, J. (2014). Cases on teaching critical thinking through visual representation strategies.
Further Resources	Cavage, C. (2017). The Pillars of FLIP (Technology Panel). Panopto Team. (2019, May 3). 7 Unique Flipped Classroom Examples: Which Approach Is Best for You? Puthanveedu, L. (2022, April 19). 7 Flipped Classroom Examples for Superstar Learning in 2022. VTS. (2018). Visual Thinking Strategies (VTS): Critical Thinking and Inclusive Discussion.

Unit Number and Title	Unit 5: Flipped Learning in Your Classroom
Lesson Number and Title	Lesson 3: Flipped Classroom with Digital Resources
Activity Title	Activity 3: Laboratory course: e.g. Formatting Text in Word Processor
Target Group	Intercultural mediators
Aim	Flipping the classroom with limited digital resources
Learning Outcomes	Upon completion of this activity, the adult educator will be able to: ● **apply** alternative ways of realizing the Flipped Learning method in case of limited digital resources. ● **make use** of limited digital resources to implement Flipped Learning sessions. ● **instruct educators** on how to implement Flipped Learning methods effectively in their classrooms by using limited digital resources
Duration	Phase 1: 10 min Phase 2: 20 min Phase 3: 40 min Phase 4: 10 min
Materials-Tools	Marker board, markers, paper, pens, tablet, video projector, Computer Lab with Internet Access, USB memory sticks, brochures, or notes
Methodology and Procedure	**Methodology** The below procedure follows the Project-based Learning and the Cooperative/Collaborative learning method while feedback from intercultural mediators is given via discussion. **Procedure** In the begging, the type of equipment available to each student should be investigated and, accordingly, flip learning can be implemented in 2 ways:

1. The In-Class Flip: The instructor organizes corner workstations, where the trainees will prepare by using the computing equipment and digital resources available at the school unit.

2. The Out-Class Flip: In this case, trainees prepare at home by using portable storage disks or notes.

Phase 1

To understand how In-Class Flip works, intercultural mediators watch the following video:

https://www.youtube.com/watch?v=hhq3Yn_QgIA
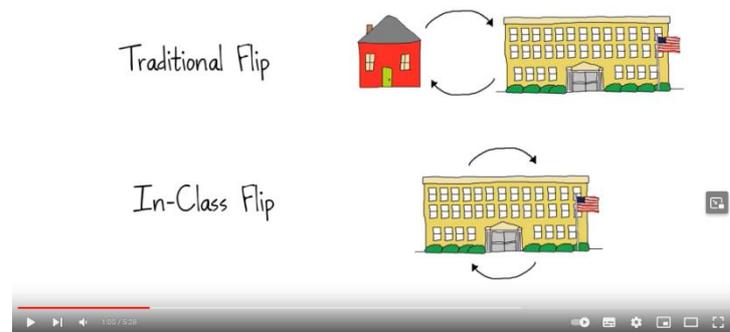
Figure 21 (https://www.youtube.com/watch?v=hhq3Yn_QgIA)

Phase 2

Trainer divides intercultural mediators into 2 groups, one of which will implement the 1st phase with In-Class Flip and the other with Out-Class Flip.

In order to watch the educational material (https://www.youtube.com/watch?v=2MCmnr2L50o&t=955s), the In-Class Flip group will be divided into subgroups of 2 people per PC who, using the lab's PCs, will view the training material online. At the same time, the Out-Class Flip group will do the same, but using the portable storage disks.

Figure 22 (https://www.youtube.com/watch?v=2MCmnr2L50o&t=955s)
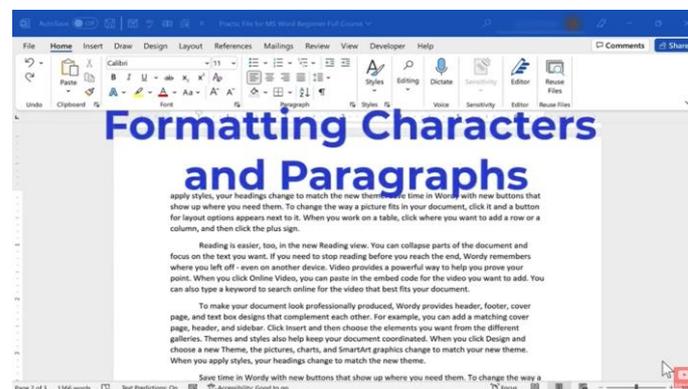
Phase 3

The following worksheet is distributed by the trainer on which the intercultural mediators will work based on what they have watched in the training material given to them in the 1st phase. The text of the worksheet is already written in a text file which is going to be used.

Work Sheet
Formatting Text
Name:_____
Date:_____

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The Flipped Classroom pedagogical model transfers the work of certain learning processes outside the classroom and uses class time to facilitate and enhance other processes of acquisition and practice of knowledge.

Parent involvement in children's learning strongly influence student achievement, engagement and motivation. However, parent involvement decreases in the case of migrant families, as they may face multiple obstacles to become involved in their child´s schooling: language barriers, insufficient understanding of the functioning of schools in the host country, and lack of time or money to invest in their child´s education.

An insufficiently explored approach to overcome the difficulties to involve migrant parents in the education of their children is Family Learning, namely any learning that includes more than one generation of a family.

FLIPPMI partners truly believe that Intercultural Mediators can play an important role to create positive relationships between migrant students, their families and the wider school community if provided with specialized methodological support and innovative tools.

In the upper text do the following:

1. In the 1st paragraph make these changes:
   a. Font: Calibri
   b. Size: 16
   c. Color: Blue
   d. Format: Bold, Capitals
2. Format 2nd paragraph like this:
   a. Font: Calibri
   b. Size: 12
   c. Color: Orange
   d. Format: Bold & Italic
3. Make 3rd paragraph to be "Double strikethrough"

4. In the last paragraph format "FLIPPMI" like this:
   a. Font: Calibri
   b. Size: 14
   c. Color: Blue
   d. Format: Bold
5. Make all paragraphs to be centered aligned.

	Phase 4 The trainer provokes a discussion about the ways in which the two groups applied the flipped classroom process and the intercultural mediators exchange opinions about their experience in implementing the flipped classroom strategy by applying the In-Class and Out-Class method.

Evaluation	1. It is necessary to know the equipment available to each student in order to prepare the flipped classroom.
	    A) True
	    B) False
	
	2. In In-Class Flip the lesson is presented by the teacher.
	    A) True
	    B) False
	
	3. In Out-of-Class Flip it is necessary for the student to have an internet connection.
	    A) True
	    B) **False**
	
	4. The implementation of the Flipped Classroom in the absence of digital resources can be implemented through:
	    A) The In-Class Flip
	    B) The Out-Class Flip
	    C) With the above two methods
	    D) None of the above
	
	5. For the Flipped Classroom to be effective …:
	    A) All students should have prepared in the same way.
	    B) We should give the students material according to the equipment they have.
	    C) Students should have a computer at home.
	    D) None of the above.
	
	Answer Key: Q1. A; Q.2 B; Q3. B; Q4. C; Q5. B

Existing Knowledge / Limitations	In order the intercultural mediators to understand how to implement the Flipped Classroom when students have limited material-technical infrastructure and equipment, they should know the stages of preparation and implementation of the Flipped Classroom and they should be able to apply them in a classroom where all students have the necessary equipment.

Further Resources	1. Flipped classroom: https://en.wikipedia.org/wiki/Flipped_classroom
	2. "How do you flip a class?": https://ctl.utexas.edu/how-to-flip
	3. The four pillars of FLIP: https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf
	4. The In-Class Flip: https://youtu.be/hhq3Yn_QgIA
	5. What's an in-class flip?: https://martharamirez.com.co/blog/whats-an-in-class-flip-revisited/
	6. Video Tutorial: https://www.youtube.com/watch?v=2MCmnr2L50o&t=955s

Unit Number and Title	Unit 5: Flipped Learning in Your Classroom
Lesson Number and Title	Lesson 4: Dealing with uncooperative students.
Activity Title	Activity 4: To know us better
Target Group	Intercultural mediators
Aim	How different forms of communication can help create a climate of trust and safety among students contributing to eliminate objections to participating in the flipped classroom.
Learning Outcomes	Upon completion of this activity, the adult educator will be able to: ● **understand** why some students do not cooperate in the implementation of the flipped classroom. ● **choose** an effective way to communicate with students who are reluctant to follow the Flipped Learning method.
Duration	Phase 1: 15 min Phase 2: 25 min Phase 3: 20 min
Materials-Tools	Marker board, markers, paper, pens, tablet, video projector, mentimeter.com, kahoot.com software and Wi-Fi.
Methodology and Procedure	**Methodology** During the 1ˢᵗ phase brainstorming methodology is applied while in the 2ⁿᵈ phase intercultural mediators have a role-playing game. Finally, conversation is taking place in order to get feedback from the intercultural mediators. **Procedure** Before starting the activity, it is important to understand that in order to deal with uncooperative students in the implementation of the flipped classroom, there are appropriate forms of communication, as not all people communicate in the same way. The main forms of communication are summarized below: 1. Verbal communication 2. Non-verbal communication

3. Intrapersonal communication
4. Interpersonal communication (Face-to-face communication)
5. Group / Mass communication
6. Intercultural communication
7. Augmentative/ Alternative/ Adaptive/ Supportive communication
8. Non-violent/ Compassionate/ Life-alienating communication
9. Emotional communication

In this activity, by using brainstorming, role playing and interviewing, the target group will understand the reasons why a student hesitates to participate in the flipped classroom, while at the same time a way to manage these students is proposed.

Phase 1 – Brainstorming

In this step the instructor asks the following research question: "Why do you think a student is negative about the implementation of the flipped classroom?".

This question is displayed through the mentimeter.com application on the video projector and on the intercultural mediators' tablets. Each intercultural mediator is asked to think and write as many answers as he/she can.

Then the answers are displayed collectively by the instructor in the form of a word cloud where similar answers appear with a larger font size like in the image below:

Figure 23 (mentimeter.com)

Finally, a discussion is held based on the answers given by the intercultural mediators and the individual answers are analyzed with their respective

weight. E.g. in the example above, "Why is *insecurity* the most important factor?".

Phase 2 – Role Playing – Interview

The instructor randomly divides intercultural mediators into groups of two. A suggested technique is as follows:

If, for example, our class consists of 20 intercultural mediators, the instructor has made sure to create pairs of colored cards with two different shapes (e.g. triangle, square) and five different colors. Then, each intercultural mediator draws a card and depending on the shape and color the pairs are formed.

Then the role play will start in which the 2 members will alternately address questions, such as the following:
- What is your name?
- How old are you?
- Where are you from?
- How many years have you lived here?
- Do you feel safe in this country?
- Do you speak any foreign languages?
- What do you do in your free time?
- Are you familiar with new technologies?
- Do you have a computer or a tablet at home?
- Do you have internet access?
- What do you miss the most about your country?
-

The answers of each member of the group are recorded on paper which will help them later for the presentation to the plenary.

Phase 3 – Feedback

In the 3rd and last phase, each intercultural mediator presents his/her partner, using the notes s/he took during the interview.

After the presentation of all the trainees, the educator summarizes everything that was presented, emphasizing the fact that through the communication of the group members, the main obstacles that cause the intercultural mediators' refusal to participate in the flipped class can be overcome.

Evaluation	1. We always use the same way of communication, regardless of which student we are dealing with.
	
	    A) True
	    B) False
	
	2. A key condition for persuading a student to participate in the flipped classroom is to understand the reasons for their refusal.
	
	    A) True
	    B) False
	
	3. Students do not participate in the implementation of the flipped classroom because of indifference.
	
	    A) True
	    B) False
	
	4. The interview helps to get to know our students so that we can help them in the appropriate way.
	
	    A) True
	    B) False
	
	5. Which do you think are the top three factors for which a student refuses to implement the flipped classroom?
	
	    ● ……………………..
	    ● ……………………..
	    ● ……………………..
	
	Evaluation can also be done using a kahoot test.

Existing Knowledge / Limitations	There is no particular knowledge that intercultural mediators need to have in order to participate in this activity. All they need is to know and understand the difficulties and challenges a refugee student faces in the host country.
Bibliography	1. Stamatis, P. (2011). Communication in Education. Athens: Interaction. 2. Mavroyianni, K. (2017). The communicative treatment of primary school students with deviant behavior from the teachers' point of view and from the experts' point of view. A comparative study.
Further Resources	1. https://www.mentimeter.com 2. https://kahoot.com/ 3. https://www.wordclouds.com

Unit Number and Title	Unit 6: FLIPPMI: Supporting the participation of migrant families in Flipped Learning
Lesson Number and Title	Lesson 1: The intercultural mediator responsibilities linked to supporting Flipped Learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities.
Activity Title	Activity 1: Johari Window
Target Group	Intercultural mediators and potential intercultural mediators (any education professional or person involved in the educational community interested in developing this function).
Aim	This activity is designed as a self-analysis tool for intercultural mediators and other professionals in the educational community who want to apply Flipped Learning.
Learning Outcomes	Being able to ● identify the specificities of the role of intercultural mediator linked to supporting Flipped Learning in diverse schools through Family Learning and digital methods to promote socially inclusive educational communities. ● gather necessary information to perform the role of intercultural mediator linked to supporting Flipped Learning in diverse schools through Family Learning and digital methods to promote socially inclusive educational communities. ● act autonomously in the performance of the responsibilities of intercultural mediator linked to the support of Flipped Learning in diverse schools through Family Learning and digital methods to promote socially inclusive educational communities.
Duration	90 minutes
Materials-Tools	- Computer with internet access - Whiteboard / Flipchart - Printer - Resources added in Annexes (I) - Paper - Pens

Methodology and Procedure	**Step 1 – Introduction (15 minutes)** The Intercultural Mediator presents to the potential intercultural mediators the concept of the Johari Window and the benefits it can offer to self-awareness analysis. A video is proposed down below. *Figure 24* The tool in question is known as the Johari Window after the name of its creators, psychologists Joseph Luft and Harry Ingham. The Johari Window is a tool from cognitive psychology. Specifically, this model of analysis illustrates the process of communication and analyses the dynamics of personal relationships. The theory is articulated through the concept of interpersonal space, which is divided into four areas (quadrants), defined by the information that is transmitted.

JOHARI WINDOW MODEL

	Know to self	Not known to self
Know to others	OPEN AREA	BLIND SPOT
Not known to others	HIDDEN AREA	UNKNOWN

This model proposes two points of view or approaches: the self and the others, and it does so from two different approaches - the sender and the receiver.

Step 2 - Our List (15 minutes)
Each (potential) intercultural mediator will make a list including 5 to 10 characteristics or elements that define them as a person and professional.

Step 3 - External List (15 minutes)

Get other people in participants' environments (colleagues, other members of the educational community) with whom they have a regular relationship to also generate a list of elements and characteristics of their professional profile.

This step of the activity can also be done by inviting participants to reflect and recall what feedback or comments they have received throughout their professional experience about their performance.

Step 4 - Window (30 minutes)

Once the participants have the different lists, it is time to create the Johari Window.

For this it is necessary to:

-   classify as OPEN AREA, those elements the participant and others have identified in the different lists.
-   classify as BLIND SPOT, those that have been identified by others, but not by the participants about themselves.
-   classify as HIDDEN AREA those that participants have mentioned, but not others.
-   the rest of the elements that do not fit into any category are left by discarding them in the UNKNOWN (they may or may not belong to this quadrant, but not necessarily).

A template can be found in Annex I.

Step 5 - Reflection (15 minutes)

The Intercultural Mediator invites participants to share their Johari Windows and a discussion begins about the discoveries participants have made.

Figure 25 (https://l24.im/x2gQ9n)   *Figure 26 (https://l24.im/MkTt3Kq)*

Flipped Learning Tip	The video and information about the Johari Window model can be shared and explained before the session. In that way, participants could already understand the depth of the required self-analysis and the feedback from colleagues they need to make the most of it.
Digital Application	In Step 3, when participants need the feedback from colleagues, apps such as Mentimeter could be used to collect the feedback in a quick and anonymous way, facilitating participants the task of sharing their thoughts in an easy way. In Step 4, when sharing with participants the template for the building of their Johari Window, instead of using a printed version, it is possible to create the template in Canva and share the link to the participants so they can complete it online.
Evaluation	- What information about myself have I shared with my colleagues and superiors that has enabled me to build stronger and more effective relationships? - What aspects of my personality or professional skills would I like my colleagues and superiors to know more about, and how could I share that information effectively? - What aspects of my personality or professional skills have I kept hidden, and why have I chosen not to share them with my colleagues and superiors? - How can I solicit more feedback on my professional performance and increase my awareness of others' perceptions of me?

	- How can I use my self-knowledge and feedback from others to identify areas for improvement and set specific professional development goals?
Existing Knowledge / Limitations	Prior to this activity, participants should be interested in developing their profile as intercultural mediators, as the aim of the activity is for participants to immerse themselves in a process of self-analysis in order to improve their professional projection towards others. Furthermore, the explanation of the Johari Window and its quadrants should be clear to all participants in order to be able to classify all elements of their lists and analysis afterwards.
Bibliography	"The Johari Window – Building Self-Awareness and Trust". MindTools https://www.mindtools.com/au7v71d/the-johari-window
Further Resources	

ANNEX I

	Know to self	Not known to self
Known to others	OPEN AREA	BLIND SPOT
Not known to others	HIDDEN AREA	UNKNOWN

Unit Number and Title	Unit 6: FLIPPMI: Supporting the participation of migrant families in Flipped Learning
Lesson Number and Title	Lesson 2: The intercultural mediator role as key when promoting the social inclusive educational communities
Activity Title	Activity 2: Your own Code of Conduct
Target Group	Any member of the educational community (educators, administrators, families, students, etc.). The more actors involved, the richer and more effective the results and learning derived from its implementation will be.
Aim	This activity is aimed at appreciating the value of each member of the educational community in the application of Flipped Learning and demonstrating the importance of collaboration in achieving maximum benefit for the families and students.
Learning Outcomes	Being able to ● demonstrate the educational community how the role of intercultural mediator can be key in promoting socially inclusive educational communities. ● combine the roles played by different members of the educational environment, including the intercultural mediator, in order to promote socially inclusive educational communities. ● demonstrate the value of each member of the educational community, including the intercultural mediator, in promoting socially inclusive educational communities.
Duration	60 minutes
Materials-Tools	- Computer with internet access - Whiteboard / flipchart - Post-its /adhesive notes - Printer - Paper - Pens

Methodology and Procedure	This is a simple but meaningful activity that sets the tone for an event or meeting and builds consensus on shared values. It involves encouraging groups to list what they feel is important on a whiteboard about a common situation that affects everyone. **Step 1 - Introduction (15 minutes)** The intercultural mediator presents to the families the concept of inclusion in the classroom and the benefits it can offer to the students and all the educational community's members. A video is proposed down below. *Figure 27* **Step 2. Choose orientation (15 minutes)** On a flipchart, write the words "Meaningful" and "Enjoyable". Ask each member of the group to think about how, including an intercultural mediator in the educational community, can be meaningful and enjoyable for the students' experience. They should write their ideas on sticky notes. Afterwards, each participant's suggestion is placed in the form of a map, under the corresponding word. For each suggestion, make sure that all participants have the same understanding. If not, changes will need to be made until consensus is obtained from all participants.
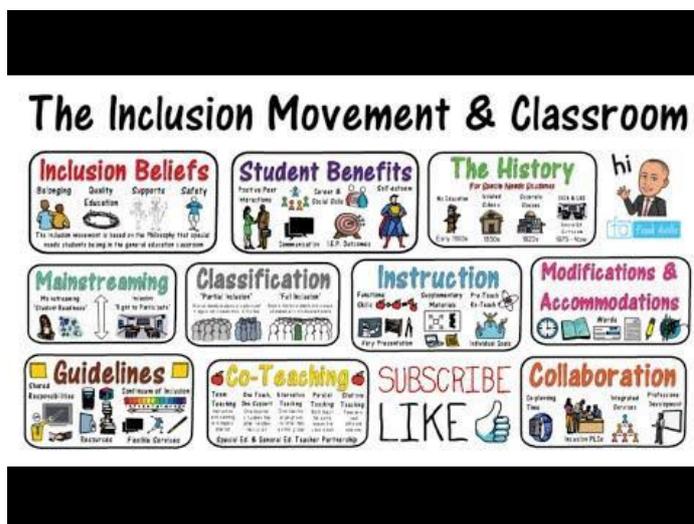
	Step 3- Brainstorming (15 minutes) Review each suggested element and ask participants how they would ensure that the idea is implemented. Record their suggestions also on the flipchart. **Step 4 - Create the Code of Conduct (15 minutes)** All agreed ideas form the Code of Conduct for the education community. It is the responsibility of the group to maintain this code for the rest of the school year. *Figure 28 (https://l24.im/UyZ)* For any activity to be successful, the group must have some common values and beliefs about what makes the community experience successful. Establishing these values at the beginning of the workshop/meeting can make the time spent much more productive, enjoyable, and meaningful.
Flipped Learning Tip	The richness of this activity lies in finding the value of the different points of view of the different members of the educational community. Steps 1 and 2 can be prepared before the session, so that the activity starts directly in Step 3.
Digital Application	In Step 3, when participants share their thoughts and suggestions, digital tools such as Miro can be used to represent the contributions' map. In this way, the visualisation of the Code could be easier and shared with all.
Evaluation	What benefits can an intercultural mediator bring to the educational community with migrant families? **a) Helping migrant students to adapt to the local culture.** b) Increasing the workload of educators.

	c) Generate conflicts with the educational community. What skills should an intercultural mediator have in order to work successfully in the educational community with migrant families? a) Leadership and authority skills. **b) Cultural sensitivity and ability to adapt to different contexts.** c) Knowledge of national education policies. Why is it important to include an intercultural mediator in the educational community with migrant families? a) To ensure that all students learn the language of the host country. **b) To improve communication between the educational community and migrant families.** c) To prevent migrant families from having to adapt to the local culture. Open questions: - What are the most important challenges faced by migrant families in the educational context? In what ways can the intercultural mediator contribute to overcoming these challenges? - What skills or competences do you think are essential for a good intercultural mediator? Do you think these skills can be developed through training and experience? - In what ways do you think the work of the intercultural mediator can contribute to building a more inclusive and diverse educational community? What concrete actions could be taken to achieve this goal?
Existing Knowledge / Limitations	There is no prior knowledge that participants need to have to take part in this activity. This activity has been designed in a simple way so that any member of the educational community (educators, administrators, families, students, etc.) can participate together in the same session or in different sessions. The more actors involved, the richer and more effective the results and learning derived from its implementation will be. In terms of limitations, it is necessary to have access to the Internet to watch the videos of the introductory part and it may be useful to provide stationery materials.

Bibliography	"The role of families in the response of inclusive schools: A case study from teacher's perspectives". 2022. Frontiers https://www.frontiersin.org/articles/10.3389/feduc.2022.970857/full "What you need to know about inclusion in education". 2023. UNESCO https://www.unesco.org/en/inclusion-education/need-know
Further Resources	Miro, an online tool to implement this activity in online mode. It requires access to the internet and the boards created can be easily shared and used at the same time by a group of people. https://www.unesco.org/en/inclusion-education/need-know

Unit Number and Title	Unit 6: FLIPPMI: Supporting the participation of migrant families in Flipped Learning
Lesson Number and Title	Lesson 3: Individual and educational community expectations when applying the Flipped Learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities as a personal and social growing point possibility.
Activity Title	Activity 3: The expectations cycle
Target Group	Migrant families and different profiles involved in the educational community.
Aim	The aim of this activity is understanding how to deal with individual and social expectations in the Flipped Learning educational context in a healthy and beneficial way for the process.
Learning Outcomes	Being able to ● formulate, express, and interpret individual expectations when applying Flipped Learning in diverse schools through Family Learning and digital methods to promote socially inclusive educational communities as a possibility for personal and social growth. ● formulate, express, and interpret expectations of the educational community when applying Flipped Learning in various schools through Family Learning and digital methods to promote socially inclusive educational communities as a possibility for personal and social growth. ● align individual and educational community expectations with the possibilities given by the context when applying Flipped Learning in diverse schools through Family Learning and digital methods to promote socially inclusive educational communities. socially inclusive educational communities.
Duration	90 minutes
Materials-Tools	- Computer with internet access - Whiteboard / flipchart - Printer - Resources added in Annexes (I, II, III) - Paper - Pens

Methodology and Procedure	This activity is designed to be carried out jointly by families and professionals in the educational community: whether they are educators, the intercultural mediator, or other important figures in the educational context. **Step 1 - Introduction (15 minutes)** The intercultural mediator explains to the families the concept of Flipped Learning and the benefits it can offer to the students in the school. A video is proposed down below. The advantages of individualised learning, flexibility and direct interaction with the teacher may be discussed. *Figure 29* **Step 2 - Individual expectations (30 minutes)** The intercultural mediator divides the participants into small groups and asks them to write down on sheets of paper their individual expectations regarding the application of Flipped Learning in the educational context of their children. Each member will take a blank sheet of paper and divide it into three parts (Suggested worksheet in Annex I): 1. In the first quadrant they will write the title "How I see myself". 2. The second quadrant will be entitled "How I think they see me". 3. The third quadrant will be entitled "How I would like to be seen". Then, each group shares their ideas on the flipchart and discusses them together. It is important that each member defines in their own words what each expectation means to them, for example: To be more committed, what does it mean to be more committed? more than who? or to be happy, what does it mean to be happy? what if at some point I am not happy? etc.

Step 3 - Expectations of the educational community (30 minutes)

The intercultural mediator presents a list of the common expectations of the educational community regarding Flipped Learning and what they expect from each other in its implementation (the list can be found in Annex II).

The participants discuss these expectations based on the provided list (they can discuss about adding more) and reflect on their relevance for their personal experience in the school, marking the ones they feel related to.

Step 4 – Action Plan (45 minutes)

Participants are invited to a brainstorming session to identify effective solutions and strategies to address individual and community expectations regarding Flipped Learning.

Figure 30 (https://l24.im/Gh3)

The intercultural mediator summarises the ideas and measures discussed. Agreements are made and an action plan (Proposal in Annex III) is made to implement these proposed ideas.

The intercultural mediator concludes the activity with a short reflection on what has been learned during the session and thanks the participants for their collaboration.

Flipped Learning Tip	Steps 1 and 2 could be done at home before the session. In that way, participants will be ready for the Brainstorming phase, sharing their thoughts and be collaborative.

Digital Application	In Step 2, ANNEX I can be shared via [Canva](#), so participants can include their information directly on the shared template. In Step 3, ANNEX II can be shared via Google forms or [Mentimeter](#) to facilitate the collection of suggestions made by participants. In both options, it is up to the intercultural mediator to choose if the answers are anonymous or not. In Step 4, ANNEX III can be shared via [Miro](#) so the building of the Plan is visually attractive and collaborative among all, since all participants can be working at the same time in the same flip.
Evaluation	This practical activity aims to involve migrant families in the implementation of Flipped Learning and to address their individual and educational community expectations in an effective way. It is hoped that participants will leave with a better understanding of the concept of Flipped Learning and with concrete ideas for applying it at school, so some self-reflection questions on the topic are proposed too: - Has your perception of your role in implementing Flipped Learning changed? - Has your perception of the role of any member of the educational community changed? - Have you learned how to improve your commitment or involvement? - Have you identified any barriers to this?
Existing Knowledge / Limitations	This activity is designed so that any member of the educational community can participate. The more actors involved, the richer and more effective the outcome and learning from its implementation will be. It can also be carried out in different groups and not at the same time, sharing a single briefing on the proposed outcomes. In terms of limitations, internet access is necessary for viewing the videos of the introductory part and a printer can be useful in case you want to provide the Annex sheets to the participants.
Bibliography	"Best Practices for Flipped Classrooms". 2014. Education World. http://www.educationworld.com/a_curr/best-practices-flipped-classroom.shtml "Expectation and reality: Flipped Classroom in teaching English for specific purposes". 2019. INTED2019 Proceedings https://library.iated.org/view/PAVLOVA2019EXP

	"Flipping Class: Why student expectations and person-situation fit matter". 2019. The International Journal of Management Education. https://www.sciencedirect.com/science/article/abs/pii/S1472811719300424

"Expectations in the school-family partnership: what parents and teachers want from each other". 2022. Kinderpedia. https://www.kinderpedia.co/expectations-in-the-school-family-partnership.html |
| **Further Resources** | |

ANNEX I

How I see myself?	How I think they see me?	How I would like to be seen?

ANNEX II

Expectations	
Families expect to be more involved in their children's education	
Families expect to have more information about what their children are learning at school	
Educators expect to have greater collaboration and communication with parents of students	
Educators expect students to be more motivated and engaged in the learning process	
Educators expect families to be motivated and engaged in the learning process with the implementation of Flipped Learning	
The educational community expects the implementation of Flipped Learning and Family Learning to have a positive impact on students' academic outcomes	
The educational community expects that the implementation of Flipped Learning and Family Learning will improve the relationship between the school and the migrant community in the school	
The educational community expects Flipped Learning and Family Learning to be adapted to the specific needs and circumstances of migrant families	
Educators expect that Flipped Learning and Family Learning will enable them to better understand the needs and abilities of migrant students	
The educational community expects Flipped Learning and Family Learning to promote inclusion and respect for cultural diversity	
Families expect Flipped Learning and Family Learning to enable them to be more involved in their children's education without having to sacrifice work or other family responsibilities	

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ANNEX III

Action	Accountable	Required resources + commitments	Possible Threats	Expected Result

Project Partnership

(Coordinator) Le Monde des Possibles ASBL – Belgium

Instituto para el Fomento del Desarrollo y la Formación SL – Spain

Asociación La Bien Pagá Espacio Escénico – Spain

Directorate of Secondary Education, Lasithi – Greece

InnoQuality Systems Limited – Ireland

KIST Consult e.U. – Austria

IASIS – Greece

İstanbul Valiliği- Türkiye

Project Website '' https://flippmi-erasmusplus.eu/ ''