

GROW FROM SEEDS TOOLKIT



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www.growfromseeds.eu

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CONTRIBUTORS

SEAMUS QUINN, THE GAIETY SCHOOL OF ACTING (IRELAND)
CAROLINE COFFEY, THE GAIETY SCHOOL OF ACTING (IRELAND)
ANNA KADZIK-BARTOSZEWSKA, THE GAIETY SCHOOL OF ACTING (IRELAND)
NOÉMIE BESACE, LA TRANSPLANISPHERE (FRANCE)
BRUNO FREYSSINET, LA TRANSPLANISPHERE (FRANCE)
JULIA LAPPE, GILDEN-GRUNDSCHULE (GERMANY)
ANNE MEIGEN, GILDEN-GRUNDSCHULE (GERMANY)
GERRY BRESLIN, KILDARE TOWN EDUCATE TOGETHER (IRELAND)
RACHEL BURKE, KILDARE EDUCATE TOGETHER (IRELAND)
CATHY COSTELLO, KILDARE EDUCATE TOGETHER (IRELAND)
MAUREEN MORAN, KILDARE EDUCATE TOGETHER (IRELAND)
STEPHEN CASSIDY, PLAN INTERNATIONAL (IRELAND)
REBECCA O'HALLORAN, PLAN INTERNATIONAL (IRELAND)
DOMINIQUE DI PONIO, ECOLE PRIMAIRE LES FOUGÈRES, LE RAINCY (FRANCE)
STEVAN QUATREVILLE, ECOLE PRIMAIRE LES FOUGÈRES, LE RAINCY (FRANCE)

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INTRODUCTION

Grow from Seeds project intends to provide a programme designed to foster intercultural dialogue in Primary Schools recognising European Parliament priorities to address anti-social behaviour through social cohesion and inclusion, active citizenship and the empowerment and participation of pupils. The methodology used to deliver this education programme adopts multiple strands of Creative Drama, storytelling and performing arts which are proven to be highly motivating, multi-sensory and active learning tools. The Seeds Workshops Handbook is one of a number of resources developed by the "Grow from Seeds" project funded by Erasmus + and involving organisations from Germany, Ireland and France.

1.1 WHAT IS IN THE TOOLKIT?

THE TOOLS 1-4

The tools 1-4 were developed to support the Grow from Seeds Programme. These tools are used to measure the empathy, respect, active listening, pupil's attitudes towards diversity and social cohesion, openness and collaboration component of intercultural awareness. The tools are part of workshop 1 of Seeds Handbook. Pupils will complete this survey before the programme begins, and again after it is completed. The results will be compared and we will look to see if there has been a change in the pupils' responses.

1.2 THE AIMS OF THE GROW FROM SEEDS PROGRAMME ARE:

- To develop an E-Book on Intercultural Education, which addresses the importance of inclusion in primary schools from the perspective of all participating countries
- To develop a translatable model of the "Grow to Show" Play Handbook
- To provide learning modules for teachers and their pupils. We will also create a handbook which will outline the methodology developed, and provide step by step guidance on how to implement the innovative education programme in primary schools
- To provide a platform for sharing knowledge. The knowledge generated throughout the project will be collated and reviewed in the context of learnings and feedback
- To deliver an education programme in partnering primary schools



TOOL ONE

EMPATHY SURVEY

PURPOSE

This tool is used to measure the empathy component of intercultural awareness. Pupils will complete this survey before the programme begins, and again after it is completed. The results will be compared and we will look to see if there has been a change in the pupils' responses.

THE TOOL

This survey is an abridged version of A Questionnaire to Assess Affective and Cognitive Empathy in Children developed by Carsten Zoll and Sibylle Enz of the University of Bamberg, based on (amongst others) Bryant's (1982) Index of Empathy Measurement for Children and Adolescents

METHODOLOGY

- Frame the exercise for pupils, and explain that they will be asked some questions and asked to think about whether they feel this way always, sometimes or never, and mark that on the sheet.
- The teacher calls out each statement in turn, explaining the meanings if required.
- Pupils mark the response in the appropriate column with a tick or X.
- Teacher collects response sheets.
- Debrief discussion if necessary.

TIME REQUIRED

Approximately 20 minutes

	ALWAYS	SOMETIMES	NEVER
1. I feel sorry for kids who don't have clothes.			
2. When I say a child who can't find anyone to play with, it makes me want to play with them.			
3. I can tell what mood my parents are in by the look on their faces.			
4. I get upset when I see a child being hurt.			
5. I feel sorry for other children who are in trouble.			
6. I can tell by the look on my parent's face whether it's a good time to ask for something.			

TOOL TWO

OBSERVATION RUBRIC

PURPOSE

This tool is used to measure the respect, active listening, openness and collaboration components of intercultural awareness. Teachers will conduct this assessment before the programme begins, and again after it is completed. The results will be compared and we will look to see if there has been a change in the pupils' behaviours.

THE TOOL

The competencies assessed by this tool are taken from The Identification and Assessment of Intercultural Competence as a Student Outcome of Internalization at Institutions of Higher Education in the United States by Darla K Deardoff (2006).

METHODOLOGY

- The teacher chooses a typical school day during which to make the observations.
- Pupils are unaware that an observation is being undertaken.
- The teacher assigns the number of pupils demonstrating the behaviour at each of the four levels, with short accompanying notes to justify the assessment.
- The numbers in each row should add up to the total number of children present in class that day.

EXAMPLE (FOR A CLASS OF 30 PUPILS)

	Rarely or never	Sometimes	Often	Consistently
Demonstrate respect for their peers	2	10	9	9
Listen attentively to their teacher	5	4	15	6

TIME REQUIRED

One full school day for observations. Approximately 30 minutes to complete rubric.

Number of pupils who:	Rarely or never	Sometimes	Often	Consistently	Notes
1. Demonstrate respect for their peers					
2. Listen attentively to their teacher					
3. Are able to follow instructions the first time					
4. Demonstrate a willingness to step outside their comfort zone					
5. Demonstrate the ability to work well with others					

TOOL THREE

WHAT'S THE SAME? WHAT'S DIFFERENT?

PURPOSE

This tool is used to measure the pupil's attitudes towards diversity and social cohesion. Pupils undertake this exercise before the programme begins, and again after it is completed. The results will be compared and we will look to see if there has been a change in the pupils' attitudes.

THE TOOL

This exercise is taken from How do we know it's working? Tracking changes in pupils' attitudes by the Reading International Solidarity Centre (2015).

METHODOLOGY

- The teacher frames the exercise.
- Pupils are presented with a picture of child approximately their age, carrying out an activity.
- In groups of three or four, pupils discuss the picture and make a list of all the things about this child that are a) the same as them and b) different to them.
- The teacher collects the lists.
- Debriefing discussion if necessary.

TIME REQUIRED

Approximately 40 minutes



SAME

DIFFERENT

TOOL FOUR

WHO DO YOU WANT TO HAVE IN YOUR CLASS?

PURPOSE

This tool is used to measure the pupil's attitudes towards diversity and social cohesion. Pupils undertake this exercise before the programme begins, and again after it is completed. The results will be compared and we will look to see if there has been a change in the pupils' attitudes.

THE TOOL

This exercise is taken from *How do we know it's working? Tracking changes in pupils' attitudes by the Reading International Solidarity Centre (2015)*.

METHODOLOGY

- The teacher frames the exercise.
- Pupils are presented with a number of photos of children approximately their age, identified by a number.
- Pupils choose one child who they would like to have in their class, and one child who they would not like to have in their class, and give reasons for their choices.
- Debriefing discussion if necessary.

TIME REQUIRED

Approximately 40 minutes



1.



2.



3.



4.



5.



6.

The child I would like to join my class is number _____.

The reason I chose this child is

The child I would not like to join my class is number _____.

The reason I chose this child is
