

LESSON LEARNED SHARING KNOWLEDGE



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PREFACE

Grow from Seeds is an Erasmus+ project funded by the European Union. The project intends to provide a programme designed to foster intercultural dialogue in Primary Schools addressing European Parliament priorities to challenge extremism through social cohesion, inclusion, active citizenship, empowerment and participation of pupils. The primary objective of this project is to address knowledge gaps, by using innovative methods and ways of outreach and delivery, to provide both pupils and teachers with new learning opportunities in the area of Intercultural Education.

Schools across Europe are seeing a significant rise in the number of children born in one country and raised in another (France, one of Europe's oldest countries of immigration - 25% of the population have an immigrant background and the country has a large second-generation population, Germany has a foreign-born population of 12.4% and has been experiencing significant inward migration since the 1960s and Ireland has a foreign-born population of 16%, typically first-generation, and has only been experiencing significant inward migration since the mid-1990s).

The majority of the foreign-born population come from outside the EU, with 90% of these immigrants originating from low-medium developed countries. This places strain on language teaching capacity which can have a negative impact on the level of academic achievement reached by these immigrant children. At the same time, increased diversity supplies the opportunity to make schools more inclusive, creative and open-minded. The general profile of migrants is changing, with an increasing proportion in the 0-15 year old age category.

A significant proportion of the current and future population is and will be immigrants. It is to be expected that immigrants will remain a definite growing feature of European society and education. The education systems of European countries now face the challenge of integrating increasing numbers of pupils of diverse cultures, languages and outlooks. Grow from Seeds is a response to this challenge in creating fundamental resources to provide quality education for all.

INTRODUCING GROW FROM SEEDS

Over the past two years, six organisations have worked together to develop the Grow from Seeds project:

Kildare Town Educate Together National School (Ireland)

Gilden Grundschule , Primary School in Dortmund (Germany)

Ecole Élémentaire Les Fougères , Le Raincy (France)

Three primary schools with diverse pupil populations with a commitment to provide inclusive education.

Plan International Ireland (Ireland) is an International Development NGO that has been committed to the growth of its Development Education programme since 2008

La Transplanisphère, (France) has longstanding experience of educating through creative drama and performing arts.

Gaiety School of Acting, The National Theatre School of Ireland (Ireland) a not for profit theatre school is involved in developing programmes that address social issues through drama.



STRANDS OF THE PROJECT

The project developed four resources:



1. HOW DID THE GROW FROM SEEDS PROJECT EVOLVE

OUTPUT 1: E-BOOK, 'CONTEXT, THEORETICAL APPROACHES AND BEST PRACTICES IN INTERCULTURAL EDUCATION IN PRIMARY SCHOOL'

The Grow from Seeds E-book explores the topic of Intercultural Education within a primary school setting in three countries: France, Germany, and Ireland. This resource was developed for primary school teachers and educators working with children of primary school age. The purpose of the book is to set the context and inform the development of the Grow from Seeds Training Handbook.

OUTPUT 2: SEEDS AND GROW TO SHOW HANDBOOK

The Grow from Seeds Programme consists of two training handbooks. The Seeds Handbook provides a step-by-step guide of seven workshops that provide teachers with the tools to apply intercultural education into their teaching. The seven workshops focus on experiential learning that investigates themes of social inclusion, active citizenship, social cohesion, human rights and empowerment. The Grow to Show Play Handbook provides tools for students to create their own stories and combine their favourite elements of each individual story to co-create a communal play.

A 5-day Train the Trainer workshop was organised in July 2019 for participants from each partner organisation. The training focused on the development of the skills necessary to deliver the Grow from Seeds workshops.

The partners trained additional 105 teachers in Grow from Seeds Programme. The teachers attended 5day training approved for epv days in Dublin in July and August. In Paris and Dortmund they were trained over the period of September to November 2019.

OUTPUT 3: LESSONS LEARNED – A PLATFORM FOR SHARING KNOWLEDGE

This brings together the experiences, knowledge and understanding gained throughout the project. It also presents recommendations relevant to policy and practice in each partner country to improve collaboration and coordination of stakeholders nationally and at a European level. Building on the previous outputs including stakeholder engagement through roundtable discussions, seminars and an International Conference, the lessons learned report captures the learning from the project both at a practical and academic level.

Additional resources developed and sourced have formed the sharing knowledge platform on the Grow from Seeds website www.growfromseeds.eu. The purpose of this platform is to provide educators and facilitators with complementary resources to engage in Intercultural dialogue in the classroom before implementing or after completing the Grow from Seeds programme.

1.1 E-BOOK ON INTERCULTURAL EDUCATION

E-Book: 'Context, Theoretical Approaches and Best Practices in Intercultural Education in Primary School'.

As previously mentioned, the E-Book is not intended to provide a comprehensive overview of Intercultural Education but simply to introduce Intercultural Education across the three partner countries and the value to adapting a creative approach in implementing it.

Fionnuala Ward from Educate Together commented 'this is a fascinating insight into Intercultural Education in three EU countries and a must-read for anyone interested in the ability of primary school systems to respond to changing circumstances. At times shocking and even depressing, it is an indictment of lack of government oversight and investment. The focus on the performing arts, story-telling and drama highlights the importance of communication and of making connections and in a very real way speaks to what it is to be human'.

Overall gathering information from across the three EU countries highlighted some interesting points:

- German and Irish 'multicultural models' can be contrasted with the French 'assimilationist' approach, but either way problems still persist. There is strong evidence to support the existence of direct and institutional discrimination toward migrant groups in all three countries.

The latter reinforces social inequality and thus hampering the contribution migrants can make to host countries. It is not enough to rely on protection enshrined in national and European policies, civil society needs to become more involved in ensuring the rights of migrants are respected and supported to the same extent that the rights of the majority population are respected and supported.

- Taking a closer look at Intercultural Education within the education system; it can be concluded that there are many creative and innovative initiatives taking place across all three countries, however its implementation is left to the discretion of teachers and the school ethos. Secondly, it was found that Intercultural Education is associated with additional language support for students and while learning the national language is vitally important for integration, it is often under resourced and does not provide space for an exchange of intercultural dialogue.
- The principal aim of the final chapter was to draw attention to the importance of teaching by using storytelling and creative drama techniques and to suggest ways of consolidating drama methodologies in many areas of intercultural education. Initial research has shown that the modern classroom, which has and will become increasingly diverse in terms of pupil profiles, sets the stage for understanding our changing society. It was concluded that an interdisciplinary educational approach would especially be useful for primary school education. The Grow from Seeds project intends to provide a programme designed to foster intercultural dialogue and will address knowledge gaps, by using innovative methods and ways of outreach and delivery, to provide both pupils and teachers with new learning opportunities.

1.2 HANDBOOKS – SEEDS AND GROW TO SHOW

The Grow from Seeds programme is divided into two handbooks.

The Seeds Handbook is a step by step toolkit for educators and facilitators that contains 7 workshops. The Seeds workshops are seven drama based experiential workshops designed to investigate and explore the themes of social inclusion, social cohesion, active citizenship and empowerment.

“The GFS methodology can be applied to all classes since it responds to the educational programme in France. The Grow from Seeds programme should be the core of Intercultural learning in French schools. ”

Frederic LEBAS, teacher at Jacqueline Quatremaire School (Drancy, REP, Seine-Saint-Denis)

The Grow to Show Handbook is designed to facilitate and encourage participants to engage with storytelling techniques to create their own unique story/play and a collective group story.

'Grow from Seeds is a welcome addition to the canon of using drama to help young learners develop their knowledges and practices and get hands-on experience of doing drama. This type of project and practice can and does engage young learners on a variety of levels and enhances their confidence in dealing and working with others. The skillset acquired from this project includes interpersonal, intercultural, communicative, personal development, creative and kinetic skills. This toolkit can make a big difference to young people's learning experiences and lives and I wholeheartedly applaud and endorse this initiative'. Peter Sheekey (Ireland)

"For me the handbook is very well written and even more important i feel it`s written to be used in every day school situations. To spread the word about a very creative and new approach for living inclusion and tolerance I think that`s what a handbook should be. Otherwise the colleagues wouldn`t be able to use it straight away. Furthermore I think the layout is very positive and the handbook carries the overall topic very clearly through that."

Nora Verneuer teacher at Diesterwegschule

1.3 TRAIN THE TRAINER WEEK

In July 2019, a training of trainer's event took place in Kildare Town Educate Together National School, the purpose of this was to train the project partners in order to fully understand and participate in the programme. The training was facilitated by the Gaiety School of Acting, the project lead. The workshop consisted of a 5-day training in which each attendee participated in the Grow from Seeds programme with the workshop culminating in a Grow to Show play at the end of the week.

Upon completion of the training, each participant completed an evaluation of the week. A common trend among the participants was their listing of facilitation as a skill that they had improved upon by partaking in the training. Many noted big improvements in their confidence which in turn helped them to feel as if they were well prepared to teach the programme, including all of the dramatic aspects.

Feedback on what was most enjoyable about the training included 'incorporating everyday issues into drama', 'the interactive parts', 'all very relevant', 'we started off as strangers and left as friends.' This sentiment encapsulates the meaning of the Grow from Seeds programme – inclusion and understanding of others. Some found the start of the week difficult as they were not well acquainted with others but this was quickly rectified by the inclusive nature of the programme.

All participants were complimentary of the facilitators and their style of teaching. This was listed as an enjoyable part of the week by most participants.

The training of trainer's workshop allowed participants to experience the programme first hand and to get a better understanding of what the children would be expected to do in order to partake in Grow from Seeds.

1.4 PILOTING OF THE PROGRAMME – TRAINING FOR TEACHERS AND IMPLEMENTATION

Following the development of the handbooks and the Train the Trainers workshop, the teacher training programme was piloted in each partner country.

THE NUMBERS OF TEACHERS THAT PARTICIPATED IN EACH COUNTRY:

- IRELAND – 44 TEACHERS
- GERMANY – 15 TEACHERS
- FRANCE - 46 TEACHERS

In Ireland the course was approved for epv days from the Department of Education and Skills. The courses were offered twice in July and August 2019.

The aim of the piloting was to gather the participants' experience of the workshops and to test the methodology developed in terms of fitness for purpose as well as capacity to engage the target groups and meet its objectives. The latter provided an opportunity to evaluate the project at a practical level.

Overall across the three partner countries, teachers felt more confident in incorporating drama into classroom activities and recognised practical assimilation opportunities with the programme into the curriculum. On a practical level in the classroom, it was reported that the Grow from Seeds programme provided a safe space for children to present their point of view and increased children's vocabulary and awareness around Human Rights. Furthermore, children who have limited vocabulary in relation to their feelings could show and say how they felt. The Grow to Show play was commended for providing a real opportunity for students and teachers to collaborate in developing a play and students feeling that they had ownership of its entire production. Finally, the play was a valuable tool in linking the programme to the wider community.

It was also noted that time constraints limited teacher's ability to facilitate the Grow to Show part of the programme. In order to achieve this, the widely held opinion was that the programme needs to be implemented at the start of the academic year. Another valuable viewpoint worth highlighting was that when implementing the programme, teachers need to respect and be prepared if children's values or concerns differ from their own. Moreover, there needs to be some sensitivity to arising issues as there may be some children affected by the issues being discussed. Interestingly, at a roundtable discussion in Dublin a conversation regarding teacher's apprehension in incorporating Intercultural Education for the above reasons was also elaborated on. It was suggested that their needs to be trained to uplift teacher's confidence and explore and reflect their own ethnic origin.

TEACHER'S EVALUATIONS OF THE TRAINING PROGRAMME

IRELAND

44 teachers were trained in the Grow from Seeds programme. All participants completed a training evaluation form. Initially, they were asked to rate different aspects of the training.

- 39 participants strongly agreed that the learning outcomes of the course were clear from the outset.
- 41 strongly agreed that the learning outcomes of the course were achieved.
- 39 strongly agreed that the course was relevant to the work they do.
- 41 strongly agreed that the course facilitator's communication style and delivery was effective.
- 37 strongly agreed that the presentations and materials used were of a high quality.
- 39 strongly agreed that they felt more confident in using drama and storytelling as teaching techniques.
- 38 strongly agreed that they felt ready to apply the programme in their class.
- 37 strongly agreed that the training communicated about the Grow from Seeds resources that are available on the internet.
- 44 strongly agreed that they would be interested in further learning relating to these topics.
- 43 strongly agreed that they would recommend this course to a colleague.



Elements of the training that teachers found useful or interesting included: 'practical assimilation opportunities', 'fantastic facilitator' and 'content was outstanding'.

Some feedback on how to improve the training mentioned that more time should be given for discussion and that the PowerPoint should be less text heavy. Some participants felt that the Grow from Seeds project itself required too much with the cardboard cut-outs.

Comments included:

- Reach out to more teachers - the programme needs to be known. More funding might help.
- More participants from more countries.
- It was excellent and thoroughly enjoyable.
- Excellent all round course which was very useful and very fun!
- Caroline, the trainer, is very passionate during the whole workshop. I think that is one of the best qualities we teachers should have in the classroom.
- It would be nice to have a part of the day linked in with SPHE.
- Would love more time!

In Ireland, the general consensus from attendees was that the Grow from Seeds project was a great asset to intercultural education. The facilitators received high praise. In terms of spreading the word about the programme and encouraging more teachers to be trained in it and use it, suggestions were made about additional funding to promote the programme. This is something that can be looked into in the future to progress and expand the Grow from Seeds programme.

GERMANY

15 teachers were trained in the Grow from Seeds programme.

- 6 participants strongly agreed that the learning outcomes of the course were clear from the outset.
- 7 strongly agreed that the learning outcomes of the course were achieved.
- 6 said that the course was relevant to the work they do.
- 7 said that the course facilitator's communication style and delivery was effective.
- 5 said that the presentations and materials used were of a high quality.
- 8 said that they felt more confident in using drama and storytelling as teaching techniques.
- 7 felt ready to apply the programme in their class.
- 9 indicated that they would be interested in further learning relating to these topics.
- 7 said they would recommend this course to a colleague.

Elements of the course that participants found most useful or interesting included: 'The children develop their own stories', 'the promotion of integration', 'promoting empathy', 'step by step instructions'.



Elements of the training that the participants found least interesting or useful included:

- The stone soup story is great, and the content is extremely important, but since I run a theatre course, only the second part is really relevant to me.
- The discussions about the stone soup story were sometimes a bit slow
- I liked the play, but I don't know if I can take so much time to do it. There are many other things to do.

Additional comments and feedback - the majority of teachers noted that they would be interested in further training and that they were looking forward to introducing it into their classrooms.

Emphasis was placed by participants on the fact that they have little to no time to incorporate such a programme into their classrooms, to address this – trainers could make it clear that many of the workshops relate to different aspects of the curriculum, such as myself and the wider world and social, personal education.

FRANCE

46 teachers were trained in France in the Grow from Seeds programme.

- 47% of participants strongly agreed that the learning outcomes of the course were clear from the outset.
- 61% strongly agreed that the learning outcomes of the course were achieved.
- 44% strongly agreed that the course was relevant to the work they do.
- 78% strongly agreed that the course facilitator's communication style and delivery was effective.
- 31% strongly agreed that the presentations and materials used were of a high quality.
- 53% strongly agreed that they felt more confident in using drama and storytelling as teaching techniques.
- 33% strongly agreed that they felt ready to apply the programme in their class.
- 67% strongly agreed that the training communicated about the Grow from Seeds resources that are available on the internet.
- 50% strongly agreed that they would be interested in further learning relating to these topics.
- 70% strongly agreed that they would recommend this course to a colleague.



When asked what elements of the course were most useful or interesting, participants remarked:

- The diversity of approaches and responses of participants
- All the scenarios made it possible to concretely realize how to set up actions in class. The interactivity and the exchanges within the group and with the facilitators made it possible to confront points of view on certain situations which seemed more confused. The clarity of the project and the relative simplicity to be able to reproduce it in class are big positive points of this training.
- The common thread leading to the creation of workshop 8 to 10
- The different games, the staging of the passages of the story, the activities around the production of writings
- The methods used to reinforce the cohesion of the class group, the progression proposed starting from the history of the stone soup...
- Everything was interesting and relevant.
- Playful techniques to put the participants at ease.
- The techniques of writing a piece

Elements of the training that the participants found least interesting or useful included:

- The presentation, a bit too long
- Nothing
- All elements of the course were relevant
- In my opinion, because redundant, the part about the Irish tale.

Additional comments and feedback from teachers who participated in the training:

- The application of different situations can sometimes be complicated in class (lack of technical resources in "old" classrooms... chalk and chalkboard) But the enthusiasm of the students to create together is very important.
- I started using the manual in my class. So far, so good. The sessions are however much too long and must be redecorated.
- I still hesitate to lead this project alone without intervening.
- Develop the empowerment, the citizenship aspect, the creativity, the enhancement of oneself
- One of the best courses offered by the network.
- Really interesting and relevant training because even if we cannot achieve the project in its entirety it is quite possible to use steps in writing productions in particular. A big thank you to all the trainers for their kindness and their smile!

- I discovered a way to bring theatre to class that encourages me to reproduce it. Thank you
- Noémie, Clementine and Bruno were great trainers! The last half-day was less dynamic than the first.
- The training deserves at least 4 days in a row to produce a piece.

The comments made by the participants in France indicated that perhaps the training was too short – this could be attributed to the fact that often; it is difficult to get time off school in France for extra trainings. Teachers noted their hesitation at completing this project on their own without external help, perhaps this could be rectified in the future by having more discussions on their fears and working with the individuals to give them the confidence to run the Grow from Seeds programme. Some teachers felt that the workshops were too long – to address this, the message that teachers can decide to choose some elements of the workshops to do with their class could be made clearer. The workshops are adaptable and so teachers can often pick and choose which elements they feel are appropriate for their class.

Overall, 105 teachers were trained in total in Germany, France and Ireland. 84% of all participants noted that they would recommend the course and 85% said that they would like further training.



1.5 TESTING PHASE - EVALUATION BY PUPILS IN FRANCE, GERMANY AND IRELAND

This section details the principles underpinning the evaluation, and the specific tools which were used in the evaluation process. The tool has been fully developed by partners and is available on the [Grow from Seeds website](#).

EVALUATION PRINCIPLES

The evaluation operated under the following core principles:

- Useful. The evaluation will be designed and implemented in a way to make it useful to the different intended users.
- Feasible. The evaluation will be realistic, practical and effectively managed so as to make the best of use of resources.
- Proper. The evaluation will follow appropriate legal and ethical procedures.
- Reliable. The evaluation will be rigorous, accurate, truthful, and based on valid data.
- Accountable. The partners (and particularly Plan International Ireland, who are leading the evaluation) will be accountable for the quality and use of its evaluation.

The core elements of intercultural competence to be measured were;

- Empathy
- Relating to others
- Communication skills
- Openness
- Respect for others
- Collaboration
- Self-reflection
- Attitudes to diversity
- Social cohesion

Students in each school took part in empathy surveys, 'who do you want in your class?' and 'what's the same, what's different?' questionnaires. Teachers also observed the class and rated the class according to their behaviour and its consistency.

The purpose of these surveys, questionnaires and conversations was to measure children's empathy levels, their openness to diversity and inclusion and their intercultural skills. The results provide an insight into interculturalism in varying European countries, each with different levels of diversity.

Baseline results were gathered in November 2018, with end line results being completed in 2019, after the students had participated in the Grow from Seeds programme. The purpose of this was the gauge whether there had been a significant change, if any, in the student's attitudes towards inclusion, diversity and other elements of intercultural education.

1. EMPATHY SURVEY

For the empathy survey, statements given to students included:

1. 'I feel sorry for kids who don't have clothes.'
2. 'When I see 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 parents face whether it's a good time to ask for something.'

IRELAND

2 classes in Kildare Town Educate Together took part in the Empathy survey. Children were given the above statements and had to tick either 'Always' 'Sometimes' or 'Never'.

The majority of students answered 'always' and 'sometimes' to these questions. Overall, students tended to be quite compassionate in their answers, a majority of students answered 'always' to 'I feel sorry for kids who don't have clothes.' Students here seemed to be very aware of others feelings and were able to differentiate between different emotions.



The end line results were largely the same as the original survey completed in November 2018. Children in Kildare Town Educate Together seemed to be quite empathetic towards other children and seemed to be aware of others emotions and how to read them. Students found it most difficult to understand their parents – a large majority of children selected ‘never’ when asked ‘I can tell by the look on my parents face whether it’s a good time to ask for something.’ Overall, the answers here had slightly improved after completing the Grow from Seeds programme, although they were rather positive before.

GERMANY

Answers in Gilden Grundschule were slightly different to that of Ireland. There were 25 students in the class who participated in the empathy survey. 21 times students voted for ‘never’ in response to the statements. Other than that, results were mixed between ‘always’ and ‘sometimes’ for all questions – there was no clear preference for either.

In July 2019, students were again given the same empathy survey. The results here were not much different from November 2018. Answers varied often by just 1 or 2 students but overall there was not a significant shift. When first presented with ‘I feel sorry for kids who don’t have clothes’, 16 students initially indicated ‘always’, 4 said ‘sometimes’ and 4 said ‘never.’ When asked 7 months later, having participated in the Grow from Seeds programme, the change was perhaps not as expected. 15 students said ‘always’, 5 said ‘sometimes’ and just 1 said ‘never’. 3 less students participated in the second empathy survey. While this can be seen as a change in empathy levels of the students, it perhaps does not provide a full picture as the same number of students did not participate in the second survey.



FRANCE

A class of 21 students completed the empathy survey. Their results were similar to Ireland. Just 2 students answered 'never' to the statements. All other participants had more empathetic answers – 'sometimes' and 'always'. In response to 'I feel sorry for kids who don't have clothes', 2 students answered 'never', 4 answered 'sometimes' and 15 students answered 'always'.

Following completion of the Grow from Seeds programme, students in Ecole Elementaire seemed to have improved their levels of empathy towards others. In response to statement 1 – 'I feel sorry for kids who don't have clothes', just 1 student indicated 'never' while 7 said 'sometimes' and 11 students said 'always'. This was an improvement on the previous survey as it showed that students were more understanding of others and their feelings.

Overall, the empathy survey provided some impressive responses; children in all three countries tended to be very caring towards children less fortunate than themselves – this was evidenced by statement 1. Students viewed children who don't have clothes as different to them, they felt sad at the thought of a child not having sufficient shoes, perhaps as a result of the poverty of the country they live in. In order to get a better understanding of whether there has been an actual change in empathy levels, in future, these surveys could be given to the exact same number of students in the class that completed the original surveys. This would give a better measure of children's attitudes. Students found it most difficult to comprehend adults and understand what emotions they were feeling. To improve this, in future, the Grow from Seeds programme could incorporate adults as well as students into the wider conversation about inclusion and collaboration.



2. OBSERVATION

Each teacher in each class of the three partnering schools were asked to observe their students behaviours.

What is measured?

- Respect for others
- Listening skills
- Relating to others
- Openness
- Collaboration
- Self-reflection

How?

- Observations from class teachers
- Snapshot of class on a given day

FRANCE

26 students were observed. The teacher conducting the observation noted that the majority of children behaved in a consistent way, 18 out of 26 children consistently showed respect for their peers. In relation to demonstrating an ability to relate to their peers, 10 students consistently showed this, 14 often did and 2 children sometimes did. Respect for others is paramount for the success of intercultural education.

In July 2019, 26 students were again observed by their teacher. These results showed a slight improvement on the previous year – 20 students now consistently showed respect for their peers. In terms of demonstrating an ability to relate to their peers, 20 students were consistent in this. This was a 50% improvement on the baseline results from November 2018. Just 1 student never or rarely showed an ability to relate to their peers. This improvement can be attributed to the Grow from Seeds programme and the stress it places on the importance of collaboration and respect for one another.

IRELAND

28 students were observed in Kildare Town Educate Together. The results were very positive with the teacher noting that the vast majority of students behaved in a consistent way – 22 demonstrated respect for their peers, 22 listened attentively to their teachers, 18 were able to follow instructions for the first time and 20 consistently demonstrated the ability to work well with others. The teacher indicated that no child came under the 'rarely or never' bracket – on average just 2 children fell into the 'sometimes' category in terms of their behaviour and ability to work with others. This was a very successful exercise, overall, students were aware of others and seemed to make a conscious effort to try to understand others and behave in a respectful way.

The observation rubric was completed prior to the beginning of the Grow from Seeds programme with 28 students being observed by their teacher. Results here were quite positive. Students appeared to nearly always behave in a consistent way. 23 pupils consistently demonstrated respect for their peers with just 5 students sometimes showing respect for others in their class. 20 students consistently listened attentively to their teacher and 11 were able to clearly follow instructions the first time. Some pupils struggled with their ability to work with others – 4 students rarely or never demonstrated this. 2 students never showed an ability to adhere to instructions the first time. The results here were positive but still showed room for improvement.

GERMANY

Before beginning the Grow from Seeds programme, students in Gilden Grundschule struggled to demonstrate respect for their peers. A class of 24 pupils was surveyed and only 5 students consistently showed respect for others in their class. 9 students sometimes showed respect for classmates. In contrast, 9 students consistently demonstrated the ability to work well with others, while 2 students rarely or never did. The observation from the teacher here indicates that there was a lack of understanding between pupils which often leads to a lack of respect. The majority of students were unwilling to step outside of their comfort zones, with just 3 students comfortable in doing so consistently. The results gathered here showed a real need for the Grow from Seeds project, in order to allow students be more comfortable in themselves and in turn, have greater respect for others in their class.

Upon completion of the programme, students were observed again and the results were promising. 25 pupils were observed in July 2019 – results showed improvements in some areas while other issues still remained a struggle. A larger number of students did demonstrate a willingness to step outside of their comfort zones with 9 consistently comfortable in doing this as compared to just 3 prior to the implementation of the Grow from Seeds programme. In terms of demonstrating respect for their peers, still just 5 students consistently behaved in this way and 7 sometimes showed respect. There is still room for improvement here. The difficulties faced in Germany may be contributed to the fact that not all students speak German in the school and this can lead to exclusion and difficulties making friends as students are seen as 'outsiders'. With more focus on inclusion in the Grow from Seeds programme, teachers could soon see an improvement in levels of respect that students have for each other.

Overall, children in Ireland, France and Germany improved in their behaviour. Teachers noticed an increase in the number of students who could demonstrate consistent behaviours regarding listening to their teacher and attempting to work well with each other. In the future, in terms of doing this differently, it would be important to ensure that the exact same class with the exact number of students first observed is again observed a second time. Activities could also be created and suggested for the students to do in order to allow the teachers to observe the students of each country, participate in the same activity and seeing their behaviours. This would give consistent results.

3. WHO DO YOU WANT IN YOUR CLASS?

This questionnaire was given to students and the two questions were put to them after being shown a series of pictures of other children.

What is measured?

- Pupils' attitudes towards diversity
- Social cohesion

How?

- Pupils choose from a range of photos:
 - Which child they would want to join their class, and why
 - Which child they would not want to join their class, and why

IRELAND

Some students chose particular children for more personal reasons – 'I would like someone else to play with.' 'I would like a new friend in my class because I like having new friends to play with'. Many responses referred to the student looking 'friendly' and 'nice'.

Most students chose the same picture of who they did not want in their class. Their reasons were largely homogenous, he looked too old and should be in a different class. This was an insightful response as it showed that the vast majority of the students in the class did not see many negatives or use harmful words to describe the student. They seemed to be weary of his age and for that reason alone did not think he belonged in their class.

The results here after the students had completed the programme were interesting – students focused less on the perceived age difference and more on the expression on the child's face. Students noted that still did not want the same students in their class, their answers did not vary much in this regard. However, their reasons now included 'they look mischievous', 'he looks like he is keeping a secret from me', 'he does not look kind' 'not fun to play with', 'her hair is crazy.. sorry'. The inclusion of an apology for one's feelings was insightful, it showed that the student still answered the question asked of them but perhaps now had some regret that this would hurt the child's feelings. This was a positive outcome of the programme – the student being aware of others feelings.

When asked again what child they would like in their class, students noted 'she looks nice to play with and looks like she has a nice personality', 'because she is a girl and I am a girl', 'it would be cool to find out what he likes and I think he would be a team player'. There was less emphasis on the physical traits of the child and students focused more on their possible personality. This was a welcomed result as students concentrated more on the emotional side of the child. Students responses had a more welcoming nature and they seemed eager to meet new people and learn about them and their experiences.

FRANCE

Here, the majority of students picked the same child as the student they would welcome in their class. Their reasons for this ranged from 'because he/she is cute', 'they are nice', 'they are a girl/boy', 'happy', 'seems smart', and 'generous'. 2 students said that everybody is equal so they would like all children to join the class. This is a fantastic example of the importance of teaching children about diversity and inclusion.

When asked who they did not want in their class, responses varied from 'they are not nice', 'not happy enough', 'ugly', 'weird' 'look like mentally disabled'.

8 students said they did not want to refuse any of the children because they said it would be not respectful, that they all look nice.

The student's reasons for not wanting students in their class were quite negative, which could be attributed to the difficult social environment that already existed in their community. However, some students did show a kind and empathic nature in wanting to protect children and those who were less fortunate than themselves by welcoming them into their class. This may be indicative of the welcome that some students would have wished to receive when they themselves joined the class.

Having participated in the Grow from Seeds programme, students were again asked to choose which child they would like in their class. Answers varied from 'seems nice and cute', 'pretty', 'smiling', 'want to protect him if he has trouble with the others', 'someone we could trust', and 'looks like a poor child'. These responses show a big change in the opinions of the students. They focused more on the feelings of the child and had a protective instinct.

When asked to explain further about what child they did not want in their class, students felt that some children looked as if they already had money so they would not need to join their class. Other opinions included 'she could steal other people's friends', 'I don't trust him', 'he has a fake smile', 'looks like a bad child.' These answers varied to those given prior to the Grow from Seeds programme. Students now focused on more personal issues – the loss of their own friends, not trusting someone and believing that the child had money and therefore didn't need to join the class. This shows that the students were more aware of their own feelings having completed the programme. Students did not tend to focus on the physical characteristics of the children in the photos and did not speak about them in an overly negative way, compared to their first descriptions.

GERMANY

Students in Gilden Grundschule focused mainly on the facial expressions of the children in the photos and their physical features. - 'I chose this child because they have black eyes', 'she has nice eyes and nice earrings', 'his hair is great'. These answers were not very emotional and didn't touch on feelings, rather they focused on what they deemed as 'nice' features.

When asked who they didn't want in their class, students again noted physical appearance as the main reason for someone being excluded from the class 'because they have red hair and a bad nose', 'he doesn't have beautiful hair', 'his eyes are not very nice'. These responses were unusual compared to Ireland and France, however, this could be attributed to the fact that some children in this school face a language barrier as not all students speak German fluently, some even having little to no German.

Results from this questionnaire did not vary drastically compared to the baseline. Students continued to look at physical features of the children when deciding who they wanted to welcome to their class 'he looks nice, cute', 'beautiful earrings' and 'she smiles'. However, unfortunately, there did not seem to be an improvement in the second part of the questionnaire – who do you not want in your class. Answers varied from 'he looks like he talks too much and is distracting', 'looks like she has a disease' 'I don't like brown skin colour', 'looks ugly', 'I don't like black kids'. These answers were alarming but perhaps indicative of the environment of the children. Germany is a multi-cultural society with lots of diversity but it also faces difficulties with integration as a result of a large migrant population, which can be evidenced here. The opinions of the students here perhaps show that more could be done in the Grow from Seeds programme to include race and open the conversation on it.



'I do not want to exclude a child' was one of the answers were alarming but perhaps indicative of the environment of the children. Germany is a multi-cultural society with lots of diversity but it also faces difficulties with integration as a result of a large migrant population, which can be evidenced here. The opinions of the students here perhaps show that more could be done in the Grow from Seeds programme to include race and open the conversation on it.

'I do not want to exclude a child' was one of the answers when asked to pick which child they did not want in their class. This was a positive outcome and shows that despite some very negative answers, some students did grasp the concept of the Grow from Seeds programme and learned about the importance of inclusion.

Overall, each partner country had different results for the 'Who do you want in your class?' questionnaire. Students of Kildare Town Educate Together seemed to be very aware of others feelings by the end of the programme. They were very inclusive and showed good tendencies of acceptance and understanding of others. Some students in Germany and France seemed to have quite negative feelings about certain children that were portrayed to them – students viewed them as a threat and did not want people of a certain skin colour to join their class. While we cannot be sure of the reason for this, it could be because of a personal experience, a difficult social environment or an ingrained perception of people of different ethnicities. In order to tackle this, we would suggest that in future, more attention be given to race and ethnicity in the workshops of the Grow from Seeds programme. Students bias can be broken down if it is addressed at an early age. Inclusion of discussions about race and ethnicity would improve acceptance levels and collaboration within classes, which is central to the Grow from Seeds philosophy.

3.WHAT'S THE SAME, WHAT'S DIFFERENT?

Students were shown a picture of a child of a similar age. They were asked to describe the similarities and differences between themselves and the child in the picture.

What is measured?

- Diversity
- Relating to others

How?

- Pupils are shown a photo of a child of a similar age
- They give a list of things that are the same as them, and things that are different

IRELAND

In Kildare Town Educate Together, students noticed many similarities between themselves and those in the pictures. A very notable similarity was 'gender'. Others included 'both children', 'happy', 'grateful', 'same homework', 'he can draw', 'we are people' and 'we are both human'.

In terms of differences, students noted 'different gender,' 'he doesn't have shoes,' 'he doesn't have money,' 'different skin tones,' 'no electricity', and 'we don't look the same'. The answers here indicated that children noticed different physical aspects between themselves and the children in the photos.

The similarities noted by the children between themselves and the child in the photo were overall very positive as many noticed the basic and often overlooked similarity, we are all human.

Following completion of the Grow from Seeds programme, student's responses when asked about similarities and differences tended to focus much more on inclusive aspects of what bind them together as children and humans. 'We all have talent', 'he is a person', 'he has a family', 'he has a life', 'happy life'. These answers were very positive, showing the effectiveness of the programme. Students focused on much wider aspects of the child in the photo and decided that overall, there were very basic things that brought them together. There was a lesser focus on physical attributes of the child.

When asked again about differences between themselves and the child in the photo, students had insightful responses such as 'culture', 'language', 'country', 'different skin colour', 'age'. Once again, there was little focus on the physical and facial differences between the student and child. Students had learned about other people cultures and countries through the Grow from Seeds programme so this seems to have been reflected in their answers post programme.

FRANCE

Most students here all noted shoes as a major difference – they all had shoes but the child in the photo did not. Some mentioned that this indicated that he may be homeless. Another major difference noted by every student was the child's environment. 'He could be far away from here.' Every student believed that the boy in the photo was not in France. In terms of daily activities such as food, school and leisure, 50% of pupils saw similarities in that both children eat food and play with toys. The other 50% of the class recognised this as a difference as they eat different foods and play with different toys.

Some students felt that the boy in the photo needed some friends because he seemed to be lonely and maybe he doesn't have a family. However, almost 40% of the class said that the boy had some friends because he goes to school and would have friends there.

The insights into the class in France from this questionnaire were very interesting. Children seemed to be very sympathetic towards the child in the fact that he had no shoes and possibly no family. Children recognised some similarities in eating and playing but seemed to keep a distance from

the boy in the photo. Interestingly, no child answered 'none' when asked what are the differences between themselves and the boy in the picture.

The differences and similarities noticed by students having completed the programme were quite similar to before. Students were already very sympathetic towards the boy in the photo before Grow from Seeds programme. Students now noted major differences in the boy's environment compared to theirs. 'He could be in Morocco,' 'if I had money I would give it to him,' 'just because he is different does not mean he is not happy,' 'he is alone instead of being in school.' This indicates that the students were very in touch with their emotions and felt strong enough about what was being portrayed to them that they wished to share their money with the boy. This was a very welcomed response – through the class discussion that took place about the photo, students heard others view points and this encouraged them to understand and explore others feelings. In response to similarities between the boy in the photo and students, comments included 'he likes art', 'he has a kite', and 'he has a life'. After the programme, students were able to find more things that unite themselves and the boy in the photo together.

GERMANY

Answers from students in Germany varied compared to those in Ireland and France. In Gilden Grundschule, students seemed to focus on more physical objects when comparing similarities and differences. Similarities included: 'human', 'lamp', 'pen', 'booklet', 'trousers', 't-shirt', 'eyes', 'head'.

While differences noticed were 'the sofa', 'the décor', 'windows', 'hat', 'the door', 'his nose', and 'lack of a mole'. The answers here were interesting in comparison to Ireland and France – students focused less on emotions and physical appearance of the child but rather on the environment around them. The similarities looked at clothes while also noting both children were 'human'. This was a positive outcome of the activity and it was noted by at least one student in every partner school.

When asked about the similarities and differences 7 months after completing their initial questionnaires, students again noted physical similarities such as 't-shirt', 'pants', 'we're both humans', 'both like drawing', 'human', 'skin colour'. Many students focused on the fact that the biggest similarity was that they are both human. This was a positive outcome of the questionnaire. Students tended to move away from the physical environment when comparing themselves to their counterpart in the photo – having completed the programme, students seemed more in tune with their emotions rather than just physical attributes.

Differences noted included 'wears no shoes', 'hat is different than mine', 'our houses are not the same', 'you are a boy', 'skin colour', 'he is a boy, I am a girl', and 'I don't have a kite'. These answers again focused slightly more on the person themselves rather than their surrounding environment, as compared to the baseline results.

Students in all three partner schools showed more understanding of others in this exercise. They recognised that there is one thing that binds them together with the child in the photo – the fact that we are all human. While not every student came to this conclusion – at least one in every class did and this was further discussed within the class by some teachers. Once exposed to the concept about everyone being a human and a person, students agreed. Upon completion of the programme, students focused less on the physical environment similarities and more on the emotional traits that they share. In order to get a more comprehensive understanding of the student's opinions and views about those who are in different circumstances to them – we would recommend to include more than one photo in this exercise. The inclusion of a group photo would be interesting, as would a photo of a girl who may be perceived to be 'wealthy'. This would undoubtedly provide us with different answers but would give great insight into who children tend to relate to most.

Overall, upon completion of the Grow from Seeds programme, students had gained many new skills and a greater appreciation for others. Students tended to be more accepting and open to the possibility of new friends and new classmates. The exploration of these issues in the workshops definitely helped to change student's perceptions.

1.6 SOUNDING BOARDS: ROUNDTABLE DISCUSSIONS, SEMINARS AND CONFERENCE IN DUBLIN – THE FEEDBACK FROM EXPERTS AND PANELLISTS

The Grow from Seeds roundtable discussion took place in Dublin on the 17th of October 2019 and the aim of the event was to provide information on the Grow from Seeds project, its content and application. There were also discussions and reflections on the potential of the programme to support intercultural education in primary schools. Attendees included academics, teachers and NGO representatives.

Some valid points were made in relation to steps to consider before implementing the project included – considering meeting parents before implementing the project to discuss any issues that may arise in relation to safeguarding. The latter will reflect the inclusivity that is a core element of the project and create a positive boundary between home and school.

Overall, there was a general consensus that there is a lack of ethnic diversity among teaching staff and this may be attributed to the fact that there is an Irish language barrier. This prevents those who have not undertaken Irish at leaving certificate level from attending teacher training colleges. This was highlighted as a point to look into further. In addition, there is a fear among teachers facilitating intercultural education and there needs to be specific training to instil confidence and explored and reflect their own ethnic origin. Relating to this, some attendees noted that racism needs to be named specifically and identified as part of intercultural education. This would help to break down the barriers that many children face in terms of exclusion based on skin colour.

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In order to promote inclusivity and ethnic origin to the fullest extent, it was discussed that all of the various languages of students should be incorporated into the Grow to Show play where possible. This would highlight the diversity that exists in some classrooms today. Having said that, a valid point made by teachers was that in Ireland, there is a mere 30 minutes allocated to SPHE per week. This curriculum is already onerous. However, intercultural education should be promoted as a pedagogy that can be incorporated into all subject areas.

In terms of dissemination of the programme, it was recommended that the programme be promoted through artistic expression. There is scope to link primary schools with local community organisations and theatre groups to expand its remit and impact. The roundtable discussion proved to be a great success and many comments made by participants were taken further and included in the events that followed.



The seminar held in Germany once again expressed the same concerns – time. Teachers felt that there are a large number of workshops and they looked to be very time consuming. Some teachers were more optimistic than others in believing that they would be able to introduce them into their classrooms. Teachers noted that they liked the ability to do just some of the drama games if time constraints were an issue.

An interesting point made was that although there is a limited amount of time available to implement Grow from Seeds in school hours, perhaps it could be done as an after school extracurricular activity. Teachers appreciated that everything required for the Grow from Seeds programme was readily available to them – there was no need to copy, laminate or search for other materials; everything is made available in the handbooks.

Following the seminar, the Head of the Department , ‘Teaching German as a second language’ asked if they could give the Grow from Seeds presentation at one of their meetings later in the year. This showed the adaptability of the programme and the fact that teachers bought into the idea of intercultural education immediately after the seminar.

A round table discussion was also held in Dortmund. Attendees included two teachers and three politicians. The inclusion of politicians to the round table discussion was important as it opened up a line of communication that may be used in the future. It is important to lobby to get intercultural education added into the curriculum and this was an important first step. The politicians who attended were very enthusiastic about the Grow from Seeds programme and were impressed by the range of workshops and the learnings on empathy and intercultural education. There were questions about whether the programme could be expanded to include older children. This is something to look into in the future but their interest in the programme was encouraging. One of the politician’s present shared the Grow from Seeds workshops with the Ministry of Education. To date, there has not been further communication from the Ministry.



The teachers at the round table discussion expressed similar concerns as teachers in Ireland and France had – the length of time required to implement the programme. Teachers were worried that they would be unable to fulfil their other teaching requirements such as maths and German. However, teachers loved the thought of introducing drama into their classrooms and the games that are within the Grow from Seeds programme.

A roundtable discussion took place in France in February 2020 at the French National Commission UNESCO – French Ministry of Foreign Affairs. There were 9 attendees including the General Inspector of Education, Sport and Research, the Secretary General of the French National Commission for UNESCO and the Technical Advisor to the Director General of the Erasmus+ France Agency.

The General Inspector of Education, Sport and Research was very interested in Grow from Seeds and said she would circulate it around UNESCO Direction of Human and Social Sciences. In the frame of Education to citizenship programme, UNESCO organize Master classes for schools. It was discussed that Grow from Seeds should be presented at these classes which happen twice a year.

Participants at the round table discussion mentioned the Inclusive cities network. The French component of this and the committee was created last year. Later this year, there is a large event planned and the attendees remarked that the Grow from Seeds programme should be presented at the event. Today, there are 15 cities in France that are part of the network. The potential inclusion of Grow from Seeds at this meeting would allow it to be shared with a much larger audience in France.

The Grow from Seeds programme was very attractive to the attendees. They were keen to share the programme with other project developers. The Cooperation and Development department had been looking for examples of good practice and Grow from Seeds was mentioned as a great example to share.

Other attendees mentioned that the programme was 'very interesting' and 'a breath of fresh air'. The new Erasmus+ programme 20-27 will focus on inclusion in quite a broad sense. In June 2020, large Erasmus+ conference will take place in Strasbourg in conjunction with the German Erasmus+ agency. There will be a session dedicated to inclusion and participants believed that Grow from Seeds should be part of it. This was a huge outcome of the round table discussion in France – UNESCO staff members felt that the project was very worthwhile and therefore should be given a larger platform. The conference will allow Grow from Seeds to be shared with a wider audience. The event was very successful and opened a pathway for conversation on the Grow from Seeds programme between various Ministries in France.

CONFERENCE

The Grow from Seeds Conference took place on January 17th 2020 in Smock Alley Theatre in Dublin. The aim of this conference was to explore new ways of understanding intercultural education in primary schools; the use of the creative arts as a tool to foster intercultural dialogue in primary schools. The target audience was teachers, school management, policy makers, researchers, drama practitioners and academics. There was a fantastic turnout at the event with 102 people attending. Some comments from attendees at the end of the day included: "Fantastic conference and great potential and ideas of intercultural education being integrated into the schools. Would love to do a CPD on GFS Programme"

"This programme simply indicates that Ireland has decided to make a lasting and safe home for all immigrants by accepting each and everyone for who they are. thank you and I appreciate to be part of this".

Children from Kildare Town Educate Together presented their Grow to Show play which was very well received and highlighted the effectiveness of the Grow from Seeds programme. Children were able to demonstrate their understanding of the core themes of inclusion and exclusion. Following their performance, members of the group sat on a panel discussion and expressed their opinions on the project. This was insightful as it showed that young children came to realise the benefits that the programme had.



Following the very successful participation of the students in the conference, there was a panel discussion which comprised of teachers who had completed the Grow from Seeds programme, academics and various NGO personnel, namely Amnesty and Scoop foundation. There was a resounding appreciation for the programme and the user friendly workshops. There was a general consensus that in Ireland, there is not a big focus on intercultural education. As a result of this, many teachers feel uncomfortable approaching the topic. The Department of Education places big emphasis on numeracy and literacy in Ireland and the panel members were of the opinion that intercultural education should have a bigger part to play in the school curriculum. Some attendees even remarked that the same amount should be invested into resources for intercultural education as literacy and numeracy. 'It should be written into mainstream curriculum and there must be in-service days for teachers.'

It was validly pointed out that Grow from Seeds is an Erasmus+ funded project. 'The EU is probably the most successful intercultural programme on the planet.' The overall opinion was that more needs to be done by way of intercultural education in Ireland. But, the Grow from Seeds programme has filled a very large gap and it is a programme that is free, readily available and easily accessible for all teachers around Ireland.

1.7. IMPACT

An ambassador, St. John the Baptist School, Junior Boys for the Grow from Seeds programme in Ireland spoke in depth at the conference in January 2020 in Dublin on her experience. Interestingly, she works in an all-boys, predominantly white, Catholic school. This school has a low level of nationality and diversity. One would assume that perhaps the Grow from Seeds programme would not be affective or appropriate in such a homogenous scenario. However, Elizabeth felt that there was equal, if not more benefit for these children as it prepares them for the future and meeting people of other diverse backgrounds in the future. The teacher noted lots of curriculum integration such as English, music, SPHE, Science and Art. An important point was that the whole programme depends on collaboration and for this reason, emphasis was placed on the use of 'we' rather than 'them'. A final point made was that 'a tree grows from one seed but bears many fruit' which truly captures the essence of the Grow from Seeds Programme.

Stivan, a teacher from Fougères Raincy in France noticed the impact of the Grow from Seeds programme in his classroom.

'The class of CM1A Fougères Raincy is a very heterogeneous class where students find it difficult to get along and form a united group. In addition, this class presents pupils with an overactive profile, thus having a hard time maintaining their calm and tranquillity (staying calm without making noise requires a lot of effort and can quickly degenerate into conflict with another student or with the student. adult referent).

The activity "Grow from Seeds" has helped to unify this heterogeneous set into a more homogeneous whole and to tend towards a spirit of "school class".

The first good thing about "Grow from seeds" was to find a way to calm down so you could hear and listen.

The second to listen to and accept the other's word even if it does not correspond to his own. The third is to work in a team and work with a person who is not his friend and can even be a person who is hard to accept. To accept not to have the role or to perform the action that one wanted to do. So just serve the community as a whole.

The fourth to move or speak in front of an audience. So to leave his shyness aside and accept the other's gaze. To play with his voice or his body to make his actions, his expressions, his feelings more understandable. Finally, accept the bodily movements, the voice of a person without being in a position of judgment in relation to oneself or to others.

This activity "Grow from seeds" has helped to give confidence to students, to make a more homogeneous group while ignoring their feelings and the feelings of others.'

Pupils in Germany were asked about the Grow from Seeds programme and how they felt it benefited them. Students mentioned that it helped them to work together for the benefit of everyone and that boys and girls in the class learned to work together.

Teachers felt that the benefit of the programme was really evident when the students took part in their Grow to Show play. 'Teamwork was especially visible when we were practising for the play. Everyone knew where they should be, when they should walk and when they should talk. They helped each other out and talked to each other. They also had a lot of ideas during the preparation of the play which really made it their own. They still talk proudly about their heroes Agent Black and Agent Ewa.'



Teachers in Gilden Grundschule really felt as though the Grow from Seeds programme made the class a team. Before the programme, the class struggled to work together and understand each other, now they have improved in these areas.

Violence in the class was common before the programme, and to some extent still is now. However, teachers believe that it has improved. It is now easier to discuss their issues as it can be brought back to the stone soup story; think about when you were an outsider, how did you feel, what would the wanderers do? The Grow from Seeds programme gives students the opportunity to discuss their feelings and opinions. The teacher student bond often improves with each workshop because the topics allow students to explore their emotions.

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1.8 ADDED VALUE OF A NETWORK - BENEFITS FOR INSTITUTIONS, BENEFITS FOR PEOPLE INVOLVED

Three primary schools from Ireland, Germany and France were involved in the Grow from Seeds project. Each partner school outlined the benefits of this project from their perspective and the value of having different perspectives.

Gilden Grundschule in Germany felt that the major benefits of the programme included getting to know teachers and drama teachers from other countries and discussing and comparing school/pupil problems that exist within the different countries. Some of these issues were similar and some were exclusive to one country because of their system. A major asset of the project according to Germany was the opportunity to try out drama in the classroom. This was challenging to begin with as they were not used to it but the project allowed them to improve in this area.

The lesson plans on intercultural education were a major asset of this programme according to the teachers of Gilden Grundschule. The lesson plans were created in such a way that you can begin the lessons at any time in the academic year.

The class play (*Grow to Show*) was greatly appreciated by teachers in Germany as it involved the class working together to create something that is very uniquely special to them as a class. Finally, Gilden Grundschule noted that everyone in the class enjoyed implementing *Grow from Seeds* and that it was great to do something in the classroom that was enjoyed by all students.



Ecole élémentaire in France noted how it was brilliant to be taught good practices on project management from the coordinator. In the primary school sector in France, there are not many long term projects so Grow from Seeds allowed them to work with other primary school teachers on a long term, high impact project. An interesting observation by France was that they were very interested to know about the specifics of the Irish and German primary school systems and how they are managed. This information allowed each partner school to compare their systems and maybe seek to replicate successful aspects in their own country.

In terms of the drama aspect of the project, Ecole élémentaire were happy to be involved in and associated with the design of a step by step drama methodology. In relation to this, it noted how useful it was to learn about how to combine the values of the EU on citizenship and drama. The training of teachers on the Grow from Seeds methodology was noted as a major benefit of the project as it offered them new pedagogical tools. Teachers in the school also acknowledged how beneficial the project was to see students in a different capacity and seeing them able to express themselves outside of the usual teaching structure.

Kildare Town Educate Together was an Irish primary school involved in this project. The major benefits of the project in their view, included the fact that there is now an excellent comprehensive resource available for all teachers to teach intercultural education. This provides a starting point for teachers to teach intercultural education as well as additional lessons. The teachers involved noted how being part of the project provided skills, development and fun. Teachers themselves developed their confidence in teaching and taking part in drama.

The resource is fun and engaging and it importantly integrates other parts of the curriculum easily. A final advantage of the programme was that it provides very important discussion triggers for children to explore more difficult topics.

1.9 IMPLEMENTATION CHALLENGES

Each partner underlined the main difficulties and challenges that they faced in the Grow from Seeds project, particularly in implementing it in their schools.

Gilden Grundschule in Germany felt that at times it was difficult to complete school work and extra work as required by the Erasmus project on time. A challenge they constantly faced was the translating of documents from English into German so that it was understandable by all of the non-English speaking teachers. An interesting observation made by teachers in Germany was that children often did not have a lot of words to describe their feelings and to expand on them. Finally, the school felt that it was often difficult to disseminate the project and having to get in contact with a number of outsiders, outside the school and education systems.

In France, Ecole élémentaire firstly found it difficult to understand the Irish accent when at group meetings and discussions. This was quickly rectified by other partners more thoroughly and clearly explaining their points. In terms of the management of the project, they found it challenging to meet the management and evaluation standards, often due to time constraints. Often times it was difficult to find the time to insert Grow from Seeds into the flow of already existing work. In terms of working with a class who were suffering from a difficult social climate, it was sometimes difficult to test the methodology.

As English was not the first language of partners in France, sometimes they found it difficult to have a full training delivered in English. Lastly, partners found it challenging to become familiar with the accounting standard of an Erasmus+ strategic partnership project.

Kildare Town Educate Together in Ireland often faced similar difficulties and challenges as the schools in France and Germany. They noted time constraints in the school day but that this showed the importance of the inclusion of curriculum integration within the Grow from Seeds project.

Often, it was challenging to bring other teachers from various schools on board with the project due to initiative overload in Irish primary schools.

Teachers in Kildare Town Educate Together cited difficulties in the dual role of teaching and running a school as well as completing Erasmus+ work adequately and efficiently. Similar to Germany's point on dissemination, they noted the challenge of disseminating information – how to inform as many of the right people as possible about this programme.

1.10 OPPORTUNITIES OF GROW FROM SEEDS – PRESENT AND FUTURE

Many of the challenges faced by partners were overcome during the project and some of the difficulties they faced helped to realise opportunities of the Grow from Seeds programme.

Gilden Grundschule in Germany noted the chance to meet new people as a major benefit for future participants. Being trained by professionals was seen as a major opportunity for teachers in Germany as previous to this programme, not many teachers had the chance to be trained by drama teachers. Working with actors outside of the school system is a great opportunity associated with the project.

Germany did great work in trying to reach out to local politicians and in their view, there is further potential here to have open conversations with them about the project and how it could be further integrated into the curriculum.

Ecole élémentaire in France believes there is opportunity to access new partners in France through presenting the project and its intellectual outputs. This would largely increase those who use the project in their schools. Other potentials flowing on from this project include possible new projects that would benefit from the learnings of Grow from Seeds but would challenge new topics. There is also scope for meeting new schools and teachers in order to potentially develop new projects.



Ecole élémentaire in France believes there is opportunity to access new partners in France through presenting the project and its intellectual outputs. This would largely increase those who use the project in their schools. Other potentials flowing on from this project include possible new projects that would benefit from the learnings of Grow from Seeds but would challenge new topics. There is also scope for meeting new schools and teachers in order to potentially develop new projects.

Opportunities noted by Kildare Town Educate Together in Ireland mentioned getting to meet and know new people, some from different career backgrounds. The potential to travel to other schools and communities and experience their culture and systems was appreciated. Teachers in this school felt that Grow from Seeds was a great opportunity to be involved in such a big project with a big impact.

A common thought shared by all three schools was that the project provided a wonderful opportunity for the pupils and teachers to learn from professional drama instructors, to experience expertise first hand and having the opportunity to perform a piece of their own work.

CONCLUSION

The implementation of the Grow from Seeds programme enabled the partners to learn many valuable lessons which have assisted us in improving the programme. Insight from academics, teachers and the students themselves proved valuable. An important aspect of the programme was the training of teacher – this enabled the partners to try out and take part in the project they had spent time creating. Here, we were able to see what worked well and what didn't, before we released it to the wider public.

The feedback received from teachers who face issues in the classroom also helped improve the project and set realistic standards for it. Teachers often noted that the biggest challenge to implementing this programme in their schools was the lack of time for it and the fact that literacy and numeracy is seen as much more valuable by ministries of education. Therefore, the partners ensured to make curriculum linkages and integration to each workshop in the Seeds Handbook. If the programme was to be redesigned, one point that we would take into consideration would be to begin the programme at the start of the academic year. This can ensure cohesion of the Grow from Seeds workshops and ensures that students remember what they have previously learned. The pupil's evaluations proved very insightful and allowed partners to gain a deeper understanding of the student's perceptions of inclusion, exclusion and diversity. As evidenced by the evaluations, opinions of students differed in every country.

German students sometimes had issues with vocabulary and found it difficult to express their feelings. This could be attributed to a language barrier that exists for some students in Gilden Grundschule – this school in Dortmund is very diverse and has huge numbers of children who have migrated to Germany and therefore do not yet speak German. Although this often proved difficult, it demonstrated the importance of intercultural education and the often overlooked language barriers. In relation to different languages of different students, students in Kildare Town Educate Together performed their play at the conference in Dublin in 2019. The students designed their Grow to Show play themselves and even incorporated a section where numerous students spoke the same sentence in their mother tongue to highlight the importance of acceptance for all, regardless of where you come from or what language you speak. Attendees noted that this should be included in the Grow from Seeds programme in a bigger way – perhaps placing more emphasis on the value of each student background and using this as a way to learn more about their country and or heritage.



PRE AND POST GROW FROM SEEDS PROGRAMME WORKSHOPS

Age Group 4 - 7 year olds

SETTING UP-WHAT DO I NEED?

- Book: <https://www.amazon.co.uk/Abul-Abbas-Elephant-Karen-Neis/dp/1643721070>
- Slide show: <https://www.youtube.com/watch?v=MxBfqd639BE>
- World Map

PARTICIPANTS: Up to 30 primary school students between 4 and 7 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES:

Students will explore the following Intercultural Strands:

- Identity
- Race
- Migration

CURRICULUM LINKS:

- Oral language
- Discussion

INTRODUCTION:

STEP 1: DISCUSSION

Gather the group into a circle.

Start the group discussion on how people travel around the world . Ask students to name a few examples :

Cars
Trains
Boats
Airplanes
Bus
Donkey
Bike

STEP 2: DRAMA ACTIVITY “MOVE LIKE.....”

Ask students to stand up and to find space around them. Ask them to start moving like a:

- car
- airplane
- bike
- elephant



STEP3: READING

Regather the group into a circle

Introduce students to a book "Abul Abbas Elephant".

After reading the chapter on travel, show the map to the students, and mark the journey, illustrating how far Abul Abbas has travelled.

NOTE FOR TEACHER: Abul Abbas Charlemagne's elephant

The Asian elephant Abul-Abbas was a gift to Charlemagne (768-814 AD) from the caliph of Baghdad, Harun al-Rashid (786-809 AD). Charlemagne ordered two Frankish noblemen, Lantfrid and Sigimund, to go and collect it. A Frank of Jewish descent, called Isaac, went along as translator.

Isaac was the only member of the party to survive the journey. He took the elephant to Tunisia, where Isaac and the elephant boarded ship, going ashore near Genoa in October 801. They travelled over the Alps in the spring. What an impression this animal must have made!

The elephant accompanied Charlemagne on his campaigns and travels to his imperial residences ("Pfalzen"). You could call it the forerunner of "Air Force One". Abul-Abbas is thought to have died in 810 from pneumonia, after crossing the Rhine.

In the 18th century, large bones were found near the town of Wesel in Germany. These were immediately ascribed to Abul-Abbas.



STEP 4 : DISCUSSION

Ask students how far they travel to school and how they travel ?

Use the video below to explore how children in other parts of the world travel to school

<https://www.youtube.com/watch?v=MxBfqd639BE>

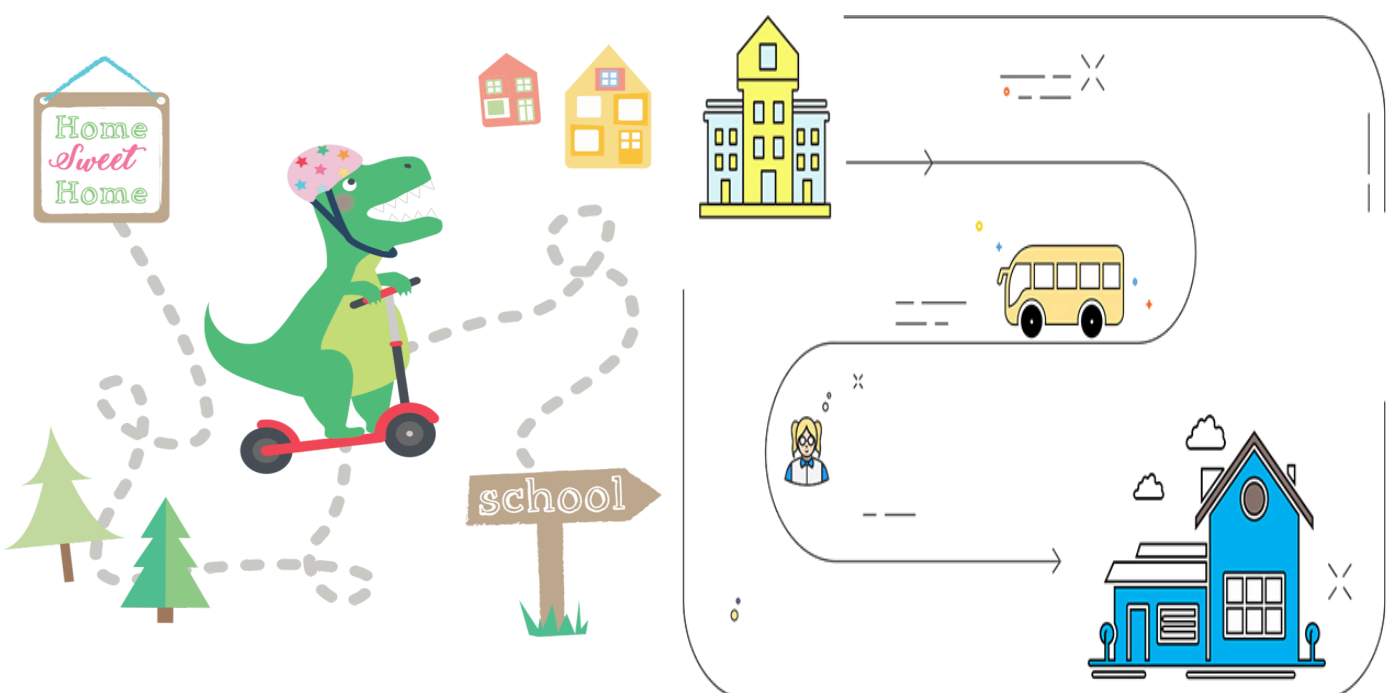
Discuss the video with students

NOTE: 4 - 5 year old students will be able to use it as a comparison activity if it is brought back to their own experiences. Explore the theme by asking them: How did you come to school today? Did you have breakfast before you got here? Is that the same as the boys and girls in the video? etc.

STEP 5: MAP MAKING

TASK: Map your journey to school

Show examples of maps and discuss how to map a journey from point A to point B



1. Ask students to draw a map of their journey to school
2. Ask students to pick one example from the video and draw a picture on how children in other parts of the world travel to school

Reflect on pictures and discuss with students: What is different? What is the same?

STEP 6: INCLUSION GAME

Instruct the students to walk around the space shaking hands with as many people as possible saying:

“Well done” and “Well done to you too.”

STEP 7: UNISON CLAP

Gather the group back into a standing circle. Ask all students to raise their hands to shoulder height with palms facing each other. Instruct the group to watch teacher’s hands and clap in unison when the teacher claps once.

THE VOYAGE

SETTING UP-WHAT DO I NEED?

- World map
- Pictures of animals

PARTICIPANTS: Up to 30 primary school students between 4 and 7 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES:

Students will explore the following Intercultural Strands:

- Migration
- Communication

CURRICULUM LINKS:

- Oral language Discussion
- SESE - Geography (mapping skills)

STEP 1: READING

Read to the students the story of the elephant Abul Abbas

STEP 2: THE JOURNEY

Ask the students to mark the journey of Abul Abbas on the map.

STEP 3: THE ANIMALS

Ask the students to name different animals that live in different countries and place them on the map.

STEP 4: COMMUNICATION

Ask the students to move through the space by embodying each of the different animals in turn. Each student then chooses their favourite animal and sticks with it. All the students move around in the space as their chosen animal.

Signal "the animals" to interact with each other, with the aim of making others understand them. They must be able to make others understand them. Signal the end of this interaction, asking each of the "animals" to resume their journey alone until you again signal a new meeting...

Next organise, an "elephant group", which will face a group of humans. Initiates a meeting between the two. Both groups must try to be understood by the other.

STEP 5: DEBRIEF

Encourage a discussion by asking the students the following:

1. How can we understand each other without using speech? (Expression of the face, position of the body, gestures, sounds...)
2. What do we have in common in the way we express ourselves, even if we do not speak the same language?

VARIATION ACTIVITIES:

During the elephant / human encounter, the facilitator can secretly assign a task or idea that one group must communicate to the other, to concretely illustrate if they do or do not manage to communicate.

I AM DIFFERENT

SETTING UP-WHAT DO I NEED?

- Map of Europe / World map,
- Flags from different countries
- Completed profiles (a suggested homework assignment),

Information: name, age, nationality(s), language, heritage (of my parents, grandparents, etc.)

PARTICIPANTS: Up to 30 primary school students between 4 and 7 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES:

Students will explore the following Intercultural Strands:

- Languages
- Commonalities/differences

CURRICULUM LINKS:

- Oral language
- Discussion

NOTE FOR TEACHER: Below is some background from the book: "I am Different! Can you Find Me?"

"Linguistic and cultural diversity are part of our daily lives. Language skills and cultural experiences are inextricably intertwined. Bringing real interest and full respect to this linguistic and cultural potential opens up a source of inspiration and multiple perspectives, a world of knowledge and mutual acceptance.

In the encounter between the self and the stranger, a profound process of understanding takes place that contributes significantly to the development of the ego identity. Through language, human beings can express their sensitivities, desires, ideas and dreams and come to appreciate others through dialogue."

(Excerpt from the afterword by Sylke Zier from the German version of the book "I am Different! Can you Find Me?")

STEP 1: I AM

Ask students to prepare a profile of themselves to include the following information: name, age, nationality, language, heritage etc. (Suggested homework assignment)

Information: name, age, nationality(s), language, heritage (of my parents, grandparents, etc.)

STEP 2: PROFILE PRESENTATION

Gather the group into a semicircle seating arrangement. Ask students the below questions:

Where does their family come from?
Can they show country, city, etc. on the map?
Which language(s) do they speak?

Mark the countries on the map.

STEP 3: DISCUSSION

Encourage a group discussion with all students on their commonalities and differences.

Frame the map with each of the students' profiles to create a 'This is Us' presentation.



PRE AND POST GROW FROM SEEDS PROGRAMME WORKSHOPS

Age Group 8 - 10 year olds

WHO EATS WHAT?

SETTING UP-WHAT DO I NEED?

- World map
- Pictures of dishes from different countries of the world
- A selection of different spices, herbs, cocoa, peanuts ...
- A big table

IMPORTANT NOTE: be mindful of any food allergies in the class

PARTICIPANTS: Up to 30 primary school students between 8 and 10 years old

FACILITATORS: Primary school teachers, educators and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES:

Students will explore the following Intercultural Strands:

- Globalisation
- Culture
- Identity

CURRICULUM LINKS:

Oral language Discussion
SPHE: Food and Nutrition

INTRODUCTION: FLAVOURS AND COLOURS!

Ask the students what their favorite meals are? Do they know where they come from? On what occasion do they eat these meals? Where are they prepared?

STEP 1: SMELL

Place each of the ingredients (a spice, an aromatic herb etc.) on a table, ideally with each item individually contained. Make sure that the students cannot see inside the container/box, but can reach inside to feel the ingredients.

The students go from one box to another and to try to recognise. i.e to guess what is inside each box.

STEP 2: TASTE

Ask the students to go around the table again, this time having the opportunity to taste what is in each box. They identify, with the help of the teacher, which ingredient is in each box, out of a list of possibilities given to them.

VARIATION ACTIVITIES:

Step 1 and Step 2 could take the form of a Lotto: students have all the answers and must associate them with the right boxes after having felt and tasted them.

STEP 3: FOOD MAP

The facilitator shows the students several photos of dishes that students might associate with the ingredients they have just identified. Example: peanuts in the Mafé, coconut milk in Thai soup etc. Some dishes might contain several ingredients!

The facilitator then asks the students to identify where in the world these dishes originate, placing them on the world map.



STEP 4: DEBRIEF

Encourage a group discussion with all students in relation to the below questions:

Why do we not all eat the same thing? (foods grow in specific countries and not others, eating habits due to climate, religions ...)

How can we see the effects of globalisation on our plate? What are the advantages of globalisation? The disadvantages (environmental ...)?

STEP 5: SHARE A RECIPE

The facilitator can ask students to share a recipe from home with the rest of the class. Either the students bring back a dish / snacks from home, or the class votes for a recipe they will make and enjoy in class.

CELEBRATION

SETTING UP-WHAT DO I NEED?

- Pictures from local museum or as per Appendix 1

PARTICIPANTS: Up to 30 primary school students between 8 and 10 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES:

Students will explore the following Intercultural Strands:

- Culture
- Heritage
- Religion
- Migration
- Identity

CURRICULUM LINKS:

- Oral language Discussion
- SESE - Geography (mapping skills, rivers and seas)
- SPHE (Myself and Others)

STEP 1: WARM UP

Lead with different parts of the body

First, ask pupils to start walking as they normally would. Ask them to imagine that there is a string attached to their nose, pulling it slightly forward. After a minute or so, coach them to walk normally again. Continue to 'call out different parts of the body to the students, always returning to 'a' normal walking 'manner' in-between.

STEP 2: DISCUSSION

Gather the group into a circle, and begin a conversation with the students asking them the below questions:

What do you celebrate?
How do you celebrate?
Where do you celebrate?
Who is with you when you celebrate?

Show the pictures from Appendix 1 or pictures from your local cultural heritage centres/museum/galleries.

Ask pupils to reflect on the pictures: are there any commonalities/differences?



STEP 3: ACT OUT

Split them into four groups give each group a card with a celebration, asking each group to act out the group celebration and the other students have to guess what event they are celebrating.

Cards can depict:

- Birthday
- Christmas
- New year
- Easter
- Halloween

STEP 4: STORYTELLING PROMPT

Use the pictures from the step 2 and ask students to write a story about people depicted on the images. Get them to think about the characters, what happen before the picture was drawn, what's happening in the picture, what would happen after.

Ask pupils to read their stories aloud to the class.

STEP 5: UNISON CLAP

Group returns to a standing circle. All participants raise hands to shoulder height with palms facing each other. The group are asked to watch the teacher's hands and clap in unison when the teacher claps once.

SEALSKIN

SETTING UP-WHAT DO I NEED?

- Story: <https://www.shortstoriesforkids.net/bedtime-stories/the-seals-skin/>
- Elements that could be made into an obstacle course: chairs, small tables, curtains. etc

PARTICIPANTS: Up to 30 primary school students between 8 and 10 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES:

Students will explore the following Intercultural Strands:

- Identity
- Belonging

CURRICULUM LINKS:

Oral language discussion

INTRODUCTION: READING

Gather the students and reads them the Seal Skin tale.

STEP 1: UNDERSTANDING

Ask the students a number of questions to make sure they have understood the story well and to draw out the moral of the tale:

- What is this story about?
- Why is the man unhappy at the beginning of the story?
- Why is the woman unhappy?
- Why is the man angry?
- What is he afraid of?
- Why is the woman's choice difficult?
- Why is the little boy unhappy?
- Why can we say that the little boy has gained a lot?

STEP 2: PUTTING INTO PRACTICE

The facilitator will ask the students to move around in the space, while respecting several different constraints successively: hopping, moving backwards, on their stomachs, on their hands!

STEP 3: ACTIVITY

Set up a small obstacle course which the students have to step over, crawl through, go around, etc You may wish to time the class collectively in the form of a relay race, changing each method of getting through the course: firstly just as normal on both legs, then hoping, going backwards, etc ...

Ask the students to do the same course in pairs, each with a foot connected to their partner, or tied back to back. They must find ways to coordinate their movements to complete the course while paying attention to their partner.

VARIATION ACTIVITIES:

The facilitator can propose an obstacle course to the whole class where the pupils can only move in a group and have to conscientiously take into account each member.

STEP 4: DEBRIEF

Encourage a group discussion with all students in relation to the below questions:

Which way is the most difficult? Why is it difficult? How can you get there as best as you can?

Under what circumstances do we feel the need to ask someone to change? (transexuality, homosexuality, wearing the veil, foreign language, being left-handed ...) Why?

Is there a difference between having the right to stay and being banned from leaving?

Address the following principles in the discussion:

- no longer being allowed to be oneself
- how long does it take to adapt
- the desire to do what we love versus what we are used to
- making concessions
- listening to each other
- communication
- caring





PRE AND POST GROW FROM SEEDS PROGRAMME WORKSHOPS

Age Group 11-12 year olds

THE STORY OF THE GIRAFFE AND THE ELEPHANT

SETTING UP-WHAT DO I NEED?

- 'The Story of The Giraffe and The Elephant' Appendix 2
- Images of the elephant, giraffe,

PARTICIPANTS: Up to 30 primary school students between 11 and 12 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES

Students will explore the following Intercultural Strands:

- Identity
- Diversity
- Inclusion

CURRICULUM LINKS:

- Oral language Discussion
- SPHE (Myself, Myself and Others, Myself and the Wider World)

STEP 1: WARM UP GAME

Set up chairs in a circle.

An empty chair is added to the circle of chairs. The student, who has the chair on their right side, knocks on the seat and says: "The chair on my right is free and I would like to invite someone to join me who

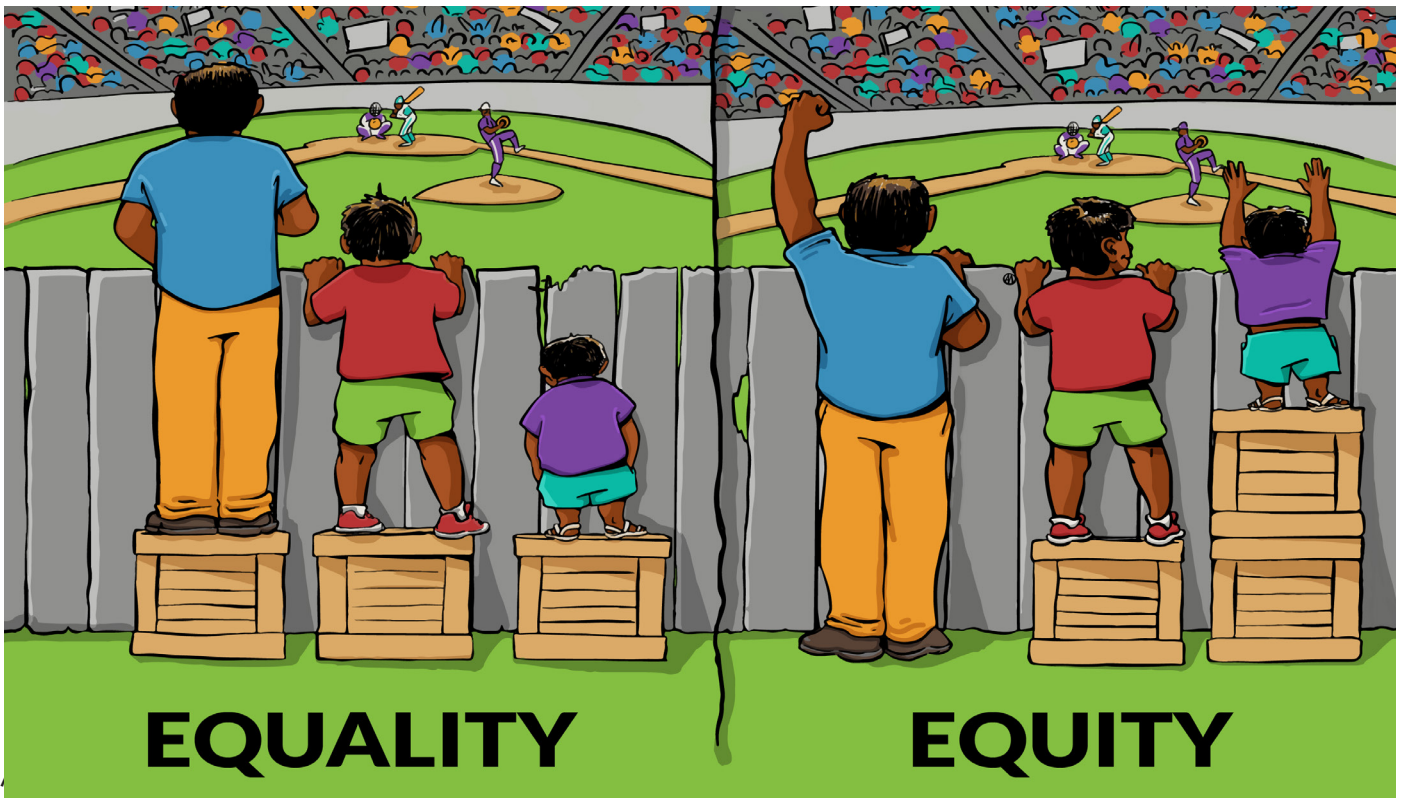
- o has a different hair colour than me.
- o has a different eye colour than me.
- o is taller/shorter than me..."

All the children matching the description stand up and try to grab the free space. The fastest is allowed to sit down and the others go back to their seats.

2 STEP: INTRODUCTION

Gather the group into a circle, with each student sitting on a chair.

Ask the students to describe the appearance. The children describe the appearance of the giraffe and the elephant and name similarities and differences. The students should quickly notice that the differences predominate.



3 STEP: "THE STORY OF THE GIRAFFE AND THE ELEPHANT"

Read the story up to "...otherwise, we will hardly be able to work together successfully in this house"

Discuss the story thus far with the students, encouraging conversation:

Why does the elephant meet the giraffe?

They want to work together. It is, therefore, important that they find a way to coexist.

Describe the house of the giraffe!

Tall, narrow, ...

Describe the elephant!

Small, wide, big, ...

What happens when the elephant enters the giraffe's house?

The elephant is too wide and does not fit through the doorway,

What is the giraffe's solution to the problem?

The elephant should lose weight: gym, ballet lessons, ...

The front door could be enlarged, but that will probably not be enough.

SOLUTION

SETTING UP-WHAT DO I NEED?

- 'The Story of The Giraffe and The Elephant' Appendix 2

PARTICIPANTS: Up to 30 primary school students between 11 and 12 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES

Students will explore the following Intercultural Strands:

- Identity
- Diversity
- Inclusion

CURRICULUM LINKS:

- Oral language Discussion
- SPHE (Myself, Myself and Others, Myself and the Wider World)

1 STEP: RECAPITULATION

Gather the group into a circle, with each student sitting on a chair.

Recap on the previous lesson with the group

'The Story of The Giraffe and The Elephant', again pausing after: "...otherwise, we will hardly be able to work together successfully in this house"

2 STEP: DISCUSSION

Encourage a group discussion with all students in relation to the below questions:

How does the elephant feel in this story?

Sad, because no matter how hard he tries, he does not fit into the house, and he cannot work with the giraffe.

How does the giraffe feel in this story?

Sad, because her beautiful house is unsuitable, and even gets damaged, and she cannot work with the elephant.

3 STEP: MOVEMENT GAME

- o How does an elephant look in a room (find individual poses for the elephant)
- o How does a giraffe look in a room (find individual poses for the giraffe)
- o Elephant / giraffe in the mouse hole, dog cage, in a narrow room, in a room with a low ceiling

4 STEP: DISCUSSION

Gather the group back into a circle, with each student sitting on a chair.

Encourage a group discussion with all students in relation to finding a solution both the elephant and the giraffe together.

It should be noted that neither the elephant nor the giraffe is happy in the situation. A solution has to be found that brings them together so that they can finally work together.

Ask the students to try to come up with their own solutions.

5 STEP: FURTHER DISCUSSION

Read to the end of the story with the group and discuss with them the following:

- Is it easy to make such changes?
- Are such structural changes necessary?
- How does the elephant feel after the structural changes?
- How does the giraffe feel after the structural changes?
- What could these changes look like?
- No, the giraffe has to rethink and rebuild her house.
- Yes, because the two animals will otherwise not be able to come together.
- He is happy that he can finally move freely.
- The giraffe will only feel comfortable if the changes not only take the elephant's needs into account, but also her own.
- High and wide doors, spaces, ...

6 STEP: GROUP GAME

The students stand in a circle and hold hands. Either the teacher or a student begins, giving a handshake to travel around the circle. The handshake is silently forwarded until it arrives back at the original starting point.

SHOW ME WHAT YOU WEAR AND I'LL TELL YOU WHO YOU ARE!

SETTING UP-WHAT DO I NEED?

- Video projection equipment
- Art materials: glue, scissors, pencils, leaves

PARTICIPANTS: Up to 30 primary school students between 11 and 12 years old

FACILITATORS: Primary school teachers, educators, and drama teachers

TIME REQUIRED: 40 minutes

SETTING: An appropriate classroom for the numbers attending, with particular attention given to space for movement. This workshop will be experiential and physical.

LEARNING OUTCOMES:

Students will explore the following Intercultural Strands:

- Culture
- Ethnic diversity
- Communication

CURRICULUM LINKS:

- Oral language Discussion
- SPHE (Myself and Others)
- Literacy - debating/persuasive writing

STEP 1: DISCOVERY

Present a video of different images on aesthetic customs around the world:

giraffe women in Burma, the practice of feet-bandaging in China, Polynesian tattoos, the veil in Islamic countries, scarification in tribes in Africa and Australia, some Amazonian tribes living naked ...

Expose these different ways of life by explaining their origins and their meanings - whether social, religious or purely aesthetic. Then encourage debate among the students; questioning the notion of beauty, belief and practicality, in the sense that aesthetic choices can be induced by certain environments or lifestyles.

VARIATION ACTIVITIES:

The facilitator could also address the evolution of aesthetic criteria throughout history in Europe by explaining the developments spurred by religious influences, fashions discovered and introduced from abroad, social pressures, etc ...

STEP 2: WHO AM I...

Ask the students, using the material they have brought and their drawing skills if necessary, to create an aesthetic model that best suits them. They can learn from what they've seen, from what they know, make combinations

STEP 3: PRESENTING WHO I AM

Each student is invited to present their model, explaining their choices and the motivations behind them. Other students can ask questions to the student presenting their model.

STEP 4: DEBRIEF

Encourage a group discussion in asking the following questions:

Does everyone look alike? In the world ? In the classroom ? Were the models of all the students identical? What do they have in common? How were they different?
Is it good that we can be different? Would it be possible to be all the same? Why ?

FOLLOW-UP ACTIVITIES:

Get the students to write a "manifesto" to present their aesthetic model in writing, defending their choices and explaining their approach and their reasoning. Doing so provides the benefit of developing their skills in written argumentation.

The models they produced, and corresponding "manifestos", could be the subject of an exhibition. Students could be invited to write together the "manifesto" of the class "collection".

APPENDIX 1



CBL Thi 1318
Date: 1895
Thai Collection

Extracts from the Pali canon (Tipitaka) and Story of Phra Malai



CBL In 03.143

Date: 1603-1605

Indian Collection

Celebrations for the birth of Akbar's son Salim in August 1569,
from the History of Akbar (Akbarnama), by Abu'l-Fazl



CBL WEp 0081

Date: 1514

Western Prints and Drawings collection

Peasant couple dancing

Dürer, Albrecht

Germany

APPENDIX 2

THE STORY OF THE ELEPHANT AND THE GIRAFFE

The giraffe, an up-and-coming craftsman in the wood trade, has just received an award. His house has been named Giraffe House of the Year. Now the giraffe receives a visit from a good friend and expert colleague, the elephant. The two plan to work more closely together in the future and the elephant wants to take a look at the house. Understandably, this does not do either of them much good - not the elephant and not the house. The giraffe says: "If we really want to work together here, you should lose some weight. I could widen the front door, it needs to be repaired anyway, but overall it's a bit tight with you in here. How would you feel about a subscription to the gym?"

The elephant thinks this is an acceptable idea, but wants to visit the premises on the first floor. When the dust has settled, the giraffe says: "You should take ballet lessons right after your fitness course, so that you become a little more light-footed. Otherwise we can hardly work together successfully in this house."

In the meantime, the elephant has bandaged his wounds and says: "I hardly think that gym and ballet lessons will help us in the long run. Have you ever thought about changing your house a little?"

Source: Hansen, Katrin (2002): "Vielfalt leben" in: Socialmanagement, Vol. 12, Issue 1 (2002), p. 10.

