

Hands on activity 1
Where are we all from?
What do we have in common?

Main Objectives:

1. To recognise and show respect for similarities and differences.
2. To learn about identities and the things that contribute to our identity, including our membership of different groups.

Introduction

This activity aims to raise awareness of the similarities and differences in ethnic origin, customs, food etc. within the class or school. It is important to begin by establishing some basic rules for any of the discussion work that takes place. These 'rules' should be set with the children. The fundamental rule is one of respect.

Begin by asking the children how many of them live in the local community. Then ask how many of them have always lived in the local community. Begin to establish that people move from one place to another all the time. Some have moved from the country to the city, others have moved further from one country to another and sometimes one continent

to another.

Development

Give the children the passport worksheet, and ask them to fill in what they know about themselves. Discuss that some children may have what we call **DUAL NATIONALITY**. Ask them to complete the passport by adding a photo of themselves. Then locate the passports around the map and connect them with coloured string and map pins to show where each of the children's families originate from.

We have established that we all have identities, some of us are Spanish, others Romanian, others Moroccan, but what do we have in common? Tell the children that you will ask some questions and that they should come and form a circle when they can answer one of the questions:

e.g.

"Come to the circle of your parents are Spanish."

"Come to the circle if you wear glasses."

"Come to the circle if you can speak Arabic." Etc.

Finish with,

"Come to the circle if you are in class _____."

Plenary

Emphasise that we are all different, but that we have things in common, too. We all live in Madrid, we

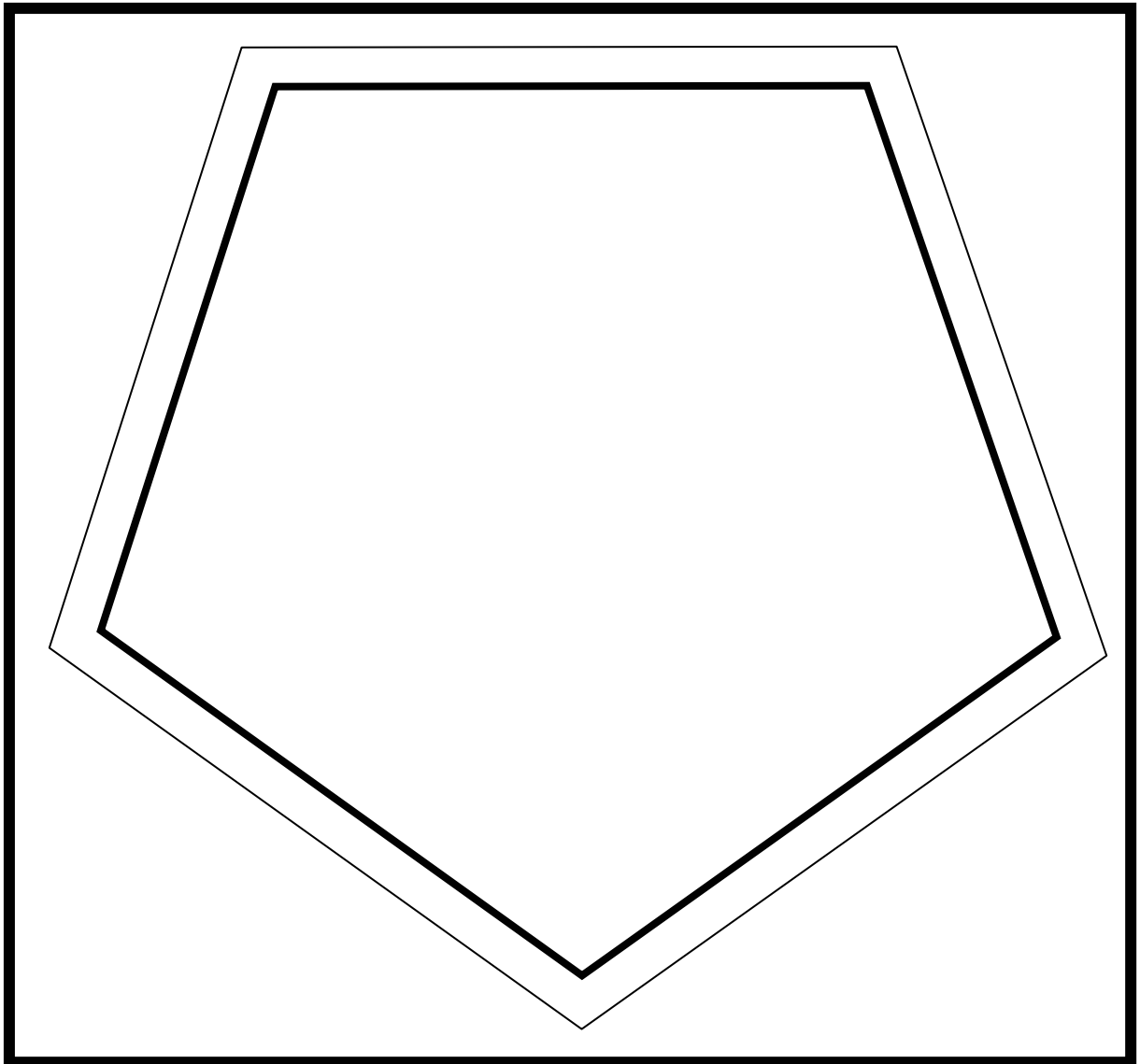
are all learning English, and some of us come from countries where they speak Spanish. The different factors that make us different, also contribute to our identities. As a finishing off activity, the children could design a badge or coat of arms to illustrate their identity. And share this with the class.

Optional Activity

A very nice activity that will help integrate children who have a different mother tongue is to learn how to say hello or welcome on each language represented in the class. The children could then design labels and display them on the door to the classroom.

Name:

Design a badge that identifies you. You may consider using the colours of your home country's flag, typical foods, a phrase in you home language etc.



Hands on Activity 2 Poster Project

Main Objective

1. To learn about identities and the things that contribute to our identity, including our membership of different groups.

Introduction

This activity encourages children to learn more about the countries of origin of their classmates. There are a number of ways this activity can be done:

1. Each child researches and presents a poster on their own country of origin, including the Spanish children.
2. Each child selects one of the countries represented in the class or school and compiles a poster on that country.
3. The children make a comparative study of Spain and another country represented in class.

Development

Model for the children how to use the planning sheet. Choose a country **not** represented in the class and a fill out the planning sheet. Write research questions that will help to structure the poster, using **Where? Who? What? When? How? Why?**

Once the children have their questions, discuss the layout of the poster, where each piece of information will go, will they include drawing or photos? Remind them to think what their audience might want to know.

The poster can be done on A3 paper and less able children could use the support sheet.

Plenary

Once the children have completed the task, give opportunity for each child to talk about what they have learned and display the posters around the map.

Hands on activity 3

Where are we from and why have we come to Spain?

Main Objectives

1. To learn that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc and that people emigrate from many different reasons.

Introduction

THIS ACTIVITY SHOULD ONLY BE DONE IF THE CLASS TEACHER DEEMS IT APPROPRIATE.

This is a discussion based activity that aims to raise awareness of the reasons why people emigrate to other countries be it for economic, political or religious reasons. The activity also aims to raise awareness of equality and tolerance. This activity is best done sitting in a circle. Some of the issues may be delicate, so proceed with tact.

Development

The link below has an excellent activity on asylum. It is in the UK context, but the ideas can be transferred to the Spanish context.

http://news.bbc.co.uk/cbbcnews/hi/teachers/citizenship_11_14/subject_areas/human_rights/newsid_1853000/1853538.stm

Use the following key questions to structure the discussion. Remind the children of the rules they established at the beginning of the unit:

- *What is the difference between immigration and emigration?*
- *Why do people emigrate from their countries?*
- *What does it mean 'to seek asylum'?*

More questions:

- *Why do people from African countries risk their lives to come to Spain?*
- *What conditions in their own countries make them want to leave? Economic problems, religious suppression, political beliefs, poverty, war and conflict.*
- *What are EU governments doing to help 'refugees'?*
- *What advantages have immigrants brought to Spain? Construction, nannies etc.*

Using a flip chart or large sheet of paper, write down some of the responses the children give.

Plenary

End the session by asking the children what the word **tolerance** means. Emphasise the importance of being tolerant of people who think differently from us and that we should learn to respect and value the contribution of other ethnic groups. An option ending could be to make a poster that could be displayed in the corridors, encouraging the children of the school

to be tolerant, respectful and value each other's differences and similarities. The class could also present an assembly to the rest of the school about what they have learned.