

# Compass Directions

'Compass - Development Education in the Primary School', hosted by Comhlámh and funded by Irish Aid, is a not for profit alliance of organisations and individuals, established in 1996, to promote and support opportunities for development education in the primary education system so as to contribute to justice, equality and sustainable development at local and global levels. Compass incorporates the Recently Qualified Teachers (RQT) Global Education Program (Pilot) Project.

Theme: Intercultural Education

Compass Directions is compiled and edited by Sarina Bellissimo.

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## Welcome!

Over the last six months many of the teachers I have spoken to have mentioned that they are facing new challenges in an ever evolving classroom. Many of you are aware that there are plenty of resources out there but you are not sure where to start looking or even how to use them. This edition of Compass Directions looks at Intercultural Education and is filled with resources, activity ideas and contact points. If you have any questions please feel free to contact me or anyone else mentioned.

Sarina



## What is Intercultural Education?

Intercultural education is a way of educating which:

- Is based on respecting and valuing one's own culture
- Promotes respect for and valuing of other cultures, both in one's own society and worldwide
- Promotes a commitment to learning about and interacting with other cultures

- Provides equal access to educational provision for all students, which reflects and values their cultural identity

Intercultural education is not an addition to the Primary School curriculum. Its aims and values of identity and belonging, similarity and difference, human rights and responsibility, discrimination and equality, conflict and conflict resolution, reflect those of the primary school curriculum (see "Primary School Curriculum - Introduction", p 34).

### Why is intercultural education important?

An intercultural approach is important within the curriculum in order to help children to develop the ability to recognise inequality, injustice, racism, prejudice and bias and to equip children to challenge and to try to change these manifestations when they encounter them. Young people should be enabled to appreciate the richness of a diversity of cultures and be supported in practical ways to recognise and challenge prejudice and discrimination where they exist.

Taken from "Intercultural Education in the Primary School", p 34



## Valuing Diversity in the Classroom - A Tool for your Classroom

Community Links has produced an interfaith and intercultural calendar to raise awareness of the different cultures and religions in Ireland.

Below are some of the feast days that you might like to recognise in this first term of the school year. You could divide your class into groups, assigning each group a feast day to research. On the feast day, the assigned group presents information about this day to the class.

### September

8: The Birthday of Mary *Irish Travellers*

13 - 14: Rosh Hashana (New Year's Day) *Jewish*

13: Start of Ramadan *Muslim*

### October

13: Eid-ul-Fitr (Breaking the Fast) *Muslim*

### November

1: All Saints Day *Christian*

9: Diwali (Deepavali) & Divali (Bandi Chhor Divas) *Sikh, Hindu*

### December:

3: Advent Sunday *Christian*

5 - 12: Hanukah *Jewish*

22: Eid-ul-Adha (The Festival of Sacrifice) *Muslim*

25: Christmas Day *Christian*

For further information please contact Caroline Fahey: [cl.integration@jesuit.ie](mailto:cl.integration@jesuit.ie) or (01) 814 8644. The cost of the calendar is €5.



Try this at school ...

## Mixing Paint - I am beautiful

**Level:** 1st and 2nd class

**Aim:** To develop positive self esteem through affirming the beauty of each child.

Learning to like who they are is an important task for children. Enabling children to recognise and acknowledge that there is a diversity of skin colours and that each one is equally beautiful is a valuable intercultural activity

**Methodology:**

1. **Stimulus:** Using a mirror, or a partner, encourage the students to look at each other's faces in detail. In particular focus on the colour of the skin, the eyes and the hair. Describe and name the colours. Identify that there is more than one colour (in someone's eyes or hair for example).
2. **Activity:** Using appropriate colours that can be mixed in an elementary way, encourage children to mix up a colour that matches their skin colour(s) - not forgetting that there is a great diversity in skin colours called 'white', 'black'. Using the mixed colour the children paint a face. If there is time, ask them to mix paint to depict hair and eye colour.
3. **Evaluation:** Talk about each picture. Focus on and describe the diversity of skin colours, hair colours and eye colours. Discuss with the children how their own colouring, and that of others, is unique and beautiful.
4. **Follow-up:** Display the children's work on the wall, with a title such as 'I am me. I am beautiful.'

Taken from Intercultural Education in the Primary Classroom, p 55

# Student Workshops



Rony with some primary school students

## Rony Sidon's Intercultural Art Workshops

Rony Sidon's workshops use art (painting, model making, and landscape expression), music and culture to promote intercultural awareness to primary school students.

In his visual arts workshops for children, Rony engages his audience on 'world tours' without anyone having to leave the classroom. Children respond with absolute delight to a unique combination of music, art and self expression. Rony has developed a devoted following of young art lovers, who enjoy the wonders that they, and others, have to offer.

Rony is an experienced facilitator with both teachers and students, and holds a Masters in Fine Arts. His professional approach and sheer creativity bring culture to life and brings out the creativity in us all.

For further information contact Rony Sidon: [ronyart@gmail.com](mailto:ronyart@gmail.com)



## Musical Journeys

Musical Journeys provides workshops for primary schools (for all classes from infants to sixth class) exploring global issues and intercultural understanding through music.

The 45 minute workshops are run by two experienced facilitators - Sofia Arteaga, Uruguayan singer, musician and educator Rachel Dempsey, ethnomusicology graduate, singer and educator (pictured left).

The workshops consist of singing, movement, listening, playing instruments, art, and discussion and ...

- ✦ are fun, lively and participative
- ✦ help promote diversity and inclusion in schools
- ✦ enhance children's creativity and musical expression
- ✦ compliment the primary school curriculum

The theme and aims of the workshop can be discussed in advance with the class teacher. A special focus can be given to a region such as Latin America or Africa, or themes such as diversity, human rights, migration, labour, and others.

Workshops can be designed as a once-off event or a series of workshops on a regular basis can be organised, perhaps culminating with a short performance for the school community.

For more information contact Rachel Dempsey at: [racheldempsey@dublin.ie](mailto:racheldempsey@dublin.ie) or on 086 309 7232

*NOTE: Rony and Rachel contributed to Compass and Comhlámh's Anti-Racism project's "Diversity through the Arts" workshops. A follow-up resource is planned for the Spring. Details about this resource will follow in upcoming Compass Directions.*



## Irish Aid

Department of Foreign Affairs  
An Roinn Gnóthaí Eachtracha

### NEW IRISH AID CENTRE TO OPEN IN O'CONNELL ST

Irish Aid is the Government's official programme of development assistance to developing countries. Irish Aid will open a new Volunteering and Information Centre on O'Connell St, Dublin in November 2007. This Centre will include an exhibition space and information service on the Irish Aid programme and volunteering opportunities.

Schools and youth groups will be particularly welcome to visit the Centre, but advance booking for groups will be required. As well as a multimedia interactive exhibition the Centre will host a range of events, displays and exhibitions on development.

Information about the Centre is available on the Irish Aid website, [www.irishaid.gov.ie](http://www.irishaid.gov.ie). If you have any queries or wish to find out more please contact [irishaidcentre@dfa.ie](mailto:irishaidcentre@dfa.ie).



## USEFUL CONTACTS

Comhlámh produces the "INDEX Contact List". This resource lists the contact details of many NGOs in Ireland whom you could contact for further information about a variety of topics. Below are examples of just a few reflecting this issue's intercultural

theme. For a full "INDEX Contact List" you can visit [www.comhlamh.org](http://www.comhlamh.org)

### AkiDWA

01 814 8582 - [info@akidwa.ie](mailto:info@akidwa.ie) - [www.akidwa.ie](http://www.akidwa.ie)

Promotes equality for African women living in Ireland so as to ensure positive change and social justice.

### DICE - Development and Intercultural Education project

01 497 0033 - [matthias@diceproject.org](mailto:matthias@diceproject.org) - [www.diceproject.org](http://www.diceproject.org)

Works to integrate development and intercultural education within initial primary teacher education.

### Integrating Ireland

01 475 9473 - [info@integratingireland.ie](mailto:info@integratingireland.ie) - [www.integratingireland.org](http://www.integratingireland.org)

Works to promote and realise the human rights, equality and full integration into Irish society of asylum seekers, refugees and immigrants.

### Latin America Solidarity Centre (LASC)

01 676 0435 - [info@lasc.ie](mailto:info@lasc.ie) - [www.lasc.ie](http://www.lasc.ie)

An initiative for cultural promotion, development education and campaigning solidarity, linking Ireland and Latin America.

### Pavee Point Travellers' Centre

01 878 0255 - [pavee@iol.ie](mailto:pavee@iol.ie) - [www.paveepoint.ie](http://www.paveepoint.ie)

Partnership of Irish Travellers and settled people working together to improve the lives of Irish Travellers through working towards social justice, solidarity, socio-economic development and human rights.

### Sport Against Racism in Ireland (SARI)

01 668 8869 - [info@sari.ie](mailto:info@sari.ie) - [www.sari.ie](http://www.sari.ie)

Supports and promotes cultural integration and social inclusion through sport.



## Resources for the Classroom

Below are some useful resources you can use with your students in your classroom.

**Me, You, Everyone** (Amnesty International Ireland & UK, INTO & Ulster Teachers' Union)

This human rights education resource for 5<sup>th</sup> and 6<sup>th</sup> class was written by a team of teachers with support from the initiative and was piloted in 21 schools in Northern Ireland and the Republic of Ireland.

"*Me, You, Everyone*, is very teacher-friendly, with brief notes at the beginning of each unit, suggested or possible curricular links, some activity sheets, and useful background or additional information.

I have found this to be a particularly valuable resource for English class because of its focus on discussion and debate, though the lesson-plans have also slotted naturally into our Geography, History, and especially Drama and SPHE classes. The fact that the children really do engage with the issues being discussed has a noticeable impact on their language development and on their ability and willingness to participate confidently in discussion. It can also really help teachers to promote in their classrooms an atmosphere of critical inquiry and mutual respect.

I've really enjoyed using *Me, You, Everyone*. This programme helps teachers to prepare children to participate as informed, caring and responsible members of society."

*Liz Morris, teacher, Griffeen Valley Educate Together NS*

Contact Louise Beirne: [lbeirne@amnesty.ie](mailto:lbeirne@amnesty.ie) or (01) 677 6361

**Education Rights Development Project** (INTO & CESEMA in Nicaragua)

The Education Rights Development Project focuses on three inter-related developmental issues, with special relevance to teachers, children, and young adults, in both Ireland and Nicaragua: Child Labour, Fair Trade, and The Right to Education. It aims to develop responsible global citizenship through the promotion of global awareness within primary schools with a focus on the right to education and the reduction of exploitative child labour in the developing world.

The pack supports the 1999 curriculum in composition and approach. It is divided into four separate class levels sections. Each section contains separate lesson plans on Nicaragua, Child Labour, Fair Trade and the Right to Education. In the junior classes pupils will be enabled to understand the concepts of fairness, want vs need, and cause and consequence. At the senior end the specifics of child labour, the right to education, and Fairtrade are discussed and developed. Lessons include real life stories and photos from children in Nicaragua. The lessons cover a wide range of curricular areas and encourage pupils to engage in active learning and to develop their analytical and critical thinking abilities.

Contact Alison Gilliland (INTO): [info@into.ie](mailto:info@into.ie) or (01) 804 7700



## Teacher Resources

Below are some useful Intercultural Education teacher resources.

**Intercultural Education in the Primary School: Guidelines for Schools**

This resource, produced by the National Council for Curriculum and Assessment, is intended for all those with a responsibility for and interest in primary education. It is of particular relevance to teachers, school managers, school support staff, and policy makers. It is hoped that these guidelines will:

- support teachers, both individually and as teams, in developing a more inclusive classroom environment
- support whole school planning and policy development within schools
- contribute to developing a school culture that is welcoming, respectful, and sensitive to the needs of all children.
- provide support for all members of the school community, including teachers, school managers, support staff and parents.

The guidelines deal with a wide range of issues including school planning, classroom planning, assessment, and the language environment. They are designed to be accessible to people approaching the curriculum from a range of different perspectives. Contact the NCCA: [info@ncca.ie](mailto:info@ncca.ie) or (01) 661 7177

**Resource Folder for Teachers**

This resource, produced by Community Links, provides practical information to primary and secondary school teachers. The folder offers brief fact sheets on 36 different countries where refugee and migrant children attending schools, or their parents, may originally come from. The folder has also been designed to assist communication between school staff and parents with limited command of English. Templates of basic letters have been translated into a number of languages to help school staff when arranging meetings with parents or inviting them to events in the school. A standard reply confirming that the parent has received the letter and is, or is not, able to attend is also included. The languages used in these templates reflect the main languages spoken by refugees and migrants in Ireland. Contact Caroline Fahey: [cl.integration@jesuit.ie](mailto:cl.integration@jesuit.ie) or (01) 814 8644. The cost is €20.



## Untangling the Web

Below is a list of useful websites which look at Intercultural Education.

[www.osdemethodology.org.uk](http://www.osdemethodology.org.uk) (*Open Space for Dialogue and Enquiry Methodology [OSDE]*)

The OSDE methodology offers a set of procedures and ground rules to structure safe spaces for dialogue and enquiry about global issues and perspectives focusing on interdependence. The personal development resource pack and other resources/information can be downloaded.

[www.osdemethodology.org.uk/primaryeducation.html](http://www.osdemethodology.org.uk/primaryeducation.html)

In partnership with the DICE project, the OSDE team have started a piloting process for OSDE primary school units. Examples of these units can be found on the website. For further information contact Matthias Fiedler at [matthias@diceproject.org](mailto:matthias@diceproject.org)

[http://www.tcd.ie/Education/Teachers\\_Pack/index.html](http://www.tcd.ie/Education/Teachers_Pack/index.html)

*Different But the Same - An Anti-Racism Pack for Primary Teachers in Ireland: An Intercultural Approach.*

This site contains background information for teachers as well as lesson plans for the classroom.

[www.iilt.ie](http://www.iilt.ie) (*Integrate Ireland Language and Training*)

On this site you will find a large range of English language support materials suitable for Primary School Language Support teachers. Most material can be downloaded free.





## Diary Dates

There are many days being recognised by the United Nations in this first term of the school year. Below are a few of the dates and some actions you can take to recognise them in your classroom. For a more detailed listing of UN dates please visit [http://www.unac.org/en/news\\_events/un\\_days/international\\_days.asp](http://www.unac.org/en/news_events/un_days/international_days.asp)

### 21 September - International Day of Peace

Peace is more than the absence of war. It is a state of actively being in balance and harmony. Peace is about how we handle problems and how we get along with others.

Peace is about community- about encouraging and helping each other to live better, more fulfilling lives. Most of all, peace is about respect - respect for ourselves, each other, and the planet we share

The International Day of Peace is a celebration of our shared wish for a better world.

<http://www.betterworldcalendar.com/peaceday.htm>

#### Activity: Peace Trees

Peace trees are used across the world as a way to send a wish or a smile or a song. The messages of peace could be on pieces of paper, on ribbons, or on pieces of fabric. The messages of peace can be long, like a letter, or a poem or the words to a song, or just a name, or a single word. They can be pictures, pieces of origami, or even written music. When we send a feeling that we care it can make ourselves and other people feel better. If your tree is indoors, you could leave the wishes there for a month or even try growing a real tree from a seed, to plant outside and 'carry' all the wishes/messages of peace.

Visit: [www.internationaldayofpeace.org/resources](http://www.internationaldayofpeace.org/resources) for further information about this day and downloadable resources.



Official Logo

### 17 October - International Day for the Eradication of Poverty

Over 1 billion people live on less than \$1 a day with nearly half the world's population living on less than \$2 a day. Over 800 million people suffer from hunger. Every year 6 million children under the age of 5 die of malnutrition. Every 30 seconds an African child dies of malaria. The International Day of the Eradication of Poverty provides an opportunity to take stock of the progress made towards the Millennium Development Goals that countries pledged to reach by 2015.

#### Activity: Imagine

Poverty exists today but we hope for a future where it won't. Ask students to imagine a world without poverty. What would have to change to make this possible? Students can represent this in a picture, a poem, a creative writing piece, etc.

Visit: <http://www.oct17.org/October-17-Info-Pack.html> to find out more about the day and for a list of activities you can participate in.

*"Culture is a meeting place  
of giving and receiving"*

Leopold Sedar-Senghor  
Poet and former president of Senegal



### 16 November - International Day of Tolerance

"Tolerance does not mean put simply, 'putting up with others'. On the contrary, it means being actively committed to human rights and fundamental freedoms, constantly recognizing that what brings us together is more powerful than what keeps us apart, and adhering to rules of conduct that emphasise responsibility not only to oneself but also to others".

*Kofi Annan, former UN Secretary General*

#### Activity: What's in a name?

Ask students to write/draw their name on a piece of paper. On this paper students are to include the meaning of their name and/or why they were given it. For e.g. name means 'hope', named after a grandparent, a place, etc. Once the students have finished ask them to present this to the class. Try to make linkages between people's names. For e.g. you have different names but your parents had the same reason for naming you. It is also interesting to note the origins of names, e.g. French, Norman, German, to illustrate the long history of migration and intercultural connections. The aim is to enable students see that even in names there is diversity but also similarity.  
Book: "Children Just Like Me: A unique celebration of children around the world", Barnabas & Anabel Kindersley in association with Unicef.



### 10 December - Human Rights Day

This day commemorates the day in 1948 when the UN General Assembly adopted the Universal Declaration of Human Rights. Human rights are those basic standards without which people cannot live in dignity. This day was declared so that all of us can become aware of our rights and create an awareness among others of people who are deprived of their rights.

#### Activity: Classroom Rights

Explore with your class the value and importance of making the classroom a fair place for all. As a class, develop a set of principles that they feel will do this. The final list can be turned into a series of posters, designed by the students, which can be displayed in the classroom alongside the UN Conventions on the Rights of the Child poster.

Resource: *Amnesty International Ireland's Lift Off Initiative*. Visit [www.amnesty.ie](http://www.amnesty.ie) for further information.



### 18 December - International Migrants Day

A migrant is a person who leaves his/her country of birth to seek residence in another country. This day gives us an opportunity to recognise the contribution made by millions of migrants to the economies and well being of their host and home countries and to promote respect for basic human rights.

#### Activity: Profiles

Ask students to research people who have migrated to Ireland and Irish people who have migrated to other countries in the world who have had a positive influence in that country. It could be someone famous, a family member, or a community member. Students can create a poster of that person which includes his/her achievements. This can contribute to a class mural or book.

Resource: "All Different All Equal Ireland - An Anti Racist & Intercultural Resource for Youth Workers", National Youth Council of Ireland 2006.

## Compass

The Compass project is hosted by Comhlámh and is part funded by Irish Aid. It includes participation from various NGOs and individuals committed to promoting development and intercultural education in the primary education system.

Compass Project Officers are Lizzie Downes and Sarina Bellissimo (RQT Project). For general or membership enquiries about Compass please contact - [lizzie@comhlamh.org](mailto:lizzie@comhlamh.org) For information about the RQT project or feedback about this e-mag please contact - [sarina@comhlamh.org](mailto:sarina@comhlamh.org) or visit our website (see address below).

