



**Eliise ja Stina
Heraklion, Kreetas
vebruar 2023**

Intercultural education

Intercultural education

- Koolitusel osalesid õpetajad Saksamaalt, Bulgaariast, Horvaatiast, Rumeeniast, Soomest
- Haridussüsteemide ülevaade
- Icebreaker: paarides üksteise intervjuerimine ning seeläbi üksteisega tutvumine ning üksteise tutvustamine teistele



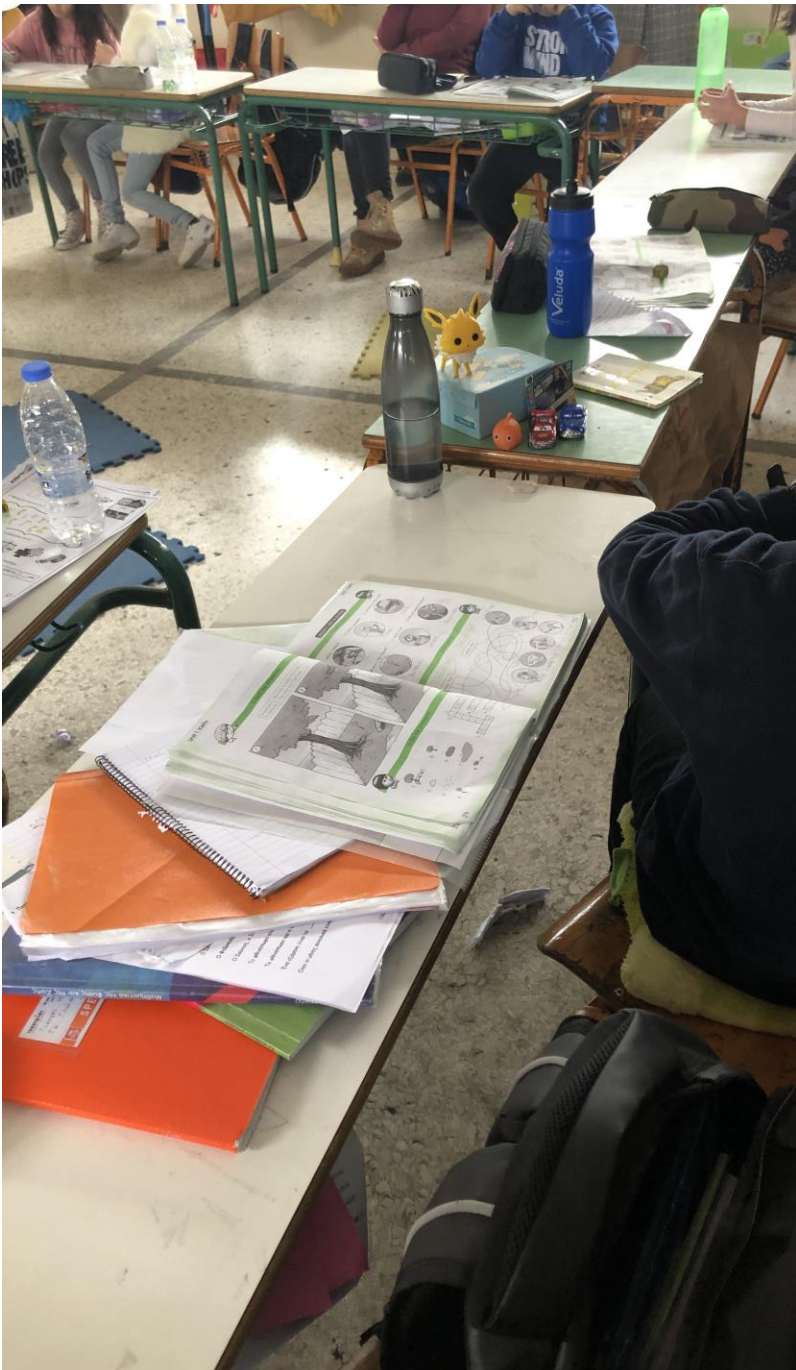
Koolikülastus



Koolikülastus 2

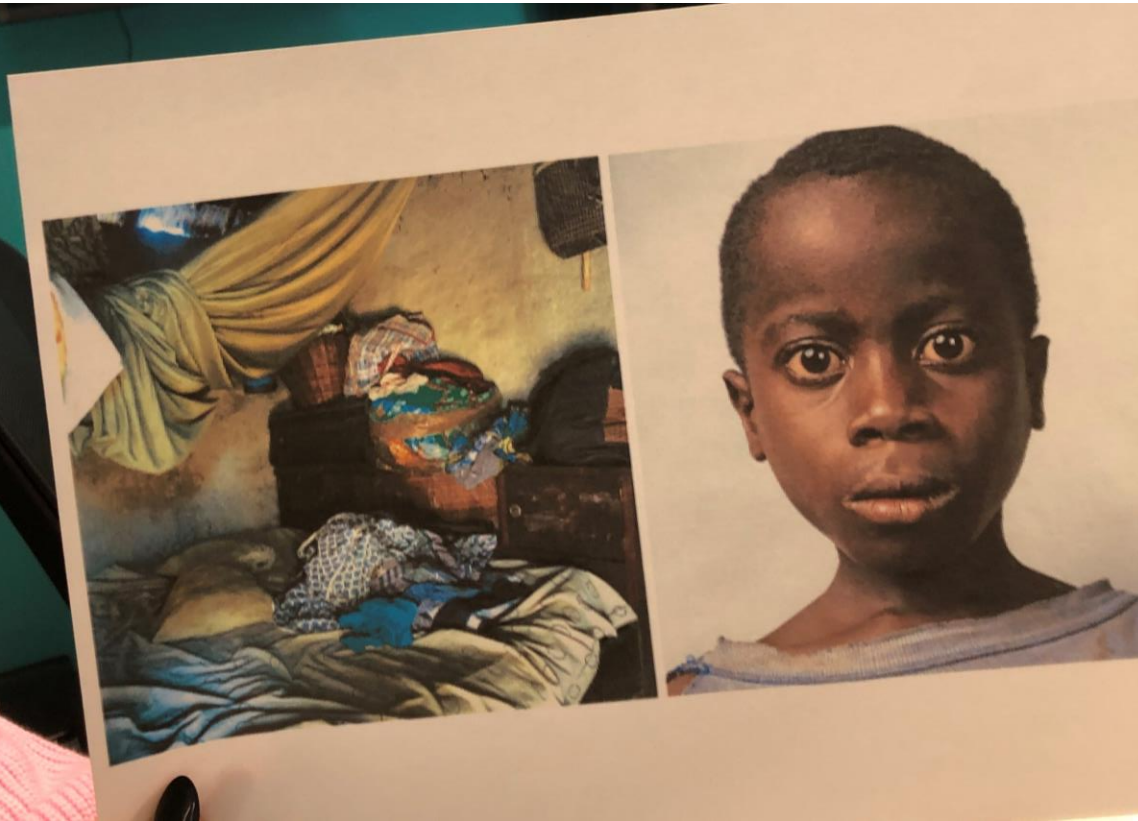
- Õpetajad õpetavad kõiki aineid 6. klassi lõpuni
- HEV õpilased - õppekava tehakse spetsiaalselt, kool peab jälgima, igal lapsel tugiisik, kes on temaga kogu aeg






Praktilised ülesanded

- Where Children Sleep - James Mollison



Praktilised ülesanded

- Stereotüübid ja eelarvamus

 Intercultural Education

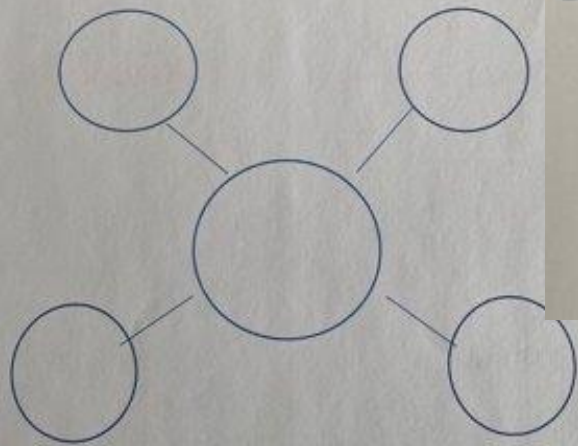
"Self -Identity"


Heraklion, Crete, February 2022

Circles of my multicultural self

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

Play your name in the center circle of structure below. Write an important aspect of your identity in each of the satellite circles... an identifier or descriptor that you feel is important in defining you. This can include anything: Asian, American, female, mother, athlete, educator, Taoist, scientist, or descriptor with which you identify.



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1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is consistent with who you are. Fill in the following sentence:

Praktilised ülesanded

- Stereotüübid ja eelarvamus

You are the owner of a nice block of flats in your home town and you want to rent four apartments. The prospective tenants are the following:

1. A Roma family with five children; the father of the family works at the local market and sells fruits and vegetables.
2. Three activist students from Palestine.
3. A single mother with three underage children.
4. An American couple, the woman is a university professor and her husband is a nuclear physicist.
5. Two young men with a dog; they both work in the fashion field.
6. A young student playing the piano; every afternoon needs practice.
7. Refugee family with eight children, the father works occasionally as he does not know the language but they receive a monthly state allowance.
8. An old woman retired with her nurse.
9. A young girl in a wheelchair with her mother.
10. A young gay couple who just got married.
11. A blind man with his assistant dog.

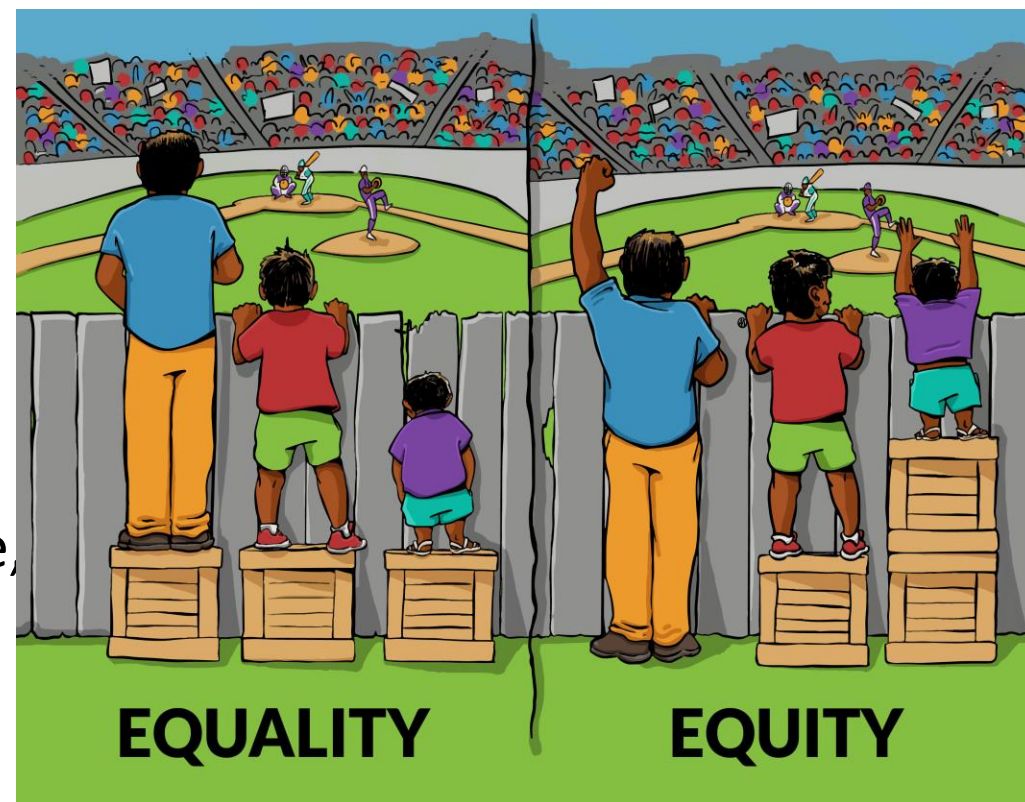
Praktilised ülesanded

- Minu kangelane (My hero) - self-concept
- How we perceive our behaviors, abilities, and unique characteristics.

Kes on minu kangelane? Mis on ta nimi? Miks on ta minu kangelane? Tema isikuomadused ja supervõimed.	Kes on kangelase sõbrad?	Mis on kangelase eesmärgid?
Mis on kangelase raskused ja takistused?	Kuidas kangelane neist raskustest üle saab?	Mida näeb kangelane järgmiseks, kui ta on raskused ületanud?

Head mõtted, mis me koolituselt kaasa võtsime

- Hea suhtlus on kõige võti
- Iga käitumise taga on mingisugune rahuldamata vajadus
- Kui sa ei oska lihtsalt seletada, ei ole sa seda mõistnud
- Võrdsus ei ole see, kui kõikidel on samasugused tingimused, vaid see, kui kõik saavad selle toetuse, mida nemad vajavad



Materjalid

- Where Children Sleep

<https://www.jamesmollison.com/where-children-sleep>

<https://peda.net/kaustinen/kpo/ah/jj2/mka/ajoulukuu/wcs:file/download/4bb4cc52acfa15325ebe57fdb5a81d951439cf04/Where%20children%20sleep.pdf?fbclid=IwAR0Nf1cfRxyEU2VBrMyS-Ka-zn35AujbN0uJQZXnM52oB0pQMfO4kgYIVow>



Aitäh kuulamast!