



“MY INVOLVEMENT AS A EUROPEAN WITH REFUGEE CHILDREN”

DISSEMINATION OF THE 3RD PART OF THE INTERCULTURAL TRAINING AT THE GREEK SCHOOL

INTRODUCTION

On Thursday 18/10/2018, during the first two teaching hours, and Tuesday 27/11/2018, during the last two teaching hours, took place the dissemination of the results of Intercultural Education attended by the students in Karlovac, Croatia, within the framework of the European program Erasmus + KA2 "My involvement as a European with refugee children". The dissemination activities were carried out by the students themselves, who traveled to Croatia and concerned the third section of the training they had attended from 25/9/2018 to 27/9/2018 in Karlovac under the title "Intercultural soft skills".

DESCRIPTION AND AIM OF THE ACTIVITIES

From the rich training materials of the three-day training, Greek students initially chose to discuss with each group of classmates their concept of “culture” and to highlight their apparent and hidden elements, associating it with an iceberg. Then they continued with "The humming game", through which it became clear how different cultures and codes can hinder human relationships and communication. In any case, the success or failure of human relationships, especially among people of different cultures, is judged, as in the game, by the time we dedicate and the willingness we show, in order to discover the obscure aspects of the culture of others. As the student-educators themselves point out in their report, "The general goal of the training was for students to better understand the concept of culture. The objective of presenting the iceberg model was to approach the characteristics of the culture and to see its obvious and hidden elements. Finally, the goal of the game was to make a representation of the culture, the way in which people from different cultures interact strongly and to lead to the conclusion "Take an action to get a reaction".

STUDENTS' REPORT

Initially, it is worth mentioning that our dissemination was divided into a theory and practice part. In the theory part we presented the theoretical principles according to which we would work, while in the practice part we would present the game in which we would apply the theory.

THEORY PART

At first, we asked our classmates how they perceived the concept of culture and, after receiving satisfactory answers, we asked for some general characteristics. Then we scribbled cartons in which we wrote the features we were told and stuck them in visible spots. Then we explained the model of the iceberg to the students and we correlated it with the culture. In essence, we say that most of an iceberg is underwater, unseen, so the characteristics of a culture can be either distinct or not. Thus, with the agreement of the pupils, every proposed characteristic was placed in the appropriate position (on the distinct or non-distinct part of the iceberg), depending on whether it was easy to be perceived while meeting somebody for the first time or not.

PRACTICE PART: The humming game

Description of the game: We first placed the chairs of our classmates in a circle and then asked for a volunteer to step out of the room. The rest of us found a challenge that the volunteer had to perform with his entry into the room. Then our classmates would have to guide the volunteer only with the sound of humming. When the volunteer approached in solving the challenge, the humming intensity increased.

Remarks on the implementation of the game: On the 1st Part of the dissemination: The volunteer involved perceived quickly the point of the game and the communication language of his classmates. This, of course, is also due to the participation of all children who followed the rules thoroughly. (Game Duration: 5)

On the 2nd Part of the dissemination: The challenge chosen was more demanding and so the volunteer which was to communicate silently with the team had a harder time in understanding the way they were communicating. In addition, the necessary cooperation among them was of a lower level in comparison with the previous dissemination part. After 16 minutes without good results, we decided to end the game.

Iceberg-humming game correlation: We essentially explained that just as the newly arrived person faced difficulties in the game, due to different code/ "language" within it, so is the communication among people of different cultures difficult too, due to the «features below the sea surface in the iceberg», which are not easily realized and may cause problems, if somebody is not willing to invest time and effort on understanding other people's culture.

KEY OBJECTIVES

The general aim of the training was to educate students to understand the concept of culture better. The objective of presenting the iceberg model was approaching the characteristics of the culture and distinguishing them from its obvious and non-obvious characteristics. Finally, the goal of the game was to make a representation of the culture, the way in which people from different cultures interact strongly and lead to the conclusion "Take an action to get a reaction".

STUDENTS 'COMMENTS / REMARKS

We noticed that our classmates' participation was warm and vivid and that they were interested and willing to take part in and attend the training.

In general, our students informed us that due to the training, they are now more aware about the significance and the depth of the word "culture", although that, despite the clear process of training, they did not fully understand the concept of it, maybe exactly because of its depth and breadth.