



TEACHER GUIDE



**MULTILIB: THE MULTILINGUAL LIBRARY
FOR CHILDREN IN EUROPE**



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www.multilibproject.eu

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<https://artinedviksjofors.webbstjarnan.nu/>

The Mosaic Art and Sound Ltd., United Kingdom

<http://www.mosaicartsound.com/>

International Yehudi Menuhin Foundation, Belgium

<http://www.menuhin-foundation.com/>

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University of Çukurova, Turkey

<http://www.cu.edu.tr/tr/>

The Research Committee of the Technical University of Crete, Greece

(Laboratory of Distributed Multimedia Information Systems and Applications)

<https://www.tuc.gr/> (<http://www.music.tuc.gr/>)



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PREFACE

MultiLib Teacher Guide mainly aims to provide a valuable source for teachers to work with MultiLib Book of Activities. The guide will also help teachers find their own reasons and expand ways to work continuously on the topics of inclusiveness, multicultural and multilingual experiences, love of reading, and embedding the arts into education.

MultiLib Teacher Guide was compiled with the contribution of the whole project partnership and includes:

- information on the MultiLib project
- scientific background information
- reference to other concepts, projects or interesting approaches
- some useful links
- guidance on the MultiLib library and the Book of Activities
- learning-teaching scenarios for implementation
- specific tips to work with the arts in the classroom
- self-evaluation tools
- transversal competence that children acquire through the MultiLib activities
- opportunities of working with parents,

MultiLib Teacher Guide was tested during the piloting period by the teachers involved in the project in the six countries. It was evaluated through a specific questionnaire and perfected using the results of the evaluation.

INFORMATION ON THE PROJECT

The project provides teachers with a unique on-line library with 24 multilingual e-books in 6 language versions, plus 12 e-books in original languages of immigrants in Europe (translated in 6 languages – Czech, Swedish, English, Italian, Greek and Turkish). A total of 156 e-books beautifully illustrated by picture book artists and accompanied by a Set of book-based Activities for Children and a Teacher Guide.

Through the use of the resources, teachers enable primary school children, both from local and migrant background, to develop a sense of social inclusion, enhance intercultural understanding, make children proud to share their culture and language and pleased to learn about others.

With these competences, the children will acquire skills that will contribute to their future employment in a labour market. Moreover, they will also enjoy collaborative educational activities with creativity and fun while enhancing love of reading, literacy, language and artistic skills.

Target groups:

- primary school pupils in six partner countries
- children from migrant and ethnic minority families in these countries
- teachers at primary schools working in multi-ethnic/multilingual environment
- educators and other personnel of primary schools dealing with children of 6-10 years of age

Teachers locally and across Europe have the possibility to download the e-books and the other project resources: the book-based Children Activities Set and the Teacher Guide.

Furthermore, teachers and students across Europe can exchange videos containing their performance of the MultiLib activities. The project provides an opportunity for teachers and students to develop technical and ICT competences.

Through MultiLib, teachers are given access to professional development and can thus acquire first-hand knowledge of teaching strategy for inclusive education. The project provides them with a unique didactic idea, training concept and practical tools, just designed for them.

SCIENTIFIC BACKGROUND INFORMATION

More than a million migrants and refugees crossed into Europe in 2015, sparking a crisis, as countries struggled to cope with the influx. Hungary had the highest asylum applications in 2015 in proportion to its population. Sweden followed close behind with 1,667 per 100,000 Sweden's local population (BBC news/world-europe-3413).

How to deal with not only migrants' immediate primary needs, but with integration into Europe schooling and labour market?

How to guarantee dignity and respect for mutual cultures?

What could be crucial to make the European Union values stable in a time of crises and difficulties?

At the heart of the change toward which Europe aims to lead is the education of its children who herald future Europe. Teachers are those who play a fundamental front-line role in this respect. Each class is a micro-world mirroring the current social circumstances and acting as a lab in which a considerable part of children's development and directions of growth is shaped.

Today, teachers need to train students, with and without immigrant background, for a world in which people would be willing and able to collaborate with others of different cultural origins and appreciate different values and approaches.

Teachers face the situation of having an unprecedented number of children who will have to find their place and develop their potential in a society new to their parents and to themselves, in which the languages spoken are unfamiliar. Their task is to make immigrant children succeed academically and learn them to acquire new skills and competences. They have to be encouraged to create a relaxed and fruitful multicultural environment where the children's different cultures and languages, instead of being a barrier, become enrichment for the whole class.

The need for the project stems from the fact that primary school teachers necessitate to increase their repertoire of training. Only then they will be able to tackle the challenge of teaching increasingly multiethnic and multilingual classes.

A direct way to tackle integration is to promote awareness of mutual cultures and create ways of interconnection within a collaborative environment where various elements of a culture can be shared and enjoyed among young students.

Primary school teachers need:

- teaching tools to promote multicultural experiences within the classroom and fit them in the national curriculum
- to expose children to the beauty and richness of European and migrants' languages and cultures through formats that motivate and engage them
- didactic activities to foster mutual understanding and communication in children with diverse backgrounds, while reinforcing literacy, language learning and a legacy of transversal competences.

REFERENCE TO OTHER CONCEPTS, PROJECTS OR INTERESTING APPROACHES

The need for multicultural and multi-language education is recognized by educators worldwide, especially because migrant flows relate, in fact, to the entire world. Initiatives to close the gap between school education and cultural family background of children are increasing, as well as initiatives to make all children open to diversity.

Far from being an exhaustive research on what is on offer in terms of projects and valid approaches in the field of multicultural education worldwide, this chapter is intended as a springboard for further research and discussion and only wants to highlight few excellent initiatives complementary or just in addition to the MultiLib library.

We may start from a website resource that deserves our attention. This is the “International Children's Digital Library”.

The mission of this remarkable initiative is that of supporting the world's children in becoming effective members of the global community - who exhibit tolerance and respect for diverse cultures, languages and ideas - by making the best in children's literature available online free of charge.

Another initiative is “The Best Multicultural Books for Children” that is a list of multicultural picture books for children. According to their approach, a good multicultural book should: present the character's culture accurately and sensitively; empower children of different ethnic backgrounds; have strong literary merit.

Overall, this is a vast repository that can benefit teachers' work on multicultural issues.

An approach that helps us reflect on which books to choose for our young students is that of the Scholastics. They ask, “How do you know if a children's book you're about to share with your students accurately portrays the culture of its characters? Are there warning signs to look for?”

To help teachers, they invited five children's literature specialists to give their advice on selecting books about or related to Native Americans, Latinos, African Americans, Jews, and Asian Americans. In 2011, on the occasion of the International Children's Day, at the European Commission, the special issue of Multicultural Dialogue was devoted to the issue of initiatives dedicated to foreign children. It is worth reading about them (website link in the next chapter).

We can also mention several online resources that can help teachers immerse children in the rich world of idioms and their sounds.

“Little Linguist - Multicultural Books for Children in over 50 foreign languages ” has an amazingly rich and varied shop with resources that range from books to CDs and toys

In “Children books forever”, one can use children's books that have become classics and children's favourites around the world on Smartboard, PowerPoint, overhead projectors and lately on iPad, android or TV.

We cannot complete this brief review without mentioning the efforts and the brilliant outcome of an adoptive mum of two little black girls who has organized in her website tens of meaningful multicultural books. We can see these on the website of “Colour of Us”. As she says, she is always on

the search for multicultural children's books that reflect the diversity of our world in an empowering and non-stereotypical way.

The books she enlists have a strong and positive message about diversity and do not support stereotypes. They are divided by geographical areas and children age groups.

SOME USEFUL LINKS

- International Children's Digital Library
<http://en.childrenslibrary.org/>
- Best Multicultural Books for Children
<https://tinyurl.com/pq4ce6v>
- Scholastic s- How to Choose the Best Multicultural Books
<https://tinyurl.com/ybof7dp8>
- The Guardian - Diverse voices: the 50 best culturally diverse children's books
<https://tinyurl.com/jp5xoph>
- European Commission Website on Integration - Multicultural Dialogue - Special Issue (Children's Day)
<https://tinyurl.com/ya7tfqa6>
- ECRP - Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls
<http://ecrp.uiuc.edu/v3n2/mendoza.html>
- Little Linguist
<https://www.little-linguist.co.uk/>
- Colours of Us
<http://coloursofus.com/multicultural-childrens-books/>
- European Commission Website on Integration - Multicultural children's books: educating a new generation
<https://tinyurl.com/y8wwpae>
- Multicultural Kid Blog
<https://tinyurl.com/y7rax4m>
- Multicultural Education: From Theory to Practice (Cambridge Scholars Publishing)
<https://tinyurl.com/ycdj3wvp>
- Tes - How to teach MFL in primary schools
<https://tinyurl.com/y6v2q7r4>

All links have been retrieved on 10/10/2017

GUIDANCE ON THE MULTILIB LIBRARY AND CHILDREN'S ACTIVITY SET

In today's multi-ethnic and multilingual classes, primary school teachers need teaching tools to promote multicultural experiences within the classroom in order to foster mutual understanding and communication in children with diverse backgrounds. Considering children's love of stories, exposing primary school children to the beauty and richness of European and migrants' languages and cultures through traditional and contemporary children's stories is an effective way to contribute to their knowledge about other cultures and to enhance intercultural understanding. This can also help teachers enable primary school children, both from local and migrant background to develop a sense of social inclusion.

MultiLib project, whose primary goal is an inclusive education, offers primary school teachers innovative teaching tools and methods based on children's stories from different cultures and languages. More specifically, the project provides primary school teachers with an electronic library made of 24 beautifully illustrated e-books in 6 European languages (Czech, English, French, Greek, Swedish and Turkish) and 6 languages spoken by ethnic minorities in each partner country (Russian, Tibetan, Haitian, Armenian, Kurdish and Arabic). The e-books contain children's stories including classics of each culture and contemporary stories specifically created for MultiLib project.

The e-books have been translated into the project partners' languages; therefore, in MultiLib Library, there are 156 e-books in total. Audio versions of the e-books are also available in the library.

MultiLib Library is accompanied by a Children Activity Set with 27 interesting generic activities based on the e-books. The activities include comprehension, creative expression, reflection, task-based learning and the use of art forms such as music, dance, visual arts and digital storytelling.

MultiLib Library and Children Activity Set are freely available online in Czech, English, French, Greek, Swedish and Turkish.

LEARNING-TEACHING SCENARIOS FOR IMPLEMENTATION

Although teaching situations, practices and content might differ to some extent depending on the place where the education takes place, all educators share a common goal(vision): To help students reach their full potential and to prepare them for the unique demands of a 21st century world as neither civic nor work life is the same as it was 50 years ago. If today's students want to succeed in this global society, they need to be proficient communicators, creators, critical thinkers and problem solvers, and collaborators. Thus, students need to improve critical thinking and problem solving, creative thinking, communicating, and collaborating.

These skills, which are often called the Four Cs of education, are the important learning skills of the 21st century. Although the importance of these learning skills (Four Cs) has widely been accepted, the educators face the challenge of building the Four Cs into the school education. We believe that MultiLib project might address this challenge in an innovative way. In addition to the traditional and the contemporary stories collected from diverse cultures which provide meaningful learning context, MultiLib activities offer ideas and resources that will help teachers embrace Four Cs in their classroom practices.

Although one or two aspects of Four Cs seem to stand out in one activity, all MultiLib activities have been planned in such a way that tries to embrace all Four Cs. To illustrate this, almost all MultiLib activities require students to work in pairs or groups in order to create a learning environment that emphasizes collaboration skills. While students work in pairs or groups, they will need to work effectively with diverse teams, make necessary compromises to accomplish a common goal, and assume shared responsibility. It is difficult to separate communication from collaboration. When students work in pairs or groups, they need to clearly articulate ideas through speaking and writing, and listen to each other effectively to decipher meaning. So in each MultiLib activity collaboration and communication go hand in hand. Although the questions to stimulate reflection related to each MultiLib activity have connection to all Four Cs, their connection to critical and creative thinking is obvious. When students engage in high-quality thinking to answer these questions, they function both critically and creatively.

In the following we give an example of how a particular MultiLib activity relates to the “Four Cs” and how they can be implemented in an everyday teaching situation. In the **Treasure Hunt** activity, students work in two big groups (possibly groups of 5 or 6), and they need to communicate and collaborate well in order to find the hidden treasure. They also improve their problem solving skills while looking for the hidden treasure. Preparing the treasure map or clues to show the location of the cards make students think creatively. Students will have to think critically and creatively in order to answer the reflection questions at the end of the activity.

To conclude, if teachers integrate MultiLib activities into their teaching, students will benefit not only from the content but also from the methodology of the activities which reinforce all Four Cs.

SPECIFIC TIPS TO WORK WITH THE ARTS IN THE CLASSROOM

To become democratic citizens, pupils need to develop different skills during their time in school. We learn in different ways and that is why it is so important to find new and creative ways to reach the goal of the curriculum. Education should include all pupils and one has to take into account the varying circumstances and needs of each pupil.

Working with arts in the classroom should be a pleasure, not a burden. The on-line library and the book of activities are useful tools to integrate art in the subjects and in the classroom. As teachers we need to plan our lessons based on the didactic questions about **what** we are going to teach, **why** we are going to teach the subject and **how** we are going to teach it. Even if there are lots of activities and lesson plans in the book of activities it is important to pay attention to some different points

- Set aims and goals for the lesson - what are the pupils going to learn through the activities?
- Decide how to document the pupils work.
- Plan for an evaluation together with the students at the end of the lesson. What went well? What was difficult? How can we improve the activity?
- Be prepared and familiar with the material that is going to be used.
- Make sure that all material the pupils need during the lesson is available.
- Is there a suitable artist around or someone with knowledge that can be used? Remember that it doesn't have to be a professional artist. Sometimes we can find huge competence among our own co-workers or parents.

REFLECTIVE TOOLS FOR SELF-EVALUATION

The questionnaire below was designed as a self-evaluation tool to see progress or reflections on the multicultural and multilingual awareness, sense of inclusiveness, intercultural communication, enhancement of love of reading, and language and artistic skills acquired by the students. As MultiLib team, we are very much interested in teachers' reflections, comments and suggestions on MultiLib library and MultiLib Children Activity Set. We believe that completing the questionnaire will give you thinking time and help you organize your thoughts, feelings and ideas about MultiLib library and MultiLib Children Activity Set. We will use your perspectives and opinions to make improvements to the project resources.



TEACHER QUESTIONNAIRE

Please complete this questionnaire which mainly aims to explore your views about MultiLib library and MultiLib Children Activity Set. Thank you very much for your time and suggestions.

MultiLib Team

PART A: About the MultiLib Activity and Story

Title of the MultiLib Activity Done: _____

Title of the MultiLib Story Used: _____

Part B: About You

Name of Your Country: _____

Name of Your School: _____

Your Teaching Experience: _____ years _____ months

Part C: About Your Students

Number of Students Participated in the MultiLib Activity: _____

Their Age: _____

Part D: About Your Reflections

Please reflect on the MultiLib Activity. You can write about WHAT

- you/your students learnt from the activity about multilingual awareness, inclusiveness, intercultural communication
- language and artistic skills your students acquired
- you/your students liked/disliked
- went well
- needs improvement
- you would change the next time and why

TRANSVERSAL COMPETENCE THAT CHILDREN ACQUIRE THROUGH MultiLib ACTIVITIES

The MultiLib activities are designed to develop children's abilities that enable understanding and improve communication among them despite their different cultural origins and traditions.

A unique definition of competence is not yet agreed. However, Hedi Bednarz (2010)¹ states the following three key points:

- Competence has to be related to the “application” of knowledge, and therefore to the role played by experience and reflection in building up applicable and transferable knowledge;
 - Competence is something which includes a certain mastery in dealing with unexpected and critical situations, coping with something “diverse” from routines, far apart from our common framework;
 - As competence implies the mobilization of our personal attitudes, relations and emotions, it also implies a holistic perception of human learning, including the cognitive and content dimension.
-
- A key challenge for 21st-century schools is to motivate learning in culturally diverse students who have varied and special abilities. The transversal competences used in MultiLib activities are fundamental prerequisites for an education system which wants to help future citizens to live together in culturally diverse societies and support them to build a peaceful coexistence.

More than in any other place, “multiculturalism has entered in classrooms as a complex phenomenology, challenging schooling systems and teachers’ professional identity” (Hargreaves, 2003²). The teachers, as professionals of education, are at the centre of this storm: they need support to gain knowledge, skills and attitudes for the development of their profession.

Many of these abilities are independent from the curricular subjects and based on cross-curricular objectives. They usually relate to:

- better management of one's own learning
- social and interpersonal relations and
- communication and reflect a general shift of emphasis from teaching to learning.

According to the data obtained from research, the teachers can no longer work from an ethnocentric vision of teaching (Lynch, 1992³; Leclerq, 2003⁴), and they need to acquire knowledge for respecting

Bednarz H, Schim S, Doorenbos A. Cultural Diversity in Nursing Education: Perils, Pitfalls, and Pearls, *J Nurs Educ.* 2010 May;49(5):253-60. doi: 10.3928/01484834-20100115-02.PMID:20143759

²Hargreaves, (2003). *Teaching in the Knowledge Society. Education in the Age of Insecurity.* New York: Teachers' College Press

³Lynch, M., Cicchetti, D. (2002) Maltreated children's reports of relatedness to their teachers in *The Journal of Child Psychology and Psychiatry*, 2002, John Wiley & Sons, Ltd, DOI: 10.1002/cd.23219925707

⁴Leclerq, J. (2003). *Facets Of Interculturality in Education.* Strasbourg: The Council of Europe Publishing. Page 83.

diverse learning styles in the classes and become professionals able to recognize *new multicultural learning contexts* (Margiotta, 1999⁵; Gobbo, 2000, 2004⁶).

New abilities are those ones that enable to: identify cultural and social differences, become tolerant to national and racial differences, gain good working knowledge of foreign intercultural educations and “awareness of one’s own culture as different from other cultures “ (Barrett, Byram, 2013⁷).

These abilities are completely changing relations with classroom, peers, institutions and communities and are also challenging the basis of conventional teacher status and function (Margiotta, *ibid*).

In fact a multicultural sensitive classroom should provide every student with opportunities to achieve his or her potential and allows students to understand and appreciate their own culture while recognizing its similarities and differences to other cultures. Primary schools have an important role to play in raising children’s talents by fostering not only their cognitive development, but also their social and emotional development.

For a multicultural learning approach through arts in primary schools it is important to deal with the process of intercultural education acquisition and learning. In fact, no two same students whether native speakers or foreign learners have exactly the same approach to learn.

For this purpose during the implementation phase of the MultiLib activities the partners have adopted the META⁸ Competences Framework, a set of ten inter-related cognitive, affective, and behavioural competences: *self-awareness, self-management, social awareness, relationship skills, and responsible decision making*. The META Competences define a systemic proposal for the development, through arts in all subjects, of academic learning and deals with the processes of intercultural education acquisition and learning.

These competences, in turn, provide also a foundation for teachers to improve multicultural learning and academic performances of primary schools students.

For practical purposes, the META competences are set up as a simple grid of competences that are ready to use by the teachers during the learning process but also for the purpose of curriculum design and planning. The grid can be used to support and enrich the teaching methodology adopted by teachers.

In the MultiLib Children Activity Set, teachers can find a table that summarizes the different types of MultiLib activities that can be used using the MultiLib IO2 and related to the META Competences.

⁵Margiotta. U. (1999), *Le scienze della formazione*, oggi in ISRE, vol. 1999-2, pp. 7-45 (ISSN 1973-6533)

⁶Gobbo, F. (2009) *L’educazione delle differenze –l’attenzione alle differenze*, in: Atti del Convegno, *Identità italiana tra Europa e società multiculturale*, pp. 101-132 (Colle di Val d’Elsa SI, Fondazione Intercultura).

⁷ Barrett.M., Byram. M., Lázár.I.,Mompoin-Gaillard.P., Filippo.S.,(2013) *Developing Intercultural Competences Through Education*. Council of Europe Pestalozzi Series, No. 3. The Council of Europe Publishing. ISBN 978-92-871-7745-2

⁸Minorities Education Through Art. 54564662-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD

<https://www.meta-project.eu/images/Competences-framework.pdf>

OPPORTUNITIES OF WORKING WITH PARENTS

Stories are possibly the most ancient form of communication across many cultures and traditions, and storytelling is an art and a set of practices deeply rooted in our innermost cultures and values. Telling a story means much more than reporting facts in a chronological order. It implies selecting relevant experiences and conveying a meaning that forms a consistent whole out of characters, events and locations. Stories are, ultimately, a way to give meaning to reality and share it.

Learning to tell stories is a powerful way for parents to learn to understand personal experiences learn how to communicate them to others. Modern or not, literary or traditional, since ancient times stories give life to ideas about the world and society, cultivate values and give important lessons to adults and children. And the reaction of the youngsters to their parents' narration can teach them a lot too. We enjoy and share traditional tales or great books from world literature for at least two good reasons: fantasy, surprises and unusual and "impossible" features in characters and places that give us the pleasure to imagine "alternative worlds"; yet, though so different from our everyday life, they always tell something about us – each of us.

Give some time to speak to parents of your students about the issues above. Ask them if they have ever been scared like the motherless seven kids facing the wolf? Did they ever feel neglected in a corner without a good reason, just as Cinderella? Did they ever struggle to make your desires and duties met, just like Pinocchio? Of course they did. So did their children. With children stories everybody can "safely" watch life and feelings mirrored in them. Tell the parents to feel free to rework stories. Writers, film directors, playwright, storytellers are doing that all the time. They may feel the stories they have "in stock", including MultiLib stories, might not suit nowadays reality. Or they may want to focus on a specific aspect. Tell them to find help in pictures, from books or drawn by themselves or their children. Encourage them to create a rhyming poem to read or sing. Do it in cooperation with their children. Shared re-working will increase communication and establish a trusting feeling. Give them the MultiLib Children's Activity Set to trigger their imagination on joint activities with their activities after reading a story. Give them the MultiLib stories as well and tell them to go find more stories in the local library, in a bookshop, on the web, in their memory.

A tale is a moment of sharing emotions, so they may choose with their children the stories that they would like to listen to. Any choice will be good if it suits them and the children. They will also need a relaxing, pleasant environment. It means both a setting and an attitude. Ask the parents to reflect: Do they judge their children or try to give a correct "interpretation"? Or rather they introduce a story to children, and let them understand it by reacting to it, guessing and reworking the story itself?

Sharing stories is an important issue. Try to encourage parents to consider the following issues related to story sharing.

- Children's comments are a sign of attention. Try to explain this to the parents. Tell them to watch their children reactions: Too silent or puzzled? Try asking them some simple questions. "Who, what, where, when, why, how" can always help.
- Literature is made of words. Listening to adults attentively helps children learn new concepts and use new words. Besides, they can become familiar with their fears and desires. They see that characters fear or aspire to something, as adults do. This may help them to understand each other better.
- Sharing a story with children is a great way to exchange ideas, to learn about issues that might bother them otherwise. It is a great opportunity to experience the sensations of literature. We might get emotionally involved, and see that stories carry so much wisdom and knowledge. Not only do they reflect life, they also criticize it.
- Inputs and views from stories may help people better understand the world around them and to manage their experiences. They might discover that lives of stories' heroes are really essential to create meanings. They might enjoy laughing, and see in these stories the opportunity to free themselves from anxieties and compromises.