

LESSON PLAN

Theme • My country

The country where one lives, the country where one comes from, the country where one's family comes from. The country as a place where different nationalities meet, along with their culture, customs, traditions and historical heritage. The theme enables to realize the differences and mutual synergies of different cultures and to implement activities to further explore them. The point of the theme is to help creating a positive approach to the concepts of nationality and culture in their diversity and to build mutual respect for otherness. The intention is to facilitate the coexistence and respect of different cultures in the country where one lives. Each culture has its own specifics which can appeal to others.

Lesson Persona Dolls workshop:

Persona Dolls is an innovative educational tool that approaches diversity and promotes non-discrimination through creative play and communication skills.

Lesson focus and goals

This lesson aims to:

- help children learn ways to challenge unfairness, discrimination, prejudice and racism.
- help children challenge stereotypical views.
- help to build up children's self esteem and confidence, developing emotional literacy.
- encourage children to learn about cultures and celebrate difference in a positive way.

Materials

- Persona doll
- A passport with the doll's personal information
- A bag containing artefacts relating to the doll's culture
- A scrapbook to be filled in as the doll visits kid's homes

Activities

1st stage: In the 1st stage the purpose is the introduction of the doll. The teacher-user of the doll introduces it as if it were a child, presents its characteristics, its family environment, his/her parents, siblings, interests, preferences, etc.

2nd stage: In the 2nd stage, the children get to know and familiarize themselves with the doll, as it comes and discusses with the children elements from his/her everyday life. The doll can share pleasant experiences, so that the children feel that it's a child, just like them. Later, the teacher presents the problem that the doll is dealing with, which could be a diversity issue, an emotional problem or a dilemma. For example, the doll may have a fear and she/he may not want to go to sleep alone at night.

3rd stage In the 3rd stage the doll comes back and presents the problem that concerns the doll. Educators can work on any diversity problem (physical characteristics, racial issues, language, cultural background) to approach and process social issues. The children will discuss the doll's issues and will try to solve the problem.

The final stage is when the doll comes and thanks the children for their advice and says goodbye.

Through this process, the children develop self-esteem, self-confidence because they feel proud that they succeeded and helped the doll.

Tips for specific types of inclusion/handicaps

Educators can think of some aspect of diversity that is not represented in the classroom that could be positively introduced through persona dolls.

If Christmas is the only winter holiday celebrated by children in the class, teachers might introduce the a doll that celebrates, for instance, Hanukkah.

If there are not any children in the classroom with physical disabilities, this is a good time to talk about how the doll that has a wheelchair uses it.

Tips for parenting support

- Increase in correct ascription
- Story-telling
- Supporting 'scrap book' visits to children's homes
- Engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development