

From Human Rights to Conflict Resolution: Language for Peace and Cross-Cultural Acceptance

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The Story of Teaching Tolerance Through English

An Idea

- Teacher development
- Active/Interactive language learning
- Tolerance and understanding content
- Creating a supportive camp community

Support and Resources

- Ours were the US State Department, RELO Budapest, and the embassies of participating countries

A Plan

- Timeline
- Staff
- Structure
- Training
- Be Prepared!

Camp Organization

Mornings: Teacher Development/Recreation supervised by counselors

Afternoons: Teachers, in cross-national teams, teach groups of learners

Evenings: Teachers, students and counselors organize evening programs

Get-acquainted activities, cultural exchanges, discos, talent shows and games, outings with the whole camp community

Building a Community

- Randomly-selected roommates allow for informal kid time.
- English classes - content based and interactive - offer opportunities to identify with heterogeneous groups academically.
- Teams offer opportunities to identify with heterogeneous groups socially.
- House activities combine students another way
- Each small community plays a part in the entire camp community.
- Students rotate serving on the camp council at the evening meal
- Entire camp participates in service projects in the community outside of camp.
- The importance of cooperative and low-competitive recreation

Developing and Implementing a Turnkey Curriculum

- The central role of literature

Into the Reading

- *Quickwrite* – Students write about a time when someone treated them unfairly
- Frayer Model Students use Frayer Model Vocabulary Cards to Build vocabulary Vocabulary -- e.g., boycott
- Background Building

Through the Reading

Jigsaw Reading:

- In small groups, students number off. These are their “Home Groups”
- Then they move from home groups to expert groups according to their numbers.
- Expert groups each study one paragraph of the text.
- Then they return to their home groups where each person teaches about the paragraph they studied.

Numbered Heads Together

- Students in home groups put their heads together to find the answer questions from the teacher
- Teacher calls out a number, and the persons with that number give their group’s answer.
- Everybody has to be prepared, but only one number answers

Reciprocal Teaching

- Students take turns in teacher and student roles.
 - Teacher: Reads a paragraph aloud and asks student for responses re 1. Summarizing, 2. Clarifying, 3. Questionn-generating, and 4. Predicting
 - Student/s: respond to teacher using the comprehension strategies related to these four types of requests.

Reader’s Theatre

- Learners read a narrative as a play, with minimal props and movement

Beyond the Reading

Point of View

- Class writes questions for characters in the story.
- Individual students take on the roles of the characters
- Characters stand before the class and answer questions from the group

Question, Answer, Response

- Teachers ask four types of questions, eventually leading students to ask them independently. The questions are:
 - ***Right there*** – questions that can be answered from on place in the text
 - ***Think and Search*** – Answer comes from several points in the text
 - ***Author and you*** – questions combining what the author has written and what the student knows
 - ***On your own*** – questions that come from the reader’s knowledte and experience and go beyond the text.

Topics Addressed

- **Human Rights** – studying the UN Resolution on the Rights of Children
- **Fighting for Change** – learning the story of Rosa Parks and others who have fought for peace and justice
- **Speaking Up** – learning what bigotry is and learning to stand up for others who are being discriminated against.
- **Dealing with bullies** – learning what a bully is, what motivates them, and ways to address these issues
- **Resolving Conflict** – learning alternatives to resolving conflicts that may include such approaches as compromise, giving in, taking time out, discussion, or mediation

Outcomes:

- Learners participate in a positive multicultural community and develop lifelong friends from other countries and cultures
- Teachers expand their teaching repertoires with interactive teaching strategies and develop their own multicultural learning community
- Everyone's oral English fluency and accuracy improve dramatically

Projects and Products from Camp

- Camp journal
- Camp book
- Community Development – Beach Beautification, Library Donations
- International Day of Peace
- International Day for the Elderly
- Translation of the Convention on Children's Rights into Albanian
- School presentations and trainings
- Replication of activities from camp: "The Spider's Web," Postcard life history, Reader's Theatre
- Course on teaching tolerance
- Tolerance Week
- Video
- Posters on Conflict Resolution
- Meetings to involve students and the community in the educational process.
- Media reports on camp projects

Treasure Hunt Game

- Campers play in their (mixed) groups
- The group members must work together to be able to overcome the challenges before they get the map and find the treasure
- Counselors'/Teachers' role: supervising (let students solve the difficulties on their own)
- The students practice how to act as team members and must rely on each other
- The only way to be up to their tasks is cooperation

Treasure Hunt Game Tasks

Art Gallery	build the statue of friendship
Zoo	make a zoo and show it to the judge
Airport	fold a paper plane that flies the given distance
Clover	bring as many four-leaf clovers as possible
Crossword	solve the crossword
House of cards	build the biggest house of cards
Learn our languages	learn the sentence "We're all friends" in the five home languages of the Teaching Tolerance 2009 campers (Romanian, Serbo-Croatian, Albanian, Slovenian, Slovakian, Bulgarian, Estonian, LituianianHungarian...)