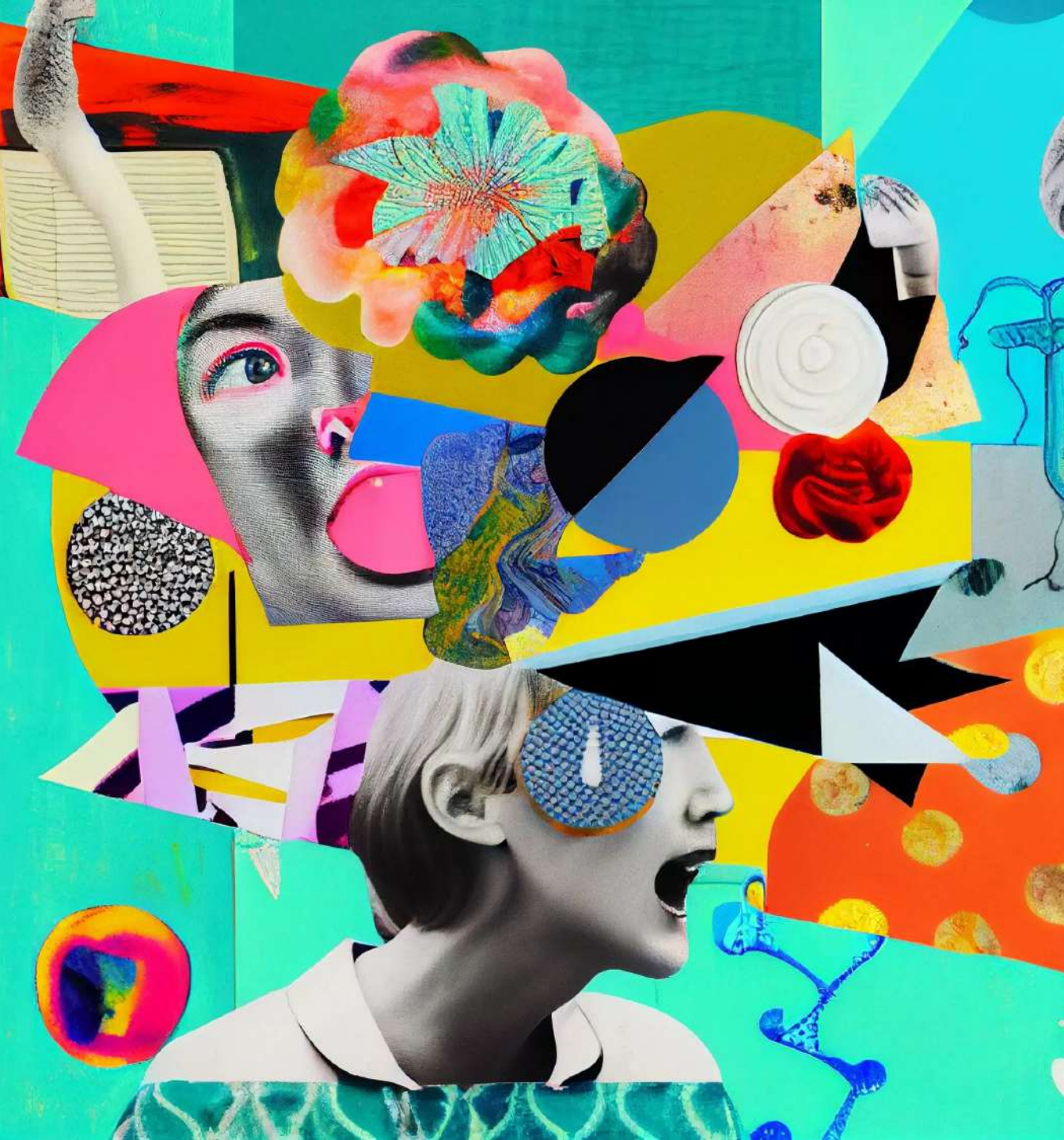




Effective Communication in a multicultural classroom

Mathieu Delamarre

First meeting : recognise your colleagues



INTRODUCING US

Write your first name on top of the paper

- 1. First round : a participant will draw your face shape**
- 2. Second round : another participant will draw your eyes**
- 3. Then your nose**
- 4. Then your mouth**
- 5. Then your hair**
- 6. The last participant will give your portrait back.**

Learning to LOOK...teaching observation and social interaction skills through Art



Introducing us

Mugshots

Five Steps to guide observation: am I sure that my learners are comfortable holding pencils, space representation, organising their space on the paper ?

First meeting A1

Introducing us !

5 fingers icebreaker

- Make your own name card... you will teach us how to say it correctly!
- Then, inside the card, draw your own hand...

If the learners cannot write Italian, think about drawings, emojis.. and then, give them the vocabulary.

Something important to you

One strength as
a professional

The best way to express yourself

Your subject
You profession

A funny thing about you

One thing you want to learn this week

YOUR NAME

INTRODUCING US

Speaker & Listener... Key Leadership Skills

6 KEY ACTIVE LISTENING SKILLS



1. PAY ATTENTION.



2. WITHHOLD
JUDGEMENT.



3. REFLECT.



4. CLARIFY.



5. SUMMARIZE.



6. SHARE.



Center for Creative Leadership®

A colorful illustration of a hand, palm facing up. The fingers are decorated with various symbols: the thumb has a yellow star on a pink background; the index finger has a yellow star on an orange background; the middle finger has a red heart on a blue background; the ring finger has a blue circle with a white dot on a pink background; and the pinky has a yellow star on a yellow background. The palm is decorated with a green guitar, a black treble clef, and several black musical notes. The wrist area is decorated with a blue background and orange flowers.



MULTICULTURAL



> PASSIVE

> JUXTAPOSITION

Tolérer

INTERCULTURAL



> ACTIVE

> INTERACTION

Accepter

MULTICULTUREL VS INTERCULTUREL : WHAT DOES IT MEAN ?

Different degrees in Literature, History of art and French as Foreign Language

Teacher in High School 2002-2007



13 years



A few months



General French
French for Migrants
French for High-schools
Teachers trainer
Course designer
Educational coordinator for ETA
Erasmus+ KA1 / KA2 Project
Human Library

Repentant literature teacher. Involved in training in Europe. International openings. Images, Sounds and Touch. Innovative. Intercultural. Multipotential. Digital enthusiast. 47 yo. Into High Potential talents inclusion.





[Home](#) > [Courses](#) > [Languages and CLIL](#)

Teaching French as a Foreign Language: A Hands-On Approach

📍 Nice

👤 Concept by **Mathieu Delamarre**

🕒 One-Week course

⚠️ Targeted to **B1 speakers** or above.

[Read more »](#)

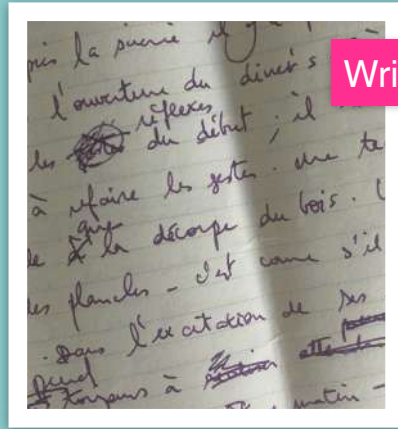
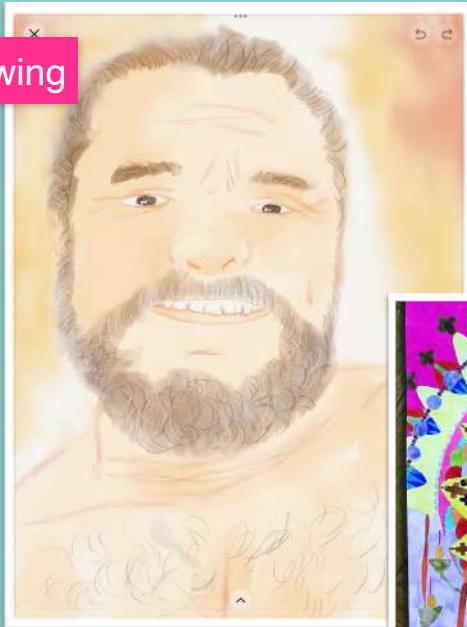
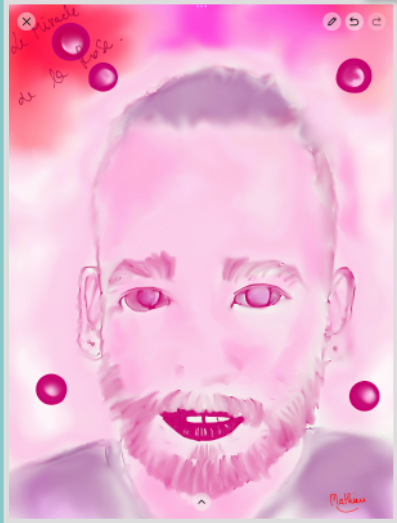


**Inclusion and Intercultural
Evaluation and Feedback
21st century Skills
Gamifications
Digital Tools
4 Cs
Classroom management
Neurosciences for Education**

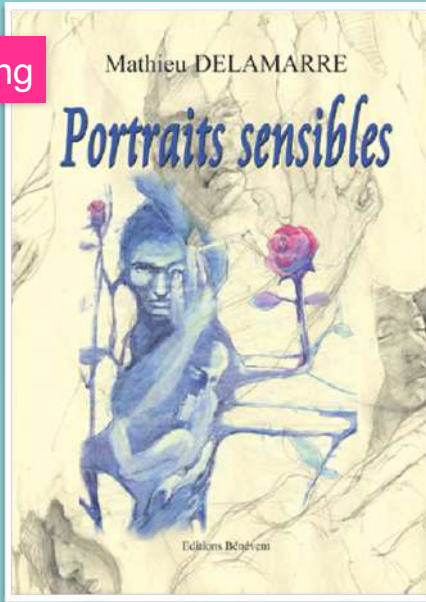




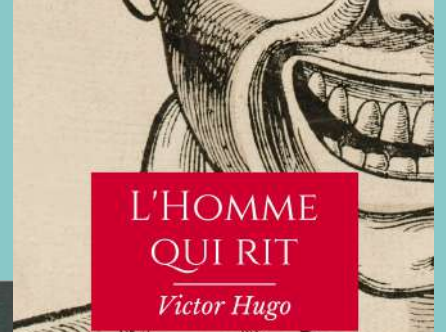
Drawing



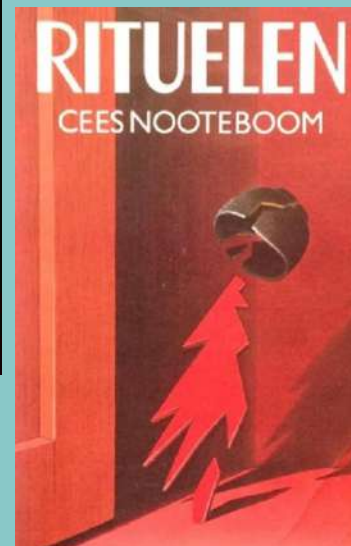
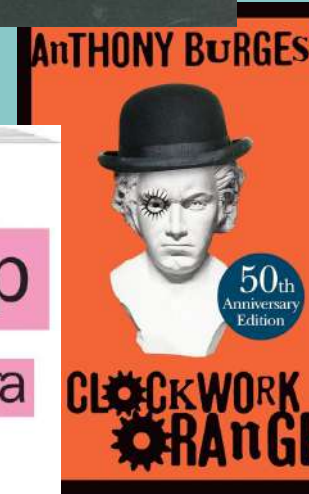
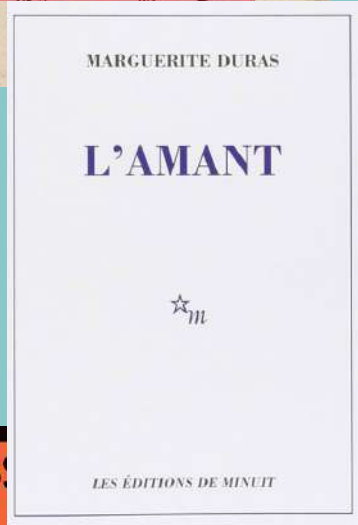
Writing



Literature



L'HOMME
QUI RIT
Victor Hugo



Colors



Introducing you to your Reflection Journal!

What are your first, “burning” questions:

- about yourself and your Professional Learning during the course ?**
- about your fellow learners?**
- about anything else?**



WHAT ARE WE WONDERING ?



PROBLEMATIC

- I have a lot of different cultures in my classroom.
- Some students seem not really involved in the courses.
- I have some difficulties to create a « safe and relaxing » atmosphere.
- I would like to update my activities.

Connect your learners with the course and with the other learners.

Learn how artistic and playful activities can improve communication.

Understand and **experience** how evaluations and assessment are also moments of learnings in order to prepare for official examinations.

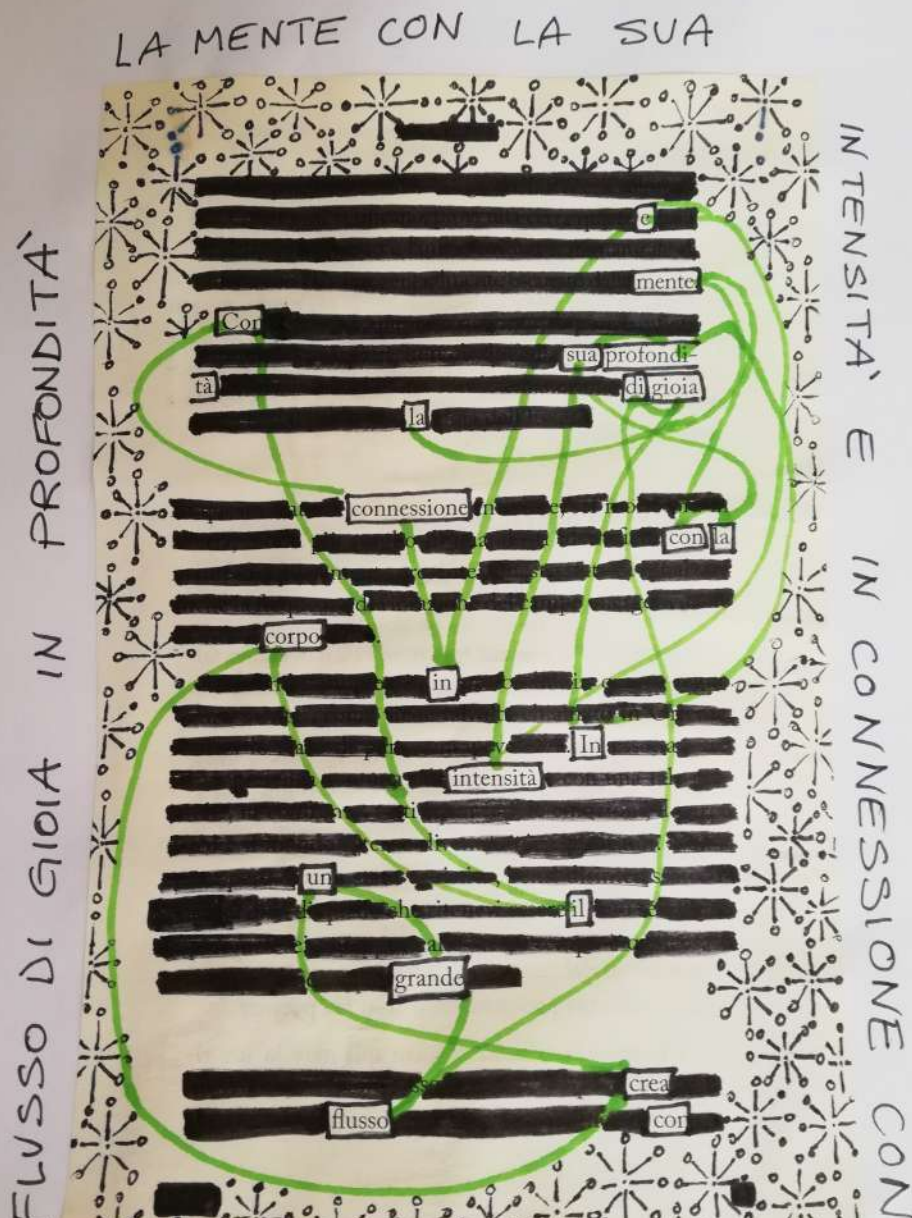
Encourage cooperation in your class.

Professional Learning Outcomes
What are we going to learn about?

READING

Reading in a foreign language is a real challenge. Let's make it collaborative and more relaxing

Lire dans une langue étrangère est un vrai défi. Faisons en sorte que cela soit collaboratif et plus relaxant



In the document :

1. Find a strong and meaningful word. Even if there is no connexion with the rest of the text.
2. Look for a phrase with an important message.
3. Look for a full sentence, maybe the key sentence of the document.

Nel documento:

1. Trova una parola forte e significativa. Anche se non c'è connessione con il resto del testo.
2. Cerca una frase con un messaggio importante.
3. Cerca una frase completa, forse la frase chiave del documento.

CURIOSITÉ

Don't give your students too many informations. Let them wonder and provide their own questions.

Ne donnez pas trop d'informations à vos étudiants.
Laissez-les s'interroger et poser leurs propres questions.

K What I Already Know



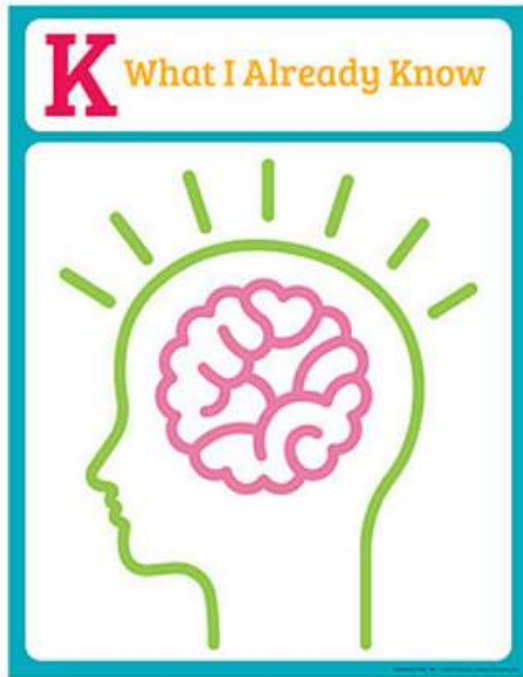
W What I Want To Know



L What I Have Learned



I KNOW / I WANT TO KNOW / I LEARNT



Baamboozle



Cuisine beaucoup épicée

Il mange beaucoup de riz

Le massage

Les temples, beaucoup de temples

C'est en Asie, la capitale c'est Bangkok

C'est humide

They are the best at the muay thai (thai boxing)

They produce tea

Beautiful islands : belles îles

Il y a des personnes très gentilles et croyantes (religious)

Il y a beaucoup de tourisme

They have 2 seasons : dry and rainy

Il y des paysages naturels merveilleux.

C'est pas une démocratie : une dictature militaire mais démocratique

- Comment on y vit ? How thai people live ? Differences between urban and country side.
Le nom de cette fille ? The girl's name ? Tata (Atitha) Young (singer / actress)
- Is it true about spiders and monsters in hotel in some parts of the country ?
- The cost of living ? There are big malls such as Siam Paragon.
- The traditions of the country ? The water festival, Thai New Year April 13-15th
- The school system ?
- Comment marche l'embauche au travail ? How to find and get in a job ?
- What about sismographe since 2004 ?
- Comment le peuple d'origine vit sur les montagne ? How the native people live on the mountains ?
- Quel est le sport le plus populaire ? The most popular sport ? Muay Thai
- What about the food, the dish number 1 ? Papaya salad with salty eggs
- And the drink number 1 ? RedBull
- What about the marriage ? Same sex marriage is possible since 2024.

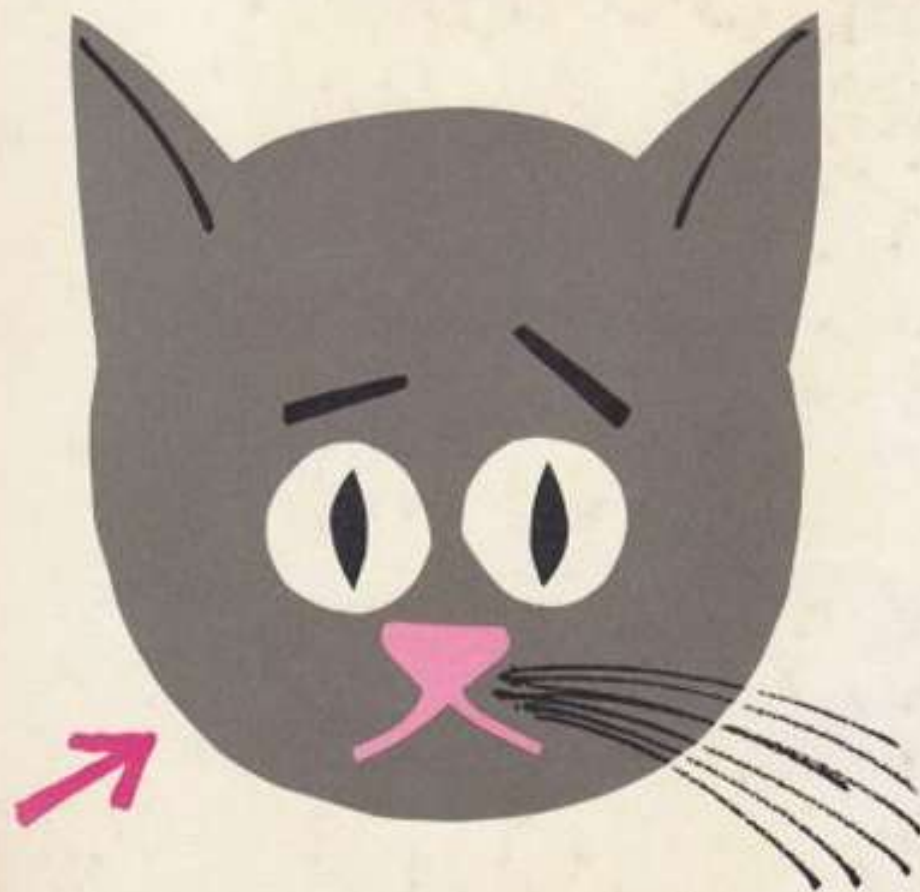


RODARI IL LIBRO DEGLI ERRORI

EINAUDI 15

GIANNI RODARI
IL LIBRO DEGLI ERRORI

DISEGNI DI BRUNO MUNARI



EINAUDI



HEAR / THINK / WONDER

<https://www.youtube.com/watch?v=LeTjlu6qq-0&t=1s>

I've heard (Description)	I think = je pense que.... (Imagination)	I wonder / je me demande / me chiedo (Questions)



Vision



Olfaction



Gustation



Audition



Somatosensory



Vestibular



Proprioception

USING YOUR SENSES TO LEARN

Analyse a picture

Discover a sound, a melody

Taste some ingredients before learning about food

Smell ingredients when you teach wine, fruits...

Discover materials, textiles...

ALTERNATIVES

MULTICULTURAL CLASSROOMS



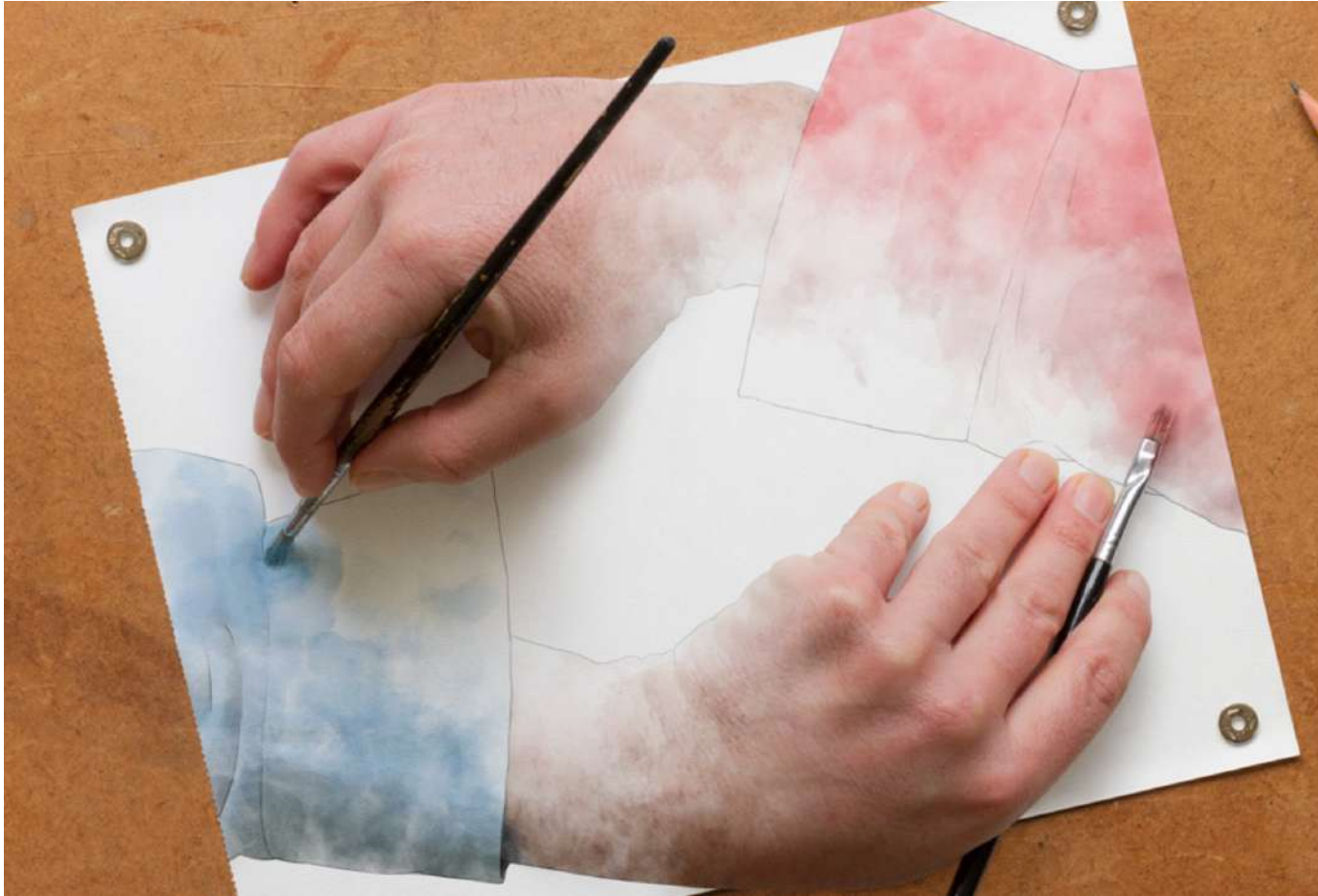


DRAW YOUR COUNTRY

Sketch to stretch

Activity

What is
France?



**With drawings, symbols,
emojis... But also a few
words (no sentences) and
share your ideas about
France**

**Con disegni, simboli,
emoji... Ma anche poche
parole (senza frasi) e
condividi le tue idee
sulla Francia**

LA FRANCE

Les valeurs de la République française

Notre pays est une république : la **loi** doit être respectée par tous et le président est élu (ce n'est pas un roi ni un fils de roi). Sa **devise** est « Liberté, égalité, fraternité ». Exemples d'idées importantes dans la République française.

La laïcité

C'est une règle dans notre pays depuis 1905. Elle dit que chacun est libre de choisir sa religion ou de ne pas en avoir. Les chefs du pays prennent des décisions pour tous les habitants, sans tenir compte des religions. Dans les écoles publiques, par exemple, les connaissances sont enseignées à tous de la même manière. Les croyances de chacun ne doivent pas être affichées de manière trop visible. Personne n'a le droit d'imposer ses croyances aux autres.



La démocratie

En France, les citoyens **majeurs** ont le droit de voter pour choisir



L'égalité

C'est l'une des 3 grandes idées inscrites dans la devise de la

Les libertés...

Les Français ont de nombreuses libertés. Ils ont le droit de s'exprimer, de se réunir, de choisir leurs idées politiques, de posséder ce qu'ils veulent... La liberté de la presse fait partie de ces libertés. C'est le droit des journalistes d'informer (raconter ce qui s'est passé) et d'exprimer leurs opinions. Tout cela, en respectant la loi. Par exemple, les paroles et les actions racistes sont interdites en France.

... et les droits de l'homme

On dit que « la France est le pays des droits de l'homme ». Parce que ces libertés sont écrites dans la Déclaration des droits de l'homme et du citoyen, un texte de 1789.

En 1948, les pays du monde **se sont inspirés de** ce texte pour créer la Déclaration **universelle** des droits de l'homme.



VALUES AND ORIGINS: CLASSIFICATION ACTIVITY

départements et les régions.

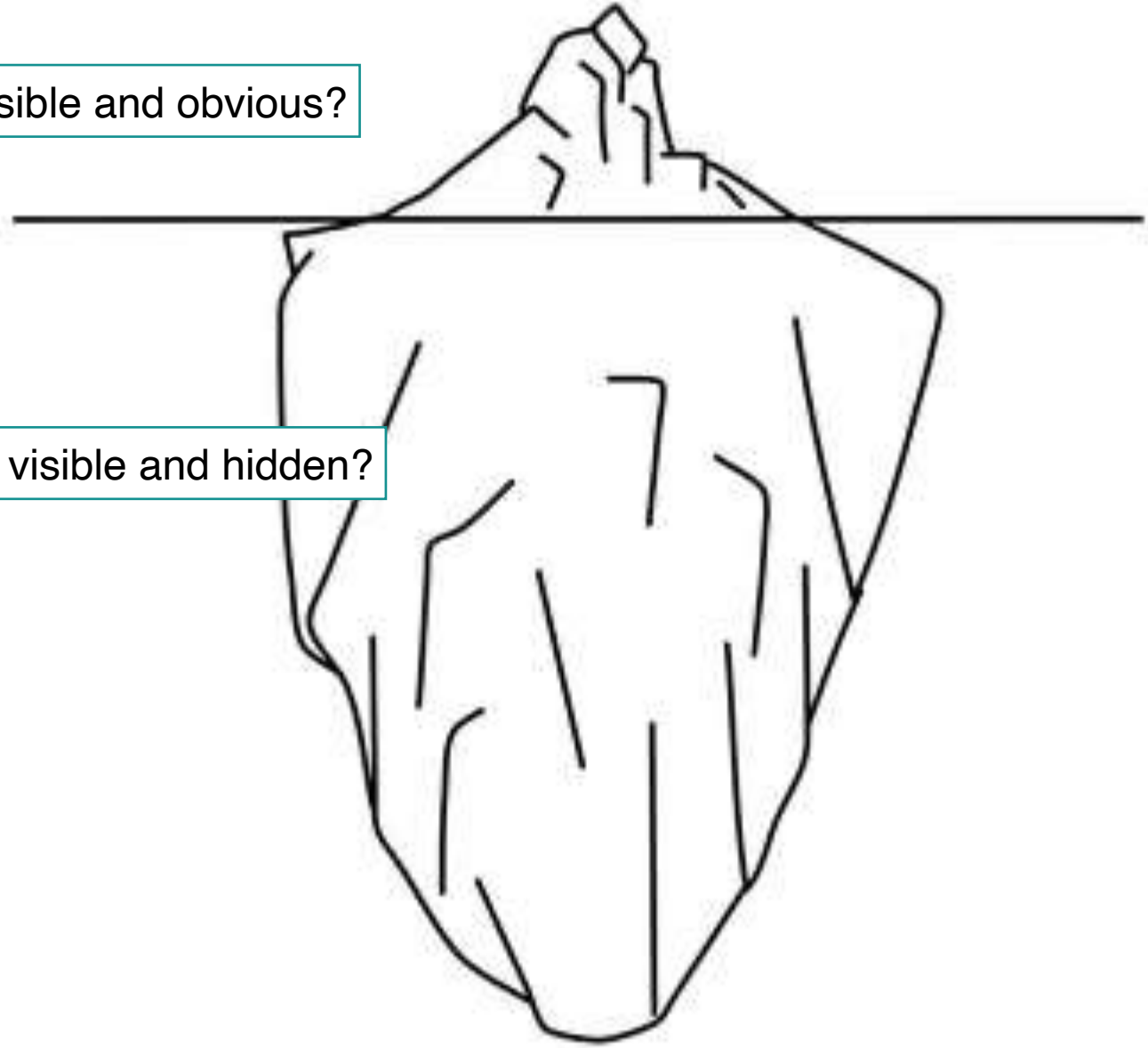
de vie, leur origine, leur religion, leur façon de vivre...

CREATE A COMMUNITY IN THE CLASSROOM

Create a climate of
trust and active
collaboration

What aspects of culture are visible and obvious?

What aspects of culture are not visible and hidden?

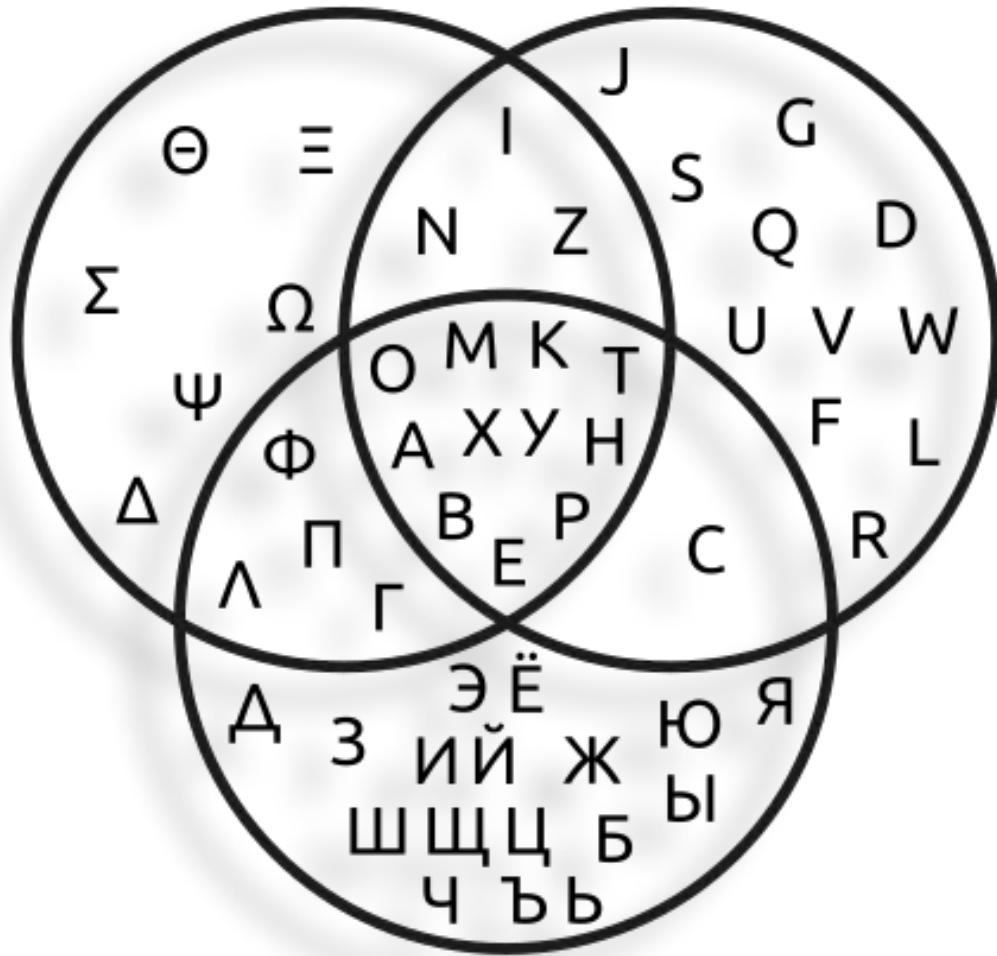


THE CULTURAL ICEBERG

The Cultural Iceberg



THE CULTURAL ICEBERG



Venn's diagram

A Venn diagram is an illustration that uses circles to show the relationships between groups. Overlapping circles have one thing in common while circles that do not overlap do not share these features.

Remember, words can be difficult and we are also dictionaries... Use smileys, images, drawings, emojis, flashcards...

Technology

Technology is

Technology is not

Technology is good for

Technology is not good for

Paper-pass

STRESS MANAGEMENT

Art therapy activities
to manage stress

What is Art Therapy?



L'arteterapia viene utilizzata per migliorare le funzioni cognitive e senso-motorie, promuovere l'autostima e la consapevolezza di sé, coltivare la resilienza emotiva, promuovere la comprensione, migliorare le abilità sociali, ridurre e risolvere conflitti e disagio e promuovere il cambiamento sociale ed ecologico.

Art therapy: me and my environment



WORK ON THE COLORS

In the school, research as many elements as possible with these colours.	Now, create your own colour.	Talk to your friends, explain your creation.
Elaborate a short text about a colour you like of the colour you created.	Connect some colours to emotions. Explain why.	Go outside, and represent what you see. Try to respect the colours.
Recreate the Aristotle or the Newton's classification. What do you think ?	Make a diagram: how to get a lot of colours from the primary colours ?	Connect some colours with weekdays, sounds, letters and justify .

Pensate agli studenti che non sono a proprio agio con le lingue.

A scuola, **ricerca** il maggior numero possibile di elementi con questi colori.

Ora, **crea** il tuo colore.



Parla con i tuoi amici, **spiega** la tua creazione.

Elabora un breve testo su un colore che ti piace del colore che hai creato.

Collega alcuni colori alle emozioni. **Spiega** perché.



Vai fuori e rappresenta ciò che vedi. Cerca di rispettare i colori.

Ricrea la classificazione di Aristotele o di Newton. Cosa ne pensi?

Fai un diagramma: come ottenere molti colori dai colori primari?

Collega alcuni colori con giorni della settimana, suoni, lettere e **giustifica**.



Cosa fa il tuo cervello? Termini cognitivi o di comando

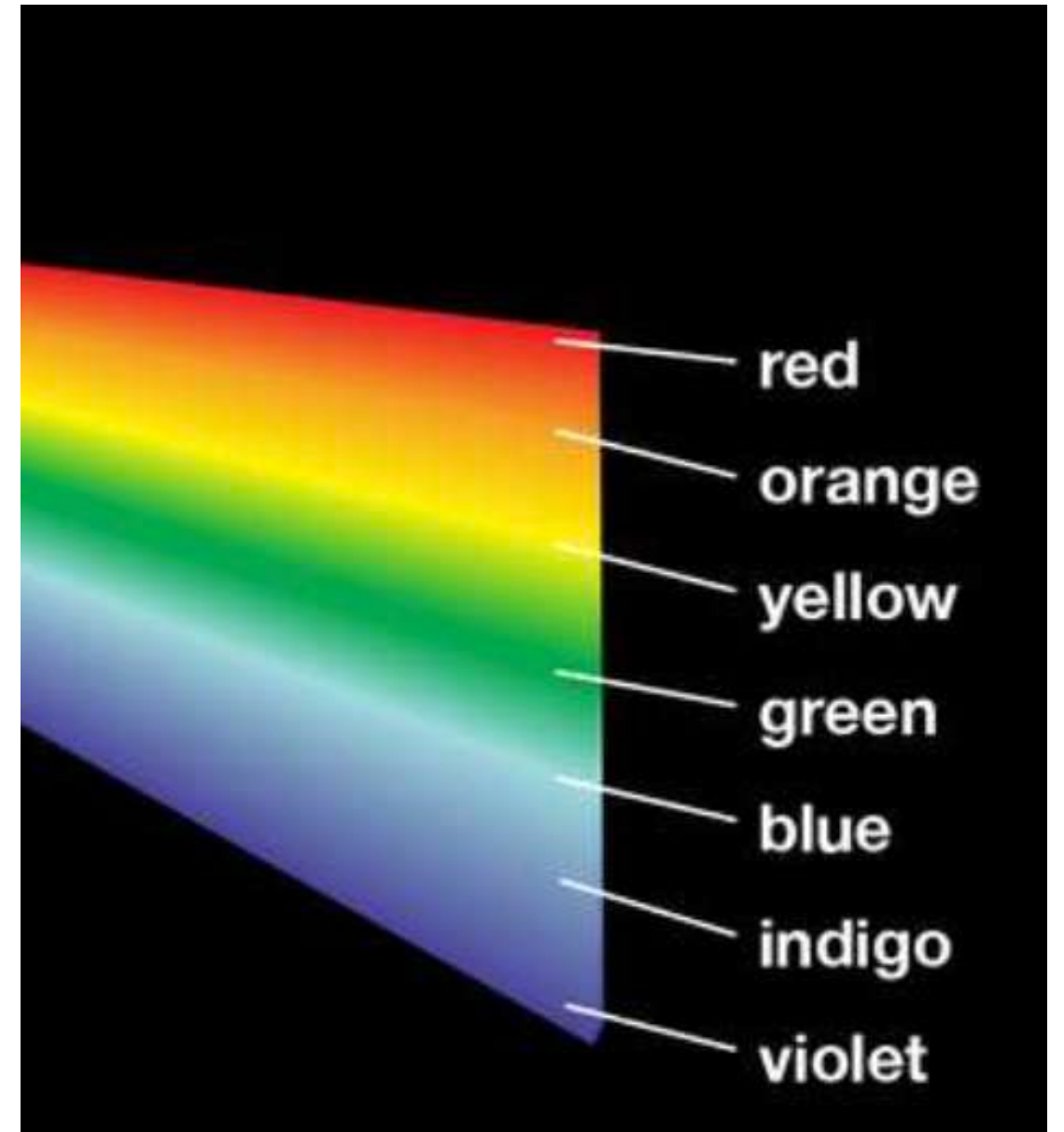
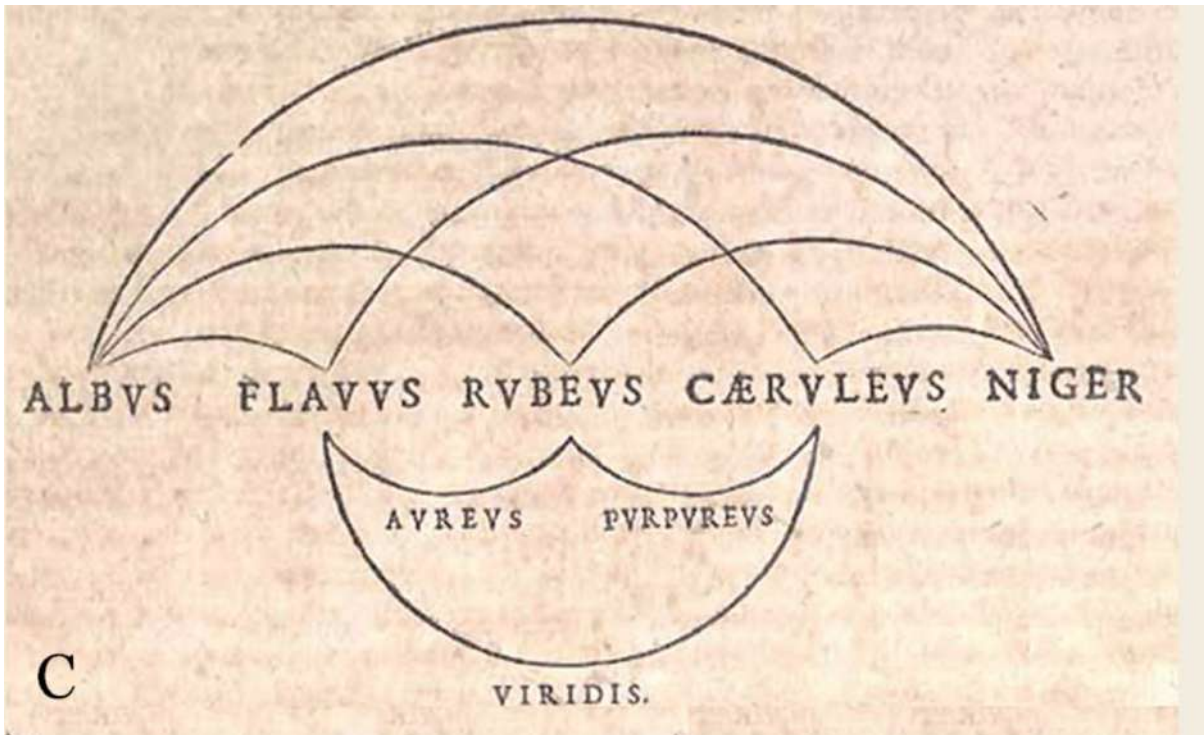
COMMAND VERB DEFINITIONS.

Ref: AB/GUD/011/June2019/V2

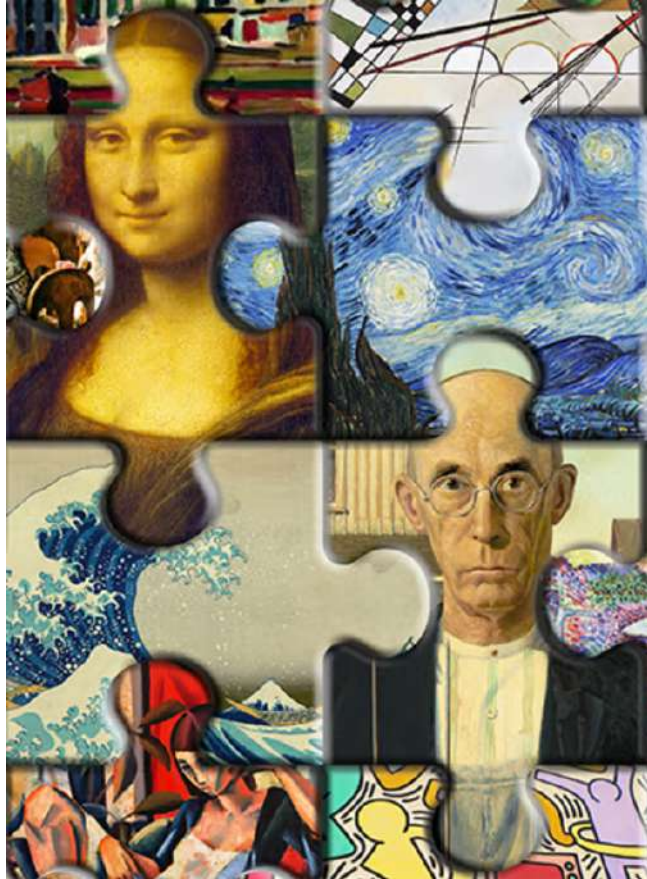
Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.

In che tipo di azione cognitiva vogliamo che i nostri studenti si impegnino?

Engaging the Learner through active brain teaching and learning



ARISTOTLE Vs. NEWTON



Jigsaw Art –

✓ Prenditi il tempo per osservare la tua opera d'arte. Nota i colori, le sfumature, le forme, le linee, le proporzioni...

✓ Usa acquerelli o matite per riprodurre le tue opere d'arte nel modo **più accurato possibile**

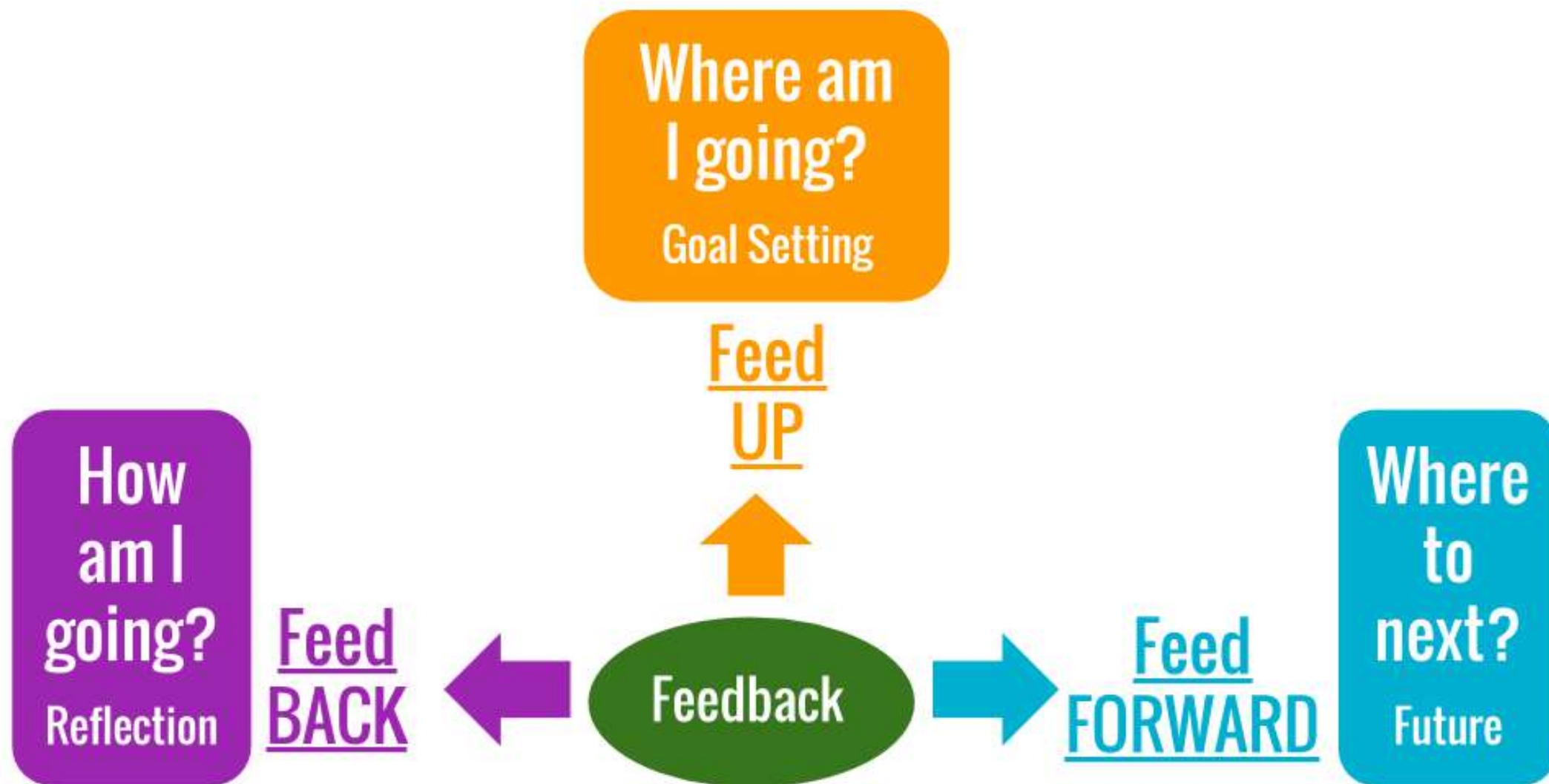
How to live and communicate about emotions

- mathieu.delamarre@europass.it

MON EMAIL

FEED-BACKS

Feedbacks and
evaluations are also
for learning



Types de Feedback



Hattie and Timperley (2007)

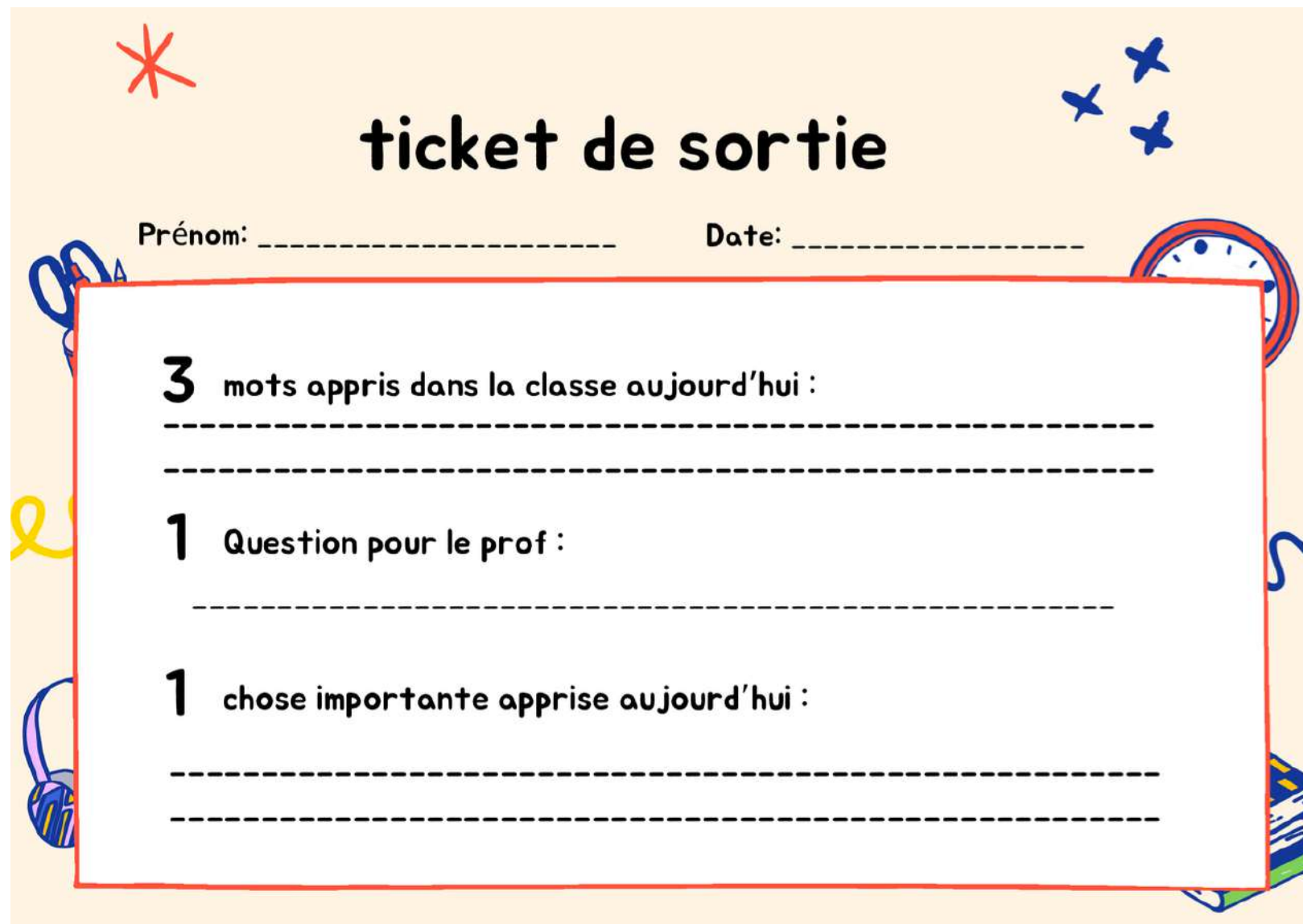
Comments may have different perspectives:

"Feed-back" = Comparison of the present status with a previous status

"Feed-up" = Comparison of the actual state with a target status

"Feed-forward" = Explanation of the target status based on the actual status

What types of feedback do you use?



The image shows a colorful exit ticket template. At the top, the title "ticket de sortie" is written in a large, bold, black font. Above the title, there is a red star on the left and three blue stars on the right. Below the title, there are two fields: "Prénom: _____" and "Date: _____". The main body of the ticket is a white rectangle with a red border. Inside this rectangle, there are three sections: 1. "3 mots appris dans la classe aujourd'hui :" followed by two dashed lines for writing. 2. "1 Question pour le prof :" followed by one dashed line for writing. 3. "1 chose importante apprise aujourd'hui :" followed by two dashed lines for writing. The background of the entire form is a light orange color. There are also some decorative elements: a blue and red clock on the right, a blue and yellow book on the bottom right, and a blue and yellow book on the bottom left.

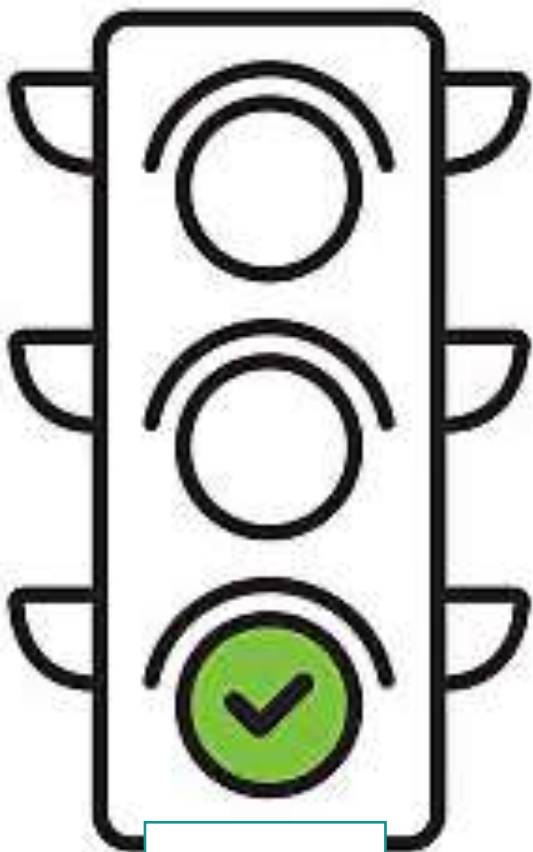
ticket de sortie

Prénom: _____ Date: _____

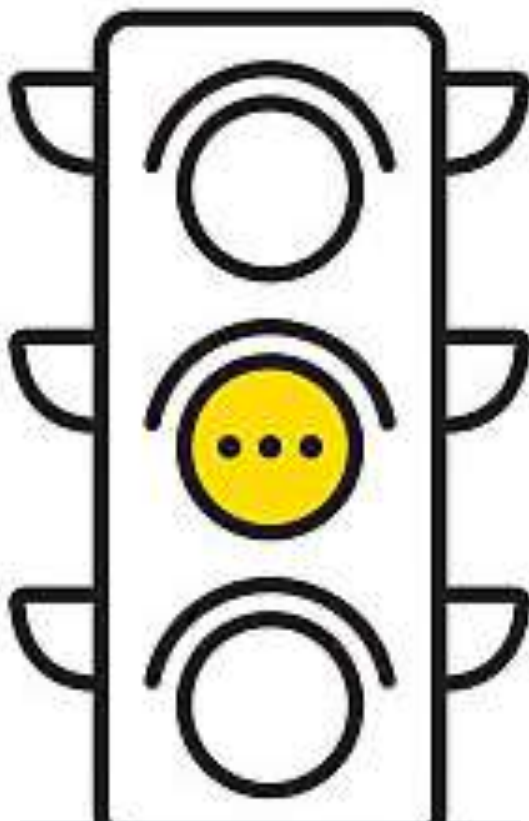
3 mots appris dans la classe aujourd'hui :

1 Question pour le prof :

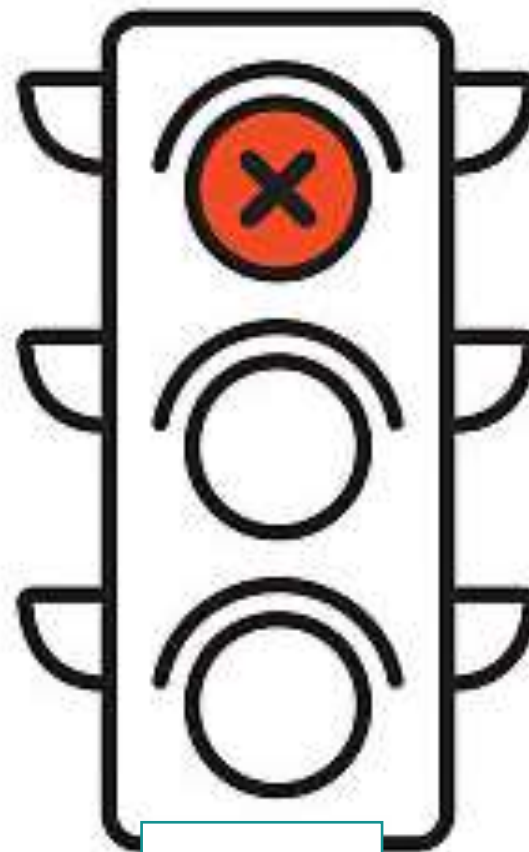
1 chose importante apprise aujourd'hui :



I shall
begin

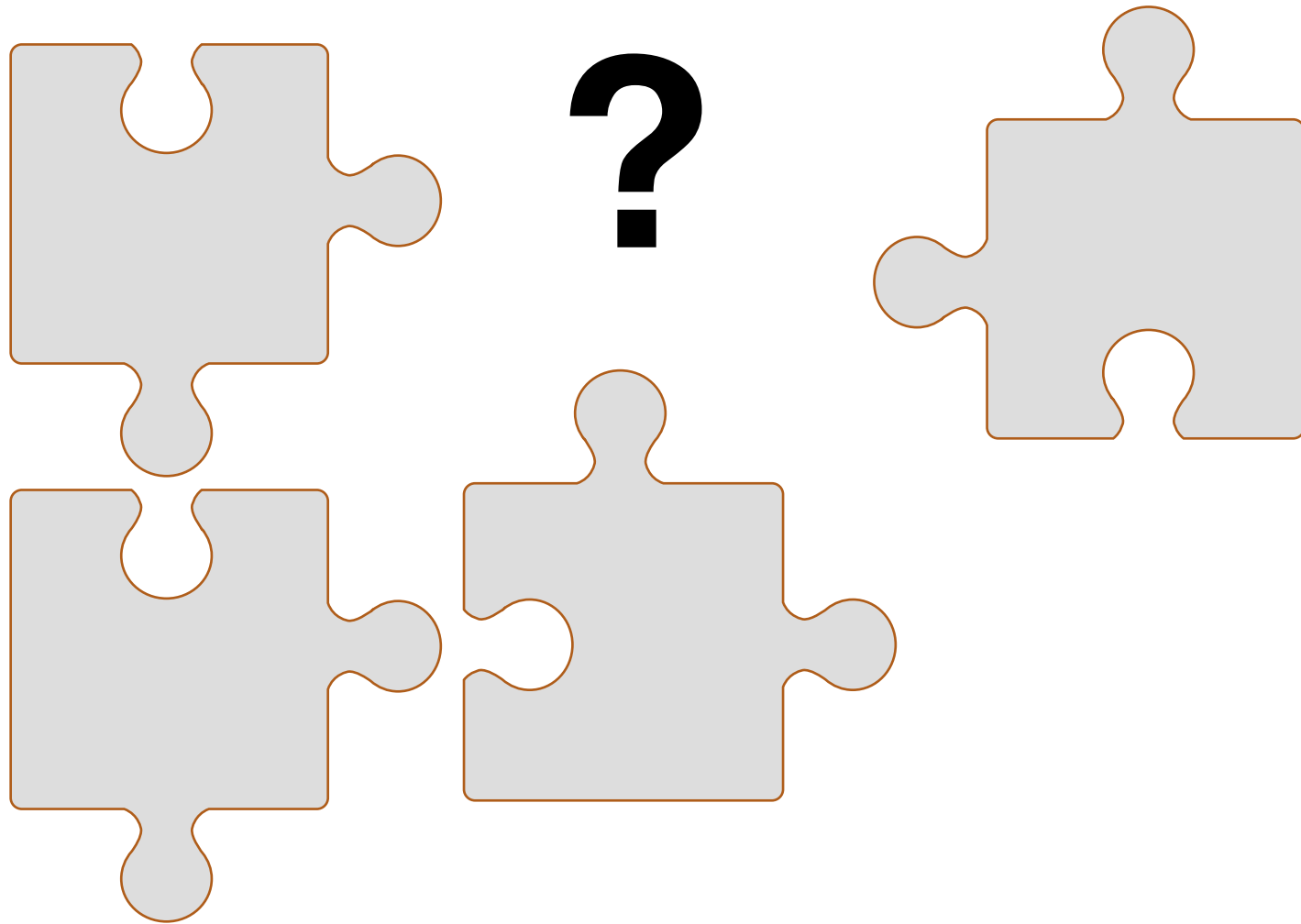


I shall
pay attention



I shall
stop

THE TRAFFIC LIGHT



Make a reading collaborative: the jigsaw research

Le tourisme

Voyager, découvrir, connaître des nouvelles places,
explorer, se relaxer (je me relaxe)

Vivre les émotions; ouverture, divertissement,

Responsable

Connaitre des nouvelles personnes, des traditions, la cuisine

je connais / j'ai connu / je connaîtrai(futur)

Vivre en liberté

Oublier les problèmes de tous les jours; le travail, l'argent

ESCAPE GAME

Multiple skills for a
better learning

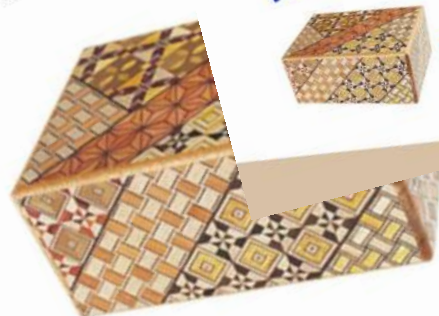
Compétences
multiples pour un
meilleur
apprentissage

At home, you find thi

Inside the b

I remember, I saw this font and these blue letters previously

Your destination



Oh look, a QR code!

reading home
this mysteri

Many blocks defend a precious stone



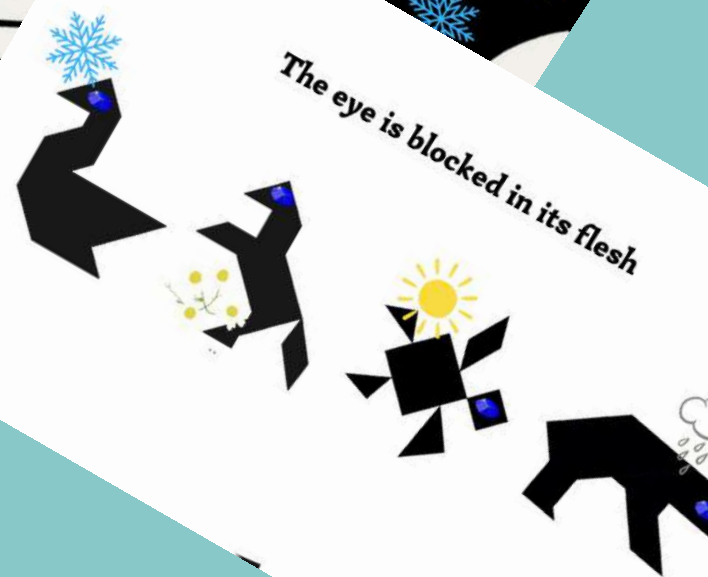
Well, to find the precious stone, I need 1. the place, 2. the building
3. the transportation and 4. the correct statue.



Another QR code!



The eye is blocked in its flesh



Oh look ! A QR code !



Another QR code !





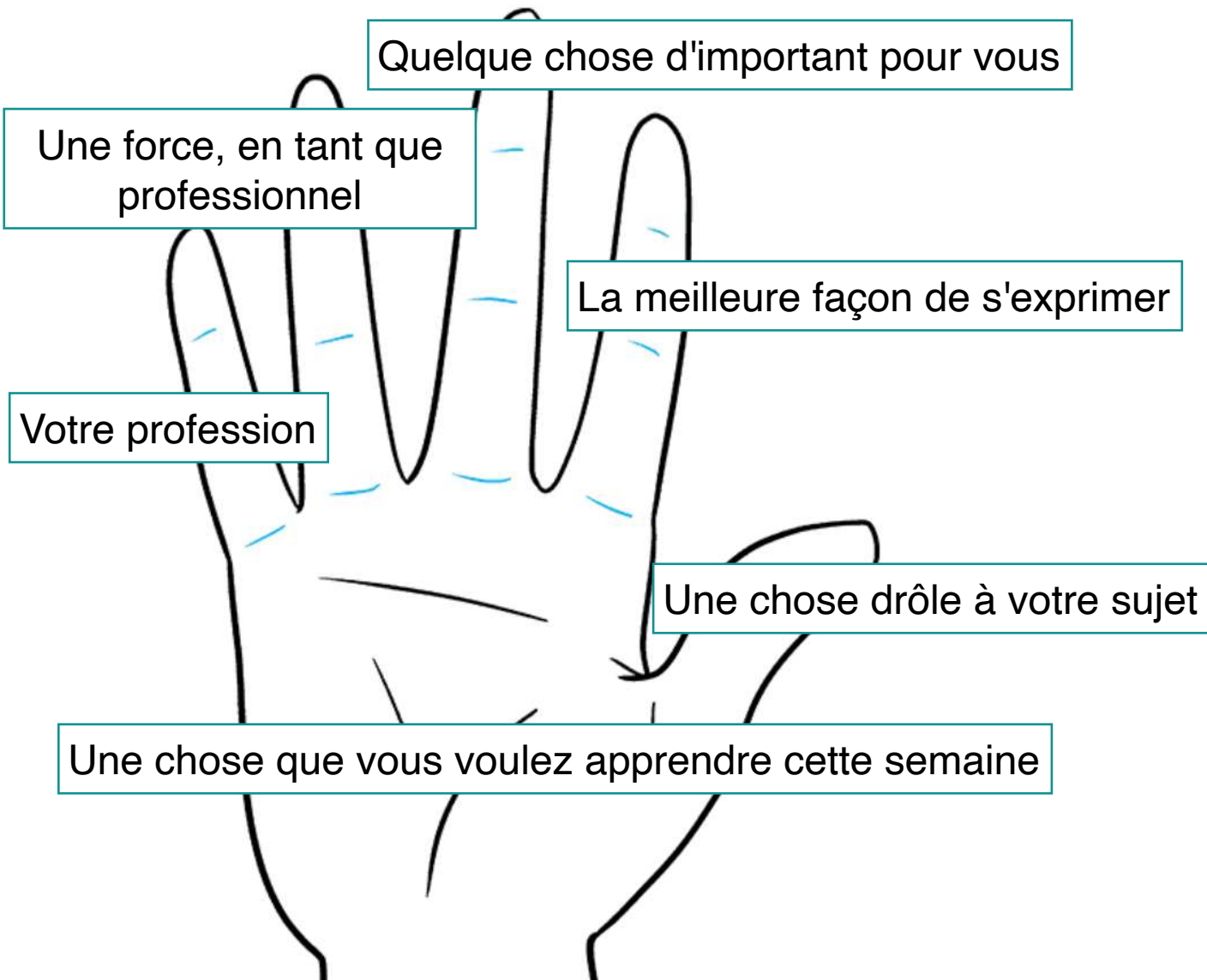


SOME GENERALITIES
2-3 good points

YOUR NEED TO PRIORITISE
2-3 important points

AND OFFER SUPPORT:
Resources, websites, activities,
deeper learning...

Premier contact A1



Brise-glace à 5 doigts

- **Faites votre propre carte.. comment se prononce votre prénom ?**
- **Ensuite, à l'intérieur de la carte, dessinez votre propre main...**

ON SE PRÉSENTE

Premier contact A0



ON SE PRÉSENTE

- 1.Écrivez votre prénom sur le haut du papier
- 2.Premier tour : un participant dessinera la forme de votre visage
- 3.Deuxième tour : un autre participant dessinera vos yeux
- 4.Puis votre nez
- 5.Puis votre bouche
- 6.Puis vos cheveux
- 7.Le dernier participant vous rendra votre portrait.

Apprendre à REGARDER...

Enseigner l'observation et les compétences d'interaction sociale à travers l'art.

Cinq étapes pour guider l'observation : je suis sûr que mes apprenants sont à l'aise avec des crayons ?



On se présente



QU'EST-CE QU'ON SE DEMANDE ?

- Dans votre journal de réflexion !
- Quelles sont vos premières questions « brûlantes » :
- Sur vous-même et votre apprentissage professionnel pendant le cours ?
- À propos de vos collègues apprenants ?
- À propos de votre animateur ?
- À propos de quoi que ce soit d'autre ?

Dès qu'ils peuvent écrire, mais aussi oralement