

PARENTable

Communicating with parents of newly migrated children

A training booklet for educators,
parents and mediators

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WELCOME TO PARENTable

Our Erasmus Plus project is about communicating with parents of newly migrated children in all over Europe. PARENTable aims to build bridges between families of newly migrated children and schools. For this purpose, we bring parents and teachers together in Rende (Italy), Muğla (Turkey), Gävle (Sweden). PARENTable runs between 2019-2022 and is funded by the Erasmus Plus program of the European Union.

What PARENTable does:

1. PARENTable collects knowledge and interesting practice examples about a great parent-teacher-understanding in Europe and make them available.
2. We develop an inclusive training concept for parents and teachers based on ground-experience in our five workshops in Sweden, Turkey and Italy. You will soon find our e-learning course about subjects such as identities, migration and families, multilingualism, successful communication and counseling based on the expertise of our transnational team.

Here, you find our training modules about identities and self-esteem in parenting, parents' attitudes and expectations between parents and educators, multilingualism, successful communication, stress, coping and growth, preventing discrimination and parenting in times of crisis based on the expertise of our transnational team.

The core of the project is basically about the following questions:

- How can communication between schools, teachers and parents be created without prejudice?
- How can migrant parents make themselves heard by teachers?
- How can parents support their children learning through their own attitude?
- How can teachers and other educators better understand parents and families of newly migrated children?
- How can parents and teachers work as a team to be the best support for children?

PARENTable is building on the experiences of our Erasmus Plus project ENABLE (2017-2019) where we met Arab teachers and tutors to build a training for supporting refugee children in self-organized learning. Find the training concept in English/Arabic .



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OUR TEAM

Our Erasmus Plus strategic partnership for innovation in school education gathers a strategic team of different partners.



PH Schwäbisch Gmünd, Germany

The University of Schwäbisch Gmünd is a dynamic university with an especially long tradition in teacher training, namely since 1825. The university has an established profile in interculturalism and hosts the two master programs "Interculturality and Integration" and "Intercultural German studies and multilingualism". For PARENTable, the PH Schwäbisch Gmünd combines different areas of expertise such as communication with parents, conflict resolution and psychosocial development support for children and adolescents (Department of Educational counseling, Psychology and Intervention), research on forced migration and anti-discrimination (Department of Cultural Studies) and multilingualism and second and foreign language acquisition (Department of German Studies).
www.ph-gmuend.de

Prof. Dr. Miriam Stock (project leader) | Prof. Dr. Gernot Aich | Prof. Dr. Daniel Rellstab | Luise Ganter, M.A.



University of Gävle, Sweden

The University of Gävle has approximately 16 000 students and more than 50 study programs and second-cycle programs. 350 courses are offered in the fields of Humanities, Social and Natural Sciences and Technology. The University of Gävle was environmentally certified according to ISO 14001. This certification comprises education and research in collaboration with the surrounding community. Clearly, we are at the forefront when it comes to working with sustainable development and we are immensely proud of this fact!
www.hig.se

Kia Kimhag | Bengt Söderhäll | Emelie Aune



Back on track e.V. is a charity organization which was founded by Germans and Syrians living in Berlin in 2016. The aim is to help Syrian and other Arabic speaking children who were forced to seek refuge abroad so they can cope with the school system in their host country. The approach is based on modern teaching methods composed of applying self-learning material and building children's self-confidence by interactive games and art.
backontracksyria.org

Petra Becker | Mariam Zughbi | Vaclav Vavrycuk | Noor Flihan



Università della Calabria, Italy

The Laboratory Occhiali is a centre of studies regarding the Islamic Mediterranean Countries, in the Department of Cultures, Education and Society (DiCES) of the University of Calabria (UNICAL). It implements researches regarding the MENA region, Turkey and Balkans and the topic of Islam in Europe. The Laboratory members are specialized in different disciplines like Sociology of Islam, Migrations, History of Islamic Countries, Pedagogy and oriental languages.

ASIM (Association for Immigrants) was constituted in 2005 as non-profit-making association and since then has become a reference point for immigrants in the region of Calabria. Its values are social, civil and cultural solidarity. It provides legal advice, social guidance and support for immigrants from non-EU countries, refugees and asylum seekers. It also promotes initiatives and projects to encourage immigrants' socio-economic inclusion, integration and reception.
www.unical.it/portale

PhD student Sara Mazzei | Dott.ssa Valentina Zecca | Prof. Alberto Ventura | Dott.ssa Prof. Valentina Fedele | Khalid El Sheikh



Muğla University, Turkey

Psychological Counseling and Guidance is an undergraduate and graduate program within the Department of Educational Sciences in Muğla Sıtkı Koçman University Faculty of Education. The program aims to train psychological counselors to work at public and private schools, counseling and research centers, psychological counseling centers in the universities, psychological counseling, rehabilitation centers in the military troops, and so on. The main focus of the program is prevention of mental problems and helping humans grow. The field is dedicated to working with groups with disadvantages in a humanistic manner to help them achieve their full potential.
www.mu.edu.tr/en

Prof. Dr. Ayşe Rezan Çeçen Eroğul | Assoc. Prof. Dr. Raşit Avcı | Res. Assist. Dr. Senem Ezgi Vatandaşlar

WORKSHOPS

Between Nov 2019 and August 2022, PARENTable ran for four transnational workshops all over Europe with parents of migrated children and educators.

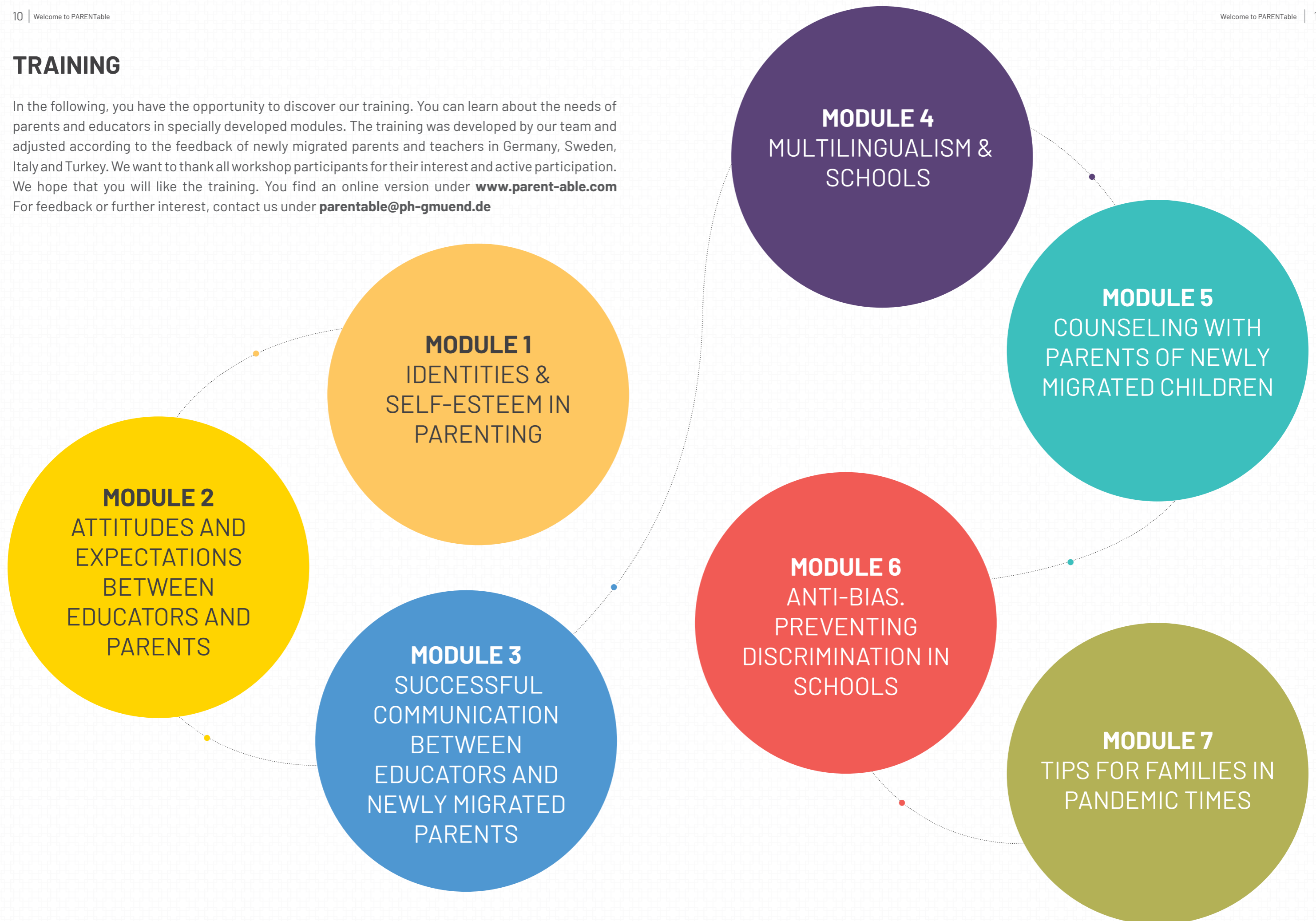
The four workshops took place in Gävle (Sweden), in Muğla (Turkey), in Berlin (Germany) and in Rende (Italy). The workshops aimed to build a training concept for educators and parents/legal guardians and to see how good communication between parents and teachers can work. What are the needs of parents when it comes to schools? What would be important for teachers to know?

In the workshops, questions from very different fields play a role, for example from pedagogy, psychology, multilingualism or cultural studies based on the experience of our team.



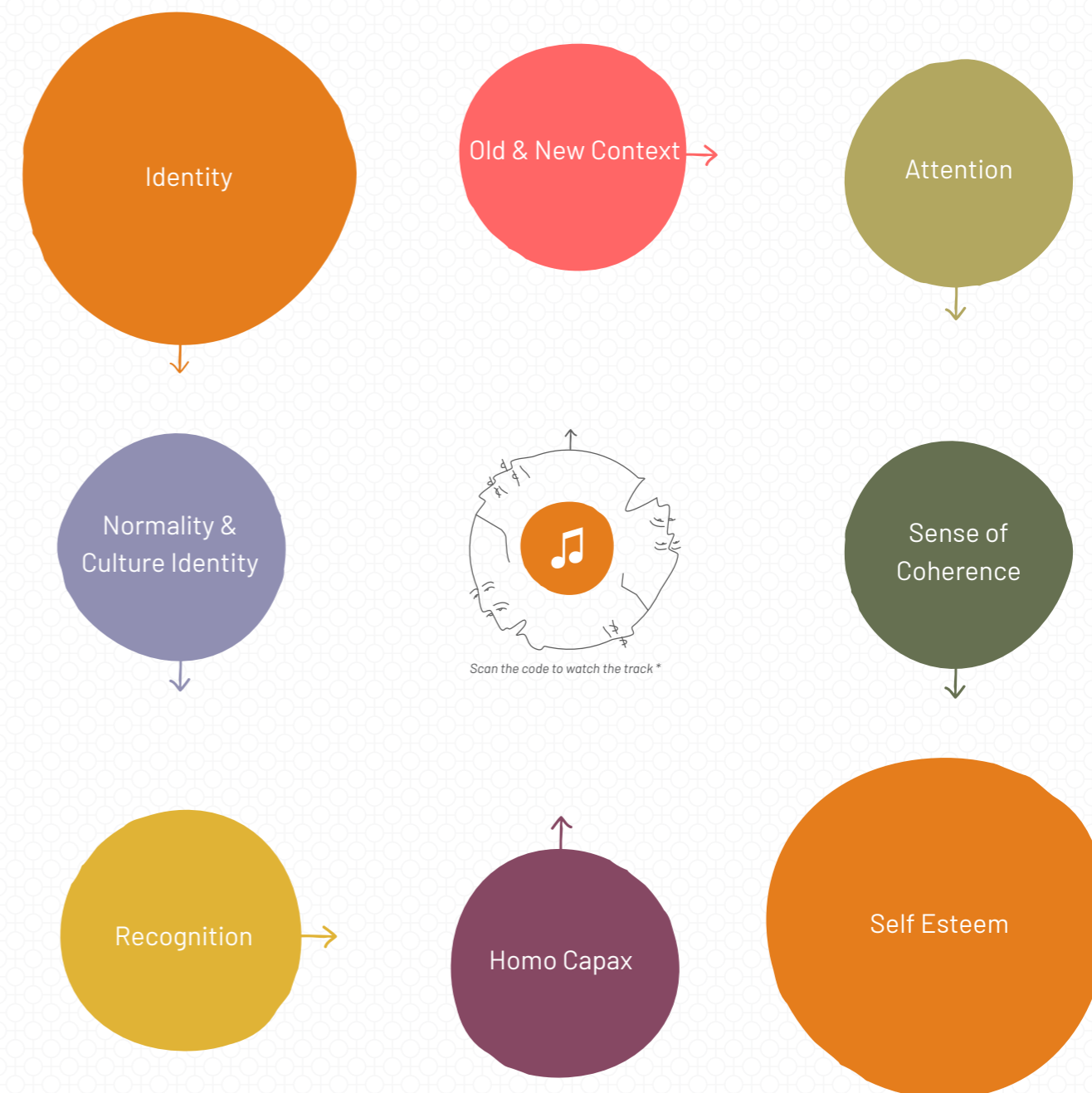
TRAINING

In the following, you have the opportunity to discover our training. You can learn about the needs of parents and educators in specially developed modules. The training was developed by our team and adjusted according to the feedback of newly migrated parents and teachers in Germany, Sweden, Italy and Turkey. We want to thank all workshop participants for their interest and active participation. We hope that you will like the training. You find an online version under www.parent-able.com For feedback or further interest, contact us under parentable@ph-gmuend.de



INFORMATION & ACTIVITIES

Go through the circles and learn more about the topic and activities, some of the circles are text based and some active based.



IDENTITY & SELF-ESTEEM IN PARENTING

by Kia Kimhag, senior lecturer at the department of Education at University of Gävle.

Bengt Söderhäll, Senior Lecturer of Education, teacher in primary, secondary and adult education and 23 years in teacher education at the University of Gävle.

This module is about

- To promote the cooperation between school and family, for the best of the learner at school
- To make us more aware of the role of the parent/legal guardian
- To observe and develop identity and self-esteem in parenting
- The importance of being a parent, a legal guardian.

IDENTITY

Ask yourself or others these questions:



- What does identity do to a person, a situation, a memory, an experience and questions and answers?
- How does our identity change within the situation / context?

About Identity

Amartya Sen has written a book titled *Identity and Violence: The Illusion of Destiny* where he writes about the concept of identity and how given and labelled identities result in misunderstanding, prejudice and even violence. The risk of identity labels is that it makes us into "us" and "The Other", and stops us from recognizing the complex identities of humans and the ability to choose to find solutions on tasks we stand in front of.

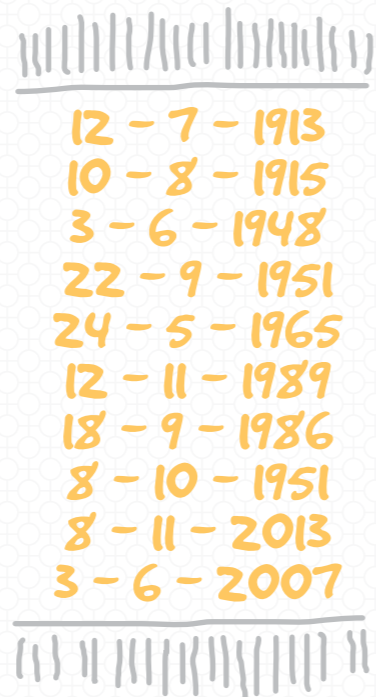
Oscar Wilde (1854-1900) wrote in *De Profundis* (1897): "Most people are other people. Their thoughts are someone else's opinions, their lives a mimicry, their passions a quotation." Oscar Wilde wrote *De Profundis* (From the Depths) from January to March 1897, when he was imprisoned in Reading Goal, to Lord Alfred Douglas, who received the letter on the same day as Wilde was released from prison, the 18th of May 1897.

Activity

A rag-rug in Swedish tradition, is a carpet you weave of old clothes and fabric from your own home. It is a way of re-using torn out clothes and telling the stories of the past.

The idea of this activity is that you work out examples from your life, showing from where you come, what has been important in your life - let us give you the example.

The drawing below is of an imagined carpet, rag-rug. It is constructed by birth dates of three families. Each date is telling about the family members life and deeds. For instance a child is born on 12-7-2013 or the grand mother is born on 18-9-1986 and she told her grand child about the mountains of the north, from where she came to the low land on the east coast. A big change for her.



Make your own rag-rug

The central idea of the activity is to work with the concept of identity and how this can be recognised. How is our identity constructed?

The example above was taking down birthdays of family members.

You can choose for instance songs you like, from childhood and forward, places you have visited, people of importance you have met, books you have read, films you have seen, food you like and so on.

Rag-rugs tell our lives, repeatedly and differently.

Choose one topic and create your rag-rugs on paper or digitally below. Present and talk about your rag-rugs in the group.

Give your rug a name:



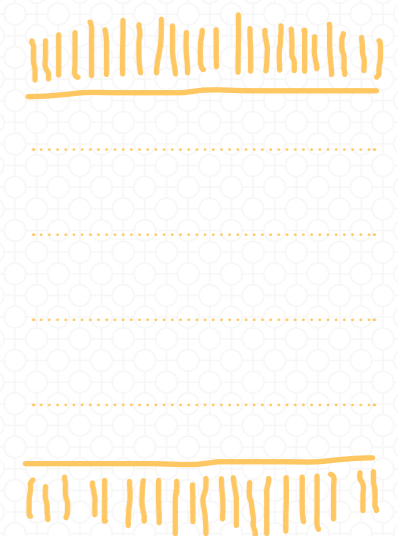
Give your rug a name:



Give your rug a name:



Give your rug a name:



NORMALITY & CULTURE IDENTITY

Ask yourself or others these questions:



- What does normality and culture identity to a person, a situation, a memory, an experience and questions and answers?
- How has you view of normality and culture identity changed over time?

About Normality

What Bengt Nirje (1924-2006) did, writing the classic article in 1969 on the normality principle, was that he pointed out the institutional and political responsibility, to see to it, that every one of us could live normal lives. Nirje's work also founded a lot of the ideas about Paralympics. In 1976 the first Paralympics in winter sports took place in Örnsköldsvik in Sweden, as a result of Nirje's initiative and work since many years. Nirje had a background in the Swedish Red Cross and United Nations High Commissioner for Refugees (UNHCR). Through experiences from refugee camps and working with children with cerebral palsy, Nirje received insights in how institution collectives experienced their situation, that is: fear for the future, insecurity, humiliation and not normal demands.

(Nirje, Bengt (1969). The normalization principle and its human management implications. In R. Kugel, & W. Wolfensberger (Eds.), Changing patterns in residential services for the mentally retarded. Washington, D.C.: President's Committee on Mental Retardation.)

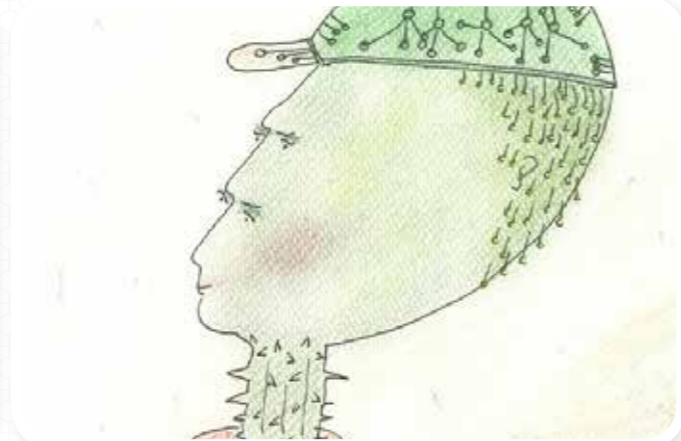
Nirje's 8 planks

- Plank 1 -

Normalization means a normal rhythm of the day.

- Plank 2 -

Normalization implies a normal routine of life.



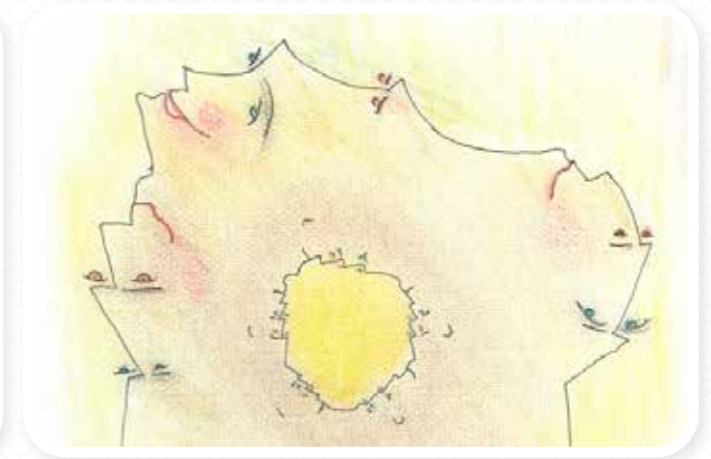
- Plank 3 -

Normalization means a normal rhythm of the year.



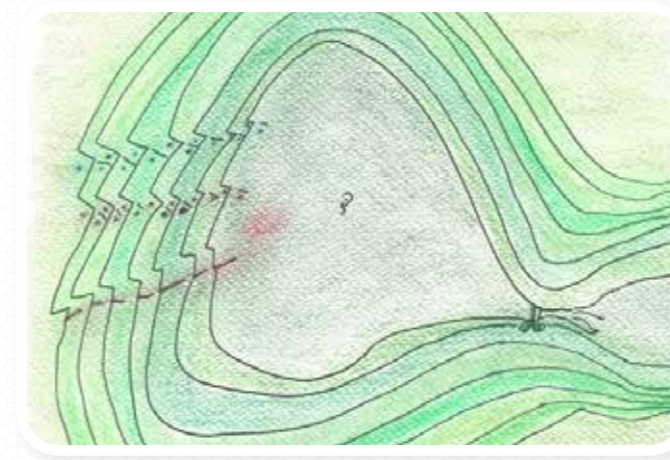
- Plank 4 -

Normalization calls for normal developmental experiences of the life cycle.



- Plank 5 -

Normalization calls for the valuing of individual choices.



- Plank 6 -

Normalization means living in a bisexual world.



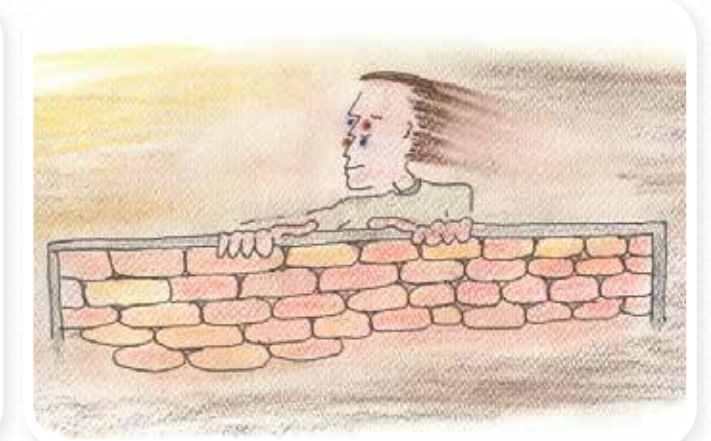
- Plank 7 -

Normalization means applying normal economic standards.



- Plank 8 -

Normalization calls for living, learning and recreating in facilities similar to those others in the community enjoy.



RECOGNITION

Ask yourself or others these questions:



- What is it being recognized by the Other?
- What is it not being recognized by the Other?
- What is it to recognize the Other?
- What is it not recognizing the Other?

Recognition is about paying attention to one another.

To recognize

What does it mean to pay attention to the others, their situation, their memory, their experiences and their questions and answers?

To be recognized

What is the feeling when the others pay attention to your person, your situation, your memory, your experiences and your questions and answers?

Activity

Do we always recognize and pay attention to the others? This activity is to discuss this topic with the help of Homo Capax, a concept constructed by Paul Ricœur (1913–2005) and summed up in five questions. To these questions, help verbs can be added. The background to this, is that we have experienced that not all are heard in different social contexts and school situations.

Take out an example from your experience and use the questions below to analyze and discuss alternatives in the chosen example. Take Notes:

Who is talking?

- who is allowed by whom to talk?
- who dares to talk?
- who wants to talk?
- who is scared to talk?

Who is being responsible?

- who is responsible for whom?
- what is the role of the teacher?
- what is the role of the parent / legal guardian?
- what is the role of the child?

Who is acting?

- Who can act? Do?
- Who is allowed to act? Do?
- Who dares to act? Do?
- Who wants to act? Do?

Who is remembering?

- Who can remember?
- Who is allowed to remember?
- Who dares to remember?
- Who wants to remember?

Who is telling?

- Who can tell?
- Who is allowed to tell?
- Who dares to tell?
- Who wants to tell?

HOMO CAPAX



Ask yourself or others these questions:

- Who is talking?
- Who is being responsible?
- Who is acting/doing?
- Who is telling?
- Who is remembering?

About Homo Capax:

According to the French philosopher Ricœur, to exist is to act: speaking, doing, telling, and assuming responsibility for the act committed. Homo Capax is based on the proposition of a capable, operative person. People are responsible for their actions.

The Five Questions of Homo Capax:

The concept of Homo Capax by Paul Ricœur (1913–2005) can be summed up in five questions and elaborated more through new question using auxiliary verbs – and negations:

Who is talking? Being Responsible? Acting? Telling? Remembering?

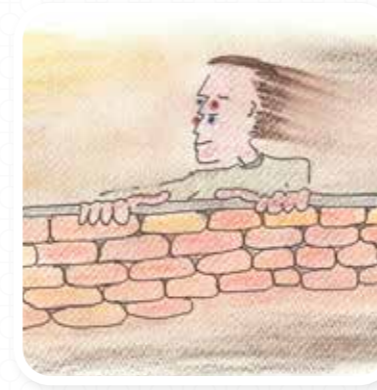
Who is not allowed to talk, be responsible, act, tell, remember – and why? What are the obstacles?

<p>Who is talking?</p> <ul style="list-style-type: none"> who is allowed by whom to talk? · who dares to talk? · who wants to talk? · who is scared to talk? 	<p>Who is being responsible?</p> <ul style="list-style-type: none"> who is responsible for whom? · what is the role of the teacher? · what is the role of the parent / legal guardian? · what is the role of the child? 	<p>Who is acting?</p> <ul style="list-style-type: none"> Who can act? Do? · Who is allowed to act? Do? · Who dares to act? Do? · Who wants to act? Do? 	<p>Who is telling?</p> <ul style="list-style-type: none"> Who can tell? · Who is allowed to tell? · Who dares to tell? · Who wants to tell? 	<p>Who is remembering?</p> <ul style="list-style-type: none"> Who can remember? · Who is allowed to remember? · Who dares to remember? · Who wants to remember?
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Activity

Contemplate the characters below as capable, operative people.

Who is behind the wall, I wonder?



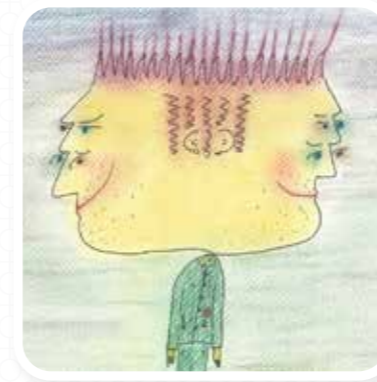
A tool is a tool, a tool?



Eight and eternity is dancing a tango.



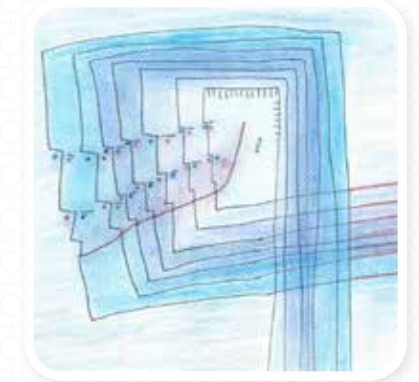
How double is the simple everyday meeting?



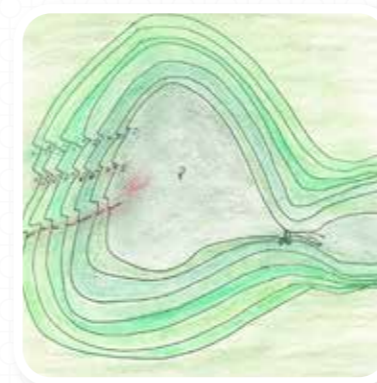
A single perspective or a bunch of?



The blues, not only a music form.



The green, not only a growing colour.



Spiral inwards and outwards, a constant experience.



What is needed when we are digging?



NEW & OLD CONTEXT

Ask yourself or others these questions:



- How has your context changed over time?
- What have you recognized as school context?
 - Responsibility
 - Inability – ability
 - Searching – tentativeness
 - Recognition

School Yard Experience over Time:

CHILDRENS' GAMES

by Pieter Bruegel

We all have experiences from games in our school yards. Do you remember these games? And who you played with? To arrive into a new context as a parent, how can we do to help to open this new context? Start a conversation about school yards, beginning with this painting from the 16th century. This to give us a frame for the coming talk and how different interpretations of the painting can develop.



Source: Pieter Bruegel the Elder, Public domain, via Wikimedia Commons
https://commons.wikimedia.org/wiki/File:Pieter_Bruegel_the_Elder_-_Children%27s_Games_-_Google_Art_Project.jpg

Activity



Compare the old with the new

How do you look at a school yard in a new context? How can you understand it and how have school yards changed over time and place and in relation to your own experience? What kind of activities can you see on school yards today? Are there new rules in this context related to former experience?

& How has you context changed over time?

reflect on the topics below:

Your Responsibilities

how have your responsibilities changed from old to new context?

Your Inabilities or Abilities

how have your inabilities or abilities changed from old to new context?

Your Searching or Tentativeness

how have your sense of curiosity or tentativeness changed from old to new context?

Your Sense of Recognition

how have your ability to recognize others and of being recognized changed from old to new context?

SENSE OF COHERENCE

Ask yourself or others these questions:



- How can we make things understandable?
- How can we make things manageable?
- How do we make things meaningful?

About SOC

(Sense Of Coherence)

Often we point out the problems and the mishaps in our social lives. The pathogenic processes are thus often in focus. Aaron Antonovsky (1923-1994) presented his model for the salutogenic processes: the person's ability deal with stress and promote health. Central in this are the concepts of manageability, comprehensibility and meaning. Antonovsky had studied how some persons became sick under stress and others could cope with stress.

(salus (Latin)= health, genesis (Greek)= origine)

The 3 Components of SOC

01

Comprehensibility

to understand, to see that what is experienced, from the inner and the outer, is coherent, clear and structured.

02

Manageability

to know how to manage, to do, to see what resources can be used to handle the situation, to cope and solve problems and not see them as burdens.

03

Meaningfulness

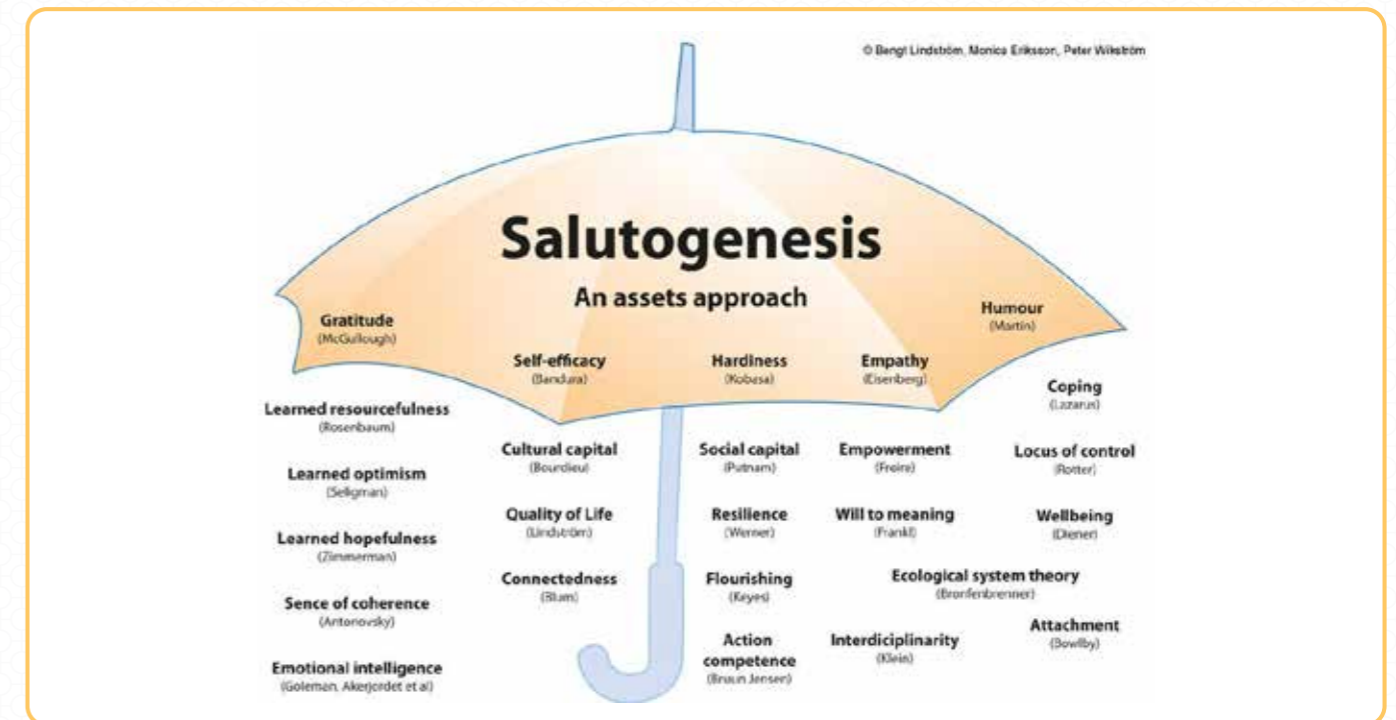
to see the meaning of the situation, the experienced and thus have an inner motivation.

The Sense of Coherence in the Salutogenic Model of Health

Here is a link to Chapter 11 by Monica Eriksson's book The Handbook of Salutogenesis (Mittelmark MB, Sagy S, Eriksson M, et al., editors. Cham (CH): Springer, 2017.

www.ncbi.nlm.nih.gov/books/NBK435812/

The umbrella below is from Bengt Lindström, Monica Eriksson and Peter Wikström and is put here to make it possible to follow up the SOC concept more in detail and relate it all to personal ideas and experiences.



Literature

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ATTITUDES AND EXPECTATIONS BETWEEN EDUCATORS AND PARENTS

by Sara Mazzei, PhD in Politics, Culture and Development at the University of Calabria, Italy & at the Cultural Department at the University of Schwäbisch Gmünd.

Kia Kimhag, senior lecturer at the department of Education at University of Gävle, Sweden, and Petra Becker, M.A. in Islamic Sciences, Political Sciences and Sociology, founder and CEO of "Back on Track e.V."

This module was developed so that both educators and parents explore their own experiences with school and the impact of those experiences on the way they deal with school now. It opens spaces for mutual understanding and clarifying their expectations towards each other.

01

CHILDHOOD DREAM

Ice breaker: A good start to get to know each other is a game, in which we can introduce ourselves in a playful way. At the same time we can share information on our profession and on our personality. As the other participants guess what our dreams were, we open up, because we feel that the others show interest in our personal history.

The exercise helps to see each other as human beings far from current professions or positions. At the same time we already start to reflect on what became of our childhood dreams, which then leads us to see the children we deal with as persons, who have aspirations and dreams.

Activity

What was your Childhood Dream?

STEP 1



Take a sheet of paper and a pencil. Draw three professions: Two professions you dreamt to become when you were a child and the profession you actually perform.

STEP 2



Move freely within the room and show your paper to your partners. Let them guess the professions.

STEP 3



Go back to your seat and explain to the plenum what was your childhood dream and what is your profession now.

VOICE 1

I wanted to be a lawyer. But my father did not allow that. It was not a profession for girls, he said. So I became a school teacher.



VOICE 2

I wanted to be a doctor. Maybe, because my parents wanted their son to be doctor. They were very disappointed, when my grades were not sufficient to study medicine. Then I studied English literature and started to work as a teacher. I like my job very much.



VOICE 3

I wanted to be mechanic since I was a child. And now I am working in this profession. I think, if you like what you do, you will be good at it.



02

OWN SCHOOL EXPERIENCE

Reflecting on our own experience with school will make us remember that even if we have critical remarks concerning the school system now, not everything was good back then. Exchanging those memories also brings us closer to each other and to the needs of our children/pupils.

Activity

What was your own Experience in School?

If you are in a group go through the following steps.

STEP 1



Take sticky notes and write down, what you liked and disliked about your school, when you were a child (not more than two words for each idea/note).

STEP 2



Stick your notes to a wall accordingly (like/dislike).

STEP 3

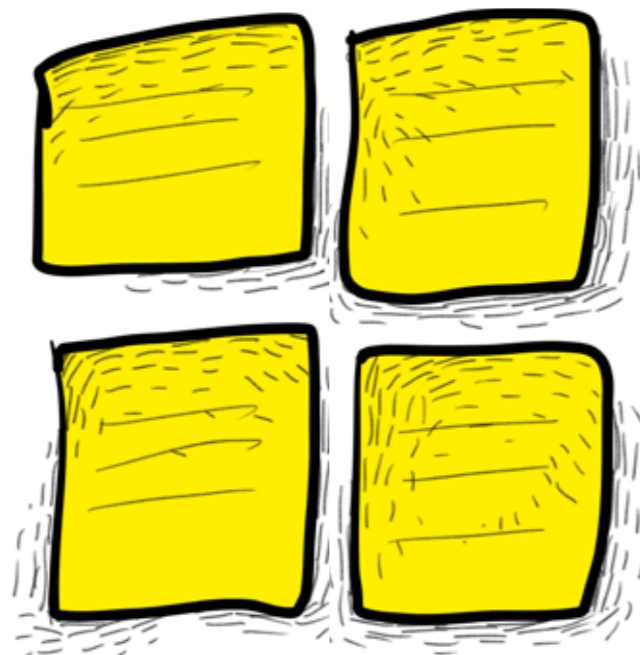
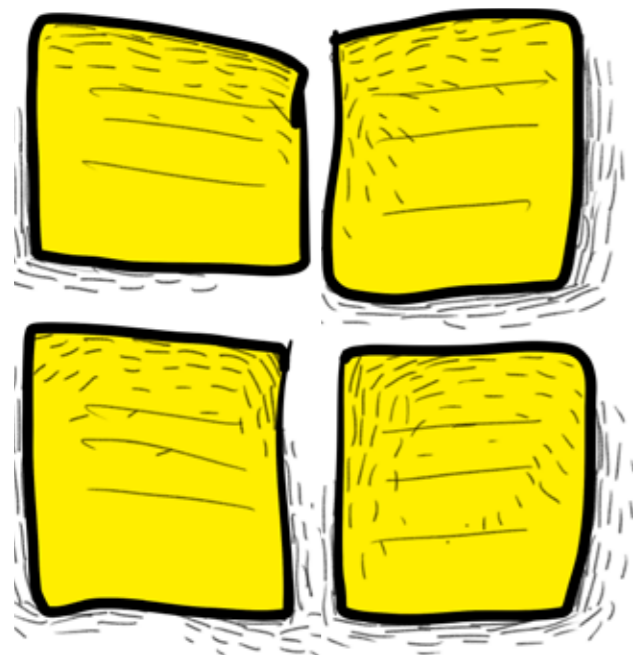


Explain, what you wrote down (if you like).

You can also reflect on the subject alone by filling as many of the columns below.

likes

dislikes



VOICE 1

I didn't liked maths, because the maths teacher used to hit us.



VOICE 2

I was bullied by some class mates, because I came from another region and had a different dialect. That is why I did not like school.



VOICE 3

There was so much pressure about getting good results. That made me fear school.



VOICE 4

I liked to go to school because I was good at it and i was encouraged.



03

BEING A PARENT

a different perspective

Parents' expectations toward school are influenced by their own school experiences. Even without migration parents have different experiences with school due to time (different generations; difference between rural or urban environment; class differences etc.). This is even more true for parents of refugee children. Their experience differs not only because of time but also because of many other issues.

This activity helps to reflect about how our relation with and expectation on school change when we change our position in time and space and our social roles.

Activity

How do you Experience your Role as a Parent?

All the roles we play in our daily lives are influenced by how we observed others - our parents, our teachers - play these roles. Roles might also differ from one country to another. Let's reflect on this and find out, how we see our role as a parent or as a teacher and discover, how we can support each other.

When was that?	<p>The experience of my parents with my school</p> <p>eg. 1968 - 1982</p>	<p>My experience with my children's school in my home country (Syria/Morocco..)</p> <p>eg. 2002 - 2012</p>	<p>My experience with my children's school in host countries (Germany/Italy/Turkey..)</p> <p>eg. 2000 - 2001/2012 - 2015</p>
Where was that?	<p>The experience of my parents with my school</p> <p>eg. Germany, rural area</p>	<p>My experience with my children's school in my home country (Syria/Morocco..)</p> <p>eg. Damascus</p>	<p>My experience with my children's school in host countries (Germany/Italy/Turkey..)</p> <p>eg. Berlin</p>
Were the teachers known to the family?	<p>The experience of my parents with my school</p> <p>eg. Non native. Was sent to the village</p>	<p>My experience with my children's school in my home country (Syria/Morocco..)</p> <p>eg. From the same quarters</p>	<p>My experience with my children's school in host countries (Germany/Italy/Turkey..)</p> <p>eg. Strangers</p>

Did I belong to a minority in the class? (for class, ethnicity, religion etc.)

The experience of my parents with my school	My experience with my children's school in my home country (Syria/Morocco..)	My experience with my children's school in host countries (Germany/Italy/Turkey..)
eg. Other children from rural areas, several social classes.	eg. Other Damascene children from lower middle class neighborhood.	eg. Other Berlin middle class single mother.

What methods are being used?

The experience of my parents with my school	My experience with my children's school in my home country (Syria/Morocco..)	My experience with my children's school in host countries (Germany/Italy/Turkey..)
eg. Workers.	eg. Upper class (expatriate).	eg. Normal middle class single mother.

What language was/is being used?

The experience of my parents with my school	My experience with my children's school in my home country (Syria/Morocco..)	My experience with my children's school in host countries (Germany/Italy/Turkey..)
eg. Classical subjects.	eg. Classical subjects.	eg. Classical subjects.

What were the school system and the school atmosphere like?

The experience of my parents with my school	My experience with my children's school in my home country (Syria/Morocco..)	My experience with my children's school in host countries (Germany/Italy/Turkey..)
eg. Frontalunterricht.	eg. Frontalunterricht.	eg. Participative learning, SÖL.

How were/ How are parents-school relationships?

The experience of my parents with my school	My experience with my children's school in my home country (Syria/Morocco..)	My experience with my children's school in host countries (Germany/Italy/Turkey..)
eg. German (native language)	eg. Arabic (2. language).	eg. German

VOICE 1

In Syria we were not invited to come to school. Only once a year to receive some general information.



VOICE 2

My father was asked to come to school a lot, because I caused a lot of trouble - but never to talk about my school marks or development.



VOICE 3

Once I came to a parents meeting and the teacher told me to go home because I would not understand it anyway. She promised me to send me a summary about what had be discussed but never did.



VOICE 4

In Syria teachers treated me with respect because I was an engineer. Here I am nobody and the teacher treats me like I was somebody who did not receive any kind of education. That's hurtful.



04

NEEDS OF TEACHERS AND PARENTS

Maslow hierarchy of needs

In general schools expect parents to show an interest for the school and to be involved in their child's education and development. They should support their child with homework and make sure that they come in time to school and that they have slept and eaten breakfast. Parents must respect school hours, school rules, be informed about school activities, check dairies, notebooks, week letters and school webpage's.

On the other hand, parents expect teachers to teach their children, to educate them, to be patient with them and support them and to handle conflicts in the classroom at all times.

But in order to do our best, we need stability.

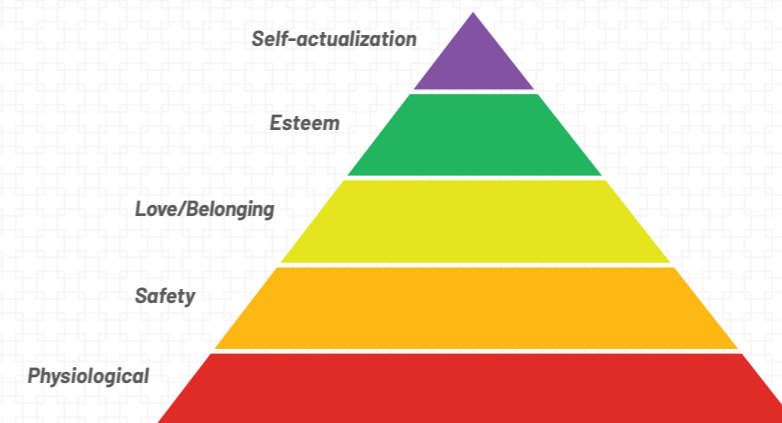
Abraham Maslow (1908-1970) was a researcher who looked into peoples possibilities to develop. He thought that there are five categories of needs. Basic needs like water, food, sleep, a place to stay, money to buy food, health treatment etc., social needs like friends and family, then the need to be recognized and respected and as the top of the list, the need to reach our goals. He thought that until the basic needs are fulfilled we cannot take care about the more complex needs.

Activity

What are the needs of parents and teachers?

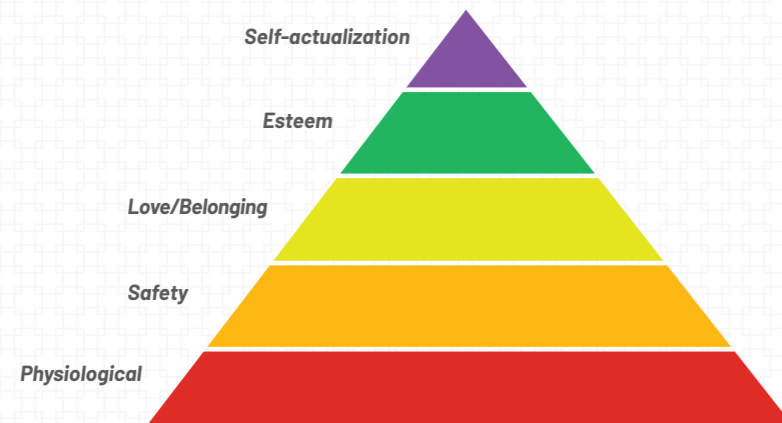
What do children need?

Let's think about what this means to children, parents and teachers and our communication at school. Which needs must be fulfilled for the different groups so that they can be good pupils, good teachers, good parents? We collected some of the needs that our participants found in relation to children.

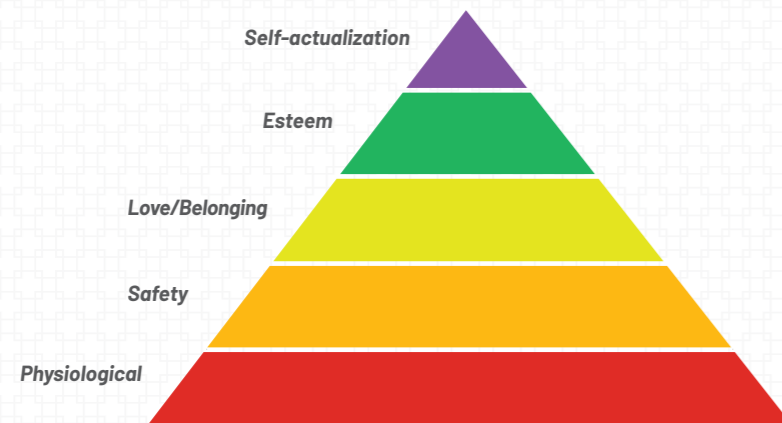


Which of these needs apply to parents and teachers as well?
Do they also have further needs?

What do teachers need?



What do parents need?



Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50 (4): 370-396

VOICE 1

Parents often think that we as teachers have no money problems. But many of us do only have limited contracts and are constantly afraid of unemployment.



VOICE 2

I think we as parents need more knowledge about the school system in Germany.



VOICE 3

I think we as teachers need more information about the children's educational history and what kind of difficulties their families face.



VOICE 4

I think the most important thing we need to support our children is psychological stability. Unfortunately most of us still suffer a lot.



Literature

Jutta Heckhausen, Heinz Heckhausen: *Motivation und Handeln*. Springer, Berlin / Heidelberg 2010, ISBN 978-3-642-12692-5 (Kapitel 3.3.3 Das Hierarchie-Modell von Maslow)

Nicole Celestine, Ph.D., Abraham Maslow, His Theory & Contribution to Psychology, 29 Sep 2017, <https://positivepsychology.com/abraham-maslow/> (last accessed on 2022/18/6)

References for teachers that would like to deepen their knowledge about the educational system from where pupils come from:

- Abi-Mershed, O. (2010). *Trajectories of Education in the Arab World. Legacies and challenges*. Published in Association with the Center for Contemporary Arab Studies, Georgetown University. Routledge Edition
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References for parents that would understand better how school inclusion works in Europe:

- Catarci, M. (Eds.) (2015). *Intercultural Education in the European Context: Theories, Experiences, Challenges*. Taylor and Francis. Kindle Edition.
- Crul et al. (2019). *How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon and Turkey*. *Comparative Migration Studies* (2019) 7:10 <https://doi.org/10.1186/s40878-018-0110-6>

SUCCESSFUL COMMUNICATION BETWEEN EDUCATORS & NEWLY MIGRATED PARENTS.

by Prof. Dr. Gernot Aich, head of the department for "Educational Psychology, Counseling and Interventions, University of Education Schwäbisch Gmünd.

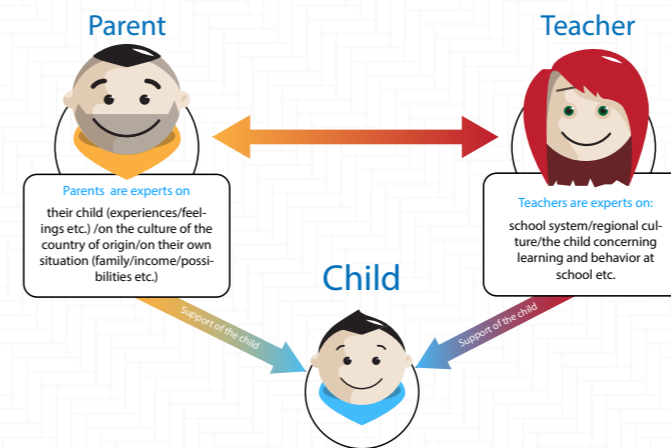
This module was developed so that both educators and parents explore their own experiences with school and the impact of those experiences on the way they deal with school now. Therefore the module gives a short overview of the roles of parents and teachers, the common difficulties in this relationship between parents and teachers. Furthermore the module gives hints for important questions at the beginning, during and for the final phase of the communication between parents and teachers. Another part shows how to react empathic in order to achieve a basis for mutual understanding even in conflicts and disruption. The last part of the module gives an insight of the four basic attitudes of transactional analysis for the purpose to show when communication is functional and when it is dysfunctional.

The main goal of the module is a better understanding between parents and teachers, opening space for each other and clarifying expectations towards each other in order to create an open atmosphere, build trust, so that even difficult problems can be solved in order to help the child.

01

GOALS OF COMMUNICATION BETWEEN PARENTS AND TEACHERS

Roles of Parents & Teachers



The Importance of Communication Between Parents & Teachers

The cooperation and communication between parents and teachers are very important for the positive development of the child, but the circumstances of parent-teacher-talks are not easy!!



Difficulties in the Cooperation & Communication Between Parents & Teachers:

Limited Time

Sometimes parents or teachers don't want to talk to each other, but they have to and that's why they feel forced to do that

Teachers as well as parents can be seen as the cause of the problem

Fears on both sides

Fear to get hurt

No professional counselors

Parents as well as teachers are not aware of their role

Unclear responsibilities

Teachers are part of the school organization and can be seen as very powerful; on the other side they have to follow the rules of the organization and the law

02

BASICS FOR A GOOD PREPARATION

Starting the conversation



At the beginning of the conversation it makes sense to connect with the other person, e.g. through pleasant eye contact (not embarrassing, etc.), brief warming up through small talk which needs to be authentic. Because it's important to clear the common ground of the conversation in order to be successful and to avoid misunderstandings. Some questions may help in this initial phase:

What are the goals/needs of the conversation for my conversational partner?

Do the goals/needs fit to mine?

Is it possible to find a way together?

Is the entire problem manageable? Or will it be necessary to split it in parts where we need to work on?

Are the goals realistic? If not, what can be a realistic goal?

During the conversation



During the conversation it is important to monitor if the process is functional, e.g. do we really solve the problem or does the conversation get stuck? The following questions and explanations shall help you during this phase to be aware of dysfunctional communication patterns or traps in conversation in order to achieve a senseable goal for the development of the child.

Do I feel comfortable during the conversation? If not, what is the reason for that uncomfortable feeling? Does it make sense to utter it?

Do I have the impression that my conversational partner is feeling comfortable as well? If not, don't hesitate to ask if your perception is right. And if you are right it might be good to ask for the reason?

Is the conversation in your opinion leading to our goals/interests/topics? Is a clarification necessary?

Are the parts of the conversation appropriate? Normally proportion of 50%: 50% should be aimed for. An exception are talks which have a high rate on giving information.

Is it an open conversation? Or are there issues that are not spoken out loud (disguised messages)?
Sometimes you realise that when the conversation seems to run in circles without solutions or evasion tendencies with your conversational partner. Sometimes it makes sense to ask your communication partner if he/she shares your perspective, for example "I just have the feeling that we are going around in circles and I am just wondering whether this is also the case from your point of view?", "What could be the reason?"

In the final phase



Conversations between parents and teachers should be sustainable which means that implementation strategies should be in place at the end of the conversation, e.g. what needs to be changed / improved in order for a better support of the child? It is important for the conversational partner to take a stock at the end of the conversation.

Important questions can be:

Have the agreed goals been achieved? Have the identified topics been dealt with?

What are the results from the point of view of the conversational partners? Should these be written down?

What is the further procedure? Who is responsible for which step?

Is another conversation necessary?

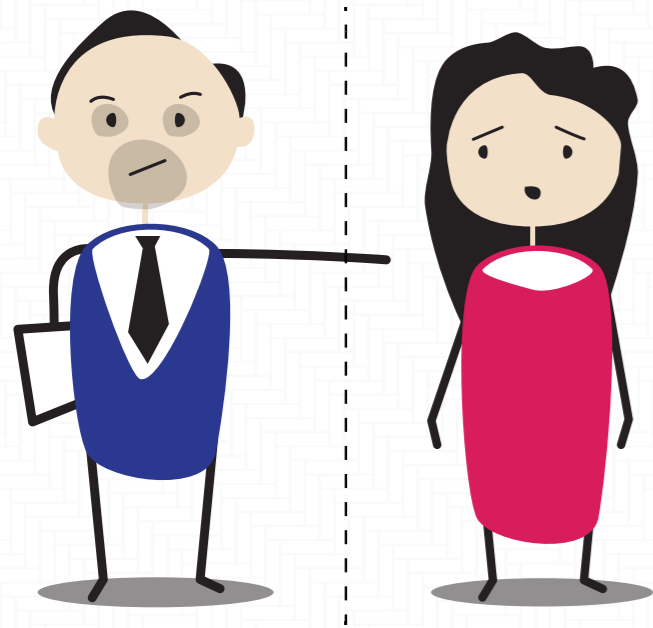
How satisfied are the conversational partners with the conversation / with the results?

Is there a way how we can identify / check the agreed steps?

03

IN THE EVENT OF DISRUPTIONS & CONFLICTS

Empathic Reactions

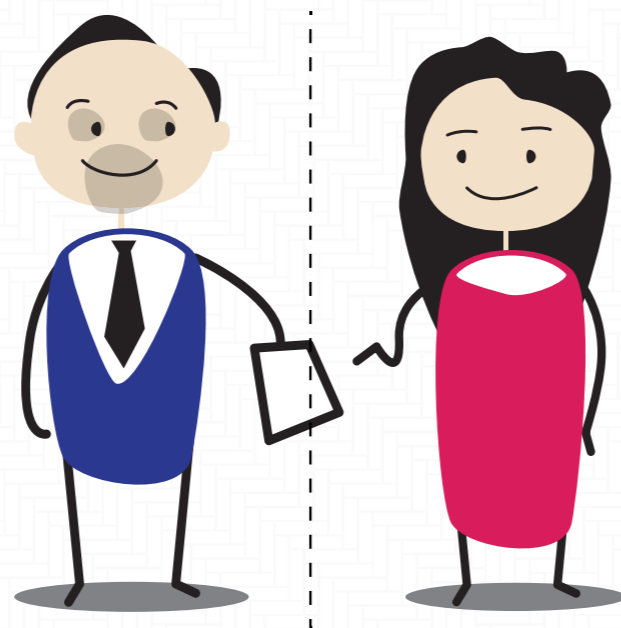


In the context of home-school relationship, conversations are often emotionally charged for those who are involved.

Because the parents and the teachers are both dealing with important and sometimes difficult topics. For example, parents need to deal with the fear that their own parenting style will be questioned, etc. and teachers deal with the fear that their own teaching style and their own personality will be judged which are often vulnerable points. Therefore it is important to keep checking your own basic attitudes (see basic attitudes) and, if necessary, to bring yourself back to an I'm okay, you're okay position. It also helps to understand the other person and their motives in the event of disruptions and conflicts.

Empathic reactions are a very good tool for bringing the conversation back into productive waters.

The empathic response helps to open the conversational partner and to make him or her feel understood and this helps to prevent or solve conflicts. Therefore I empathize with the other person, trying to empathize with what she is experiencing emotionally, what the world looks like in her situation, what has an emotional meaning for the person right now, how she experiences me, how she experiences herself. I approve of all their feelings without evaluation, I also try to sense and understand subliminal feelings and I mediate that they may be there. I express these feelings, motives and thoughts in words and express them as what I understand at the moment of the other person.



Aids for Empathic Reactions

In addition to the exercise before you are now allowed to say more :)

Please use Empathic Reactions (see above) to the uttering of your partner in order to make him or her feel understood. Try to read between the lines and speak out what you understand is the real message of your partner. The aim is that your partner feels understood and respected.

The following aids help you to form sentences:

Speak short sentences (without subclauses)

Don't try to find reasons for their feelings (You're feeling that, because....)

Don't use filling words (also, but,...)

Slightly raise your voice in the end of a sentence like a question.

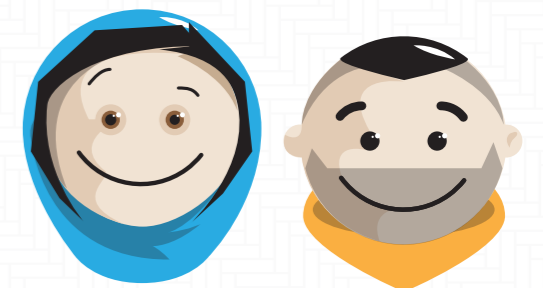
Don't bring up feelings, motivation, or even a cognition.

For longer statements with multiple feelings/ cognitions refer to the latter feeling/ cognition (don't form the checksum).

Exercise

Work with your partner about 7 min.

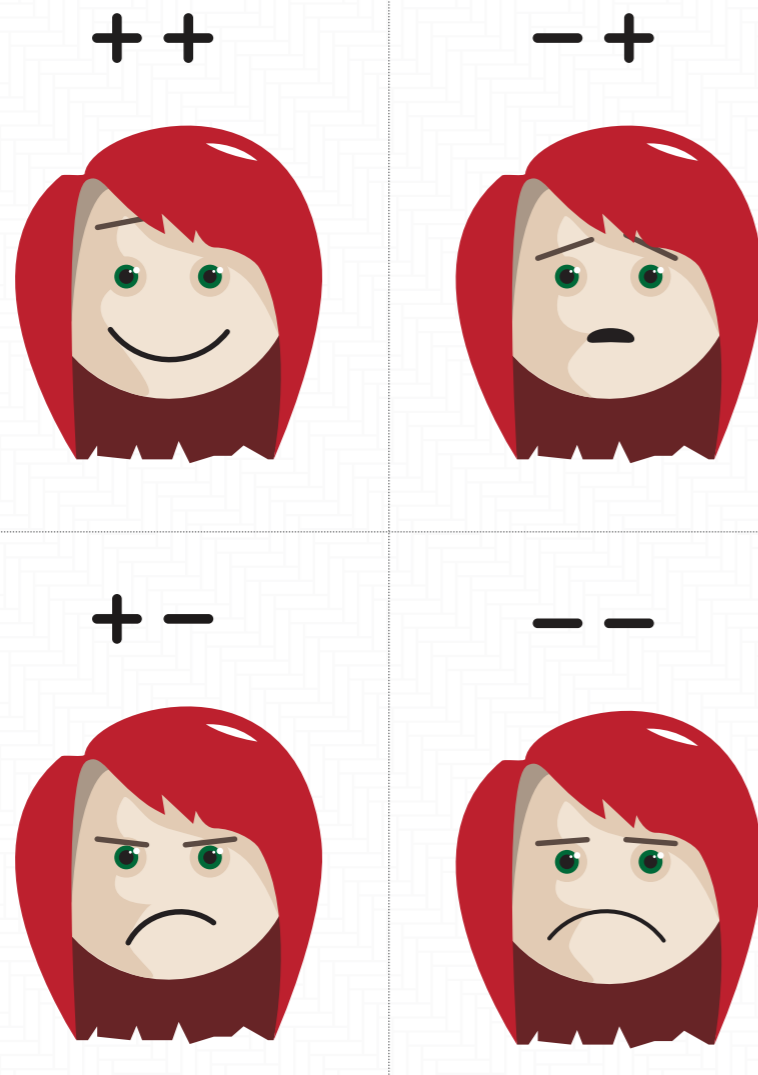
- Find a partner.
- Think about a problem that is happening in your life (nothing hard to deal with though).
- Tell your partner about the problem for seven minutes.
- Your partner has to show empathic reactions, if possible he shall try to verbalize the hidden message from you.
- Talk about it together. What did you feel as a listener? What did you feel as a talker?
- Swap roles and do it again.



04

BASIC ATTITUDES

The Concept



This concept is a very good instrument to analyze your own attitude towards your communication partner before the conversation (see point??) and it helps to put yourself in a good position (+/+). During the conversation or in conflicts it helps you to identify your own position and the position of your conversational partner. The basic attitude describes the attitude of a person towards himself/herself and towards other persons.

This concept is based on the so-called transactional analysis and is in this context presented in an abbreviated version. For further reading, we recommend the relevant literature about transactional analysis.

The 4 Basic Attitudes



- There are four different basic attitudes which are important in the work with children and young persons (especially in self-regulated learning contexts). These four attitudes depend on two aspects:
 - How much value a person gives to himself/herself
 - And how much value a person gives to another person (in an interaction)
- A distinction is made between being Okay (which means: feeling valuable, being able to solve his/her problems and to act self-responsibly) and being Not Okay (which means that someone doesn't take responsibility for his/her problem-solving, is rather passive, kind of needy and unimportant).
- The internalized basic attitude shows up especially in stressful situations and can affect a person's acting, thinking and behavior in a negative way.
- Both, teachers and parents, can have different attitudes.
- With a healthy person, the basic attitude shifts/changes depending on the situation even though everyone has a kind of favorite attitude he or she is assuming especially in stressful situations. The more persisting in a specific basic attitude a person is, the healthier is his/her behavior.

Exercise

Interplay of basic attitudes

- You have to have a partner for this exercise.
- Choose a topic in your task area together.
- Act the following combinations of the basic attitudes. One person is A and the other one is B. Play each combination (line) for the 3 minutes.
- Take some notes about the effects of your basic attitudes on your behaviour, the topic and the problem solving during the conversation in the end of every sequence.

Note that your answers will not be read, saved or analyzed by us. The text boxes below are only tools to help you take notes smoothly and will be erased at the end of every session.

YOU TEACHER

Write your notes on how your conversation went and how the problem was addressed

YOU TEACHER

Write your notes on how your conversation went and how the problem was addressed

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Write your notes on how your conversation went and how the problem was addressed

$-+ \quad -+$

The problem is pushed from one side to the other and no one wants to/can take responsibility for it. The problem does not get solved. Negative feelings. This constellation can be named "hot potato" as everyone feels uncomfortable with "holding" the problem and rejects it instead.

$-+ \quad +-$

At first glance, the problem gets solved easily. The longer the interplay continues, the more displeasure evolves on both sides. $-/+$ feels devalued and $+/-$ has the feeling to carry all the responsibility on his/her shoulders. On the long run, this constellation evokes problems on both sides.

$+- \quad +-$

Both think they know all the answers and the situation escalates. Typical position of escalating conflicts.

$-- \quad --$

No solution of the problem. Hard and negative feelings. A connection or relation between the two persons partly evolves but their individual negative worldview and hopelessness are reinforced.

$++ \quad --$

Hard to stand for the $+/+$ position. Important: Giving advice is already a sign for not being in the $+/+$ basic attitude! Being in the $+/+$ basic attitude means to listen carefully and to intervene only by asking the other for his/her suggested solutions. If the $-/-$ position doesn't suggest anything or doesn't make any effort, it is for the other person also a sign for being in the $+/+$ situation to accept his/her passiveness. Metaphorical: Don't pull people not wanting to be pulled.

Compare with our notes

$++ \quad +-$

The $+/+$ person is attacked and devalued by the other. Important question: What does the $+/+$ person need in order not to fight back (line 4) or not to switch to basic attitude $-/+$ (line 2 and 3)

$++ \quad -+$

Tempting constellation for teachers! The $+/+$ person A is often switching to the $+/-$ basic attitude and then gives advice or tips which remain ineffective.

$++ \quad ++$

Conflicts are discussed openly. Solutions are suggested on both sides and can be found.

MULTILINGUALISM & SCHOOLS

by Prof. Daniel Rellstab head of the MA program "Intercultural German Studies and Multilingualism" at the University of Education Schwäbisch Gmünd.

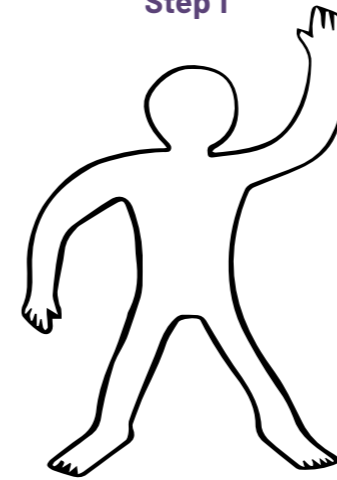
This module helps you better understand the benefits and challenges of multilingualism, why it is essential to foster the family language and how newly arrived families can support their children's language development, and how families can navigate the linguistic challenges with schools.

Let's start with an exercise:

DRAW YOUR LANGUAGES

Sit down with your family and friends. Everybody gets a piece of paper; prepare a lot of different color pencils.

Step 1



Everybody draws the shape of a human being just like the one you see above. This will represent your own body.

Step 2



Everybody thinks about all the languages and dialects that play a role in their life.

Step 3



Become creative: Take one color for each language or dialect, and fill in the part of your body where you think this language or dialect fits. You can use as many different colors as you want, you can color your body the way you like. There is no correct or wrong solution. It is your body!

Step 4



Compare the drawings, and discuss the outcomes!

QUIZ

How many languages fit into one mind?

From a linguistic point of view, the mind is not a vessel! Therefore the question makes no sense. In multilingual societies, e.g. in West Africa, children grow up as multilingual persons.

WHAT IS MULTILINGUALISM

Perspectives from Academia



Definition Of Multilingualism

What is multilingualism? And who is multilingual? In what language do we think?

Internal Multilingualism

Internal multilingualism refers to the fact that you can find many different ways of speaking even within one single language. There are regional differences that make up the dialects of a language. There are social differences: the elderly talk differently than teenagers, a farmer might use different words than a web designer who lives in a big city would. Yet the way we talk also depends on where we are, whom we speak to, and what we want to achieve. These differences and variations within one language are called «internal multilingualism.»

External Multilingualism

External multilingualism is present whenever more than one language is used. This is what most people understand by multilingualism. However, it is not always easy to distinguish one language from another. Why do we distinguish Swedish and Norwegian, two languages that are very similar, yet categorize the way a person in Morocco and a person in Dubai speak both as Arabic? A common saying in linguistics is that a language is “a dialect with an army:” What makes a language a language depends to a large extent on the political circumstances, and less on some inherent qualities.

Bilingual First Language Acquisition

If the parents speak different languages, the child acquires both languages at once while growing up. Linguists call this bilingual first language acquisition. If you and your partner speak different languages, your partner should use their language with your child while you should use yours. That is the principle «one parent, one language»; your child might mix the languages a bit at first but will be able to separate them very soon. Your child will benefit the whole life from this.

Second Language Acquisition

Second language acquisition refers to the situation when someone acquires another language in a context where people use it in everyday life. If you speak Arabic at home, yet German or Italian is the language of the society you live in, you and your children acquire this language as a second language. You will receive some formal education, yet you and your children will be exposed to German or

Italian whenever you are outside of the house, and you have to master this language very soon to communicate with others.

Foreign Language Learning

Foreign language learning refers to the situation when someone learns another language in a classroom where people do not speak it in general. For example, you learn English, French, or Mandarin as foreign languages in Turkey or Spain. Although you receive less input, it might be less stressful to learn a language as a foreign language than as a second language because the foreign language classroom is a bit of a shelter.



Who Is Multilingual?

Researchers have used different criteria to define who counts as bi- or multilingual over the last decades.

Researchers have used different criteria to define who counts as bi- or multilingual over the last decades. A famous linguist called Leonard Bloomfield claimed that bilinguals have “native-like control of two languages” (Bloomfield 1935). Twenty years later, Einar Haugen said that bilinguals speak one language fluently, yet “they can produce complete meaningful utterances in the other language” (Haugen 1953). Today, linguists have a much broader understanding of bi- or multilingualism. The linguist Li Wei said that anyone is multilingual “who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (Li Wei 2008). The linguist Brigitta Busch even claims that everybody is multilingual because everybody uses different dialects and other ways of speaking daily (Busch 2017).

What definition do you like best? Why?



Languages Cannot Be Neatly Separated

Languages are rather like colors that mix very easily. Words wander from one language to another; they migrate.



A language is not a self-contained entity or a box with clear boundaries – although people, and also teachers, often think so. Languages are rather like colors that mix very easily. Words wander from one language to another; they migrate. Often people don't even know the origins of words anymore. If you speak Arabic, you might recognize the following “German” words: Matratze, Sofa, Kaffee.

At the same time, multilingual people often mix their languages while they speak. This is normal and completely fine. Most multilingual people, also children, can differentiate between the languages they know. They can separate the languages if they want to. But sometimes, it is easier, more effective, and more fun to mix languages!

KNOW MORE

How do children become multilingual?

Children can pick up more languages within the family, by society or at school.

HELP! My child is mixing languages!

- The languages do not develop at the same pace; if the child forgets a word in one language, it uses the word of the other language. That is fantastic!!
- Mixing is, statistically speaking, relatively rare:
 - 5 years : 6,4 % (Teschner 1983)
 - 2,1- 2,3: 20% (Gawlitze-Maiwald & Tracy 1996)
- Parents mix the languages, too!

01

Learning the second language within The Family

Input of the language of the parent which is not the language of the society is often a bit smaller.

Children acquire each language the way they would acquire a single language.

Children who grow up according to the "1 parent - 1 language scheme" choose the language according to the parent correctly from 2 years on.

Children grammatically separate languages as soon as they construct longer "items" (from 2 years, 6 months).

02

Learning the second language outside of the family

The timeframe of acquiring a second language after a first language differs from acquiring a first language or two first languages. There is no "babble stage", no "one word" stage, the "two word" stage is very short.

There are certain phases observable in second language acquisition: Easier, more regular phenomena are mostly learned earlier than more complicated, irregular ones.

In second language acquisition, there is no "safe space" to learn the language like in a foreign language classroom. Yet children acquire the second language quite quickly. Children who do not speak the language of the society will mostly get special language courses at school.

Sociolinguistic factors, for example motivation, play a major role.

Further Development



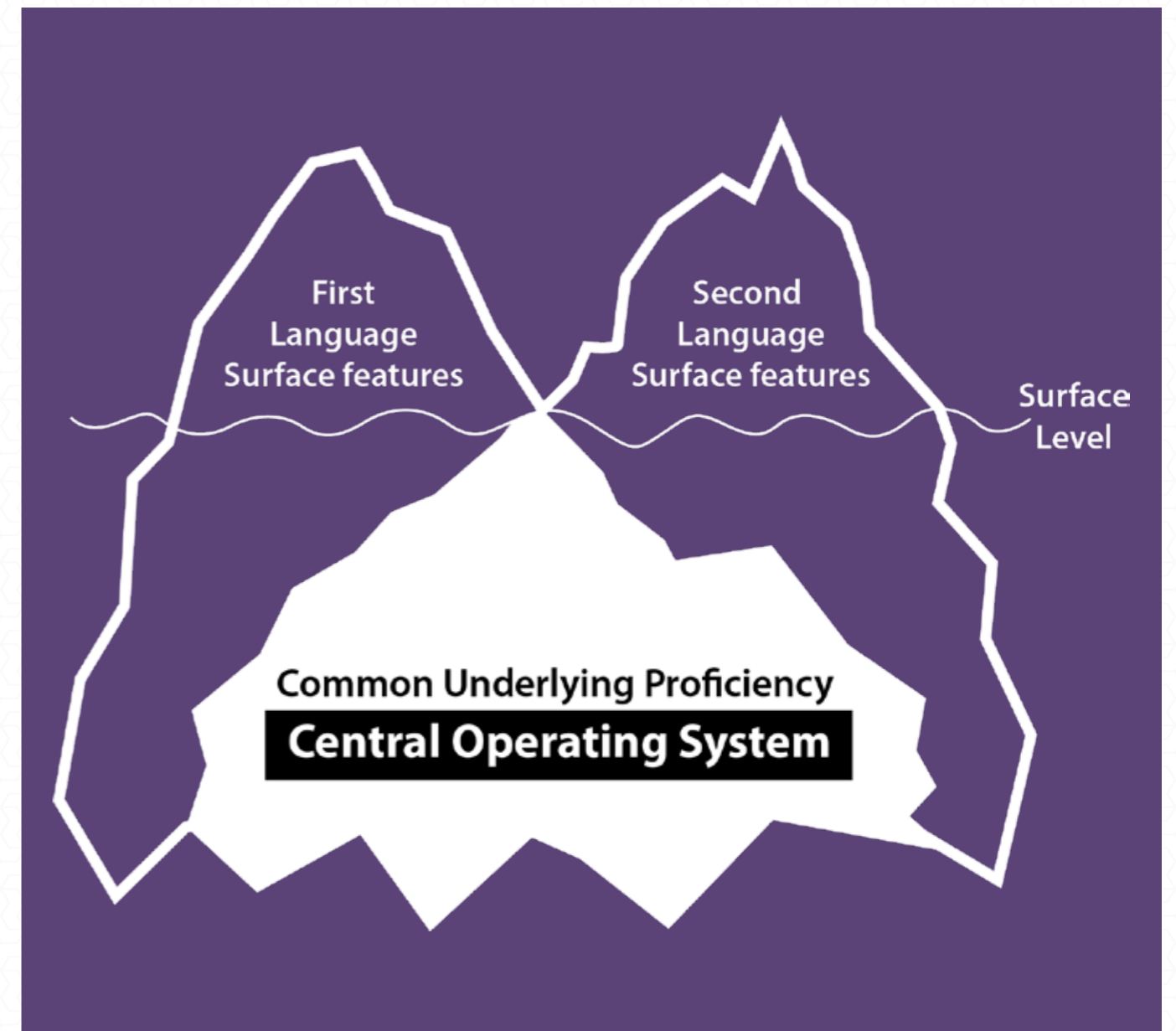
The Tip Of The Iceberg

The skills that we recognize when someone talks are only a tiny part of the proficiency they have in the respective language, comparable to the tips of the iceberg.

Languages are certainly not neatly separated in our minds. Moreover, when we use language, many other different parts of our cognition are involved, too.

Jim Cummins, who has researched bi- and multilingualism in children his whole life, discovered that proficiency in the first language and a second language are connected; they both rest on a so-called "common underlying proficiency." Thus, the skills you recognize when someone talks are only a tiny part of the proficiency they have in the respective language, comparable to the tips of the iceberg.

A well-developed "common underlying proficiency" supports, for example, the acquisition of the second language of a child. You can foster your child's "common underlying proficiency" when you tell stories, read books, sing in your language.





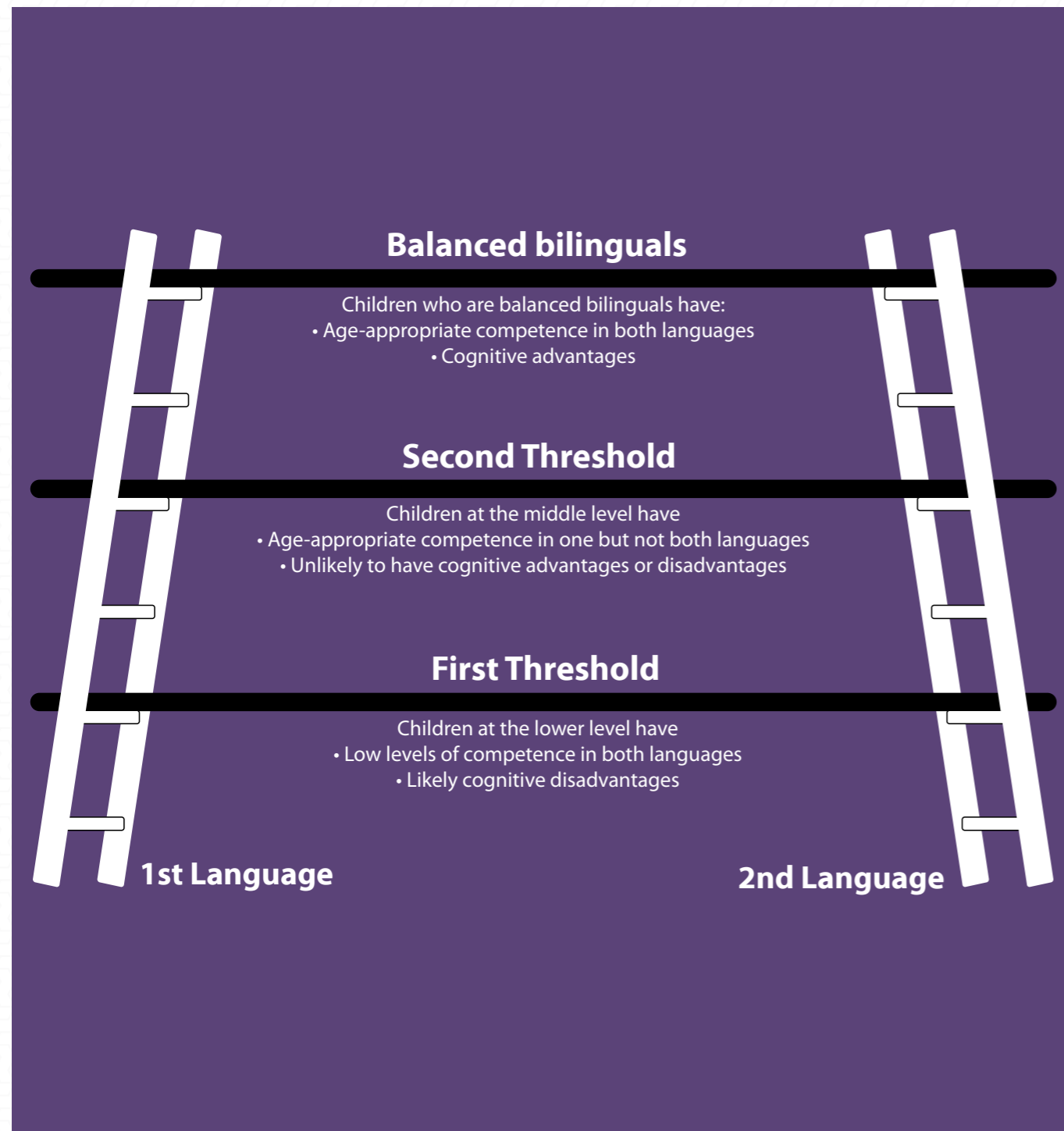
The Threshold Hypothesis

Developing your child's literacy in your home language is very important, and it can become beneficial to the child's overall success in school.

The threshold hypothesis rests on the same assumption as the "iceberg" theory yet advances it further.

The hypothesis claims that a child needs a highly developed first language to be able to develop a high proficiency in the second language, a language proficiency that is sufficient to succeed in school, for example. Although newer research shows that we cannot speak of "thresholds" and identify specific effects, researchers agree that children should develop different linguistic skills in all their languages: In speaking, hearing, in writing, and reading.

Thus, developing your child's literacy in your home language is very important, and it can become beneficial to the child's overall success in schools.



A Hurdler Is Not A Sprinter

Comparing a monolingual person to a bi- or multilingual one is a bit like comparing a sprinter to a hurdler.

Languages are certainly not neatly separated in our minds. Moreover, when we use language, many other different parts of our cognition are involved, too.

Jim Cummins, who has researched bi- and multilingualism in children his whole life, discovered that proficiency in the first language and in a second language are connected; they both rest on a so-called "common underlying proficiency." Thus, the skills you recognize when someone talks are only a tiny part of the proficiency they have in the respective language, comparable to the tips of the iceberg.

A well-developed "common underlying proficiency" supports, for example, the acquisition of the second language of a child. You can foster your child's "common underlying proficiency" when you tell stories, read books, sing in your language.





Benefits Of Multilingualism

Some benefits of multilingualism are obvious while others hide deep inside us.

Meet Different People

If you speak more languages, you can talk with more people.

Expand your Horizon

Each language opens up a whole new world of ideas and perspectives because each language contains a wealth of cultural knowledge and wisdom. Sometimes, it is impossible to translate a word of one language into another language. What untranslatable words do you know?

Have Language Awareness

Multilingual people know that different languages function differently; therefore, they often have a more developed "awareness for languages" than monolinguals in general.

Have More Cognitive Powers

In the minds of multilingual people, their languages are always present. Thus, they have to develop an awareness of when to use what language. This need to observe language use can strengthen other cognitive functions, for example, so-called meta-cognitive awareness.

03

Learning foreign languages at school

Foreign language refers to a language that is not widely used by the people of that country, and that is taught at schools in that country. The most learned foreign language is, not surprising, English, followed by Spanish, Chinese, Italian, and French.



English



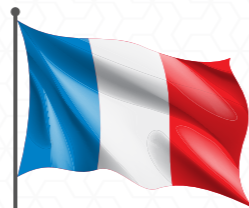
Spanish



Chinese



Italian



French

LANGUAGES IN EDUCATION



Family Language Education At Home

How can you foster your children's literacy skills long before they go to school? Check some practical tips below.



Tell them stories in your language!

Parents can tell stories during meals, bedtimes, walks, car rides, etc. Parents and children learn and laugh together as they tell stories. Through storytelling, children train their social, cognitive, emotional, and linguistic skills, for example, listening skills, vocabulary, grammar, yet also the understanding of stories/narratives. Telling stories of your family helps the children to develop a strong sense of self.



Sing with your children!

Music trains the so-called visual sequential memory, the ability to remember sounds and words long enough to understand what they mean. Songs can introduce new words. In and through rhymes, children acquire an idea of how languages work. Recognizing rhymes is a crucial step towards learning to write. Singing trains the motoric skills of children, yet it also creates strong bonds between adults and children.



Read children's books to your child

Reading to children is a fundamental element of the linguistic education. Exposure to books supports vocabulary acquisition because books typically contain more complex vocabulary than we use in everyday speech. Researches also indicates that the frequency of parents' reading and the quality of reading influence the beginning of children's reading. Reading improves the rhyming abilities, the vocabulary, and, to a lesser extent, other cognitive abilities such as numeracy skills, too.



Write with your children

Handwriting is an important skill, and writing the own name can enhance the child's self-esteem. Yet, handwriting is a complex task and includes linguistic and fine motor skills, memory, and concentration. Handwriting usually starts with scribbling and drawing, then moves on to forming letters and words. Giving your child the possibility to draw, scribble, and write is very important. Teach them to write their name in your family language!



Family Language Education At School

How can you foster your children's literacy skills long before they go to school? Check for some practical below.



Sweden

In Sweden, students with a family language other than Swedish have the right to receive education in this language. The children need to have a basic level of proficiency in the language. A school must organize family education if at least five eligible students apply. Yet the school also needs to find a suitable teacher with sufficient skills in both Swedish and the other language.



Germany

Not all schools offer family language education in Germany; this depends on the respective "Bundesland." In Saxony, your child can learn, for example, Arabic or Turkish instead of French at school. In Baden-Württemberg, your child might learn the family language at school. However, the teaching is not part of the curriculum. The consulates of the "countries of origin" organize the teaching and pay the language teachers. In Berlin, schools offer language teaching in Turkish, Kurdish, and Arabic for grades 1 to 6. During two lessons per week, local teachers teach children free of charge. Participation is not obligatory but compulsory after registration. The respective consulates can offer education in other languages in Berlin, too.



Italy

In Italy, home language education is sometimes provided by schools, and many community-based language learning initiatives exist. Yet initiatives vary significantly based on the characteristics of the immigrant community and from region to region and city to city. Ask the teachers of your children, ask friends, ask everybody in your community.



Turkey

In Turkey, not only schools, yet also temporary education centers provide education to refugee children. Education in these centers is, sometimes, in Arabic; this seems, at first, to be a good idea. However, it is unclear how the students who attend these centers will be integrated into the Turkish education system to further their education.



Communication Between Parents & Teachers

How can you communicate with teachers and school principals if you do not speak the language.



THROUGH TRANSLATORS

Sweden, Italy and Germany offer translators and interpreters for such cases. Sometimes, the interpreters are people from the community; they act as cultural mediators too.



THROUGH THE CHILDREN

Sometimes, if no interpreter and no translator are at hand, the children take over these tasks. Children might be proud to fulfill such a task. Yet this task can be too difficult or inappropriate. A child should not have to interpret a conversation on their school achievements.

Could you think of other ways to bridge the linguistic gap?

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COUNSELING WITH PARENTS OF NEWLY MIGRATED CHILDREN - HOW TO SOLVE PROBLEMS IN PRECARIOUS CONTEXTS

By Faculty members at the Psychological Counseling and Guidance Program under the Department of Educational Sciences at the Faculty of Education of Muğla Sıtkı Koçman University, Muğla Sıtkı Koçman University, Turkey.

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Res. Assist. Dr. Senem Ezgi Vatandaşlar

This module deals with stress, adaptation, coping, and growth. Life is full of stressful events and refuge is one of these. Experiencing stress altogether as a family as a result of a human-made disaster can be tough. But it can also be an opportunity for growth. In this module, you will find information about stress related to refuge and adolescence, transitioning to a new culture, and the ways that this experience can contribute to one's growth. Tips for parents and teachers/counselors are presented to help children more effectively.

STRESSFUL LIFE EVENTS

Stressors Related to Refuge

Refuge is a difficult experience including so many stressors at every stage: before, during, and after the journey from home to host country. It can result in all members of the family being traumatized. Maybe the worst part is that the catastrophe has been caused by humans, not by nature or coincidence.

Transition

Transition is especially hard when you feel like you are stuck in between, not being able to go back, not being able to settle where you are (Dieterich-Hartwell & Koch, 2017). But do you think it might be possible to make the host country a new home country?

Coping & Growth

Some get lost in the abyss, some go back to their normal lives, and some grow out of it. Check the path of a stressful journey.

What Problems Do Migrant Children Face?

Before the journey



- Bombs
- Poverty
- Imprisonment
- War
- Separation from friends and family
- Imprisonment
- Exile
- Death of close relatives
- Death of friends
- Witnessing loved ones being wounded, abused, raped, tortured or murdered
- Torture
- Danger of own death
- Social decline
- Hiding & Illegality
- Starvation / Malnutrition
- Loss of work
- Discrimination
- Persecution of friends and relatives

During The Journey



- Loss of home
- Traveling in dangerous circumstances
- Living in a refugee camp before resettlement
- Illness
- Surviving a perilous crossing of the Mediterranean
- Loneliness
- Starvation
- Loss of friends

After The Journey



- Loneliness
- Loss of freedom to go anywhere one wants
- Insecurity of status (asylum process)
- Challenges of learning a new language
- Language difficulties
- Experiences of persecution and flight
- Dependency on social welfare
- Challenges of integrating into a foreign culture
- Hostilities toward strangers
- Unemployment
- Insecure residential status
- Homesickness
- Poor living conditions
- No passport
- Poor housing conditions

Risks facing refugee children



It's understandable that so many stressors can lead to psychological distress. But safety and stability are crucial for children's well-being. If they do not experience safety and stability, they might develop cognitive and socio-emotional disorders and permanent developmental impairments (Fegert et al. 2018; Sirin & Rogers-Sirin, 2015; Yayan et al. 2019). According to Fegert et al. (2018), refugee children are at risk for:

- Abuse
- Neglect
- Child employment
- Child marriage
- Stigmatization
- Social exclusion
- Homesickness
- Radicalization
- Emotional and behavior disorders (such as aggression)
- PTSD
- Anxiety
- Depression
- Substance abuse
- Physical problems as a result of the psychological ones



It's understandable that so many stressors can lead to psychological distress..

The same stressful life events may be experienced differently by different people;

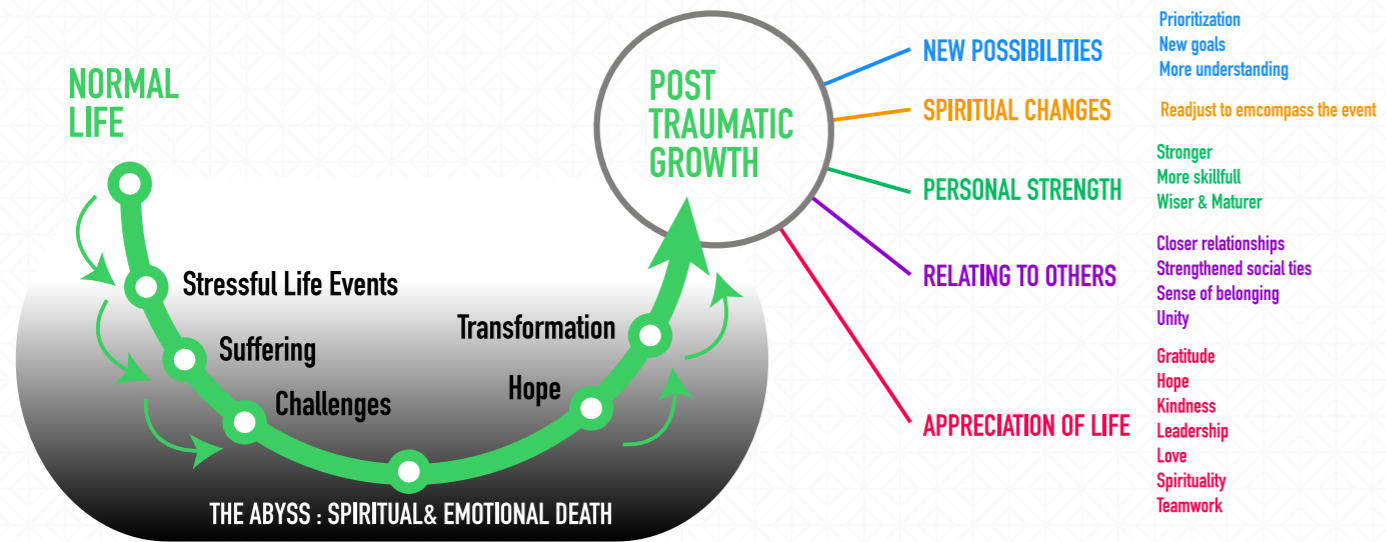
Some people can develop psychosocial problems, Some people see them as disturbances that can be dealt with

Some people can grow out of it...



POST TRAUMATIC GROWTH

Consider your life before the stressful life event as a reference point to locate your "normal life". This represents an average state of affairs going on in your life. Afterwards, a stressful life event happened, worsening things to some extent. There might have been further challenges and suffering associated with the event. But the direction may have been turned upward at some point, where you had hoped to make things better and maybe did things to achieve a life as good as before - maybe even a better one.



If you feel like you are somewhere at the bottom of the picture, please consider getting professional help. You can apply to health institutions for psychological help for you and for your children.

ADOLESCENCE

- Note 1:** When being a refugee is added to being an adolescent, stress may increase even more.
- Note 2:** Negative feelings can be experienced related to experiences such as learning a new language, discrimination, social exclusion, and feeling powerless.
- Note 3:** If the values and expectations of the family clash with the values and experiences at school, children and adolescents may feel under pressure and may not be able to decide which values to adopt.
- Note 4:** In this regard, refugee children may experience more stress than refugee adults.
- Note 5:** As a whole, it is natural for a refugee family to experience difficulties in adaptation due to high stress levels

Know more about Parenting in Different Times

Draw parallels between your child's adolescence and yours. This reflection will help you understand your child(ren) better.

Parenting In Different Times

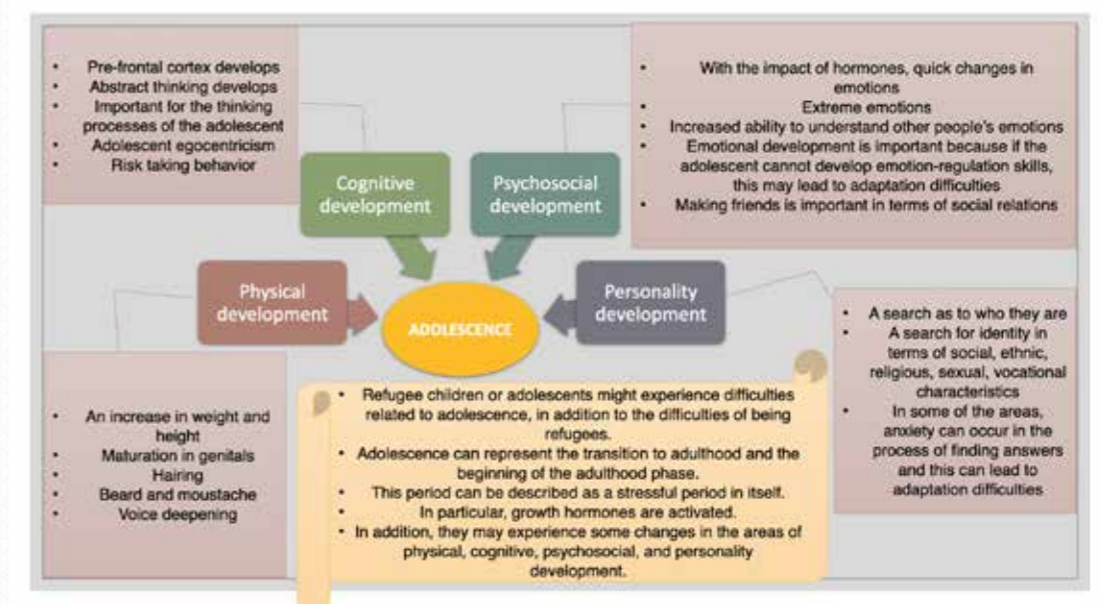
1. Mark your child(ren)'s age(s) on the timeline below.
2. Respond to the following questions by showing on the timeline:

What behavior did your child exhibit at the age of five?	What behavior does your child exhibit during adolescence?	What behavior will your child exhibit when they turn 30?
Does your child have similar or different behaviors than yours in adolescence?	How do you think growing up in a different country affects the behavior they exhibit during adolescence?	What do you think is needed to facilitate or support your child's adaptation to adolescence, to the new culture, and to school?

0 5 10 15 20 25 30 35 40 45 50 55 60 65 65+

Know more about Challenges of Adolescence

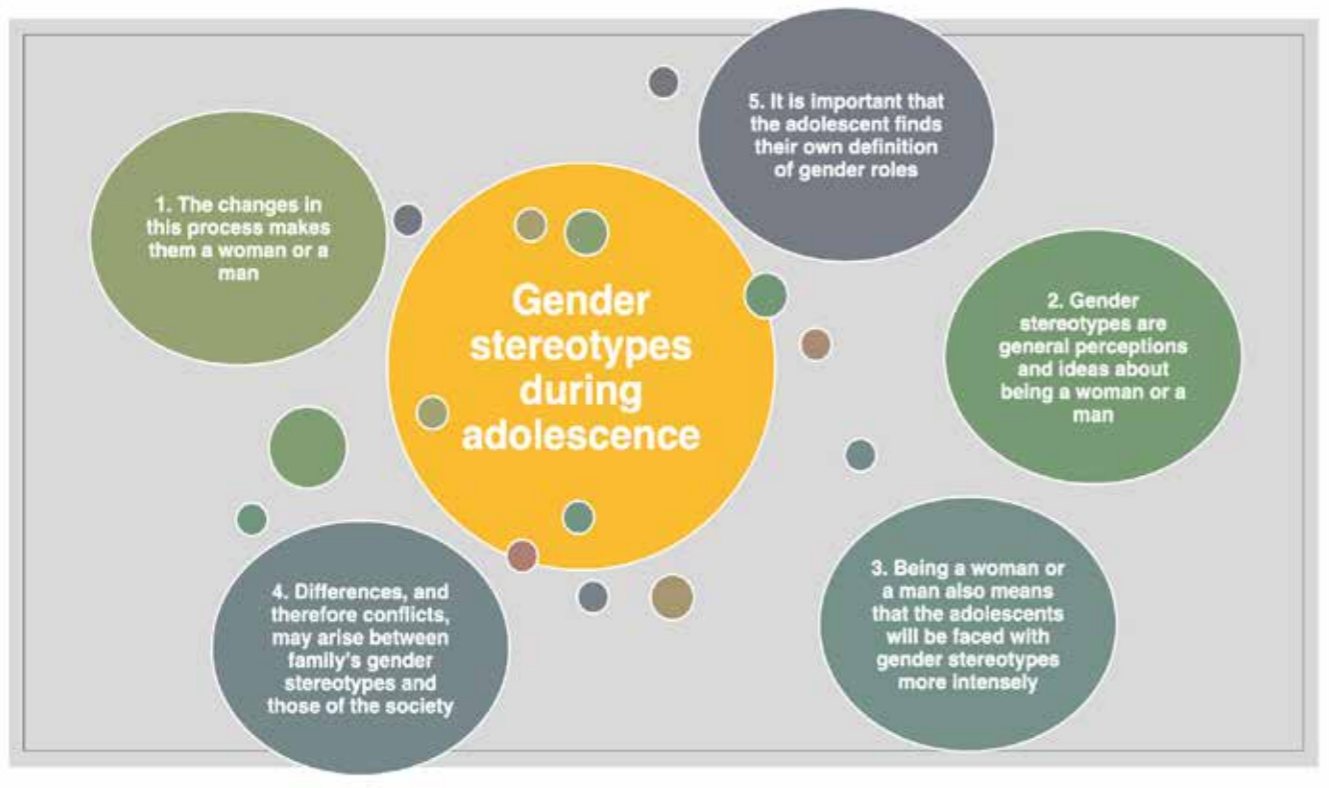
Check out what your child is going through, as an adolescence on physical, social and psychological levels.



Know more about Gender Stereotypes

Adolescence is an important phase leading to your child's personal and social position as a woman or a man.

How are the gender expectations of the old culture and the new one different?



THE TRANSITION



How far are you really?

put the dots in their right position and tell yourself each time:

«for this purpose, i can ...»



What can you bring from your old home to your new home?

- Pictures
- My language
- The cuisine
- Traditions & values
- Other things
- Books
- Nothing

Dysfunctional Transitions

The process of transition from home culture to the new culture can become a vicious circle.

Dysfunctional patterns of transition from one culture to the other

Dysfunctional transitioning can be observed as:

A constant in limbo state
feeling trapped in-between the two cultures, feeling too far away from both, not being able to move towards either.

A turning backward
living in the past, valuing the home culture to an extreme, missing the home culture to an extent that you cannot focus on here and now

A turning forward
complete leaving of the home culture in the past, to the level of forgetting one's roots and disconnecting with past social ties.

Functional Transitions

A functional transition leads to a life that the individual is happy with.

Functional transition consists of...

Optimal functioning
in academic, social,
psychological, etc. areas.

Establishing good ties
with the new culture.

Preserving the positive
aspects of the origin
culture.

Forming a life
that the individual is happy
with.

**The capacity for
adaptation**
to a new life is increased if
old and new practices and
identities are blended.

Hope and optimism
feeling that things will get
better.

COPING & GROWTH

Think about your children or other refugee children in your school and write over the dark clouds the kinds of problems that they might be facing.

Then go through the different topics and exercises underneath to better understand the processes of coping and growth with refugee children.

write a problem here

write a problem here

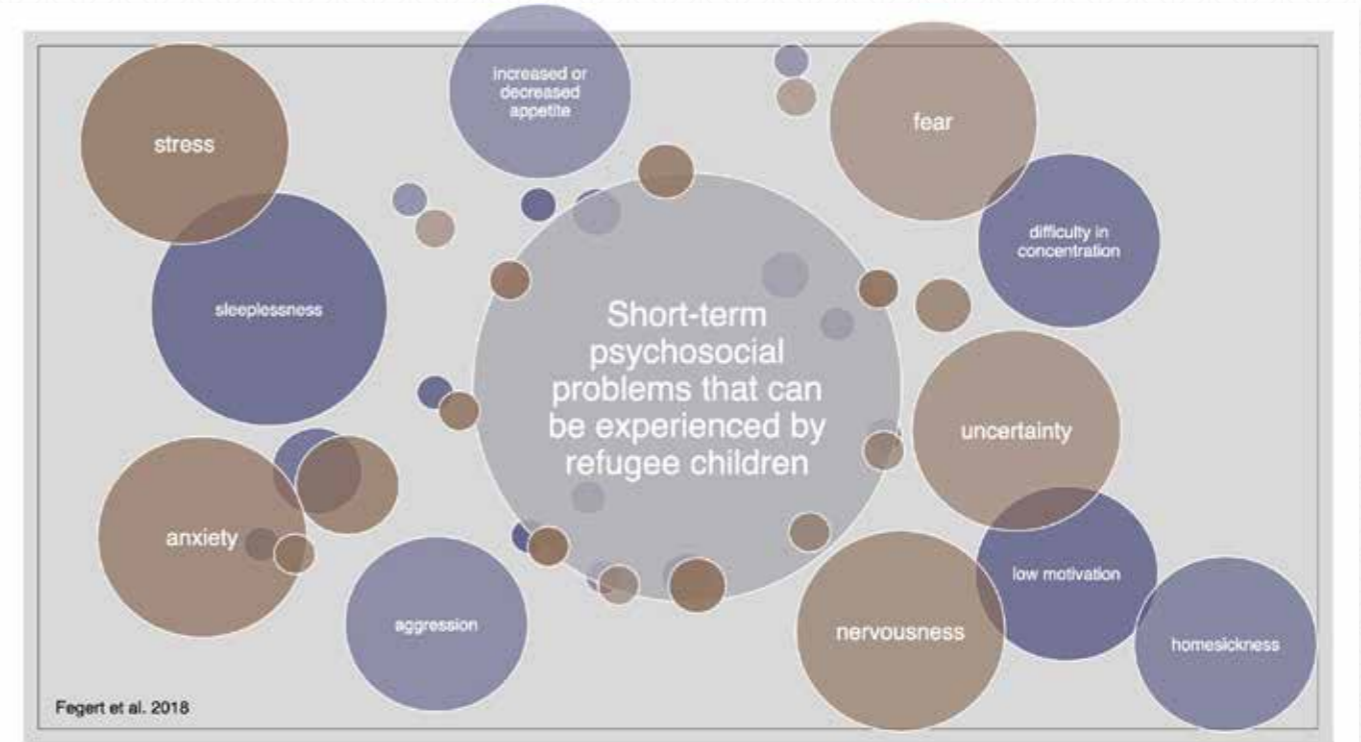
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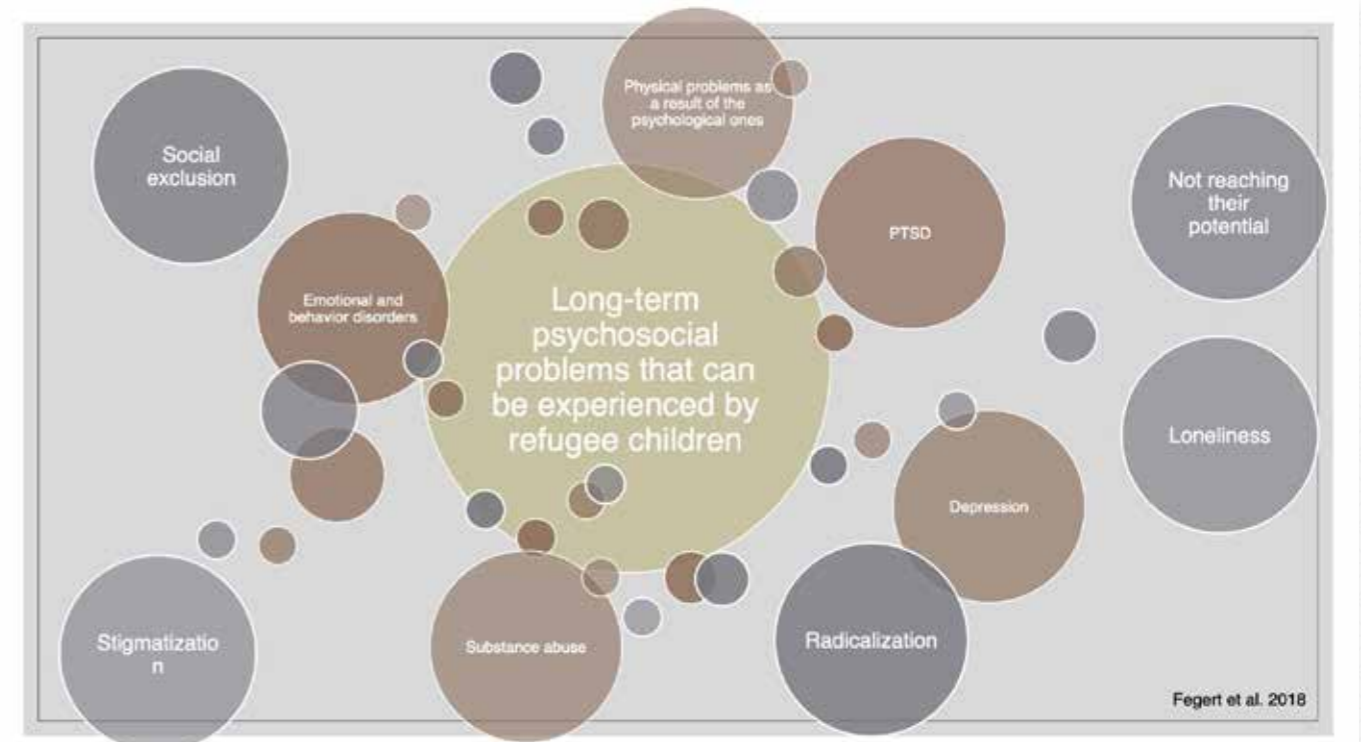
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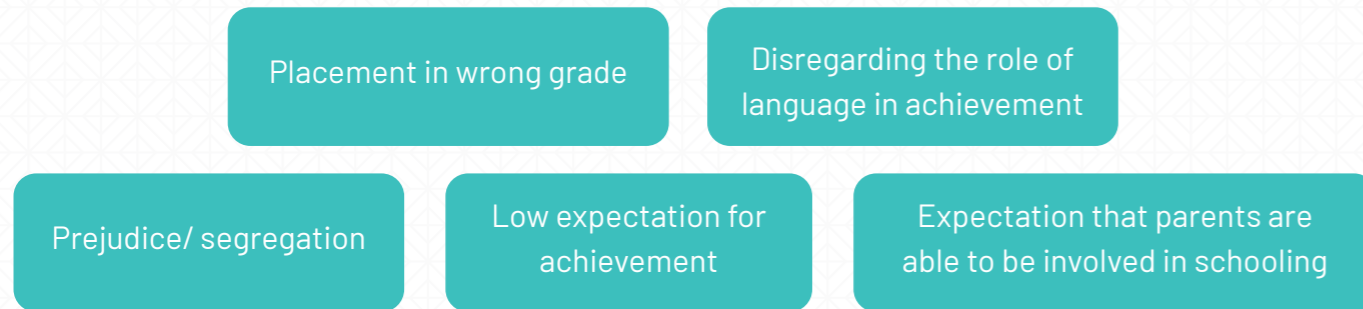
Short term psychological problems



Long term psychological problems



Problems that may occur in school



What makes children stronger?

inner & external resources such as

Patience

(knows that difficulties are temporary)

Social support

(trusts friends, family, etc. that they will support them in need; feels connected and accepted)

Virtuousness

(wants to do the right thing)

Self-awareness

(is aware of their thoughts and feelings and makes meaning of them)

Optimism

(positive attitude towards the world)

Being good at things

(e.g., riding a bike, playing basketball, handiness, physical power, academic success etc.)

Warmheartedness

(loves people, animals, etc.)

Takes care of themselves

(physical self-care)

Sociability

(has people that they socialize with; makes friends easily)

Helpfulness

(helps other people, e.g. with housework etc.)

Stability

(has a stable home, school life, and surroundings. Has routines in daily life)

Commitment

(works hard to achieve things that they want, doesn't give up when faced with difficulties)

Autonomy

(feels capable)

Safety

(to feel safe)

Having role models

(wants to be like someone they know)

Conscientiousness

(treats others well)

Competence

(feels in control of their own life; involved in decisions; feels that they are able to influence decisions about them)

Braun-Lewensohn et al. (2019) and Mana et al. (2021)

The importance of school attendance

School Attendance As a Protective Factor

School attendance is protective for children for many reasons such as:



Research Shows That

01. A perceived sense of safety at school

has been associated with low risk of post-traumatic stress disorder

02. An increased sense of school belonging

was shown to protect against depression and anxiety.

03. Strong school connectedness

was positively linked to self-esteem

04. High social support at school

was correlated with less depression

What are your strengths as a parent or counselor/teacher?

How can we apply these strengths and resources for solving difficulties? write down your thoughts

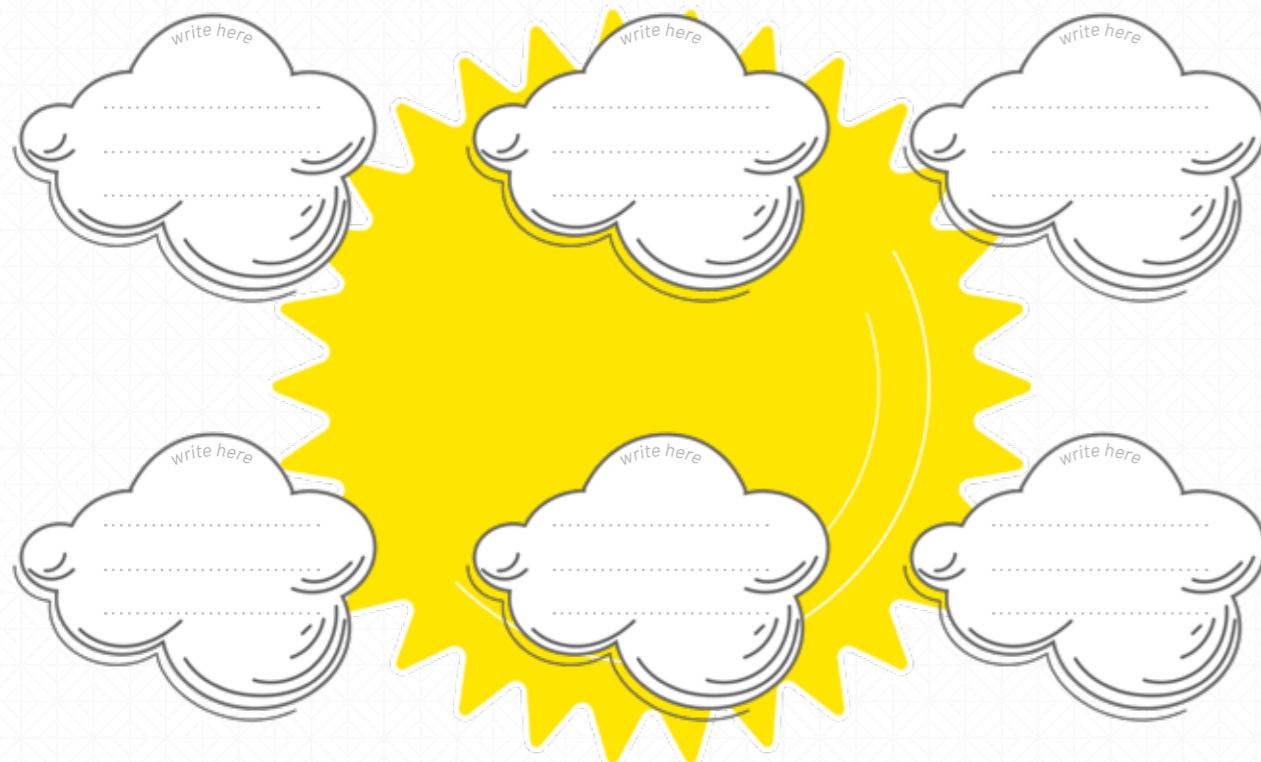
What are the strengths of your children/students?

How can we apply these strengths and resources for solving difficulties? Write down your thoughts?

What are your child's inner and external resources	What are their abilities?	What are they good at?
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

What would be different if the problems were solved!

Imagine the problems on the dark clouds solved. Write down, over the white clouds, the kinds of person your child might be.



What Parents Can Do To Help Their Children

- Take care of your own mental health
- Be aware of your own feelings and how you handle them (for example, how your concerns are affecting your children)
- Give your children the opportunity to express their experiences and feelings
- Talk about these feelings
- Admit that all emotions are valid
- Try to find out ways to regulate emotions
- Find out and talk about your strengths and resources as a family
- Take time for yourself and each other
- Let your child act freely within safe limits
- Social Support**
Encourage children to make friends from the new culture as well as from the origin culture
- Know that early recognition of psychosocial risks is crucial for the prevention of long term problems
- Academic Support**
Helping with homework, education materials; having the right amount of expectations for academic success (not too high, not too low)
- Empathy**
Trying to understand their feelings and thoughts
- Talking about cultural differences and school rules
- Not discriminate daughter and son related to attending school/ academic life
- Learn more about new culture while seeing the old culture as a wealth
- Make home a safe and reliable place where limits and clear rules are defined and shared by all members
- Learn about the education system of the host country
- Ask children about their difficulties** (related to school and other things) and talk about solutions
- Establish stronger communication with schools and teachers

Sometimes parents might think that...

It is only the teacher's job to educate the child. It would be disrespectful if parents got involved, it would be demeaning the expertise of the teacher.

School is the only authority responsible for the education of children. Parents should not get involved unless there is a serious problem.

But this is not true!

What counselors/teachers can do to help children:

Academic Support

Helping with homework, education materials, observing academic achievement, helping parents have the right amount of expectations for academic success (not too high, not too low)

Emotional support and care

«Build upon the strengths of children and develop resources for positive mental health within the school-based population as a whole to promote success in the classroom and beyond» (Spires & Davis-Cheshire, 2021, p.2)

Being in constant contact and information exchange with other school personnel

Social Support

Encouraging children to make friends from the new culture as well as from the origin culture

Contacting parents and sharing information and talking about child developmental process.

Look out for not only academic needs but also psychosocial needs

Taking initiatives for schools to hire professional translators

Empathy

Trying to understand their feelings and thoughts

Being aware of parents' concerns in the way that they impact their children

Give clear instructions

Defending the rights of disadvantaged groups such as refugee children

Observing and handling difficulties at school

Seeking opportunities to support children.

Help students find meaning in learning

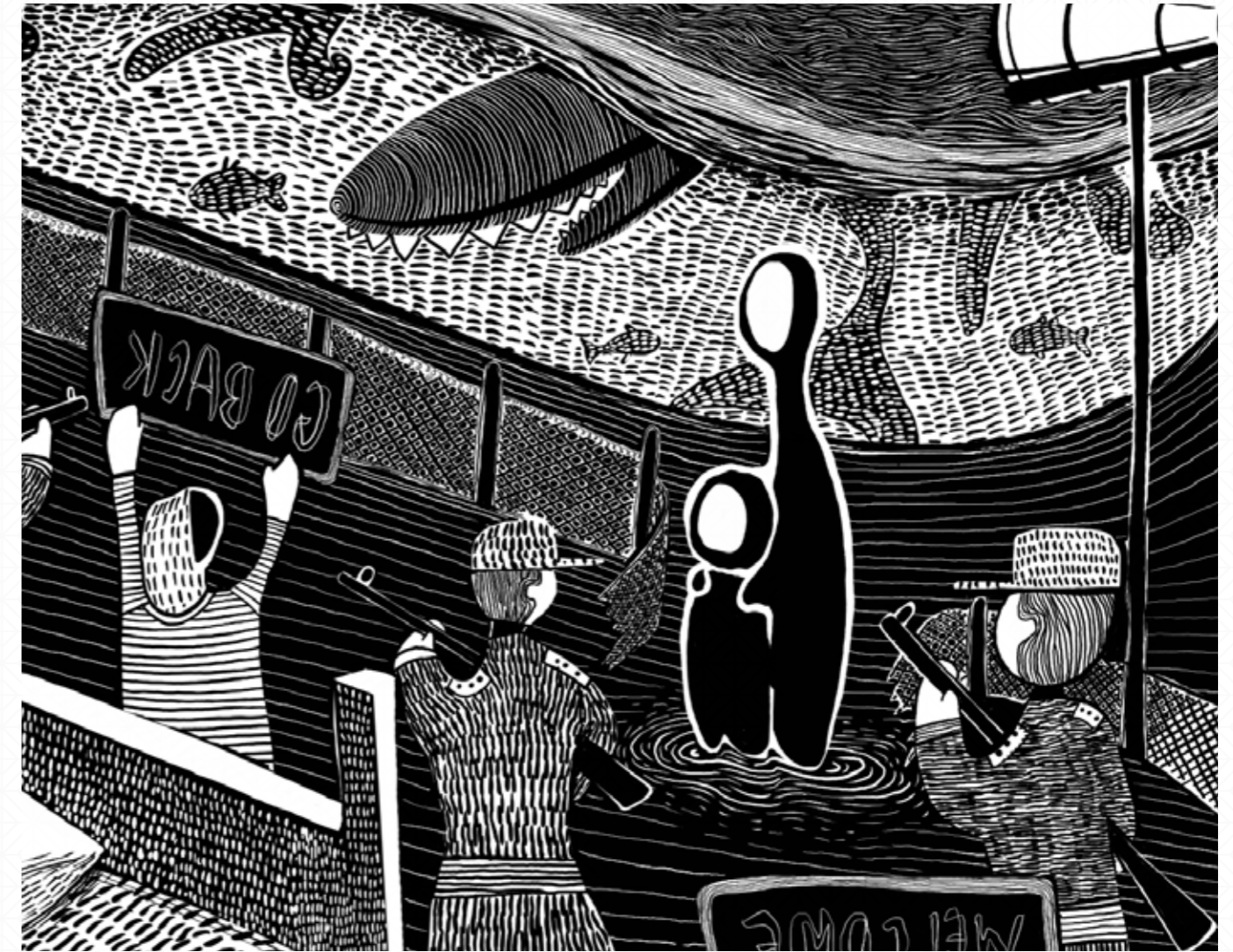
Counselors including trainings for other school personnel in their counseling activity plans

Understanding refugee students' background and family life

Good communication with students

If you observe that some children show psychopathology, you need to refer them to a mental health center.

What to trust the professionals with



Before you can help your child, you should take care of your own mental health. It is very difficult to help someone else if you yourself are struggling.

You should seek psychological help if you are experiencing the following:

- Significant changes in sleep and eating habits
- Wanting to hurt yourself or someone else
- Feeling hopeless about solving a personal or interpersonal problem
- Experiencing symptoms of PTSD for longer than one month after you have settled:
 - Presence of intrusion symptoms associated with the traumatic event(s), beginning after the traumatic event(s) occurred.
 - Persistent avoidance of stimuli associated with the traumatic event(s), beginning after the traumatic event(s) occurred.
 - Negative alterations in cognitions and mood associated with the traumatic event(s), beginning or worsening after the traumatic event(s) occurred.
 - Marked alterations in arousal and reactivity associated with the traumatic event(s), beginning or worsening after the traumatic event(s) occurred.

Love tree

I love my child because..

write your feelings in the hearts



Feel free to take a photo of the love tree after you have filled it in and give it to your child so that they know how much you love them

Literature

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ANTI-BIAS. PREVENTING DISCRIMINATION IN SCHOOLS

by Prof. Dr. Miriam Stock & Luise Ganter, M.A. University of Education, Schwäbisch Gmünd
Dr. Valentina Zecca, University of Calabria

This module is about biases and how to prevent or fight discrimination in school contexts.

In the module, we

- (1) give an introduction to biases and what effect they have on pupils, parents or teachers.
- (2) raise awareness on typical forms of biases and discrimination that happen in school contexts.
- (3) Give advice on what you can do as a teacher or as a parent to prevent and fight discrimination.

01

THE ANTI-BIAS APPROACH

To get started. The Lemon Exercise

This is a good exercise to learn about stereotypes and biases, which you can do with old and young persons in all different context.



Step 1

**Show a basket of
Lemons**

Ask everyone:

- What do you see?
- How would you describe lemons?

let them List it down



Step 2

**Pick one lemon from
the basket**

Give the Lemon to an individual or a small group. Ask:

- Get to know your lemon.
- Which characteristics can you see?

let them list it down



Step 3

Compare the 2 lists

Have a look at the two lists made. Ask:

- Are there similarities? Are these the same words? Or did you describe your individual lemon in other words than all of the lemons?
- And can you find your lemon among the other lemons when it is put back in the basket?



Step 4

Reflect on the moral

Ask:

- What can we learn "from the lemons"?
- Do we tend to have already an opinion about something/someone without having "a closer look"?
- Does it remind you of everyday life or school situations?

This exercise show us, that often we have a rough picture about a certain group. But this is often incomplete or even wrong. Only if we get to know another human in detail, we get to know him fully. This counts for children, parents and teachers alike.

What are biases?

Bias works when we meet people. We judge them unconsciously, we put them in drawers. In seconds, we decide here whether the person is competent, pretty and a person we want to talk to. And we make these decisions based on our experiences, on our up-bringing and images in media.

Some types of unconscious biases

Perception Bias

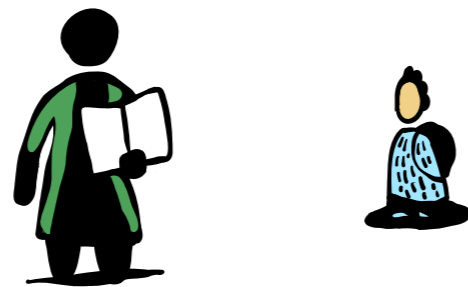
We treat people based on simplistic and often wrong stereotypes.



Example
Many school officials think newly migrated parents are not interested in schools, just because they cannot speak the language. It is often the opposite! Parents are eager to get involved.

Confirmation Bias

We want confirm our own opinions and pre-existing ideas, like „I said so“.

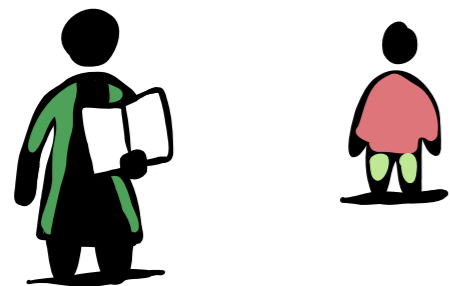


Example
A teacher got to know two lazy male students in the past. Now she looks for hints when she meets a new male student. Maybe she oversees an interested male student.

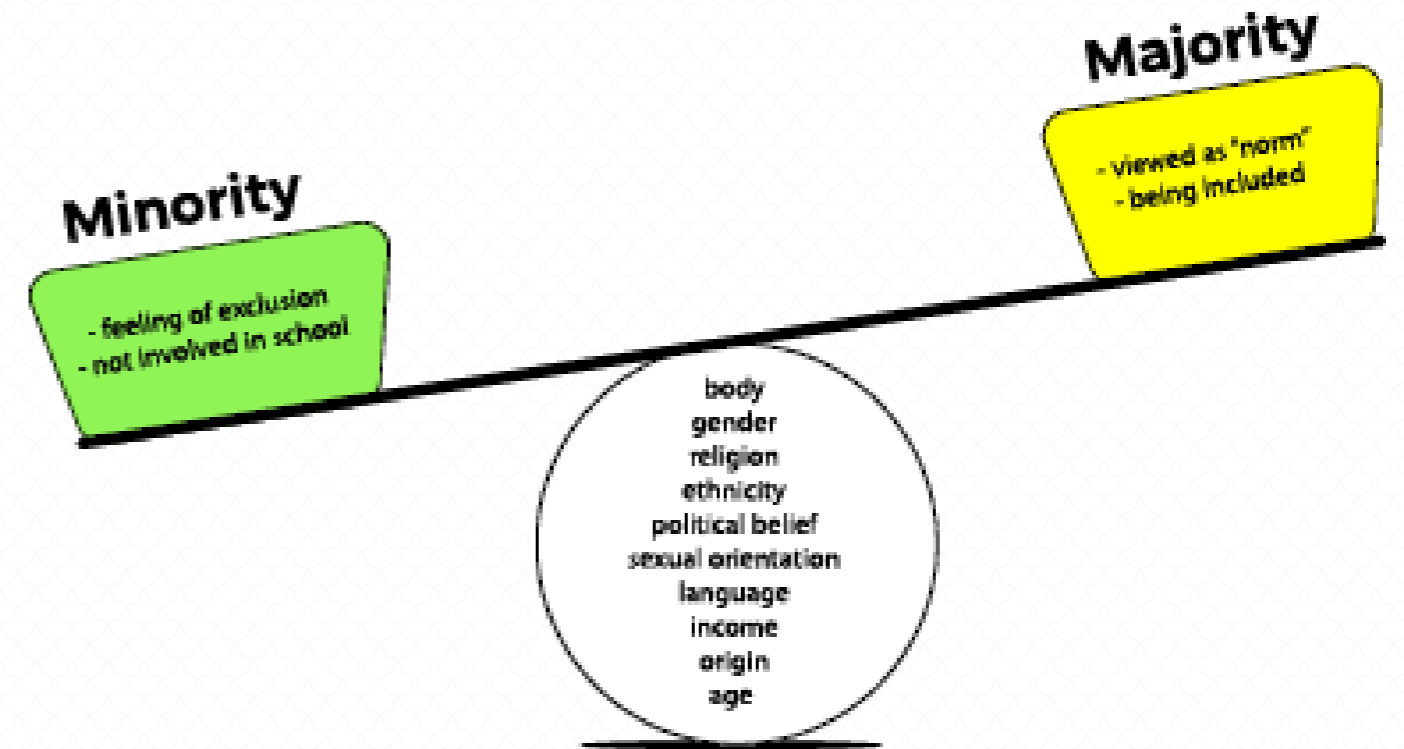
Affinity Bias

People are similar to us. Thus we feel connected and treat them more favorable.

Example
A teacher favors children that looks like her when she was young.

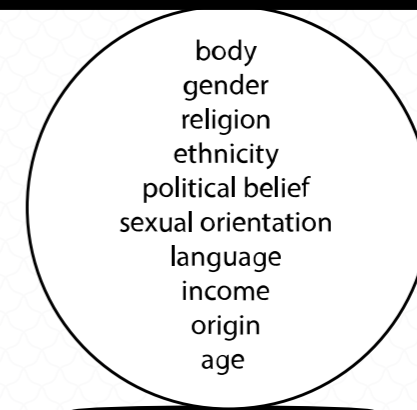
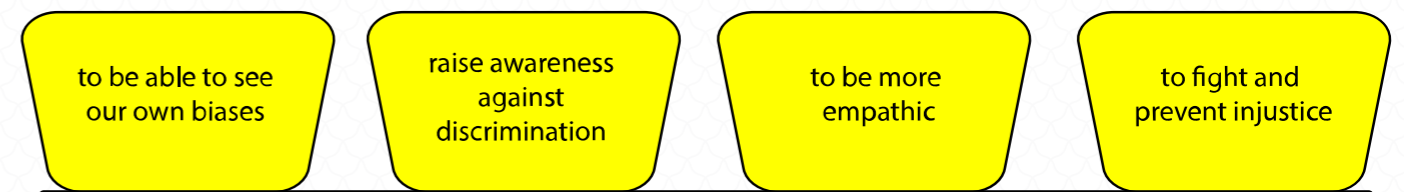


Biases are based on inequalities in societies and lead to imbalance in schools



Anti-Bias education is an approach from the USA developed in the 1980s by Louise Derman-Sparks and Carol Brunson-Philips in order to overcome the „South Afriacan apartheid system in the minds“.

Anti-bias education helps us...



02

BIASES IN SCHOOL CONTEXTS

Here, we want to raise awareness on what might happen in school contexts. For this, we have a few examples.

The role of teacher expectations:

A study in Berlin by the BIM (2017) has shown that teacher biases can have direct effect on the success of pupils. Teachers had lower expectations towards certain groups of migrant children. Consequently, they did not interact with them as often with the others.

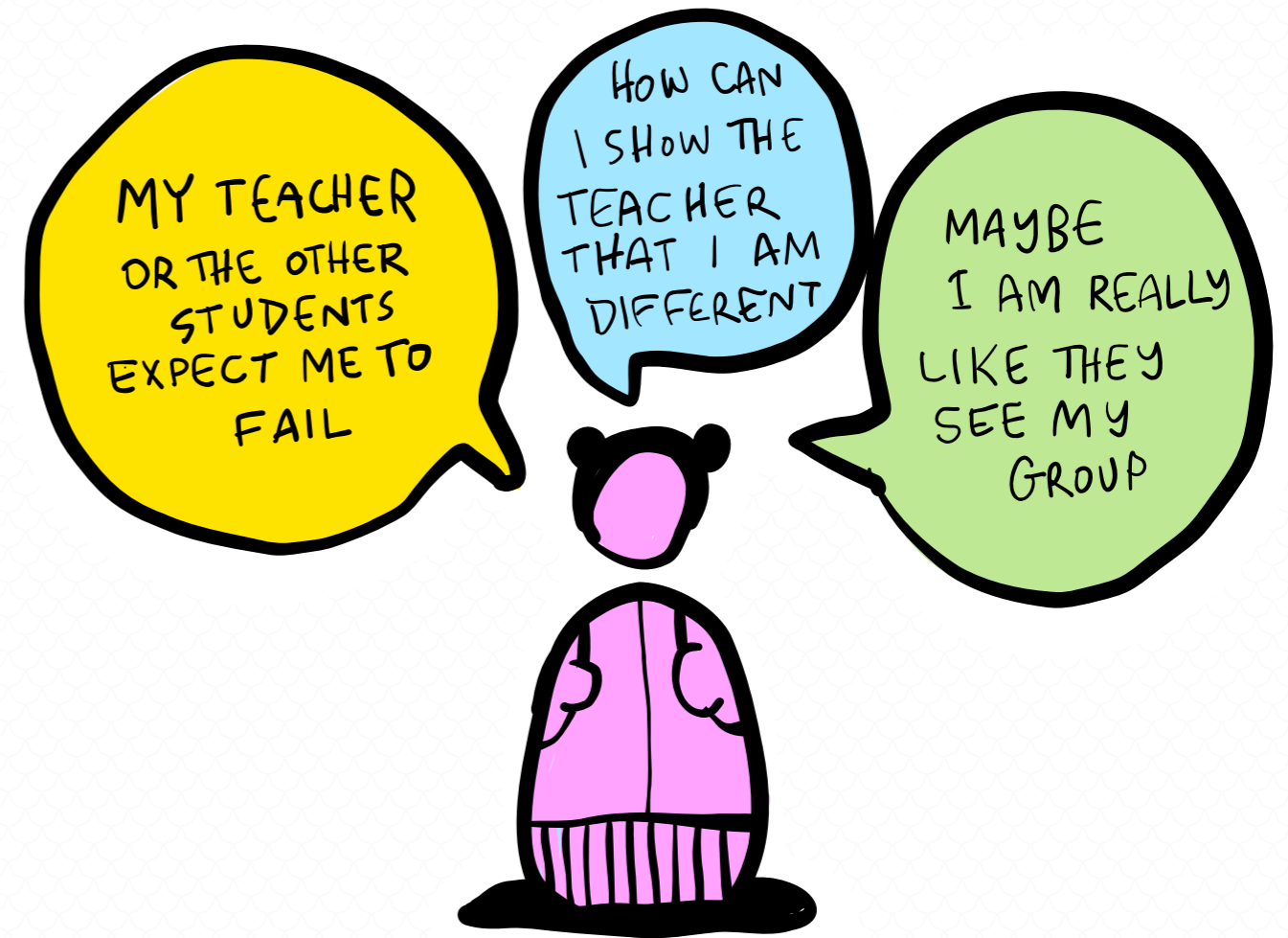
Another study by the University of Mannheim (2018) showed that prospective teachers gave different grades to different „names“ of pupils. They had to correct exactly the same essay, one with the name „Max“ and one with the name „Murat“. „Murat“ got worse grades in average than „Max“.

> So here, it shows how important it is to have anti-bias trainings for teacher students.



Stereotype Threat

Research shows, that even the threat of a stereotype might have a direct impact on the performance of students, since it takes a lot of thoughts and energy to fight possible stereotypes!



Biases towards migrated parents

During our PARENTable project, newly migrated parents told us their experiences. Some voices are here:

It was a history lesson, and a teacher said something like "the refugees who run away". After the class, my daughter asked me: 'Mom why did we run away and why we are we here' and she was really offended by this. And it was difficult for me how to describe the situation for her. She is too young to understand this.

When my husband went to school, the teachers there said to his daughter: 'She is excellent. There is no problem at all. Everything is going very well, she does everything that needs to be done'. (...) And whenever we ask them how to motivate her more, they tell us everything is fine. But it's clearly not. There should be honesty when they give us feedback

And then parents and teachers look at me, they look at how I am dressed, how my daughter is dressed, how I take care of her. These are all things they notice. (...) Then the teachers ask a lot of information to my daughter about us, about how we live at home. If I knew the language better, I would explain them in detail, but I prefer now to stay silent.

And now that I have learned some German, I introduce myself like this at parental evenings: 'I am a physics and chemistry teacher'. And I can see their astonishment and how their look changes. They have a wrong opinion about us.

These parents found different strategies how to fight these biases. They directly started to talk to people, they explained their situation, they confronted the school officials. But it is important to raise awareness for these stories so they don't happen again!

Exercise: The danger" of the single Story"

Scan the code and watch "the danger of the single story" by Chimamanda Ngozi Adichie. This video gives you a better understanding of how we all grow up with biases.

www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story



Reflect:

What about you?

Which children's books did you read? Who were the characters? Did they consist of "single stories"? Could you see yourself in it?

When did you have a single story of others in your head in school context?

When were you affected by a "single story" on you (as parents, as teachers, etc.)? What was your feeling and reaction?

How did you react with situations of single stories as teachers and parents? What were your strategies?

03

STRATEGIES AGAINST DISCRIMINATION

What can we do if discrimination occurs to a child?

What parents can do



Start talking about incidents to your children

Start talking about incidents to your children. Don't be afraid to have uncomfortable discussions. Discuss their feelings. Make them clear that you will do everything possible to support.

Prepare your child/teen

Find reactions together and practice a "Stop", when they are harassed or witness another student being harassed.

Encourage your children

Ensure them that they have many talents and are great, give positive feedback. Also, it may help to find positive role models.

Address teachers and school officials

Report incidents and try to find solutions. If the situation is difficult, find a (multilingual) ally supporting you.

Organize together and get involved in schools

If cases occur more often talk to other parents and try to organize and approach school together. It is easier to do something together.

Report discrimination

Get counseling in severe cases, or when you don't know how to handle it search for official assistance and help.

What educators can do



Understand your privilege.

(As a teacher, as a white person, as a male person, as a person with a permanent residency status, ...)

Create a diverse classroom

Try to implement awareness topics in your curricula

Give children the message:

Here, you are right – as you are.

Actively listen to parents and try to avoid making assumptions.

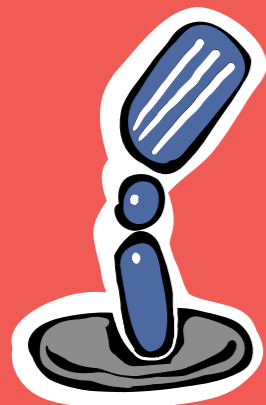
Speak up and confront discrimination when you see or hear it but don't blame directly

Get and stay informed.

Read about racism and anti-discrimination strategies, organize an anti-racist workshop in your school.

Exercise:

Sit together and write down together what could be done in schools to prevent discrimination and make schools more inclusive and diverse.



Give recognition

Many parents in our workshops told us, that it felt so different just to be heard and to listen to their difficulties because it rarely happened before.

This counts for everyone: Give recognition!
Create formats that allow this.



Unlearn stereotypes

A counselor thought that she does not want to force refugee parents to learn the new language. Then she realized in the workshop that they are eager but there are no courses!

So get in exchange and unlearn your stereotypes!



Get new knowledge

One parent wished that schools would integrate more of their backgrounds and knowledges so other children learn how rich family histories are.

integrate resources of parents in schools.



Teach Diversity

One mother in Italy had a good suggestion: To include good- night songs from all countries in a primary classroom. So children can see that they have different languages, but same customs.

So cherish diversity in the classroom and at home!

Links & Literature

Anti-Bias-Netzwerk (2021): Vorurteilsbewusste Änderungen mit dem Anti-Bias Ansatz. Lambertus (überarbeitete Neuauflage). More Infos here: <http://www.anti-bias-netz.org>

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Oberai, H.; and Anand, I. (2018), "Unconscious bias: thinking without thinking", *Human Resource Management International Digest*, Vol. 26 No. 6, pp. 14-17. <https://doi.org/10.1108/HRMID-05-2018-0102>

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TIPS FOR PARENTING IN TIMES OF PANDEMIC AND OTHER CRISIS

Petra Becker, M.A. in Islamic Sciences, Political Sciences and Sociology, founder and CEO of "Back on Track e.V."

Mariam Zugbhi, English teacher and team coordinator of "Back on Track e.V."

Prof. Dr. Miriam Stock, Department of Cultural Studies, University of Education Schwäbisch Gmünd

This module was developed during the corona pandemic. Many families had to stay at home due to lockdown and beyond. This brought new challenges but also opportunities for parenting. So this module wants to give some tips on how to be supportive parents in times of crisis. It gathers 11 tips for newly migrated families and beyond in the following subjects:

- How to deal with stress, anger and anxieties in the family.
- How to support children in learning at home.
- How to spend creative time together.



TIP #1: How to deal with anxieties and insomnia

Many of us suffer from anxiety and insomnia - due to everyday stress, homesickness or traumas we have experienced. At the same time, we may observe in our children that they also have trouble sleeping and concentrating, which has a negative impact on their school performance. Now corona is added to the mix, causing us even more stress! So that this does not become the straw that breaks the camels back, let's take good care of ourselves and our loved ones!

We have found a link for you with picture books on topics such as insomnia or concentration problems, which contain many tips on how to overcome them. They are only available online, but in several languages, including Arabic.

www.trauma-surviving.com

For more information on trauma and coping visit our module "stress, adaption, coping& growth"

<https://www.parent-able.com/stress-adaptation-coping-growth>



TIP #2: A helpful story: How to help children deal with anger and anxieties

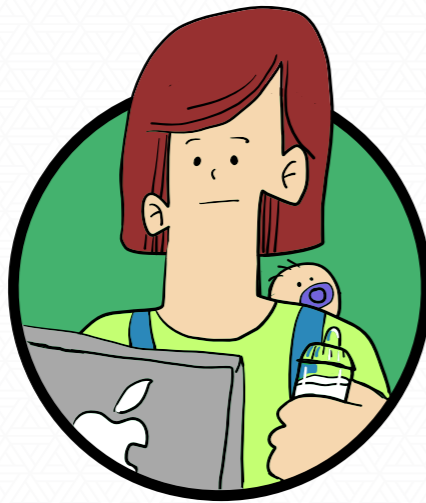
How can we help our children deal with their fears and anger about the current situation?

We have a story for you that helps children do just that. It is translated into many languages, including Arabic. The story should be read by an adult and not by the children alone. Only then, it will be effective.

Here you can find the link to all versions, including the Arabic version:

https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/my-hero-you-storybook-children-covid-19?fbclid=IwAR1Ppk3G-GVg3un5Zmo9M4SrTFNb-Wj20oZRc_rjiAKzIz-mNVdLez67pDY

Enjoy it!



TIP #3: Working at home and caring for family – some psychological tips

Working at home and taking care of your kids' chores at the same time is a bit much! It is important that you don't let your children's tasks and all other demands stress you out! We are in an exceptional situation. The most important thing now is our physical, psychological and mental health! We found some good tips at the "Brave Voices, brave Choices" that apply well to our situation.

<https://www.facebook.com/ChooseCivility/photos/working-remote-covid-19-principles/10157295227451270/>

- You are not „Working from Home“, you are „At your home, during a crisis trying to work.“
- Your personal physical, mental, and emotional health is far more important than anything else right now.
- You should not try to compensate for lost productivity by working long hours.
- You will be kind to yourself and not judge how you are coping based on how you see others coping.
- You will be kind to others and not judge how they are based on how you are coping.
- Your team success will be not measured the same way it was when things were normal.

This applies to all our work – the tasks assigned to us, such as a job or studies, and looking after the children and the house. Do not strain yourself or those around you.



TIP #4: Singing and making music at home

You all know what good music does to us:

We turn on the radio or listen to a song on YouTube and immediately our mood brightens, our tension noticeably eases.

If you ever find yourself alone for an hour because your partner has gone out with the kids, why not put on some music that puts you in a good mood – or just enjoy the silence!

Children also have fun when we listen to music with them and maybe even dance to it. Or even sing ourselves, because singing is like medicine! You don't need an instrument to do it. We can also clap the rhythm or beat it with spoons.



TIP #5: Learning languages

We are posting you a brochure that talks about bilingualism. This has not directly to do with Corona, but it is a topic that causes stress for most immigrant families. Also, because many teachers and educators are not so familiar with this subject and therefore give us wrong advice.

The first question is: How can I support my child to learn the new language well?

And the second question is: How can I support my child so that he does not forget his native language?

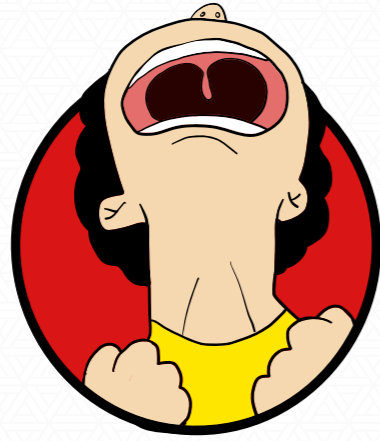
https://www.ifp.bayern.de/imperia/md/content/stmas/ifp/elternbrief_englisch_neu.pdf

You will also find the digital children's magazine "Tayyaret Waraq" (in Arabic). Have a look!

<https://tayarawarak.com>

For more on languages and multilingualism visit our module here:

<https://www.parent-able.com/multilingualism>



TIP #6: Anger and non-violent parenting

It is very important to talk about non-violent parenting: Just like adults, children get angry sometimes. Especially in the present situation, when they can't get out. But unlike adults, they can't interpret or control their feelings. So how do we deal with their anger?

First, we should realize that when a child gets angry, it is usually because of one of three reasons:

- A need (material or emotional) has not been met.
- A promise made by the parent has not been kept
- The child has been compared to and belittled by others in the family or circle of acquaintances.

How can we help the child to calm down again?

- We encourage him to find words for why she/he is angry and to express how she/he sees the situation. We bear with the child's feelings, do not suppress them and do not intimidate them. This way we stay in touch and can understand what the child needs.
- We do not get angry ourselves, but remain calm. Calmness is just as contagious as anger.
- We do not fulfill her/his wishes as long as she/he cries. Otherwise, the child learns that all she/he needs to do to get something is to scream.

We do not ignore the child, but signal to her/him that we will wait until he calms down and we can discuss the problem together.



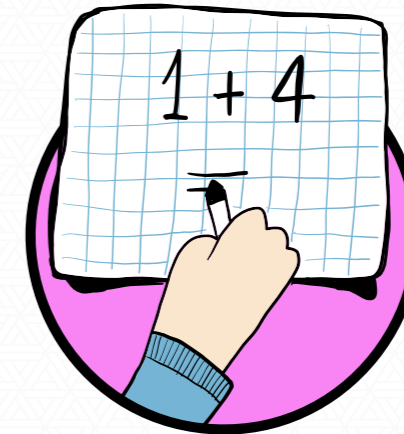
TIP #7: Children and mobiles/computers

Many of us are unsure how long we should actually let children play on the computer or with the cell phone.

Some have agreed rules with their children, and this is also very important, because the cognitive development of children needs – in addition to love and attention – above all interaction, the use of all our five senses and sufficient physical exercise. In times of Corona, these rules are hard to follow. Sometimes we just have to turn on the TV or let the child play so we can catch our own breath.

But: excessive media consumption brings with it increasing tension. And if we let the reins shoot, it can easily happen that we end up with more stress instead of more rest. Therefore, don't occupy yourselves with news 24/7! Go outside and enjoy the weather –even if the sun isn't shining!

The best way to get children away from the computer is to offer them a shared activity, so that periods of media consumption can alternate with other activities.



TIP #8: Studying and motivation at home

"What can I do to motivate my children to learn?"

Here's what you can do:

1. Plan together with the child when to learn. Involve the child in the decision and trust him or her to make it.
2. Set a goal together with the child: What content should be learned today?
3. Reward the child for achieving a goal.
4. Express appreciation for the child's efforts.
5. Invite friends over the Internet so that the children can learn together on the screen.
6. Express interest in the child's tasks, but do not strictly monitor the child. Strict supervision makes the child nervous and has a negative effect on learning ability.
7. Do not sit next to the child while learning. Encourage the child to work independently and help only when the child asks for help.
8. Never express disappointment when the child has not achieved his or her goal, but consider together what the reason might be. Try them all out and feel free to write us what other ideas you have and what works for you!



TIP #9: Make your own movies at home

We can't just ask grandma and grandpa to watch the kids for a while so we can take a breath. Most grandparents are far away in other countries anyway - and if we have our parents here, we have to be afraid of infecting them. How about making a TV out of an old cardboard box? The kids can announce the family news on TV, you can film them doing it and send the video to grandma and grandpa. Then they will be happy and you will all have fun together.

<https://www.pinterest.de/pin/141863456989123263/>

Have you ever made a stop motion movie? it's very easy:

1. You think about a story with different scenes.
2. You look for puppets or objects that should appear in your film and place them for the first scene.
3. Take a photo of the scene.
4. You move the objects very slightly.
5. You take a picture of this new scene.
6. Then you repeat steps 4 and 5 until the last picture is ready.
7. You load the pictures on a computer and put them together to a movie.

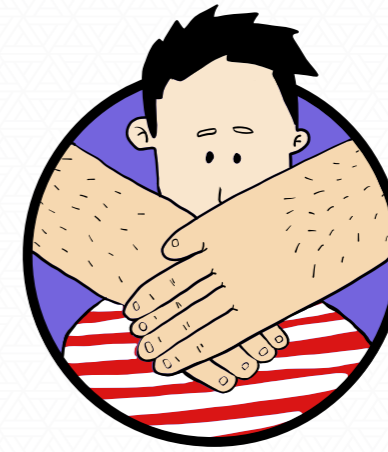
Two tutorials will show you how to do this. One in English and one in Arabic:

https://www.youtube.com/watch?v=_ppedXZHhE0

https://youtu.be/fpSUUx_Pzv8

If you don't have a computer, you can easily make a flipbook instead. All you need is paper and a pencil, and there's a tutorial for that, too:

<https://youtu.be/Un-BdBSOGKY>



TIP #10: Protect your children?

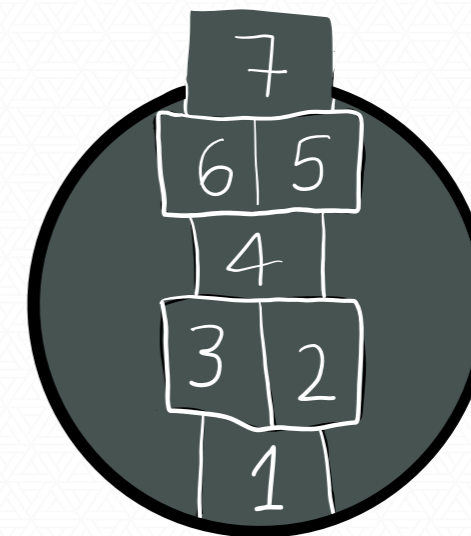
Are we doing our children a favor by keeping all difficulties away from them?

To anticipate the answer: No, definitely not! **Excessive care can result in children growing into insecure personalities** who feel overwhelmed by even the smallest problems.

All parents want to protect their children; that is natural and healthy. However, it's not healthy for us to put all of our children's problems out of their way. We can encourage them to talk about their difficulties and we can think about solutions together. But it's not helpful if we put ourselves in front of them like Superman or Superwoman.

We humans need problems so that we can practice and grow from them. If we want to become strong, we need to learn to endure pressure. Not everything that feels good is actually good for me. Someone who criticizes me is not therefore evil. He or she can criticize me rightly or wrongly, in any case it offers me the opportunity to think about myself.

With every problem that I have solved myself, I grow and become more self-confident.



TIP #11: A game we all love!

With this tip, we parents can take a little trip back in time and remember what we played when we were little ourselves!

It is one of the oldest children's games in the world and has hundreds of names. In Damascus it is called "Heese", in Berlin "Hopse". What is the name of this game in your country?



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