

My game, your game, our game: Let's play interculturally!

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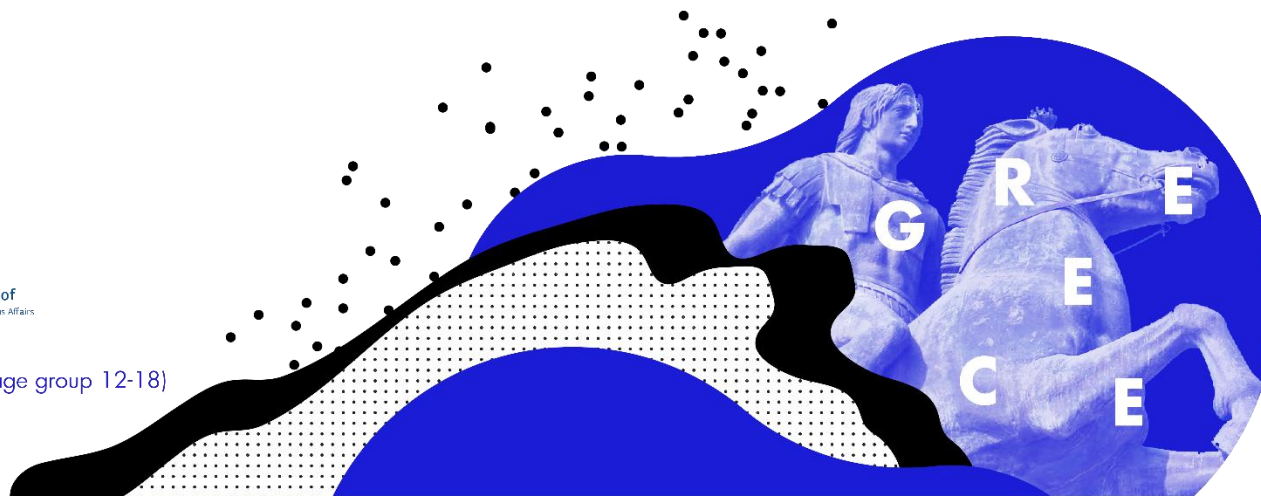
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Hellenic Ministry of
Education, Research & Religious Affairs

Target group: Teachers of secondary education (age group 12-18)

Hashtags: #eTwforCulture, #eTwinning





Living in an intercultural world

- Immigration is a worldwide phenomenon that challenges both the migrating individuals and the host countries that must adapt to the novel multicultural reality (Ward, Bochner, & Furnham, 2001).
- For instance, according to the latest published statistics of the IPODE (2010) (Institute of Education of Greeks Abroad and Intercultural Education, an agency of the Greek Ministry of Education) the total student population with different ethno-cultural characteristics represented 10.25% of the overall Greek student population.



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I wonder ... what is the non-native children's situation concerning:

- self-perceptions (self-concept and global self-worth)?
- affective status (loneliness and social dissatisfaction)?
- school achievement?
- the quality of relations with other children (social status)?
- the presence of maladaptive behaviour?



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According to research findings in Greek Primary Schools:

- non-native children display lower school achievement compared to their native classmates,
- non-native boys report increased social dissatisfaction in terms of school peer relations,
- neglected non-native children are at risk for loneliness and social dissatisfaction,
- different domains of self-perceived competence are effected either by immigrant status or low school achievement (Chatzigeorgiadou & Arvanitidou, 2009).



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According to research findings in Greek Senior High Schools:

- non-native adolescent students experience difficulties in the academic domain as well as in their social behaviour and communication when entering the new educational environment (Motti-Stefanidi, 2014; Motti-Stefanidi & Masten, 2013).
- they are less accepted and more rejected by their classmates than Greeks and these conditions may hold up to three years after their entrance in the Greek educational system (Asendorpf & Motti-Stefanidi, 2017).
- they were less engaged in school-related activities than their native peers (Motti-Stefanidi, 2017).



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Game-playing...

- ... creates cooperational and interactional conditions between children with diverse social, cultural, linguistic, religious, or ethnic backgrounds (Arvanitidou, 2007).
- ... is the best learning condition due to its social nature. This situation creates the appropriate conditions for cooperation and interaction making sound pedagogical use of the Zone of Proximal Development (Vygotsky, 1978).
- ... creates the opportunity to bring out children's hidden abilities and get their peer's recognition (Chatzigeorgiadou, Pavlidou, & Arvanitidou, 2018).



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Let's play!!!



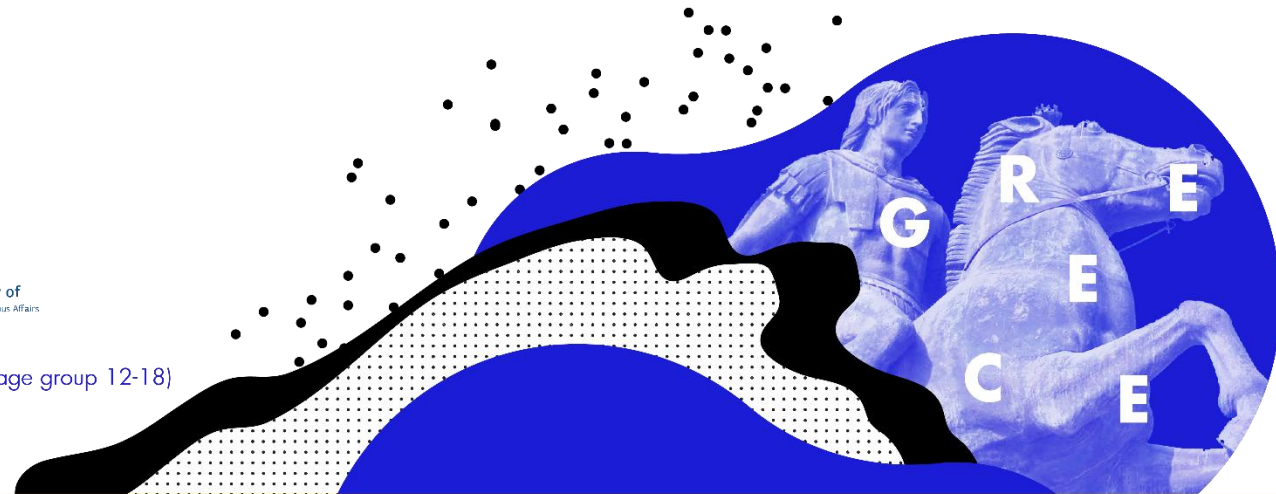
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Summerizing...

- Goffman (1963) states that people construct their sense of self through the others' gestures and behaviours towards them.
- It has been shown that commonly undertaken activities and cooperation for the achievement of common goals can help to smooth out intergroup relations (Sherif, Harvey, White, Hood, & Sherif, 1954).
- Movement and psychosocial skills are connected, concerning the effect that kinetic programmes have on the psychosocial skills of the students (Spanaki, 2014).



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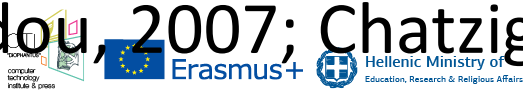
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Our proposal is structured on the basis of the following principles:

- Contact and familiarization with the diverse. Under the proper guidance children are lead to comprehend deeply the familiar culture. They have the opportunity to examine and assess what was supposed to be a constant fact (e.g.. traditional values, trends) and afterwards the new ‘foreign’ culture.
- Comparison of experiences of the diverse and the familiar. Sometimes comparing something familiar with something foreign leads us to the detection of common similarities. Foreigners seem less ‘foreign’.
- Common action for the synthesis of new experiences, combining the familiar and the diverse, and enriching them with new elements (Arvanitidou, 2007; Chatzigeorgiadou, Pavlidou, & Arvanitidou, 2018).



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Physical movement is a universal code of communication and expression that also leads to an emotional release (Chatzigeorgiadou, Pavlidou, & Arvanitidou, 2018).

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