**Lesson plan:** "Flying Together: Building Cultural Bridges at School"

**Topic: United in diversity**

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| Lesson title: Flying Together: Building Cultural Bridges at School  **Topic: United in diversity** |
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| Lesson brief description  Promote reflections on diversity, empathy, and intercultural coexistence by using Luís Sepúlveda's work *"The Story of a Seagull and the Cat Who Taught Her to Fly"* as a literary resource and a catalyst for debates. |
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| Time (Lesson duration): "4 classes (50 minutes each)" |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)  Group Dynamics. Project-Based Learning (PBL). Teaching through Storytelling. Dialogical Methodology. Socioemotional Learning. Cooperative Learning. Formative Assessment. |
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| Materials needed:  • Copies or excerpts from the book. • Paper, pens, and drawing materials. • Computer • Poster board and space for a collective mural • Padlet |
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| Students’ age: 12-13 years old |
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| Aims/Goals or SWBATs (Students will be able to......)  • Understand the concept of interculturality. • Get to know the characters and the central plot of the book *“History of a Seagull and the Cat Who Taught Her to Fly”*. • Reflect on the challenges and benefits of living with different cultures. • Develop empathy as a core value. • Identify and propose solutions to conflicts in multicultural contexts. • Use dialogue as a tool for coexistence. • Conclude the project with a message of unity and interculturality. • Recognize the contributions of different cultures in the school environment. |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time 10 m  Watch the video "Somos uma família - Natal" from the Nós- campaign about interculturality. Comment on the video: What did you think? What themes are addressed? Are they important? |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?* Time 10 m  Interculturality Diversity Empathy Group Learning |
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| *List of activities with brief description of each one and time for each one:*  **Lesson 1: Introduction to Interculturality and the Book**   1. **Warm-up (10 min):** Introduction of the theme "We are an intercultural school" through a guided conversation:    * What does interculturality mean?    * How can we learn from cultural differences? 2. **Shared reading (15 min):** Initial reading of an excerpt from the book, where the seagull meets Zorbas (Chapter 2 or another significant part). 3. **Group discussion (15 min):** Relate the encounter between the seagull and the cat to situations of cultural encounters:    * How does Zorbas react to the "other" (the seagull)?    * Is there something similar in our daily lives? 4. **Written activity (10 min):** Students write what "welcoming the other" means in one word or a brief phrase.   **Lesson 2: Diversity and Empathy** Activities:  **1. Reflection Activity (15 min):**   * Divide the students into small groups and give them incomplete sentences like:   + "It is difficult to live with the different because..."   + "Living with the different can teach us..." * After discussing, each group shares their reflections with the class.   **2. Reading and Analysis (20 min):**   * Choose an excerpt from the book where the cat and its friends face challenges while taking care of the egg or the seagull. * Ask the students:   + What did the cats need to learn or change in order to help the seagull?   + Are there parallels to the coexistence in our school?   **3. Collective Creation (15 min):**   * Create a thematic mural: "What do we learn from others?" * Each student contributes a phrase or drawing to the mural.   **Lesson 3: Conflict Resolution and Building Bridges** **Activities:**  **1. Talking Circle (10 min):**   * Present fictional conflict situations, such as a disagreement between two fictional characters from different cultures. Ask:   + How would we resolve this conflict?   **2. Dramatized Reading (15 min):**   * Perform a dramatized reading of an excerpt from the book, focusing on the dialogue between the cats and other characters on how to handle the seagull.   **3. Group Activity (25 min):**   * Students create a short story or comic strip about an intercultural conflict and its solution. Encourage them to use metaphors similar to those found in the book.   **Lesson 4: We Are All Part of the Same Sky** **Activities:**   1. **Talking Circle (10 min):**    * Reflect on what we have learned about interculturality.    * How can we continue practicing these values in school? 2. **Final Reading (15 min):**    * Read the final excerpt from the book (where the seagull learns to fly) and discuss:      + What does the lesson of flying mean to us as a group? 3. **Creative Closing Activity (25 min):**    * Each student writes a message or poem about "flying together despite our differences."    * Collect the messages and create a collective panel for display. |
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| *What are other follow up (or homework) activities that can be included?*  **Campaign "We Are All Part of the Same Sky"** **Objective:** Raise awareness in the school about interculturality and diversity.  **How to implement:**   1. **Create a Campaign:**    * Encourage students to create **phrases**, **poems**, **posters**, and **drawings** that reflect the themes of interculturality, diversity, and inclusion.    * Each student can contribute their thoughts on how they understand and value interculturality in their lives, inspired by what they’ve learned throughout the project. 2. **Exhibit the Works:**    * Display all the student-created work in a prominent location within the school, such as a **corridor** or a **special mural** dedicated to the campaign.    * This could be a visual representation of the diverse perspectives and voices within the school, highlighting the collective message of unity and mutual respect despite differences. 3. **Campaign Launch:**    * Organize an event to launch the campaign. Students can present their works, and teachers and staff can share reflections on the importance of embracing interculturality and diversity in the school community.    * This event could be paired with a **discussion panel** or **interactive activities** to further engage the entire school in the campaign's message. 4. **Ongoing Engagement:**    * Keep the mural or display updated with new contributions from students, reflecting ongoing conversations and actions related to interculturality.    * Consider making it an annual campaign to continuously reinforce the values of empathy, diversity, and unity in the school environment. |
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| *What methodology / activities are used for assessment?*  **Participation in discussions and activities**: Actively engaging in group discussions and dynamics, contributing ideas, reflections, and questions related to interculturality and diversity.  • **Written and artistic productions**: Creating thoughtful written work, such as essays, reflections, or poems, and artistic pieces, such as drawings or posters, that express understanding and personal insights on the themes explored.  • **Reflections shared in talking circles**: Sharing personal reflections and insights during group discussions, demonstrating how the topics discussed have influenced the student’s thinking about cultural diversity, empathy, and inclusion. |
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| Other thoughts about this lesson plan:  **Interdisciplinary Connections** Establishing links with other subjects:   * **Geography:** Explore the migratory journey of real seagulls and draw parallels with human migration. Discuss the reasons behind migration, the challenges faced by migrants, and how cultural exchange occurs during these journeys. * **Science:** Study animal behavior, particularly how different species interact, and relate this to the themes in the story. For example, students can examine how animals, like seagulls, form relationships with other species, and compare this to human interactions across cultures. * **History:** Investigate historical moments when intercultural exchanges transformed societies. Explore events such as the Age of Exploration, the Silk Road, or the European colonization period, focusing on how cultures influenced one another and led to social, economic, and cultural changes. |
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