

Czechkid: An Online Resource for Multicultural Education

Name of organisation:

**Department of Civil Society Studies, Faculty of the Humanities
Charles University in Prague**

From: www.czechkid.cz

Subject Matrix

- **Texts supporting dialogues**
 - Bilingualism
 - Christianity in the Czech Republic
 - Cultural identity
 - Culture and cultural differences
 - Czech-German relations
 - Czech as a foreign language
 - Discrimination
 - Foreigners on the jobs market in the Czech Republic
 - Generalisation in communication and prejudices
 - Globalisation
 - Homosexuality
 - Integration and assimilation
 - Intercultural communication
 - Manifestations of domestic violence in different cultural environments
 - Marriage and family in Islam
 - Mass media and the representation of foreigners
 - Myths and stereotypes about Roma people
 - Nationality
 - Racism and racial prejudice
 - Racist violence I
 - Racist violence II
 - Refugee camps
 - Religious traditions and the present
 - Romani
 - Sayings
 - State integration programme
 - Stereotypes and prejudices
 - The Czech Republic and multiculturalism
 - The question of time and relationships between generations – a reflection
 - The residency of foreigners and their integration into the Czech Republic
 - The rights of national minorities and the teaching of foreign languages in the Czech Republic
 - Ukrainians in (and outside) the Czech Republic
 - Where do foreigners come from
 - Where do refugees come from
 - Xenophobia

- **Additional texts**

- Classes for language preparation
- Multicultural education
- Neo-Nazism
- Nostrification
- Roma – assimilation or integration
- Slovaks in the Czech Republic
- The spirituality of the Roma people in the Czech Republic
- Vietnamese people in the Czech Republic – 12,000 km as the crow flies from their own country

Contents

Lead-in	7
Subject 1: Bilingualism	11
Father tongue	12
Jozo speaks Czech and Slovak (I, II)	13
Subject 2: Foreigner on the labour market	15
It's not easy to find a job	15
Subject 3: The Czech Republic and the multiculturalism	17
Multiculti? (I, II, III)	18
Subject 4: Czech-German relations	21
Desecrated graves	22
Subject 5: Czech as a foreign language	23
Sometimes Jozo has a problem	24
Subject 6: Discrimination	25
They sent me straight into the kitchen	26
Subject 7: Generalisation in communication and prejudices	27
Gypsy, slant-eye, terrorist	28
Subject 8: Globalisation	29
We are hungry	30
Subject 9: Tip-offs	31
Do you have a black at home? (I, II)	32
Subject 10: Homosexuality	35
Homosexuality	36
Subject 11: Integration and assimilation	37
Help yourself with some sandwiches	38
Subject 12: Intercultural communication	39
It failed with cakes	40
Subject 13: Where do all these foreigners come from	41
I still can't imagine it	42
Subject 14: Where do refugees come from	43
How have we got to the Czech Republic	44
Subject 15: Christianity in the Czech Republic	45
That mobile is an old crock	46
Subject 16: Culture and cultural differences	47
Gosh, an exchange	48
You are late again	49
Ludo	50
There is nothing Czech here	51

6 Lead-in

Subject 17: Cultural identity How does someone become a Czech	53 54
Subject 18: Marriage and family in Islam Will you marry me?	55 56
Subject 19: Mass media and representation of foreigners Romanies steal	57 58
Subject 20: Myths and stereotypes about Romanies It's not appropriate to say Gypsy, is it? Where will we take a bath?	59 60 61
Subject 21: Religious traditions and modern times I'll revel after Ramadan I can't go to see a football match on Sunday	63 64 65
Subject 22: Nationality Father was probably Russian	67 68
Subject 23: A question of time and relations between generations - reflection Sometimes, it's hard to deal with parents	69 70
Subject 24: Residence of foreigners and their integration into the Czech Republic To the festival only with the visa	71 72
Subject 25: The rights of national minorities Who are you, in fact?	73 74
Subject 26: Home violence in different cultural environments Equal rights and violence	75 76
Subject 27: Racism and racial prejudices Darkies Girls are mad about blacks	77 78 79
Subject 28: Racial violence Who have beaten you up? They are already caught	81 82 83
Subject 29: Romany Do you really speak Romany at home?	85 86
Subject 30: State integration program To find a flat is quite considerable	87 88
Subject 31: Stereotypes and prejudices Blonds are stupid, highbrows wear eyeglasses (I, II)	89 90
Subject 32: Ukrainians (not only) in the Czech Republic Are you Russian?	93 94
Subject 33: Refugee camps What is the life in the camp like	95 96
Subject 34: Xenophobia Mum will come down on me	97 98
Subject 35: Vietnamese in the Czech Republic, Slovaks in the Czech Republic Interview – create your own character	99 100
Subject 36: Romany spirituality in the Czech Republic Romany spirituality	101 102
Subject 37: Romanies – assimilation or integration Romanies – assimilation or integration	103 104
Index	105

Subject 16:

Culture and cultural differences

When have I lately encountered a situation, where someone of another culture or another nationality made me angry, yet I'm convinced that they meant well?

Have I ever felt like a stranger?
How did others show it?
What was the reason?

CULTURE IS A MULTILEVEL PHENOMENON WHICH HAS BEEN OCCUPYING SCIENTISTS FROM MANY BRANCHES OF KNOWLEDGE FOR DECADES. WE'LL TRY TO LOOK AT THIS PHENOMENON IN TERMS OF HOW CULTURE INFLUENCES OUR RELATIONSHIPS WITH PEOPLE.

INDIVIDUAL DIALOGS ARE INTENDED TO DEPICT SOME SITUATIONS IN WHICH MISUNDERSTANDING CAN BE EXPLAINED BY CULTURAL DIFFERENCES.

CZECHKID – Methodical ideas for teachers. 49

Dialog activity

You are late again

Aims:

Affective:
Sensitivity – reflective faculty;
To reflect on cultural differences.

Work forms:

Work in small groups, discussion.

Activity description:

- Step 1:** Ask students, if they know somebody, who is often late. And whether they asked the person in question about the reasons?
- Step 2:** Read together with the students the dialog You are late again.
- Step 3:** Divide the students into two groups.
Group A:
Should explain to Jami why Magda is angry?
Group B:
Should explain to Magda why Jami's late.
- Step 4:** Two groups give each other their explanations.

Note. This activity is not aimed at finding one right answer, the aim is to examine the situation in the perspective of cultural differences and their possible interpretations.

Class	Subject	Teacher
50		
Subject 16: Culture and cultural differences.		

Dialog activity
Ludo

Aims:

Cognitive:

Knowledge – subjects connected with multicultural coexistence;
To inform about cultural aspects of games.

Affective:

Sensitivity – reflective faculty;
To reflect on cultural differences.

Work forms:

Exercise, lecture, discussion.

Activity description:

Step 1: Ask the students to write a name of a game for all the class on a scrape of paper. Ask them also to write why they like this particular game.

Step 2: Ask the students what games they would choose, those who wish can present their explanations as well. You can also each time ask if anyone else would join that game.

Step 3: Explain cultural aspects of games.

Step 4: Let the students read the dialog.

Step 5: Let the students explain, why it was difficult for the Czechkid children to come to an agreement.

Note. Cultural differences don't go just for individuals, but apply the whole way of thinking. In some cultures a man is seen as a ball of fortune, or as power changing nature and world, or as a player of ludo, who reacts to the accidents taking place around him. Every person can interpret the world as "another game".