

PROJECT-BASED LEARNING

Multicultural Projects
INTERCULTURAL DIALOGUE



PROJECTS CREATED BASED ON THE FRAMEWORK FOR
HIGH QUALITY PROJECT BASED LEARNING

INTERCULTURAL DIALOGUE



Students work in teams to explore and analyze different cultural perspectives on a particular topic, such as education, health care, or human rights. They then engage in intercultural dialogue, sharing their perspectives and learning from others, with the goal of promoting cultural understanding and empathy. This project incorporates the PBL framework's collaboration, public product, and reflective elements.

The objective and goal:

1. **Promote intercultural understanding:** Students will develop an understanding of the perspectives, values, and traditions of different cultures, and learn to appreciate the diversity of the community.
2. **Develop communication skills:** Students will practice effective communication skills, including active listening, questioning, and expressing ideas clearly and respectfully.
3. **Foster empathy and respect:** Students will learn to empathize with people from different cultures, and respect differences in beliefs, values, and traditions.
4. **Encourage collaboration:** Students will work collaboratively in teams, sharing ideas, giving and receiving feedback, and practicing effective teamwork.
5. **Develop critical thinking skills:** Students will analyze and evaluate different perspectives, ideas, and arguments, and learn to identify and challenge stereotypes and biases.
6. **Showcase learning through a public product:** Students will present their learning to the community, showcasing their intercultural understanding, communication skills, teamwork, and critical thinking skills.





HOW THE PROJECT WILL WORK:

1. **Launch:** Begin the project by introducing the essential question or driving question that will guide students' inquiry. For example: "How can we promote intercultural understanding and communication in our community?"
 2. **Inquiry:** Students will research and explore different cultures and perspectives, and engage in dialogue with people from different cultural backgrounds. They will conduct interviews during the class period, among the staff members, teachers, and other students to find those differences. Attached is a list of diverse options that students can use as a starting point for interviews and conversations.
 3. **Student Voice and Choice:** Students will have the opportunity to choose the cultural topics and issues they wish to explore, and how they will share their learning and insights, whether through presentations, performances, or multimedia projects.
 4. **Collaboration:** Students will work in teams to explore and analyze different cultural perspectives and interview results, share ideas, and give and receive feedback, to develop their intercultural dialogue skills.
 5. **Critique and Revision:** Students will present their projects to the class or a panel of experts, receive feedback, and make revisions based on this feedback.
 6. **Public Product:** Students will showcase their final products to the broader community, whether through a cultural fair, a panel discussion, or an online platform. To reach out to a higher number of people, the website creation is recommended for this presentation of the final public product.
 7. **Reflection:** Students will reflect on their learning and the impact of their project, considering how they have developed their intercultural understanding, communication skills, empathy, collaboration, and critical thinking skills. The format for this reflection can be a blog post on the final page of their website.
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DIVERSITY AND INCLUSION TOPICS THAT STUDENTS CAN RESEARCH:



1. The impact of microaggressions on marginalized communities in the school setting.
2. The history and significance of cultural celebrations and traditions in different communities are represented in the school.
3. The role of privilege in shaping interactions and relationships within the school community.
4. The representation of marginalized groups in the school's curriculum and extracurricular activities.
5. The impact of cultural appropriation on different communities in the school.
6. The impact of language barriers on students who speak languages other than English at home.
7. The impact of implicit biases on interactions and relationships within the school community.
8. The impact of socioeconomic status on academic performance and opportunities in the school.
9. The impact of homophobia and transphobia on LGBTQ+ students in the school.
10. The role of restorative justice practices in creating a more inclusive and equitable school community.

**Those topics are suggested and can be adapted to each classroom and school setting.*





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I am glad to have you on this journey and remember: Be Creative Today!

Camila Vasconcelos

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