

## Case study 17: Ethnic origin

- **Description:** Sophie is 9 years old from a mixed marriage of a Bulgarian woman and an American citizen with Japanese roots. Born and lived in China, she came without any idea about Bulgarian culture and traditions, which were totally new to her. She has difficulties expressing herself in Bulgarian and has limited vocabulary which reduces her ability to communicate with peers and teachers.
- **Key words:** born, live, traditions, culture

### Tool 1

1. **Title: Studio: "Looking for talent"**
2. Using this tool, introversion, self-doubt, fear of failure, inability to share, reluctance to fit into the new environment can be detected.
3. **Instructions / Methodology / Recommendations how to use the tool**

Children get a chance to showcase their talents by performing dances, songs, skits, jokes and anything unique that is typical of their culture or ethnicity. Children from different cultures are the judges. The rest are the audience. In the next round of the edition, the roles are reversed.

4. **Interpretation of the results**  
The presence of a problem in overcoming ethnic differences is signaled by the child's reluctance to participate in such events. On the other hand, neglect and underestimation by other children also indicate that there is a problem.
5. **Key words:** dance, song, culture, ethnicity
6. **Links for more information:** <https://modernlearners.com/school-talent/>

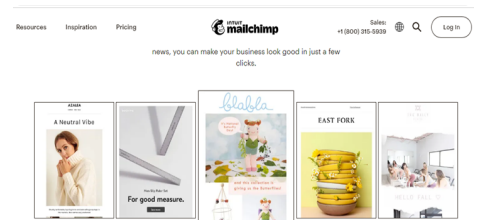


### Tool 2

1. **Title: Monthly newsletter**
2. Using this tool, insecurity, lack of communication skills, difficulties in expressing the local language, fear of failure can be detected
3. **Instructions / Methodology / Recommendations how to use the tool**

Students of different ethnic backgrounds are actively involved in the creation of the monthly class newsletter. Everyone offers and posts information or a photo about an important event for him or his family related to the current month.

4. **Interpretation of the results**  
If the students do not show desire and initiative in creating the monthly newsletter, this is a guarantee of the presence of a problem. If they delay preparing the necessary materials, this is also a sign of insecurity or fear of failure.



5. **Key words:** newsletter, ethnic background

6. **Links for more information:**

[https://mailchimp.com/landers/newsletters/?gclid=Cj0KCQiA54KfBhCKARIsAJzSrdoXa2oyUqNmq\\_pRITfKrD35wcmdxr4It\\_ss9xBNvfLmW027jOU0q4AaAs7GEALw\\_wcB&gclsrc=aw.ds](https://mailchimp.com/landers/newsletters/?gclid=Cj0KCQiA54KfBhCKARIsAJzSrdoXa2oyUqNmq_pRITfKrD35wcmdxr4It_ss9xBNvfLmW027jOU0q4AaAs7GEALw_wcB&gclsrc=aw.ds)

### Tool 3

1. **Title: Time for a song**

Using this tool, introversion, self-doubt, fear of failure, inability to share, reluctance to fit into the new environment can be detected.

2. **Instructions / Methodology / Recommendations how to use the tool**

During this activity, students sing songs that they know and are part of their culture. Everyone can try to tell what the song is about so that the others can learn a new word or more about an unfamiliar custom.

3. **Interpretation of the results**

Reluctance to perform a song may be due to insecurity or simply fear. In this case, even reciting or telling the lyrics of the song is a success because it is the sharing that counts. If that doesn't happen either, maybe the student is not yet ready to want to fit into the new environment.

4. **Key words:** song, culture, custom

### Tool 4

1. **Title: A dramatization of a fairy tale**

2. Using this tool, introversion, self-doubt, fear of failure, inability to share, reluctance to fit into the new environment can be detected.

3. **Instructions / Methodology / Recommendations how to use the tool**

The dramatization of a local folk tale involves all students, regardless of ethnicity. Everyone is given a role and lines so that they feel valued and useful. If necessary, it is recommended that the students make the costumes and/or

part of the sets themselves.

4. **Interpretation of the results**

Reluctance to participate in dramatization is a signal of a problem that may be due to the child's insufficient readiness to become part of the new environment. In such a case, it can be brought in to help make the sets, costumes, or be available if needed.

5. **Key words:** dramatization, fairy tale, ethnicity

6. **Links for more information:**

<https://dramaresource.com/bringing-fairy-tales-to-life-through-drama/>



### Tool 5

1. **Title: Game "More words, more words on the topic ..."**

2. Using this tool, insecurity, timidity, poor vocabulary, fear of making a mistake can be detected.

**3. Instructions / Methodology / Recommendations how to use the tool**

The teacher indicates a topic for which all students must name as many words as possible. The goal is to name any words, whether they are verbs, nouns, or adjectives. When they finish the words in the local language, the students continue in English, as a link, and when they finish, they continue in their native language. The teacher writes down all the words in separate groups. At the end of the game, all new words are explained.

**4. Interpretation of the results**

If students do not follow the assigned topic and start offering random words, they may be afraid of subsequent rejection or simply insecure. If students become animated only when they have to share words in their native language, this is a sign that they are not yet integrated into the new environment.

**5. Key words:** topic, word, local language, native language