A: Teachers' orientation for teaching immigrants: Cultural Background

A: Opettajien orientaatio maahanmuuttajien opettamiseen: Kulttuuritaustan tuntemus

To the user: In this lecture, you will tell the teachers about background information on meeting a person from a different culture. The purpose of the lecture is to positively strengthen the participants' future encounters with people from different cultures. Try to keep a positive aspect and an educational perspective in your examples and your own attitude.

Headlines of the slides are written in **bold** text.

Slide show content

Slide no.	Content of slide	Content of teaching	Questions and examples
1	**Knowledge of cultural background for teachers 4t** Add on this slide thin information about • the schedule • about the trainer/ trainers Compare with the example slide	This slide may be visible when the start of training is expected. When it's time to start, read the program aloud and talk about asking for speeches, using the chat, etc. Note! Edit the bottom of the slide if you're using something other than Teams.	Do the participants have questions about the practices?
2	**Welcome to training!** (in capital, to the first box) Educational goals (inside the balls) • Your knowledge of different cultures increases • You gain confidence when meeting a person from another culture • You hear and learn from other people's experiences • A positive attitude and interest in other cultures	Tell about the goals of the training	

	increases (when you copy this, press the ball, you will be able to copy it into the box)		
3	• Trainer's name Write what background information/experience you have in working with immigrants (inside the arrow) • Trainer's name If there is only one trainer, remove the second item.	The trainers introduce themselves and briefly their background, what competences they have to hold this training. For example, how have you worked with immigrants. If the group to be taught is small, you can ask the participants to introduce themselves and tell how they work with immigrants. If the group is large, there may not be time for this. Then state something about those present, such as their extensive experience, etc.	
4	**Multicultural competence consists of** Add inside the pyramid: • Information • Skills • Attitudes and values (to the box next to the pyramid:) 1. Knowledge of cultures (e.g. concepts of time, power differences) 2. Skills in meeting, guiding, dialogicity	Telling about multicultural competence: Pyramid of skills - picture illustrates the things needed for multicultural competence: Information, skills, attitudes/values, i.e. ethical competence 1. Information is definitely the smallest part of overall competence, even though information gives understanding (methods of operation, concepts of time, etc.) Information can and should be acquired. 2.Skills in meeting is the next biggest part, interaction skills and	A friend of ours has a slogan: If there is a will - there is a way If both parties are interested and willing to interact, there are usually some ways to understand each other.

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	3. Self-awareness, own values, world view, attitudes, reflection skills In the background of everything, the context, operational environment expertise, legislation, different networks guide	dialogicity, personal traits can determine the meeting, but interaction skills can also be learned consciously. Everyone's own interaction skills have an effect, we are all different. 3. Values, attitudes, ethics; We have to look at ourselves, reflect, learn to know our own motivations. We have to consciously challenge our own thinking: we are seemingly tolerant, prejudices are learned. Examining your own values and attitudes can be surprisingly difficult, but you can think about, for example, your own prejudices and hidden values and where did they come from. Will they be passed on? Ethics is an important aspect of life and teaching. Human beings have a global need to be appreciated and to be treated with respect. The teacher must also take into account his own use of power. You should be aware of what multicultural encounters are about.	
5	**In multicultural encounters, it is important to** • Recognize and be able to face your insecurities and fears when dealing with people's differences	Tell what is important in multicultural encounters: Recognizing and being able to face your insecurities and fears when encountering people who are different and unfamiliar to us. Reflect on your own perception	

	• Reflect on your own perception of the world and life • Consider whether you truly value all people and ask yourself: how does it show in my way of working and is authenticity conveyed? • Think about whether you can look at another person's life in a comprehensive way and whether the interpretations of situations are correct or just assumptions • Think about whether you are honestly able to have a conversation and connection with all people "person to person"	of the world and life. Think about how the appreciation of another person is reflected in everyday work and ways of acting, and is authenticity conveyed? Think about whether you can look at another person's life in a sufficiently diverse way (e.g. what kind of roles and networks he/she comes from), and reflect on your interpretation of situations, on your understanding of another person's problems and of the meaning of possible traumas that can lead to the loss of the sense of continuity in life. Trauma is common among those who have come from war and disaster areas.	
6	**What is culture?** • A system with which a person classifies and values the environment, himself/herself and others, and builds his/her identity • A collection of shared attitudes, values, goals, and practices that characterize a "society" • The sum of learned and teachable skills or abilities	What is culture? Culture is often thought of as high culture, or something that professionals do. However, culture is much deeper, something we have grown up with and something that feeds us and our identity. Within each country there are different cultures and subcultures. These subcultures are still divided and fragmented depending on the area of residence, ethnic background, age group, sexual orientation,	

| 7 | **Why do people form stereotypes and how do we classify people?**

• Stereotype refers to a generalized opinion about a group or an individual as a member of a certain group

• Broad generalizations concerning the entire group of people may be made based on a few examples

• It is typical for humans to divide other people into different groups. Group division often leads to one group being considered better than others.

• Grouping can be based on religion, ethnic background, language, citizenship, gender, work... | educational background, etc.

Stereotypes
Typing people is one human trait. It helps us understand who we are dealing with and, above all, direct our own actions and reactions. Typing people is something living in our "caveman brain", where it has been vital to recognize threatening situations quickly. This kind of classification works automatically, but in everyone's consciousness it depends on how one approaches that classification and what kind of activity it actually is.

How "typing" can become "stereo-typing": why do people form stereotypes and how do we classify people?
Let's take a closer look at the concept of stereotype. A stereotype is a generalized perception of something or, for example, of the inhabitants of an area or culture. It is fueled by the media, stories told and jokes. Everyone knows the type of joke where members of neighboring nations are made fun of because of the stereotypes associated with them. Internal models and expectations are formed are formed within us without being noticed. Examining these internal models and perceptions and reflecting on them is the key to open-minded and tolerant interactions with those from different cultural backgrounds. | Have you been told that you are a typical representative of something?
Have you been called a typical representative of your area, profession or gender?

Have you made generalizations in your own mind after meeting one or a few representatives of a certain ethnic group?

Do you notice that you prepare yourself differently for the first meeting with students from different cultural backgrounds?

Use pictures as an example of the ways in which, e. g., Europeans have been classified. |

8	**Not just a culture, but an individual!** • Competence and professionalism, experience and education • Motivation, interest • Values and attitudes • Action and interaction skills and style • Personality traits • Ability to learn and adapt to new situations • Resources and health • Private life situation • The values set by the outlook on life	The key approach is that everyone is an individual and getting to know the individual is a good way to overcome the prejudice created by the stereotype. Individuals must always be given a fair chance and not expect the people they meet to act and react according to their own expectations. Use an image as an example: A large group of individuals coming from the same cultural area, within the group there are smaller groups and individuals that clearly differ from all others.	Have you had to correct your preconceptions after having known someone as an individual, and not as a representative of a certain group?
9	**Cultural dimensions** **Individuality** • Independence and responsibility • Your own choices, e.g. profession • The employer's interest is important so as employee's	Reflection task: communality-individuality Let's look back on your own childhood: have you grown up/have you been raised to manage on your own or to rely on local networks? Have you been encouraged to survive on your own or has someone strongly	How do crises affect individuality-community? For example, the war in Ukraine has raised the collective desire for assistance in Europe. But other conflicts outside of Europe have not caused the same to

	• Advancement at work is based on competence • Management focuses on individuals • Performance evaluation and direct feedback • Equality **Communality** • Identity is based on a social network • Face, honor and shame • The background affects the profession, etc. • Employees are team members • Progression is based on the group • Management focuses on groups • Harmony, no negativity • Representatives of one's own group are treated better than others	supported you even as an adult? Why do they say it takes a village to raise a child? When you made career choices at a young age, who influenced your choices? Did anyone have expectations for you? What kind of collisions can occur if the teacher has grown up in a culture that emphasizes individual responsibility and the student comes from a culture that emphasizes community? What happens if the child's attempts are always knocked down and condemned or if they are encouraged to experiment and try? Have you ever felt yourself powerless and unable to influence things? What kind of feelings has it evoked in you? What if you had never seen initiative and enterprise rewarded, but only silence and humility elicited a positive reaction? Communalism, individuality First, individuality: Northern Europeanism is an individual culture. Even very young children are allowed to influence their	people from other war zones? What things do affect the culture develop in an individual or communal direction?

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| | | own choices and independence is valued. Social decisions emphasize giving opportunities to everyone, day care, primary school, free vocational and higher education, anonymous processing of job applications... | |
| | | Second, community spirit: In a communal culture, care is taken of the people who are perceived as inseparable part of a whole. If someone insults or harms a member of a group, of a family clan, he/she gets the whole group against him/her. One takes care of himself/herself, but the action is also reciprocal: the individual has a strong obligation to reciprocally take care of others, both financially and in managing life in general. The activity of the individual turns into the activity of the community, and at the same time honor and dishonor appear to be the matter of the whole community or family. This leads to actions that we may perceive as nepotism and the violence related to the honor also come from these thoughts. But on the other hand, society is not expected to take care of children and the elderly and, due to the success of the family, care is taken to let the individual advance, because it is known that he will then take care of others. For example, young male immigrants are admired in Finland. Money has often been | |

		collected to send the strongest and most skilled person over there, with the idea that then he will send more money back and help those left at home.	
10	**Cultural dimensions** **Equality as a goal** • Striving for equality • Decentralized power, shallow organization • Small differences between salaries and tasks • A democratic supervisor supported by the group • Subordinates act in a self-directed manner • Use of first names, no rigid formalities **Power differences and formality** • Inequality is part of life, often by birth • Power is concentrated in the few • Big differences between salaries and positions • The superior is a "good father", autocratic • The supervisor tells what to do • The operation is monitored a lot • Formal rules • Privileges and status symbols • Formality, Titles	Cultural dimensions 2. Equality as a goal Power differences and formality Power differences and formality are significant in some cultures. Power differences are accepted as a given, this is often related to religion or strong tradition. In some religions, there is a view that in the current life you can enjoy the good that you have done in the past and on the other hand you can also suffer if there is a reason for that. Accepting equality is sometimes challenging if a person from a patriarchal culture that values age is guided or managed by a younger woman. We, teachers, as authorities, get our students to believe everything that is said	Think about how you yourself relate to authority figures and your supervisor. What kind of formal and informal power differences do you notice in your workplace? Example: The student does not accept guidance from an employee of equal rank, but says that only the supervisor can assign work tasks. The customer does not agree to believe the information and guidance given by the line worker, particularly if it is a woman, but demands the supervisor or a man to say the same things. Example: The student/employee appears passive and only does the work tasks that are given, but is not at all self-initiating = in cultures with a large power differential, self-

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		initiative is an indication of the supervisor's incompetence Example: In the student group, I asked their thoughts and opinions, no one answered until the respected representative of the group spoke first, then the others joined in. In some situations, grandmothers or grandfathers determine the children's upbringing, right down to clothing, and then it can be difficult for the kindergarten staff to bring views on, for example, clothes. Example The new employee does his/her job well and he/she knows his tasks, but he/she does not grasp the task, unless he/she is led, supervised.
11	**Cultural dimensions** **Proven, written knowledge** • Official, objective source • Scientifically proven • Books, studies, statistics...	Cultural dimensions Proven, written knowledge Knowledge gained from people, experience The training teaches you to search for information from	Who does write history? Why is oral knowledge significant in building culture? What stories about your family were you

• Scientists, successful managers • Only someone who knows about the matter gives instructions • No subjective views **Knowledge gained from people and experience** • First-hand source of information • Information based on personal contacts • Experience, living life, intuition, inner world • Gurus, leaders, old and wise, spirit men • It is polite to give advice, even if you don't know anything about the subject dealt with. • Information on paper is perceived as second-hand information	books and the internet, as well as from experts. We usually believe in the authority of experts, but Western culture has seen a change in this regard during the coronavirus period. For example, propaganda and fake news spread during exceptional times when reliable information is not available. The know-how and knowledge connected to the authority of the community and the trust connected to it form a good basis when seeking the survival and success of the community. Information comes from many media, the reliability of information has changed in our time, written information is no longer considered so reliable and the importance of education in media criticism/source criticism seems less appreciated. Grandparents in raising a child Let's discuss the differences between written information and oral information. About what knowledge we believe in and why it is difficult to understand the importance of oral knowledge and experiential knowledge about culture if you live in a culture based on written knowledge.	told as a child? For what purpose do we tell stories? Is there a lesson in family stories? Example The spread and treatment of the coronavirus has changed traditional treatment methods in many communities, e.g. alcohol, ginger, garlic, which are offered by older community members. An educated person googles things, looks up information from the library, whereas in many cultures one turns to an older and more respected member and also trusts the information they get from that one. This has been important when you have lived in relatively static conditions and separated from others, but in a changing world this can be simply considered as a meeting of cultures. Knowledge from an older person can be valued more than information from books or from outside the

			community.
12	The following slides will show the special characteristics of cultures. **Name which culture** - how many representatives of this culture there are in your area - what are the key features of the culture that are very similar or different compared to yours and that affect cooperation The examples in this presentation are from Kouvola and the Kymenlaakso area in Finland.	Choose the dominant culture of immigrants in your area for your own slides. Remember to tell that in this section, very large generalizations have been made about cultural traits.	Give examples of different encounters you've had, where the cultural background has caused funny situations or challenges.
13	**Specific characteristics of cultures: Russian culture** • In Kymenlaakso, 5,000 Russian native speakers were a strongly growing group before the present war • Family orientation, respect for older people and caring for others are important • Openness among family and friends, sociability, hospitality and community are important • Strong emotions and emotional expression • Old traditions and superstitions in everyday life • Discussion culture • The use of time is flexible, the "big picture" is also visible (it is not so precise, if the job is successful). • Hierarchy/ losing face in working life: it is expected that the superior decides and orders.	Russian culture: This is a broad generalization, Russia also has 160 different nations Sociability; we spend a lot of time with family and friends, help each other, eat long dinners and celebrate = it's worth investing in creating a good relationship with students and parents, because it helps cooperation in the future; drink a cup of coffee together or hang out, ask about the family. Suitable topics of conversation are also sports, culture, hobbies and nature. NO Evaluation about Russia/History/War When conversing, express that you are really listening (facial expressions, gestures, proxemics) Hospitality; generous hospitality and gift-giving are part of the culture	• Getting used to the fact that the teacher must not lose face, and that the students are assumed to be successful, may lead to, for example, cheating in an exam • apparent compliance with instructions when someone supervises, but not when there is no supervision • for example, masks on the train when the inspection time comes and immediately

		Sentimentality; strong expression of emotions, both joy and sadness, positive and negative, sentimentality may be formal in public situations, one may raise one's voice when excited Time management is flexible, you can be late and things can be moved without major worries, patience is highly developed Grandiosity; things are fine when they work, the details are not so relevant. (Soviet influence?) Hierarchy; used to authorities and concentration of power. Those in power are respected and not easily opposed. Experience and age are valued = authorities are supposed to give things ready, emphasize the importance of being active and independent, e.g. in search of information. Not being used to an open culture of information and participation to develop things. A tendency to look for the cause of difficulties and failures elsewhere than in one's own activities. Don't get confused or feel disingenuous if the person changes their mind; life and situations are full of contrasts. A Russian may come very close in an interaction situation, and touch e.g. the arm, also among strangers, this is how to show friendship and that things are	removed when it has passed (during the coronavirus pandemic)

		going in a good spirit. Pleasure to discuss and think about things, sometimes it can be seen as a slowness in getting things done.	
14	**Specific characteristics of cultures: Estonian culture** • 1,000 Estonian native speakers in Kymenlaakso • Interaction moderately restrained and direct, with few gestures • Big power differences, formal • Critical and idiosyncratic • Cultural pride, the importance of history • A rather individual culture • Quite similar to Finnish culture	Estonian culture Estonians consider themselves to belong to the Baltic, even Nordic cultural circle, although they have a long (and difficult) relationship with Soviet Russia Their culture has a lot in common with Finns'. Communication is similar, direct. Estonians can have difficulty refusing requests; subtle evasive expressions. Handshake, no cuddling/touching, the same personal space as for Finns. Reticence in communication can become a challenge, wait for an answer, clear instructions usually get through without asking more, sincere and direct In problem situations, facts and facts as justification Pride in their independent present.	Examples: • On a project trip in Estonia, local folk dances and musical instruments, singing as a way to learn about independence, the revolution and history
15	**Specific characteristics of cultures: Asian culture** • Asians are communal, relationships between people, respect for parents and history are meaningful • Harmony, modesty, humility, cooperation and restrained behavior are emphasized	Asian culture Ethnically, linguistically and culturally, a really diverse and large area, really generalizing Some common values and ways of thinking from our point of view Confucianism = harmony and	Example: The person constantly comes to work late, and doesn't really know how to apologize for this. What could be the reason?: not arriving at a set time does not

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	• Being nervous is considered embarrassing • The fear of losing face and the culture of shame are related to the fear of failure and making mistakes • Differences in the perception of time • Working life is more hierarchical • Respect for the supervisor, treated differently than other employees, authority is not questioned • Waiting for clear instructions	hierarchical order The foundation of society is the responsible human relationship between husband and wife, parents and children, boss and subordinate. The elderly are taken care of, they live in general with the boy/man's family. Caring relationships also in working life Community spirit, family events are also taken into account A culture emphasizing social status Age and status may be a challenge if, for example, the teacher is much younger. Honoring the ancestors Taoism: Feng sui, yin/yang balance Main religions: Islam, Christianity, Buddhism, Hinduism, Shinto, Animism = mixtures of these Tips = a respectful, considerate attitude, especially with one's parents, be patient, don't lose your temper even if you get frustrated, don't threaten. Pay attention to the evasive pauses in the interaction, delayed comments or immediate "yes", the first ones can tell about problems, the second only because they have heard it or can't handle it. Ensure understanding. Doesn't like to express direct and especially dissenting views; outspokenness and raising one's voice is impolite. Pulling the air between the teeth,	make them feel like they are late. What can be done? Debate, grant an extension of the deadline. Promoting integration and community: e.g. use a joint card if something has happened in the family (from school, kindergarten) Find out about the background of the problem before handling the problem (personal history, family background, emotional situation) An example of fear of losing face and will to be helpful anyway: on a trip in Asia, you ask for directions, everyone gives advice even if they don't know where they are directing you Cyclic perception of time

		or a counter-proposal, etc., may indicate that we disagree. Even white lies. Use plain language (no dialect, slang, fashionable words, etc.), if you have language difficulties, and/or pictorial instructions	
16	**Specific characteristics of cultures: African culture** • Belonging to a group, relationships, giving gifts and appreciating parents are important • Clear leadership and precise instructions are important, the supervisor is perceived as an authority and leadership is expected • Religion is of great importance and has binding obligations that are visible in everyday life. • Men have a strong position • Time use is flexible. • The way of speaking is indirect, body language is strongly used.	African culture Cultural differences on the African continent are big.: North/South/West/East Foundations of identity in tribes and clans. Individual-group-ancestors Interpersonal relationships: good relationships inside and outside the group, good contact with colleagues, relationship network information flows and good energy, giving gifts is part of good relationships and their maintenance Good internal relations of the group, cf. Asia. Group-centeredness, community rules, elders' wisdom in politics and social affairs, elders close to ancestors and they, in turn, close to God The importance of religions in everyday life: Christianity, traditional African folk religions, Hinduism, Islamism, Bahaism, Judaism Islam has a great meaning for those coming from an Islamic culture, we will come back to this later. Men have a position of authority,	The reasons for the entry can be seen in action: refugee status, trauma, lack of education, lack of experience in school, play, etc. About abstract thinking: it might be difficult if one has never been taught. This might show up for example when teaching mathematics. Interacting with parents: parents might have no idea of schooling system or cooperation with schools. An example of community rules: the word of an elder or the leader of a clan or religious group goes beyond the instructions of the authorities, for example Experiences of male/female roles, for example as a

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| | | although in the women's group age and experience matter. If there are problems, the man may interfere, especially in clarifying issues related to his own wife.

Both the individual and the group lose face if a member of the group causes shame by his/her behavior.

Authority is expected from the manager, accustomed to a steep hierarchy and inequality, problems are nevertheless solved independently
Relaxed understanding of time, friendly, service minded, following instructions, but no more than that, once agreed

Practice of religion;
Not all African women can communicate directly with male Finns (e.g. a male class teacher): take into account the binding obligations of religion.

Men trust themselves and are strong; conflicts are tried to be resolved by force, if nothing else is successful | receptionist?

Who had worked with the interpreter? Did this come up? Who can be trusted or who knows best? |
|---|---|---|
| 17 | **Religions as elements of culture, Islam**
• Islam = submission to the will of the deity, Allah
• Pillars of Islam: creed, reed moments, annual alms tax, fasting, pilgrimage
• Sharia law, the interpretation agreed upon by the scholars of the holy scriptures and | Islam
Several daily moments of prayer
Dressing

Islam has the greatest impact on working life compared to other religions

Consideration should be given to job duties vs. religion when | Muslim children at school or kindergarten, what experiences have you had? |

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	Islam, the basis of laws and the moral code for everything in everyday life • Halal = permitted, Haram = prohibited, come from different cultural circles, with different accuracy • No pork, pork products, shellfish/clams and alcohol • For women from most Muslim countries, covering their hair when older than 10 years ->, may not look at or shake hands with stranger men in an interaction situation • • Ramadan fasting, from sunrise to sunset for about a month	choosing students and employees, whether it is possible to do everything, whether it is possible to be flexible both ways Ramadan has a big impact on students/employees in Finland during the summer - the sun only sets for a short time.	
18	**Adapting to a new culture** • Different stages have been identified in adapting to a new culture • Adapting and settling down is a process for a person • Large individual differences in the process • However, all people go through a similar process • Understanding the adaptation process helps support the employee in going through the process and adapting • You can boldly discuss adaptation and ask questions directly	When we travel to a new destination for a week, for example, we find out in advance about customs, food, interesting places and form images and expectations about the place we are going to visit. Living in a new cultural circle can seem fascinating and interesting. On the way to get there, we know that the flight back home leaves in a week, and then we can return to our familiar life, richer in experience. Every glimpse into a new culture always contains the same ingredients as the situation of moving completely away from the circle of one's own culture to a completely new life. Different stages of adapting to a new culture have been identified,	What things have come up for you on your travels? What's the difference between a week vacation and changing your whole life? What different dimensions do bring to the new adaptation the initial situation, war, being a refugee, the opportunity to choose the destination country, the opportunity to get information about the destination in advance? In the case of immigrants, you can

		knowledge of which helps and guides the employee to go through the steps of adaptation in the best possible way There is always a process where everyone has an individual pace and speed, sometimes they can also get behind, as this can be part of the process: everyone goes through some kind of a process You can and should talk and ask questions about the stages of the adaptation process, so that the employee can help with pain points	think about where they might be in the process, which can also help you understand the challenging situation they are in
19	**The stages of integration** • Integration refers to the process that every immigrant experiences when settling into a new cultural environment. • The process is multidimensional and provides the necessary information and skills to act as an active member of society • Integration can be defined as the change and adaptation that take place in everyday interaction with society and different communities, and it always changes the host as well • For each immigrant, the duration of the process is individual, but different phases can be identified. • The duration of the process is	The smoothness of integration depends on many different factors. First, the immigrant's own starting situation. Did he/she leave voluntarily and in search of a better life or in a compelling situation? Does he/she have a trauma from being a refugee or from war? The immigrant's educational background and ability to learn and absorb new things also have a strong influence on the smoothness of the integration. Many immigrants don't seek help because they don't know and their trauma is not recognized. You may also feel shame or guilt about the events. There can be many different typical symptoms, the most important of which are e.g. nightmares, anxiety, fear, learning and memorizing difficulties (cognitive stress),	Have you got the feeling in your own travels that you get excited about the features of a new culture or do you get tired and nervous about others and start making comparisons and considering how well everything works in your own country? Have you belittled and criticized any feature of your home country?

	influenced, for example, by the situation in the country of origin, linguistic and cultural skills, services offered by the new country, the existence of support networks and by possible traumas.	panic disorder symptoms, avoidance symptoms. The psychological burden is greatest among those who came from the Middle East and North Africa or other war zones. At the present, Ukraine is the most recent of such regions. The cooperation of different authorities and the capabilities to deal with different challenges affect the services the immigrants receive and thus their integration. The importance of the community from the home country, already in the country of origin, is also highlighted, on the one hand it can slow down integration but on the other hand it can support it. Although the process is individual for all immigrants, both in terms of duration and stages, the same stages can be identified for all of them, even if its duration is, however, individual.	
20	**Arrival stage** The external conditions of a person's life change: home, friends, landscapes and language. This can evoke feelings of fear, alienation, confusion and helplessness	In a book there was a story about his some Japanese friends, who, in their home country, had been admiring pictures of Finnish nature and had agreed on a cabin vacation in the wilderness, by the lake. Such a holiday was organized and after the initial infatuation, the Japanese had to get away from the forest and the whole nature when the loneliness, silence and power of nature turned out to be too much	Have you asked them what they thought as soon as they arrived? And what did they think of their country of origin then? When you have travelled, how has the destination smelled? How did the food taste? Why does the same food taste

		for them. High expectations and advance preparation didn't help either when the reality became concrete. If the immigrant's situation is still different, i.e. he has not been able to prepare and he has no information about the destination country, settling in a new place can be even more challenging. On the other hand, someone arriving from traumatic circumstances can only experience the new homeland as good when they can find peace and it is possible to start life over. Then one's own country can only appear as repudiated and bad. In this case, a person can be completely rootless and he/she does not feel that he belongs anywhere. Food culture can play a big role, if it is possible for an immigrant to eat the same foods he is used to.	different when traveling and at home? Why don't food items and spices brought as souvenirs bring the same experiences at home? Where do angry young men come from? What things can immigrants from different cultural backgrounds find threatening in their new culture? What methods does the teacher have at his disposal with a rootless and frustrated student? Do you have examples of situations where an immigrant has openly stood up against his/her new culture?
21	**Encounter phase** Let's observe the conditions of the new country and compare them to the home country	An immigrant can strongly criticize the language, culture, authorities or political systems of his/her new home country. He can see features in his/her home country as good that he/she didn't know how to appreciate or that didn't matter before moving. In the encounter phase, a new culture manifests itself in an overwhelming way and it needs to be structured. Comparison and black-and-white contrast, weighing things, accepting and rejecting reflect this stage.	What things can immigrants from different cultural backgrounds find threatening in the new culture they are confronted with? What methods does the teacher have at his disposal with a rootless and frustrated student? Do you have examples

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		An immigrant can feel strong hatred and frustration towards his/her new culture and on the other hand idealize the old one. He may become radicalized and strongly join the representatives of his own culture. An immigrant may find the new society threatening and too difficult to deal with, and as such may not even attempt to adapt. At this stage, it can be difficult for a person who is integrating to adopt new things and to think about his future and to be realistic about his own situation.	of situations where an immigrant has openly stood up against that new culture?
22	**Looking back stage** A person is able to combine the features of new and old culture in a form that suits him/her	In the looking back phase, the immigrant has passed the acute crisis phase and is able to calmly weigh the features of the old and new culture. To make choices and move towards something new. At this stage, training and learning new things start to flow again. A person wants to take root again, but accepts his/her own past and his/her own starting points.	How can you help an immigrant find a balance between himself/herself and the world around him? How can you support an immigrant to maintain pride in his/her own roots? Do you have good examples of adapting to a new culture? Why do some of the different phases get stuck and the integration process does not progress?
23	**Group discussion**	• if there is time left, you can discuss the group's	

		experiences of working with immigrants, challenges and good solutions • if possible, end the conversation with success stories	
24	Thank You!	• add the trainers' names and contact information for further contact	
25	Material for further study	• if you want, you can collect national links etc. for more information here	

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