Report

3rd National Dissemination Event
of the values, principles and practices
of the Pestalozzi Programme
of the Council of Europe

Saturday 22 October 2016

Venue: 9th Junior High School of Kalamaria
Thessaloniki - GREECE

*Report by Pascale Mompoint-Gaillard,
Anna-Maria Panagiotidou and the support
of the members of the Pestalogikos Dialogos*

Report Coordinator: Barbara Koziori

On Saturday 22/10/2016, 88 teachers of primary and secondary education, arrived at the 9th Junior High school in Kalamaria of Thessaloniki eager to learn about and experience the values, principles and practices of the Pestalozzi Programme of the Council of Europe.

The day started with short welcomes made by the Head of 9th Junior High School of Kalamaria Nikolaos Stabolidis, the Pestalozzi Programme Stewards Vivian Chiona and Anna-Maria Panagiotidou, the Head of the Pestalozzi Programme Josef Huber and the Regional Educational Administration representative and event participant Konstantinos Keramidas.

The plenary session further detailed the trainings on offer, the book series and resources, the Community of Practice, the public website, etc. of the Pestalozzi Programme and other programme of the Council of Europe, by Pascale Mompoint-Gaillard, the Pedagogical consultant for the Pestalozzi Programme.

The event went on with six parallel workshops, a co-operative plenary activity on the Teacher Manifesto, Education for Change – Change for Education and an interactive debate.

Teacher Manifesto plenary Activity (jigsaw instructions)

Teacher Manifesto Activity (experts group work)

Interactive Debate

To view an extract of the debate:
https://twitter.com/tgoutas/status/789864997136523264

Workshop on the prevention of hate speech online – Education against hate speech
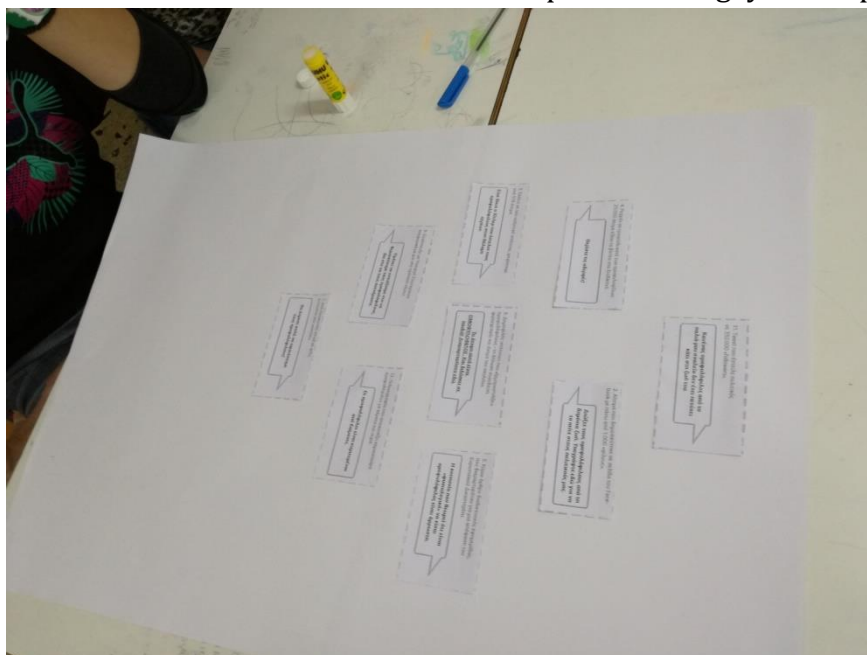
Anastasia Anagnostopoulou

"Lies will not be truth, wrong will never be right, and evil will never be good, even if the majority accepts so", No hate speech campaign

The workshop aimed at introducing the No Hate Speech Campaign and the use of the manual "Bookmarks" in order to develop preventive strategies and action plans in school to deal with hate speech online. During the introductory phase the No Hate Speech movement website was presented, and after discussing the term hate speech, the 14 participants watched an experiment and were urged to reflect on the power of online hate speech, where and how it is spread, the tools used.

They then engaged in team work to carry out 2 activities from the manual "Bookmarks". During the first one, "Saying it worse", they used the 'diamond ranking' method in order to rank different examples of anti-gay hate speech. The aim was to reflect on different aspects of hate speech (language used, target group, audience, context, impact) in order to assess the examples, and think about their own reactions against different cases of hate speech online.

During the second activity, "Roots and branches", the participants created

in teams trees with the causes and consequences of online hate speech. The objective was to understand the net created by hate speech online, to look at the underlying causes and the need to see it as a problem with many connections to other issues. The participants acknowledged the need to address the causes rather than try to deal with specific instances of hate speech itself. After a constructive dialog, most of them agreed that there are no quick fix solutions and that it is essential working towards promoting tolerance and preventing tensions rather than reacting to events that have already occurred.

During the debriefing and assessment phase the participants discussed about possible ways to react against hate speech online, and worked on the possibilities of carrying out action plans in school and classroom against hate speech, also by engaging themselves and pupils in the No Hate Speech Campaign. The links to the resources were provided to them. They acknowledged the key-role played by teachers in combating causes and stereotypes that can lead to hate speech. In the end they expressed their intent to use the manual "Bookmarks" and ensure that school and classrooms are 'safe places' where no one is afraid and everyone is respected.

Workshop on Human Rights Education

Gelly Aroni and Rolf Gollob

The workshop implemented one of the projects on the Rights of the Child from the material of the Council of Europe Education for Democratic Citizenship and Human Rights Education (EDC / HRE). Using the approach of student-centered learning the workshop applied the three basic dimensions of EDC / HRE:

- **Learning *through* children's rights**
- **Learning *about* children's rights**
- **Learning *for* children's rights**

Using the Daily Press and the International Convention on the Rights of the Child as resources participants created posters that

included an article from a newspaper and how it is connected with **the four priciples** of the Rights of the Child, **Our right to survival, Our right to protection, Our right to develop who we are, and Our right to participate**.

A reflection followed over the contents of the articles and the rights that emerged as well as the ways of the practical implementation of the specific project by the participants with their students.

The workshop concluded with a brief introduction of the LiVDe website http://www.living-democracy.com/ where educators can find supportive materials for teaching and learning EDC/HRE.

Strategies to build up more inclusive classes by defeating stereotypes, prejudices, discrimination and racism.

Simona Vannini

Prejudice has little to do with the groups it targets, and a lot to do with the personality of the holder... Authoritarians think that all people–including themselves–should submit to

"legitimate" authority in almost every conceivable circumstance. (Bob Altemeyer, "The Authoritarians").

The facilitator challenged the participants' attitudes towards stereotypes, prejudices, discrimination and racism towards specific target groups, trying to engage them in cooperative activities. The over-all aim of this workshop was to stimulate the participants to value cultural diversity, respect pluralism of opinions, prevent and stand up against discrimination and violence towards minorities. In the workshop the participants were supposed to experience how cooperative learning helps to establish social cohesion, guarantee the respect of each other Ideally this workshop should have led the participants towards the re-thinking of some general, simplistic and inflexible stereotypes.

All in all, the participants were driven to question their approach and way of thinking through stereotypes. They had to challenge their practice towards stereotypes by making assumptions based on general stereotyped descriptions, which were later proved to be false. Then they tested their prejudicial perception of groups regarded as 'other' and became aware of their different degree of tolerance according to the minorities who are target of hate speech. Then they were made acquainted with the DOs and DON'Ts which are necessary for a teacher to build up an inclusive classroom's atmosphere and prevent tension when dealing with activities on prejudices. Finally they voiced their distance or closeness with commonly agreed cultural stereotypes and then confronted with each other on their prejudicial

assumptions and the possibility to re-consider them. The workshop was in English language

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CCC- Communication-Cooperation-Creativity: Enhancing Personal, Interpersonal and Team Relations

Foteini Veneti

Teachers from various places of Northern Greece and of different expertise took part in the workshop which was carried out in a communicative, cooperative and creative environment..

At the beginning, there was a short introduction on Communication, Cooperation and Creativity via a communicative game with photographs and cut-out letters.

Later on, each participant holding a special toy from Malaysia had to introduce themselves and give one adjective dominating his/her own personality.

Three main activities were implemented during the workshop:
Drawing in pairs: In this **communication** activity, everybody was paired. Two rows of chairs were made, so that when participants sat, they faced their backs. Those in the first row received a piece of paper and a pen and their task was to listen to the instructions of the participants sitting in the other row. The first were given a picture and they had to explain to the others what`s in the image and helped them draw something similar only by describing with words. After some time they showed the drawings and a discussion was led.

Minefield: An activity building trust and ability for **cooperation.**
Participants were divided into pairs. One participant was blindfolded and the other one was the guide. There were objects set in the middle of the room, just like minefield, with some space in-between. The blindfolded person had to pass through the field without knocking down the objects to get to the other side while listening to the instructions of the guide.

[10]

Handprint Tree: An activity enhancing creativity and team spirit. Each participant was given a colourful paper and was asked to draw his/her palm on it. Moreover, all participants were asked to write "one word" in the palm, <u>the same word</u> they used

when they introduced themselves during the ice-breaker. When finished, each participant was asked to cut out his palm and stick it on the wall in order a friendship cooperative tree to be created by all palms.

Assessment: Human web. All participants stood randomly. A ball of string (Ariadne Thread) was handed and each participant was asked to catch it, knit it on one of his/her fingers, call his/her name, choose a number out of 3 (1, 2 or 3)(thus evaluating the best of the 3 previous activities) and hang it on the string. Then, (s)he called another participant to do the same. This human web stopped when the last participant caught the string/ thread. The majority of the participants mostly liked activities 1 and 3.

At the end of the workshop, all participants got a little Philippino souvenir in memory of the same workshop which was conducted by the facilitator 15 days ago with Philippino teachers.

Incorporating transversal attitudes, skills and knowledge into teaching

<div align="right">Georgia Gyftoula</div>

The workshop was attended by 17 participants who took part in two activities meant to help them realize

• what we mean by TASKs (Transversal attitudes, skills and knowledge for democracy) and why they are important
• if they can easily be recognized and made to penetrate the whole curriculum
• how educators can have a lasting influence on their students' motivation to develop in this area
• if it is easy to design activities to this aim and how someone can evaluate the outcome

The activities presented focusing on democratic citizenship skills and classroom relationships development were ✔ A community of learners and ✔ Ariadne's ball of string.

The presentation (available at [Incorporating and evaluating transversal attitudes, skills and knowledge for democracy in teaching](#)) as well as the expected feedback by all participants can be found at the facilitator's wiki [me, you and ourcolourfulworld wikispaces](#). A short video with photos from the activities can be found at [incorporating TASKs photos.](#)

Material of CoE as well as two [leaflets](#) on TASKs were handed out to participants.

[13]

The Intercultural Competence (ICC) Tool:

A dynamic tool, in the hands of the educator of today

Barbara Koziori

The aim of this workshop was to familiarise participants with the ICC tool, developed during the Think Tank in Oslo in October 2011, and convince them about its value and usefulness in their everyday practice.

After a brief presentation by the facilitator of the background of the ICC tool, participants engaged in a get-to-know-each-other activity, which was a variation of Louise Cutajar-Davies's Pestalozzi Training Unit 'Identity Cards' activity).

Thereafter, participants were asked to engage in a jigsaw activity reconstructing the ICC tool and aiming at familiarising themselves with such tool.

Subsequently, participants were handed copies of the ICC tool and were invited to study, apply, and critically review the ICC tool, first individually and then in three groups.

Finally, participants were given the opportunity to complete the online version of the ICC tool at *areyouintercultural.eu*, which, is available in Greek, their mother tongue, .

[14]

Participants presented valuable feedback on the ICC tool, both in its printed and online forms, and suggested that some points, such as concrete examples of case studies and clarity of 'I statements', should be adequately or more completely explored. Participants further found that in its online form, the tool is more easily comprehensible, fun and user-friendly, mainly due to the fact that it is enriched with images while they were provided with immediate feedback on the current state of their intercultural competences.

Some valuable feedback on the workshop itself was also provided, and it would appear that participants in their majority (84,61%) found it very useful, interesting, and pleasant. However, they would appear quite sceptical to use the ICC tool in their everyday practice (53,84%), and encourage their colleagues to use it (46,15%). Finally, they suggested that more time is allocated for this workshop in future.

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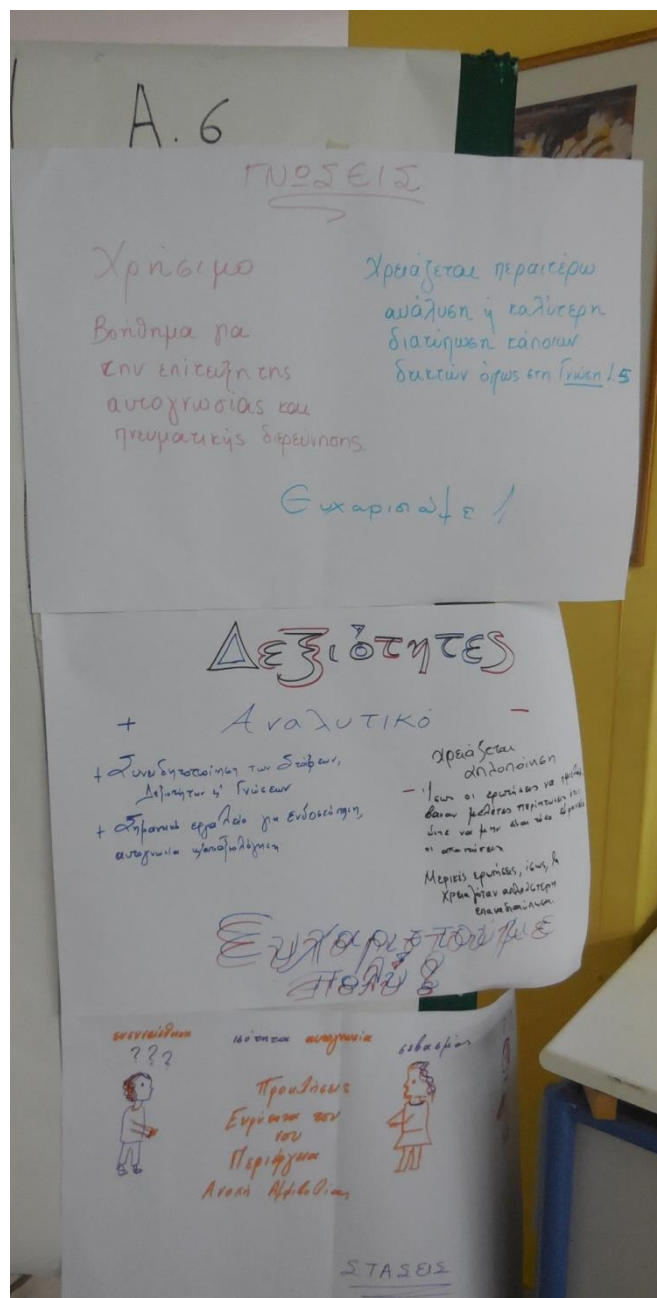
Prevention of Discrimination – Gender stereotypes

Paul Kosmides

The workshop "**Prevention of Discrimination – Gender Stereotypes"** approached issues related to gender stereotypes and sought to empower participants′ knowledge and skills to be able to prevent discrimination at school.

The activities were designed to challenge the participants to reconsider their own views on gender stereotypes, which often reflect their own practice in their classroom, how to identify and act to prevent them.

The workshop contained the following activities:

✔ *Exploring the perspectives of participants regarding gender stereotypes:* An activity including the initial separation of participants into groups, the use of appropriate images and then the exploration -into a first level- of participants′ own views on the issue of sex discrimination.

✔ *Agree-Disagree*: Activity for the recognition and challenging attitudes about stereotypes of male-female issue.

✔ *Through the eyes of participants*: Activity with image interpretation as a means for the completion and closing of the cycle of reflection.
The workshop was concluded with a discussion on gender stereotypes and how the practical approach of the proposed activities - work plans can be implemented by teachers in class. At the end, a poem of a famous Greek poet was presented, in which the issue of gender stereotypes is amazingly emerged.

Co-operative Learning – Basic Principles and Activities to implement Co-operative Learning in your classroom

Anna-Maria Panagiotidou

The orientation in this Co-operative Learning workshop was set in a frame of prevention of discrimination and violence.

> "*Prevention of discrimination and violence usually comes up as a separate topic for teachers, teacher trainers and other educators, leading to a thematic approach to the problems. The Pestalozzi Programme Community of Practice views the prevention of discrimination and violence not as a thematic issue but as a process, as a series of concrete actions that supports better organization of teaching, and which helps teachers reflect on and prevent violent, discriminatory and anti-democratic structures*" [1]

Having agreed thereafter that we work together in order to improve our teaching and actions for democracy, participants and facilitator agreed on the necessary attitudes and skills for us to step into the learning opportunity we have before us:

✓ Leave back our assumptions, interpretations and pre-set views and try to be open for the other approaches/ solutions/ ideas …

✓ Dare to ask for help;

✓ Listen before thinking of an answer and discuss critically;

✓ We all know of the problems, lets focus on solutions.

✓ Be responsible for one's choices.

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[1]Arato, F., 2015. How does co-operative learning contribute to the prevention of discrimination and violence in schools? In Mompoint-Gaillard, P., Lazàr, I. (2015). *TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs),* Council of Europe, Strasbourg, pp.22- 31]. Available at http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf, accessed on 11/11/16.

Micro-groups where formed using a Line Up activity and participants were given roles within micro-groups' a *Pick a Marker* activity (after Kagan's (1992) P.I.E.S analysis).

Participants learned about the cooperative learning structure named "Jigsaw" and experienced the roles in the shoes of a learner within a process of individual work, expert groups, visual summaries , reshaping groups and round table activities to teach each other the learned content..
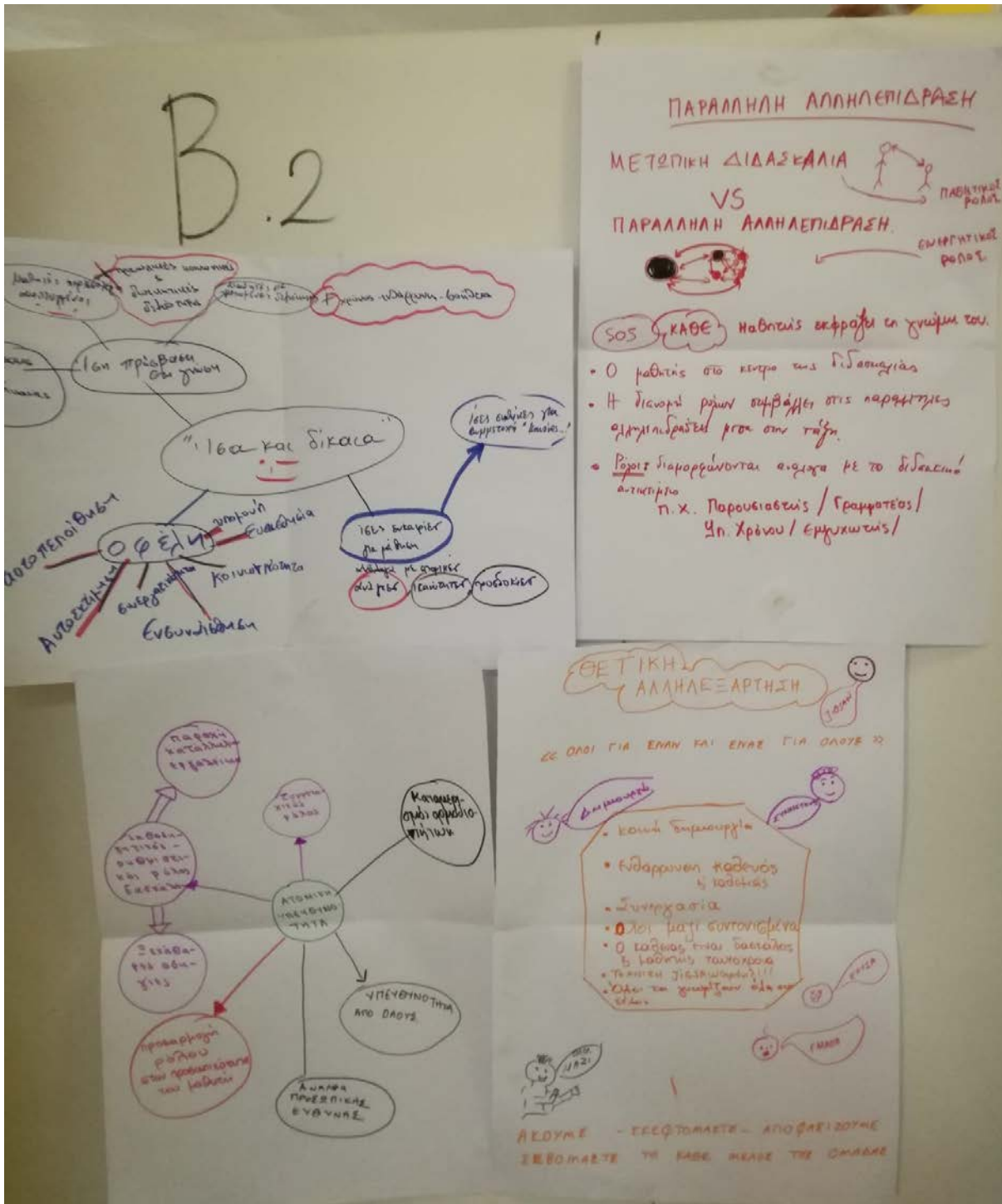

Expert groups' summary posters on Kagan's Cooperative Learning Principles

To meet the need for individual assessment we simulated a test-phase: Participants individually reflected on the visual and textual message mirroring the fact that "*the whole is more than the sum of its parts*" [Aristotelis]
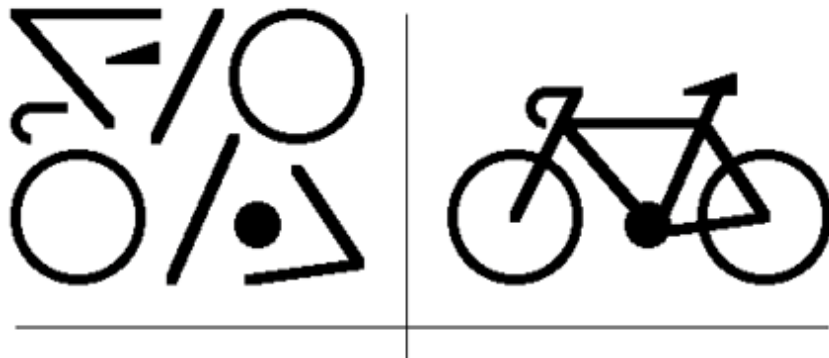
Basic questions related to the Kagan's cooperative principles were used for the workshop evaluation:
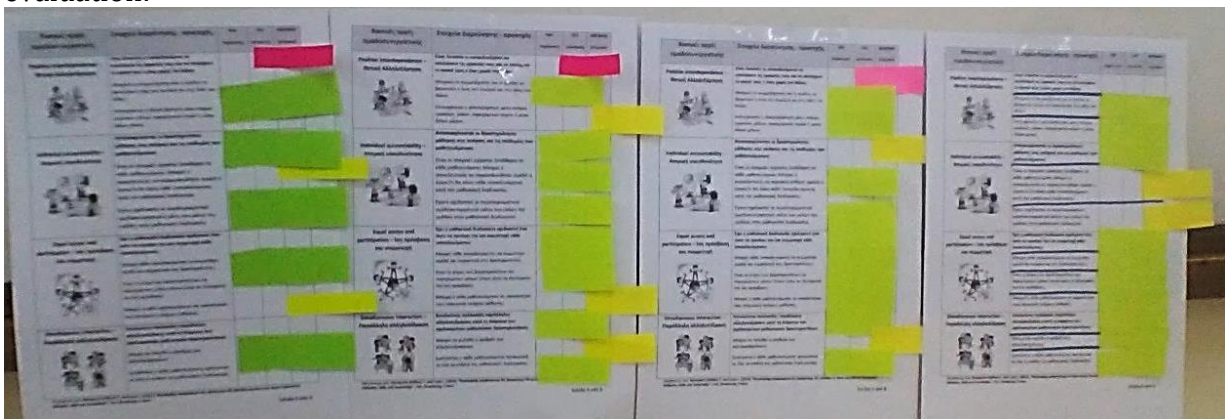
Feedback:

"*I tried the jigsaw in my class already on Monday! I tried it out in an activity about our National day the 28th October 1940. I consider it as a success although we made a few mistakes and omissions!*" This message reached the facilitator of this workshop three days after the dissemination event, send by one of the participants, primary school teacher.

[19]

Social Media and Education: The cultivation of Democratic Ethos by the creation of a students' blog

Irene Papadaki

The workshop aimed to raise participants'' awareness about ways that can help them deepen the notion of Democratic Ethos by creating a students' blog. The workshop was attended by 11 participants who formed 3 groups and participated in 4 activities,

The attitudes, thoughts and feelings that gradually came up during the whole workshop were represented in the Group Tree.

1st Activity: The participants after having discussed their experiences and feelings from the use of social media in their personal life and as educators at schools, they expressed their attitudes by a ''frozen image''.

2nd Activity: Two sentences were given to each group and they were asked to discuss and reflect in groups on which of these sentences stands closer to the notion of Democratic Ethos.

The following were the sentences:
- ✓ Democracy is the possibility of deciding collectively on collective action for the common good.
- ✓ Democracy is the freedom for each individual to determine freely the action to take for achieving his/her personal goals.

After having discussed in the plenary, each group wrote the reflections and ''uploaded'' them to the "Group Tree".

3nd Activity: Each group was asked to define which values stand for Democratic Ethos and to decide on 3 students' blog themes that would enhanced Democratic Ethos. Their proposals were written and ''uploaded'' to the Group Tree.

4th Activity: Each group was given a short text with a different subject. They were asked to reply and explain why/why not they could hand out this text as ''food for thought'' to their own students, a blog orientation for democratic ethos in mind. The first text was about

justice, the second was about critical thinking and the third was about social media.   Once again their contributions were 'uploaded' to the Group Tree.

More photos of the workshop can also be found here

"Me the Stranger!"

Maria Sfetkou

The workshop aimed to challenge the unconscious behavior that we develop against the "Strangers" or whoever we understand or describe as a "Stranger". All the introductory activities were selected to create security climate among team members. The main game gave participants the opportunity to act as a 'Strangers' or as a "Team member". They experienced the different feelings, attitudes and behavior that we develop when we are part of the majority or when we are the minority.

The debriefing the workshop we focused on the following issues:

- What it means for me being part of the majority?
- How do I act when I disagree with my team?
- Can I separate my actions of the group's actions? / How risky is it for me?
- What do I do/ feel when I am out of a team?
- When and how often do I feel 'Stranger' in my personal life?
- Can I be assertive when I try to catch up with a group? Why / Why not?
- What makes me include or exclude someone?
- What is the meaning of inclusion or exclusion when I am a Stranger?

Participants were very energetic during the debriefing / reflecting discussion. They were asked to compare the actions/ behavior as 'team members' and 'strangers' with their student's school behavior.

At the final evaluation of the workshop participants were asked to answer the following questions by sticking pink, yellow and green memos on a flip chart. (The top is YES, the bottom is NO)

- ✓ How actively did I participated in this workshop? (**PINK**)
- ✓ Did this workshop helped me to understand the "Stranger's" feelings and actions? (**YELLOW**)
- ✓ Can I use this activity in my classroom? (**GREEN**)

Deconstructing Stereotypes –
Sexuality and Gender Terminology and the Pestalozzi Sexual Education Module

Dora Feggi & Georgios Paliatsios

In this workshop, the participants discussed the issues of sexuality and gender terminology, while using inclusive language and keeping a critical perspective on norms, and were introduced to the Pestalozzi Sexual Education Module. After a short presentation of the participants (each introducing someone else after pair talk), the workshop proceeded in the following 3 activities:

Activity 1: Presentation of terminology on gender and sexuality

The participants played a matching game, finding definitions regarding concepts of gender identity, gender expression, gender presentation, sexual orientation etc. In consequence, they discussed about these definitions and the norms governing gender and sexuality.

Activity 2: Deconstructing stereotypes (activity in: "TASKs for Democracy", P.P., pg. 163)

The participants worked in 2 groups and each group picked one word for a sex/sexuality stereotype and tried to find as many "common" words used for describing it. Then each group drew a colourful life size picture illustrating that stereotype on a large sheet of paper. The drawing illustrated all the important visual items of the stereotype (appearance, clothes etc.). Moreover, the groups were asked to describe the personal and social characteristics, lifestyle, personality etc., that belong to the stereotypes and also to focus on "clichés" about sex and sexuality. Following, they created an exhibit with the "picture people". Each group talked about the picture and tried to find as many arguments as they could to "break down" this classification and wrote the arguments down.

During the debriefing and evaluation, the participants discussed on the classifications of individuals, on the stereotypes that appear in their work and on how they could transfer this activity to their own practice so as to: develop an understanding of cultures and identity as a dynamic and negotiable process, seek to prevent the marginalization of any individual or group, develop empathy as a personal value to prevent discrimination and recognise diversity as a positive value for the environment and persistence of our world.

[24]

Activity 3: Get to know the Pestalozzi Program Sexual Education Module Text Units

A plenary presentation (power point) took place that focused on the Pestalozzi Program Sexual Education Module, but also provided a presentation of national and international organizations that are activated in that field. A list of links was handed out, where material can be found concerning sexual education.

In the overall assessment of the workshop, the participants evaluated it as "much fun" and "very interesting", as well as helpful and provoking.

# Workshop on Linguistic and Cultural Diversity (LCD)
Theodore Maniakas

In the Workshop on Linguistic and Cultural Diversity, we tried to do activities in order to familiarize participants with each other (ice breaking procedures) and then reflect on various basic notions like "culture" and its hyphenated terms. Among these we focused on interculture, crossculture and enculturation and their relation to language(s). We talked in five groups of four members each on issues and themes that are common to all cultures for example "happiness, sorrow, honesty, success" used as prompts, and how at the same time they vary from culture to culture. Presenters did the summary of their findings and discussed, a rather interesting and revealing procedure and equally so results.

Groups were eager to discuss broadly accepted cultural universals before they were
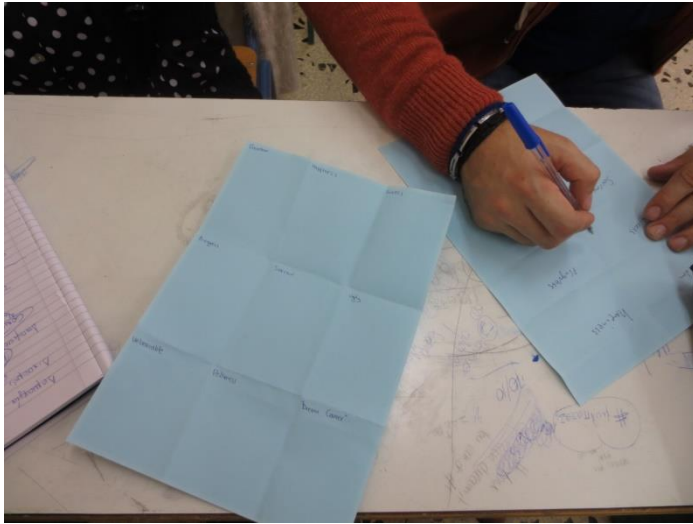
presented with basic CoE, UNESCO and other large organizations' guidelines so as to compare and reconsider the groups' versions and opinions on cultural diversity and languages.

It can be strongly claimed that the overall aim was attained: to accept the fact that diversity of cultures and interrelation of cultures is omnipresent, and to promote and safeguard awareness of belonging to a multicultural/multilingual society. One should be open to discussion in order to avoid ethnocentrism and racism and help integrating different cultural aspects in our classrooms with tolerance and respect to local societies.

The team

Special thanks go to the Principal and the teachers of the 9th Junior High school in Kalamaria Thessaloniki for providing venue and useful organizational help, as well to the colleagues and future colleagues students who volunteered in the event with their secretarial support.

[26]