Pestalozzi

Education for the prevention of discrimination (DISC)

"Empowering teachers by enlarging their teaching methods through COLLABORATIVE LEARNING"

by

Author: Catalina Stoica - Romania

Editor: Ana Žnidarec Čučković

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Theme: Collaborative Methods in the prevention of discrimination in class

Expected outcome

- ➢ To discuss the effects of stereotyping people
- ➢ To raise awareness of the existence of collaborative methods
- ➢ To raise awareness about the influence of discrimination on our teaching methods
- ➢ To think about possible solutions to prevent discrimination in class

Target group

Type of training	School level / age	Subject area
Initial and in-service training	All levels	Interdisciplinary

Brief description of the unit

First activities stands for ice-breaker and get to know each other exercises, in which the participants start to get used to role-play situations, drama techniques. Second one brings the participants to their own ideas of teaching and they have the opportunity to find out about other styles of teaching and how their students might feel about these. And last, third activity stands for climax and resolution where the participants reflect about realistic solution to prevent discrimination in class, and also find out a possible solution that is being proposed by the trainer.

Methods/techniques used

Role-play, hot seating, debate, individual task, table-filling group work, alternative teaching-group work, window, brainstorming, poster.

Time 120 minutes

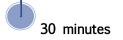|	
Preparatory activity – ice breaker (My name is…and I teach…)	▶ 5 minutes
Activity 1 - What are the effects of labelling people	▶ 25 minutes
Activity 2 - Are Collaborative Methods efficient and effective in teaching?	▶ 45 minutes
Activity 3 - How does discrimination affects our teaching?	▶ 40 minutes
Evaluation and assessment	▶ 5 minutes

Tips for trainers:

➢ Be sensitive, don't talk about too personal matters, raise awareness in what happens around us and then connect this with the inner perspective; be sensitive not to make the participants feel frustration due to judgmental attitudes
➢ Adapt your workshop according to their needs, do not display what you need to do, be flexible
➢ Take into consideration time, make a shorter, but more intense activity, rather than a longer, non-challenging one
➢ Try to change something in the participants' mentality by what you do with them, not by what you say theoretically
➢ Relate everything to the reality of the participants, their inner and exterior context
➢ Mind your resources, be realistic and always give feedback and bibliography and ask for feedback

Resources

Preparatory reading for the trainer not for the participants:
        http://www.co-operation.org/?page_id=65
        http://www.thirteen.org/edonline/concept2class/coopcollab/index.html	

Chairs, paper, colored markers, blue tag	
Colored stickers	
The Human Rights (copies), The Basic Principles of Collaborative Methods (copies)	

Bibliography copies	
The "An Overview of Cooperating Learning" copies	
The table: DISCRIMINATION / WHAT WE CAN DO /WHAT IS DONE /WHAT I WILL DO	
Flipchart, tape, scissors	
Feedback sheets- Appendix 1 (to be modified)	
Internet-based communication after the workshop	

Activity 1 What are the effects of labelling people?

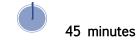30 minutes

	Notes
▶ **General aim:** ➢ to start discussion about the effects of stereotyping people ▶ **Specific aims:** ➢ to explore the relationships between what is expected of us and how we behave ➢ to raise awareness of the effect of our own behaviour towards the others	
▶ **Methods /techniques used:** ➢ drama techniques (taking on a role, hot seating), debate	
▶ **Resources:** ➢ Mapping Drama, chairs, paper, pens, blue tag	
▶ **Practical arrangements:** ➢ Larger room with chairs, paper, pens, blue tag	
▶ **Instructions/procedure:** ➢ The first exercise can be remembering our names, likes and dislikes: one of the teachers starts saying " my name is….and I like…I don't like….", then the other says these words about himself and	

remembers what his colleague has just said and so on...until the trainer has to remember all the names and information

➢ Then, we play a game. The trainer announces the rules: he/she will pick a number from 1-10 (1 representing the worst mood, 10 the best); one of the teachers leaves the room with the trainer, he is given a number to interpret; the teacher comes back, sits on the chair and says „my name is ...and I teach..." according to his number; the others guess which number he/she performed; we do this several times. Mood is observed verbal and non-verbal.

➢ Debriefing: they say how they felt.

➢ The second exercise from the same activity is: the teachers are given slips of paper with profiles (name, age, job, social status etc.), then they need to find their social group (doctors, teachers etc.) and they form 3-4 groups; then they put on their backs the pieces of paper they received and the others write a sentence or a word about what they expect from the others.

➢ Hot seating follows, in which one stays on a chair and the others ask various questions about his role, so they find out that there is more to it than what they assumed.

➢ Then follows the debriefing part in which we discuss the purpose of each exercise.

▶ **Tips to trainers/anticipated difficulties:**

➢ Be sensitive matching the teachers with the jobs or characteristics; the goal of the exercise is not to talk about personal things, but it aims to touch their sensitivity and raise awareness to these matters

▶ **Debriefing/reflecting:**

➢ The debriefing has 2 parts: one after the number interpretation when they say how they felt, why they "read" the performer in that particular way; it only lures them for the next part, after the hot seating, when they should find out that the "reading" is shallow and people hide their inner depth.

Activity 2 Are Collaborative Methods efficient and effective in teaching?

45 minutes

	Notes

▶ **General aim:**
   ➢ To raise awareness about the existence of collaborative methods
 	
 ▶ **Specific aims:**
   ➢ To raise awareness about the existence of collaborative methods	

▶ **Methods /techniques used:**
   ➢ role assignment,
   ➢ individual writing,
   ➢ table filling-group work,
   ➢ alternative teaching-group work,
   ➢ debate.	

▶ **Resources:**
   ➢ The Human Rights/ Basic Principles of Collaborative Learning copies,
   ➢ stickers,
   ➢ paper,
   ➢ pen.	

▶ **Practical arrangements:** ➢ colored stickers with roles,	

➢ A3 paper, ➢ pens, ➢ stickers, ➢ the Human Rights - copies	
▶ **Instructions/procedure:** ➢ They remain in the groups of jobs before; they are assigned roles (they pick a card with energizer, tracer, writer, time manager) with rules: they all should participate and write. ➢ Then they think individually about what methods of teaching they use, they write 2 - 4 then they fill in a table which should contain four methods that belong to the group and also the causes and effects of those methods: 4 methods of the group / causes / effects They discuss in their group about this and report to the whole class • Initiate a discussion about collaborative methods, what and which they are, they write individually one that they find interesting and useful on a sticker, then put it on the flipchart like a poster so they have time to read it ➢ The second exercise: they remain in groups and tell them that they will have a secret assignment: group 1 receives the Human Rights and the Energizer reads it loud, group 2 receives the same but the Tracer dictates and the others write and he/she corrects them every time, group 3 split the info in 3 - 4, read it silently, share it, have a discussion; at the end, each group fills in a poster with what they found out from the text.	

▶ **Tips to trainers/anticipated difficulties:** ➢ Be sensitive because participants will get frustrated when they are judged, criticized, discriminated	
▶ **Debriefing/reflecting:** ➢ The debriefing is the discussion on why the secrecy of the tasks ➢ What were the secret task of each group ➢ What were the consequences of each method ➢ Which method is more comfortable for us and why ➢ We start the discussion about the connection between collaboration and discrimination	

Activity 3 How does discrimination affect our teaching?

40 minutes

	Notes

▶ **General aim:**
     ➢ To raise awareness about the influence of discrimination on our teaching methods
 	
 ▶ **Specific aims:**
     ➢ To talk about types of discrimination in the educational environment
     ➢ To find strategies to fight against this situation
     ➢ To raise awareness about the influence of discrimination on our mentality and on the others	

▶ **Methods /techniques used:** ➢ the window (group work), table filling (group work), debate, brainstorming	

▶ **Resources:**
 	
     ➢ http://www.co-operation.org/?page_id=65,
 	
     ➢ paper
     ➢ table on the flipchart	

▶ **Practical arrangements:** ➢ A3 paper, pens, copies of text materials for participants in groups	
▶ **Instructions/procedure:** ➢ The teachers are asked to think about different types of discrimination in their school and write as many they want on their paper; then, in their groups, they use the window technique to discuss and	

write the 4 most encountered; after this we discuss about how these problems affect us, our mentality, others, our way of teaching.
➢ Also individually, the teachers write in the given table what they can do to change each type of discrimination and what is already done to improve the situation in their schools.
➢ The next step is for the group to fill in a complete table with all the important findings of the group and also, they are asked to think of a blank category in the table, what they will do to improve the situation

Discrimination   /   What WE CAN do   /   What is done   /   What I will do

▶ **Tips to trainers/anticipated difficulties:**
➢ Be available for participants, circle the room and encourage.

▶ **Debriefing/reflecting:**
➢ We have a debate on the topic: What is the link between collaborative learning and discrimination? They answer without critical judgment from the rest and I write everything on the flipchart. Then we discuss about the things they consider important and in the end they write on slips of paper 3 things they learnt in this session
➢ They get homework/ assignment: The teachers are given copies from BAD, The Rights Of The Children, Collaborative Learning, Lesson Plans, Ideas for Using the Collaborative Methods and they should implement each week at least one collaborative methods by which their students find out about discrimination, their rights etc.
➢ Finally, they should report on the results (the written feelings of them and the students) and to fill in the blank category of the table (I WILL…)

Evaluation and assessment

5 minutes

	Notes
▶ **Instructions/procedure:** ➢ The teachers are given feedback sheets where they write 3 things they learnt (new) in this session ➢ They will fill in the blank category of the table (I WILL…) where they will think about realistic action against discrimination ➢ They will write their achievements or failures when implementing the methods in their classes ➢ Their students will have the opportunity to write how they felt in those sessions	
▶ **Tips to trainers/anticipated difficulties:** Tips for trainers: the teachers might not be eager to talk about their school; they might not want to implement something new; they might not want to do their assignment; we should be sensitive, but also try to convince them that to ACT is the most important thing to change something about our mentality.	

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- Aronson's jigsaw classroom: http://www.jigsaw.org/
- Kagan Cooperative Learning: http://www.kaganonline.com/online_magazine/
- Elisabeth Cohen's complex instruction:

  http://www.uvm.edu/complexinstruction/about_ci.html

  http://www.thirteen.org/edonline/concept2class/coopcollab/index.html

Appendix 1:

- the questionnaire will be adapted for the longer workshop, this one was used for a short 20-minute presentation

Questionnaire regarding the presentation entitled:
THE USAGE OF COLLABORATIVE METHODS IN ORDER TO PREVENT DISCRIMINATION IN CLASS
Mark the statements from 1 (not at all satisfied) to 5 (very pleased):
1. We worked very well in the group
2. The information was clear and concise
3. All participants had access to the auxiliary materials
4. The participants listened to the others
5. The atmosphere was a collaborative one
6. We got involved as participants
7. We interacted with all the members from the group
8. We interacted with the Trainer

The assessment of the activities:
1. How did you feel during the activities?

2. What activity/activities did you like? Why?

3. Would you come to a longer workshop about this topic? What else would you need to develop the quality of such a workshop?