

# Public Report

4<sup>th</sup> National Dissemination event of the Pestalozzi Programme of the Council of Europe

In Crete, Greece

13 & 14 October 2017

by Foteini Veneti, lead trainer with the support of Pestalogikos Dialogos

*Dimitris Grammenos*



## Pestalozzi Programme

Council of Europe Standards and Effective Pedagogy

13-10-2017 Basilica of Saint Marcus, 14-10-2017 SEEH / Savathianon & Nioti 8, Crete



## SHORT INTRODUCTION/BRIEF SUMMARY OF THE EVENT



Crete, Greece, 13 & 14 October 2017

More than 130 teachers, Head Principals, School Advisors and other Stakeholders from the 4 counties of Crete participated in the 2-day National Dissemination event of Pestalozzi Programme CoE in Herakleion, Crete, while a plethora of Educational representatives, Regional and Town Council officials embraced the opening ceremony in the Basilica of Saint Marcus on the first day of the event with a traditional folk poem (Cretan Mantinada) and the very moving music performance called “Odyssey” by Nikos Kazantzakis, a well-known Cretan writer. Inspired speeches and innovative presentations made this first day a unique one.

On the 2nd day, our hosting school - School of European Education of Herakleion- the Deputy Head Mistress and a team of SEEH staff who also offered professional secretariat help - did its best to facilitate all workshops by providing all necessary materials, well equipped neat classrooms, ICT equipment and Cretan snacks and delicacies.

4 parallel workshops were conducted for 1 and half hours each in the morning session. These were followed by a joint activity outdoors due to the nice summery weather. “Speed dating for Democracy“, an activity from L2C which aimed at helping participating teachers to enhance competences for democratic practice through the development of attitudes, skills, knowledge and understanding for Democracy. This joint activity was enriched by “the handprints of democracy” depicting Cretan Educators’ determination to struggle for Democracy in their schools. This activity was called “Take Democracy in your hands”. As a follow up, a strengthening team spirit activity called “The gift” was introduced, where participants had to mime a virtual gift and offer it to their neighbouring colleague, thus fostering the idea of being part of a huge community of educators and helping them - in the most democratic way - to release one essential teacher skill: being theatrical!

After the joint activity, 4 other parallel workshops were conducted during the afternoon session and the final session was an assembly in the main hall of the school. There Mr. Josef Huber highlighted the benefits educators have had through joining the Pestalozzi Programme and being part of the Pestalozzi Programme community of practice and platform. He also mentioned the fact that more than 2,000 teachers are Pestalozzi Programme members and the majority of them have benefited by taking part in the various National and International Pestalozzi Programme workshops and seminars. At the end Mr. Huber and the Lead trainer expressed their delight and honour at the warm welcome and enthusiasm of the Cretan teachers participating in this Pestalozzi Programme National dissemination event and urged everyone to actively participate and keep up disseminating Pestalozzi Programme principles in their educational networks and contexts. What followed was an innovative evaluation schema (Pizza Pestalozzi and 2 wall targets - see appendices) and the delivery of 4th National Dissemination event of Pestalozzi programme, Crete, October 2017

participants' certificates by the Secretariat. The 3<sup>rd</sup> day was dedicated to sightseeing and a guided walking tour in the Historical centre of Herakleion by an eminent Cretan Archaeologist, Mrs. L. Starida.

To cut it short, the whole event could be characterised as a “success story” of great quality and of such a status equal of any other international event.

Acknowledgements go to the team of workshop facilitators of Pestalogikos Dialogos (in random order: Mrs. Julie Gyftoula, Mr. Pavlos Kosmidis, Mrs. Irene Papadaki, Mrs. Natassa Anagnostopoulou, Mrs. Dora Feggi, Mr. Giorgos Paliatsios, Mr. Theodore Maniakas, Mrs. Maria Sfetkou, Mrs. Vivian Chiona); the Regional Directorate of Crete (Vice Governor Mr. G. Alexakis), EuropeDirect of Crete (Mr. V. Madoulka & N.Moraitakis), Town Council of Herakleion (Deputy Mayors Mr. Gian Andrea Garancini, Mrs. A. Plevri & Mr. G. Vlachakis), the Regional Educational Directorate of Crete ( Regional Educational Director Mr. G. Terzakis, Mr. G. Perikleidakis & Mr. I.Kanellos), FORTH Main Researcher Mr. D.Grammenos (Pestalozzi poster instigator), Teachers4Europe Ambassadors and Network (Mrs. F. Asderaki, Mrs. F. Kouskourida, Mrs. A. Ginoudi, Mrs. M. Drakaki), Greek Ministry of Education - Department of International affairs and National NLO (MS. M. Fassari and A. Bombetsi), School of European Education of Herakleion(SEEH) (Ms. A. Mpatala & Ms. .A. Fillipaki) and its secretariat, the students and the Music teachers of Music High School of Herakleion, the Music School Advisor Mr. K. Drossoulakis, all Regional School advisors, all Head Principals, Mrs. L. Starida, archaeologist and all Cretan participating teachers. Last but not least, warm thanks go to Mr. Josef Huber, Head of the Pestalozzi Programme and Ms. Tara Hulley (Pestalozzi Programme Secretary) for their valuable inspiration, presence, concern and support before, during and after the event.



## “Council of Europe standards and effective pedagogy”

### Appendices

- ✚ Programme of the opening event
- ✚ Descriptions and short evaluations of the 4 morning workshops
- ✚ Description of the joint activity
- ✚ Descriptions and short evaluations of the 4 afternoon workshops
- ✚ Evaluation of the workshops on behalf of the participants
- ✚ Evaluation of the joint activity
- ✚ Overall evaluation of the whole event



# OPENING DAY SCHEDULE

Moderation: Foteini Veneti

- ✚ 18.30 - 18.40 Welcoming by the Music High School of Heraklion
- ✚ 18.40-18.45 Foteini Veneti, Lead Trainer for Pestalozzi in Crete: Welcoming by a folk Cretan “Madinada”
- ✚ 18.45- 18.55 Konstantinos Drossoulakis, Music School Advisor for the whole Cretan
- ✚ 18.55-19.05 Georgios Terzakis, Educational Director of the whole Cretan region
- ✚ 19.05- 19.15 Georgios Perikleidakis, Head of scientific and pedagogical guidance for Elementary Education in Crete
- ✚ 19.15- 19.25 Ioannis Kanellos, Deputy Head of scientific and pedagogical guidance for Secondary Education in Crete
- ✚ 19.25-19.35 Georgios Alexakis, Vice Governor of European and International Affairs, Region of Crete
- ✚ 19.35- 19.45 Aristeia Plevri, Herakleion Deputy Mayor for Tourism – Gian Andrea Garancini, Herakleion Deputy Mayor for Tourism
- ✚ 19.45- 19.55 Dimitris Grammenos, Principal Researcher (Researcher B), Foundation and Research for Technology (FORTH), instigator and designer of Pestalozzi poster in Crete
- ✚ 19.55-20.05 Angeliki Kapsaski , School Advisor for Secondary education of Rethymnon ( Philologist)
- ✚ 20.05-20.15 Athina Doulia , School Advisor for Chania
- ✚ 20.15-20.25 Amalia Fillipaki, Vice Principal of School of European Education of Herakleion
- ✚ 20.25-20.35 Erietta Vouraki – French Language teacher, Agios Nikolaos, Crete
- ✚ Maria Daniella Marouda - Assistant Professor of International Law, Department of International and European Studies, Panteion University, UNESCO Chair on Human Rights, Democracy and Peace.
- ✚ 20.35-20.45 Athina Ginoudi. Teachers4Europe Ambassador
- ✚ 20.45-20.55 Dr. Foteini Asderaki Assistant Professor, Jean Monnet Chair on European Union’s Education, Training, Research and Innovation Policies, Department of International and European Studies, University of Piraeus.
- ✚ 20.55 -21.05 Vassiliki Madoulka Head of Europe Direct Crete– Nikolaos Moraitakis Europe DIRECT Κρήτης
- ✚ 21.05 – 21.15 40 Vivian Chiona, Psychologist , Expat Nest-Pestalozzi online Steward /facilitator & Eleni Moraiti , Ionian University, PhD Candidate
- ✚ 21.15 – 21.30 Josef Huber Presentation of CoE principles and mission

Closing of the day: Josef Huber & Foteini Veneti

Dinner



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# DESCRIPTIONS AND SHORT FEEDBACK ON THE WORKSHOPS

## ***Workshop A1 (Thematic Area: School Life)***

### THE DREAM SCHOOL

Facilitator: Irimi Papadaki

Number of participants 24, the procedure had 3 steps.

During the first step we asked the participants to imagine their dream school as individuals and then as a group considering the following questions:

- What is your dream school like?
- What does it look like? Which is your favourite space in it?
- What traditions would you like to establish in your school?
- What rules would you like people to observe?

After they had written down their ideas individually and had chosen two of the most important ones on their own lists, they put together and discussed together the features for drawing the dream school that they would all be happy with.

Once an idea was discussed and accepted by the others as important, the person on the right of the speaker had to draw this idea on the poster. No words were written on the poster at this stage.

During the second step when every group had presented their dream school to the plenary, they were told that some students were unhappy in these dream schools so the posters had to be changed to ensure that all students enjoyed going to school.

Stories of conflict were given to the groups, they discussed the stories and then they were asked to complete their posters with further drawings to make sure that their school is a dream school for everyone.

Each group reported the changes they had made.

During the third step some questions were given for debriefing:

- Is your school a dream school for you? Is it a dream school for everyone?
- What kind of experience was it to imagine your dream school?
- How did you feel when you read about the unhappy children?
- Has anything changed in your thinking after reading about them?
- Did you see any resemblance to life at your school?
- What did you add to the poster in the second round of drawing?
- Would teachers in your school react the same way as the teachers in the stories?
- Is there anything you could do to help solve similar problems? Are there any risks involved in your drawing attention to these problems?
- To what extent do you think the co-operative learning techniques we used here can help prevent similar conflicts at schools?
- What does the activity do to promote a democratic school culture?





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## **2. Workshop B1 (Thematic Area: Interpersonal relations)**

Facilitator: Theodore Maniakas

Title of the Workshop: Martian Ethnographer's Workshop

Brief description: Martian Ethnographer's Workshop aimed at presenting the linguistic and cultural diversity in Greek society and ways to promote and empower minority languages and cultures both within the framework of foreign language classes and also outside of those classes. The aims included the creation of tools and activities to focus on similarities and cultural universals that prove the omnipresent common cultural values defining our contemporary societies (tolerance, democratic citizenship, diversity).

Equipment: PC, video projector, Wi-Fi / internet connection

Target group: ALL

Warm up: 10 minutes

Free sitting randomly was proposed in tables of 4-5 people, variety of age, gender, education.

Participants were given a simple A4 sheet with an outline of a human being and were asked to mark on it (him / her) all possible information and traits, skills, interests, dreams, aspirations, wishes and in general all things that they believe are representative of themselves. The scope was to show the great diversity even among the 28 members of a group. Common ideas and trends were noted on the whiteboard for all to see.

Participant-observation introduction: Participants were introduced to their activity *Martian Anthropologists visit An Unknown Place*. Topics included Family, Economy, Friendship, Arts.

After 15 minutes within group discussions, the results were presented to the class. Lively discussion and comments followed revealing up to a certain point the importance of self-criticism, revision of fixed ideas and stereotypes and re-defining certain aspects of everyday life.

We had to move on to the theoretical part of the workshop. Maslow's and Harris's approaches to culture and self-actualization were presented in a simplified manner via a power point presentation which proved useful as well as easy to follow and apply in the class.

A brief discussion followed (given the limited time frame) and we concluded this workshop. My personal evaluation is a very positive one. Participants were pleased with the overall experience and so was I.

Theodore M. Maniakas, Ph.D Ethnolinguist (1991 Université de Montréal)



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### **3. Workshop C1 (Thematic area: Understanding Diversity)**

Facilitator: Maria Sfetskou

Title of the Workshop: Me, the Stranger

Brief description: This workshop deals with issues such as majority and minority, exclusiveness and diversity. It aims to help participants realise how their thoughts, feelings and actions change according to the group they belong to, i.e., majority or minority group. It also aims to challenge participants' behavior and guide them to analyse the strategies they use to be accepted by the majority group and those they use as members of majority to exclude the minority. Finally participants are given the opportunity to increase their awareness about the meaning of exclusion and inclusion in a group and be invited to reflect on their everyday school life and practices so that they will recognise and develop skills, attitudes and behaviors that encourage inclusion and avoid exclusion.

STEPS:

- Welcoming participants – Warm up activity
- Divided into 2 or 3 groups, approximately 7 members each
- Team building activity
- 'Me, the stranger' game
- Debriefing and evaluating the members behavior and reactions during the game

Reflecting on their or/and their students everyday school practices

Equipment: Flip chart / markers

Target group: ALL

NUMBER OF PARTICIPANTS: 22

In this workshop participants discovered by experiential methods how a person could feel, think and act when s/he belongs to a group and when s/he experiences exclusion. The session focused on participants' unconscious behaviour about acceptance, positivity and openness when they experienced a new, unusual and possibly unfamiliar situation.

- The participants experienced the feelings they could develop as members of a group and experienced exclusion from a group.
- Identified ways and paths someone could use to become a member of a group and strategies s/he used to be accepted.
- Identified ways and paths the groups used to preserve their cohesion
- Developed awareness about acceptance as well as avoiding bias and discrimination.

- Reflected on their everyday school life and recognized and developed skills, attitudes and behaviors that encouraged inclusion and avoided exclusion

Step 1: Welcome participants – Warm up activity: “The welcome claps”

Step 2: Divided the plenary into 3 subgroups, 7-8 people each. Used 3 colours of post-its, stuck them on their backs and asked them to find their sub-group silently. It is important not to talk during this activity.

Step 3: Empowered each group to give themselves a name and create a song/ hymn about themselves. Took turns presenting themselves to the other groups!

Step 4: Asked one person of each group to leave the group, to be the stranger. Then the members of the group were instructed to stand shoulder to shoulder forming a circle as tight as possible so as not to leave any space between them.

Step 5: Explained that the ‘stranger’ must try to get into the circle while those who form the circle try to keep him/her out. They could use any method except violence.

Step 6: After 2 minutes and regardless of whether they managed to enter the circle or not, the ‘stranger’ joins the circle and another member took a turn being the stranger.

Step 8: When only one member was left, that member was instructed to try and get into another group’s circle. The one who managed it would be the final winner.

Step 9: Everyone was brought together to discuss what happened and how they felt.

Step 10: In groups of four the participants listed the strategies used both by the ‘strangers’ and those who formed the circle

Step 11: Debriefing and reflecting:

- the participants commented informally on what happened during the activity

Individually they were asked:

- How did you feel when you were a part of the circle?
- How did you feel when you were the ‘stranger’?
- Do those who succeeded to force the circle feel differently than those who didn’t manage it?
- What methods/strategies did the ‘strangers’ use?
- What methods did the members of the circle use to protect their circle?

In the plenary they were asked:

- In school life, what does the circle could represent?
- When can a student be a ‘stranger’?



- When can a student be a part of majority / minority?
- What strategies can a student use to gain access to majority?
- How actively did I participate in this activity?
- Can I understand better now the ‘stranger’s’ behaviour?
- How useful this activity is for me to understand acceptance?
- Can I use my experience from this activity to develop my acceptance about ‘strangers’?
- Can I try this activity with my students?



#### **4. Workshop D1 (Thematic Area: Addressing hot issues at school)**

Facilitator: Julie Gyftoula

WORKSHOP TITLE: “Me, you and a colourful world to fit in!”



NUMBER OF PARTICIPANTS: 32

DURATION OF WORKSHOP: one and a half hours

EQUIPMENT USED: computer with speakers, projector.

#### **RATIONALE AND SHORT DESCRIPTION**

The world we live in and teach has changed a lot since the beginning of the economic recession as well as the different profiles of our classrooms which deal with the challenge of offering quality education to children from diverse backgrounds. The unstable political canvas and issues such as immigration or emerging terrorist actions within the European family have negatively charged the overload of personal and social identity. The aftershocks of all the above context have been inevitably transferred into our school communities adding other very important goals to the ones already set by the educator: to help learners develop an ethos and feelings of democracy, solidarity and empathy, to find the tools and techniques which ensure respectful communication so that successful learning takes place.

Making use of “the head, the heart and the hands” principle and aiming at engaging participants in learning by doing and collaborative activities, this workshop aimed at presenting the participants with a sample of activities designed to deal with bullying incidents and conflict management issues.

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The workshop was based on knowledge and skills acquired by the facilitator during the Pestalozzi programme “Evaluation of transversal attitudes, skills and knowledge (EVAL) Modules A and B October 2105, May 2016 and the training unit produced by the facilitator during that period.

## OUTCOMES

Participants are hopefully able to provide answers to these questions:

- What do we mean by TASKs and why are they important?
- Can these easily be recognised and integrated through the whole curriculum?
- How can educators have a lasting influence on their students’ motivation to develop in this area?
- Is it easy to design activities to this aim and how can someone evaluate the outcome?

## PROCEDURE FOLLOWED

### Step 1 (plenary – 7 minutes)

The facilitator introduced herself and welcomed the group. Participants sat in a circle and shared a few words (name, profession)

Presentation started SLIDES 1-6

Participants were asked to take part in a warming up game called “The neighbourhood yard”  
References: Activity from “Tasks for Democracy” Pestalozzi series No. 4

### Step 2 (group activity – 5 minutes)

Participants were invited to discuss in groups about the TASKs required for the completion of the previous activity and present their findings in plenary. (mutual trust, appreciate each other’s roles, accept a situation, handle group dynamics)

### Step 3 SLIDES 7-10

Facilitator introduced the meaning of TASKs and guided participants through the CoE material on the issue.

Participants were invited to discuss the differences between assessment and evaluation, their significance and presence in their teaching practice. Then they were shown some photos of evaluation techniques in practice.

### Step 4 (Group work – 5 minutes)

Participants were asked to play a short matching game so that the new roles of teachers and learners were emphasised.

### Step 6 Activity 1 Creating a Safe Learning Space with Learners

OUR FOREST References: Activity from L2C platform educational material



Step 7 Activity 2 ARIADNE'S BALL OF STRING (20 minutes)

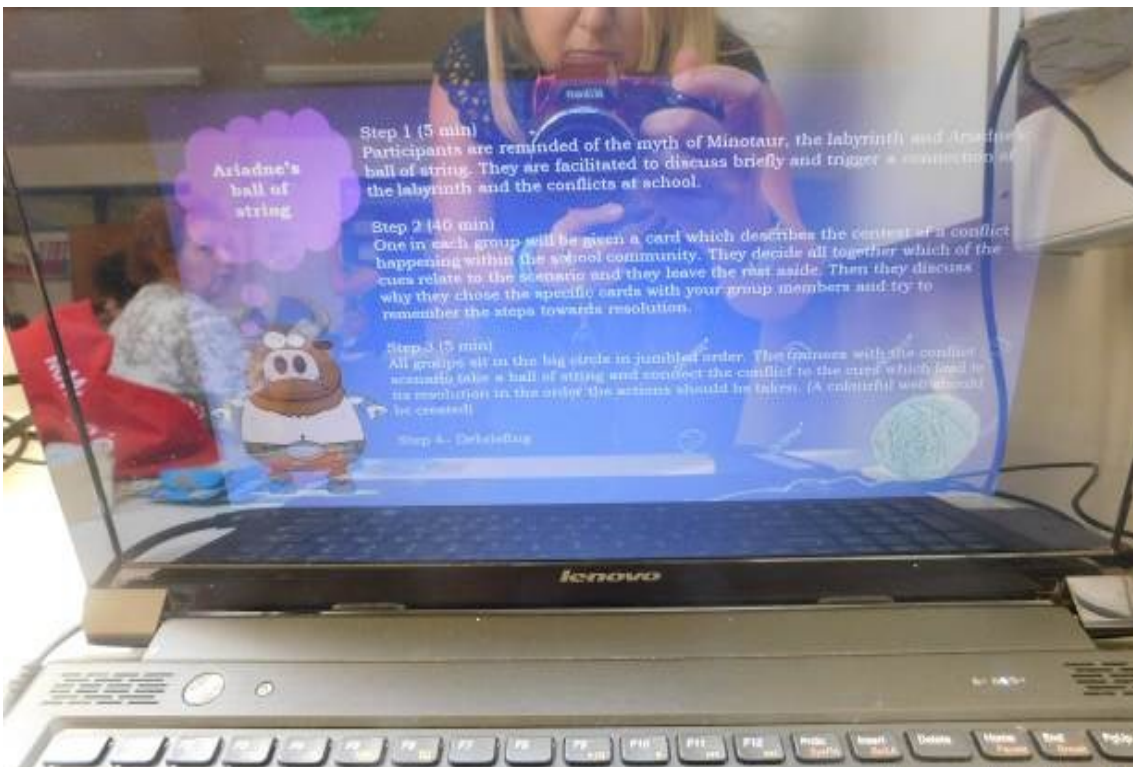
Step 8 Debriefing (20 minutes)

Participants reflected on the activities and evaluated the workshop using "Traffic lights".

Handouts: Participants were given the CoE butterfly and were invited to join the Pestalozzi platform.

The powerpoint presentation which was used is available at

<https://www.slideshare.net/secret/pIrJItQIBdqWEu>



# JOINT ACTIVITY

Facilitator: Foteini Veneti and Josef Huber

## ***Title: Speed Dating for Democracy***

**Aim:** To help teachers develop competences for democratic practice through the development of attitudes, skills, knowledge & understanding for democracy.

### Expected outcomes:

- Participants assessed their own environments\* in terms of mutual understanding, trust, respect, solidarity, and excellence.
- They considered how much I, he, she, we, as individuals, can contribute to a more democratic environment\*.

\*the environment can be of many sorts: classroom, school, university, sports club, training...

### Preparation:

- Printed cards, enough for the number of players/participants
- Enough space to make two rows of participants and for them to move around comfortably. Alternatively, you can do this activity with the participants standing in two concentric circles.

### Procedure:

- \*All the participants lined up in 2 rows facing each other to form pairs.
- Each pair received a different card.
- Participants discussed with their partners what they already do in their practice to, for example, 'manage discipline' through cooperation.
- They also exchanged ideas about what else can be done to develop the attitudes, skills or knowledge/understanding referred to on the card.
- After 2 minutes with a partner, the row moved so that everyone had a new partner to talk to about a new card for the next 2 minutes.
- The format was repeated several times, allowing participants to talk to as many different partners within the time available.
- The debriefing was done through an additional activity called: "Take Democracy in your hands" done in the schoolyard as a joint activity due to the sunny weather.



The joint activity was enriched by the “handprints of Democracy”, letting participants “taking Democracy in their hands”! Moreover, the activity called “The Gift”, was a lively, humorous and entertaining one for both “gift givers and gift receivers.”

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## AFTERNOON WORKSHOPS

### **5. Workshop A2 (Thematic area: School Life)**

Facilitator: Anastasia Anagnostopoulou

Title of the Workshop: Prevention of hate speech online – Education against hate speech

**Brief description: The use of the manual *Bookmarks*, on combating hate speech online through Human Rights Education, developed by the CoE, was the objective of this workshop. Through team work we tried to identify online hate speech, discuss its causes and results, learning to evaluate information sources and propose action plans or projects to be implemented in schools in order to promote school as a “safe place” where pupils should feel secure to talk freely about their problems and be encouraged to work actively against spreading words of hate. In this context, we worked with the activities “Saying it worse” and “Roots and Branches” from the manual “Bookmarks” of the Council of Europe.**

Introduction phase:

“What is hate speech?” – Hate speech online (Video) – Hate speech in school – Discussion

Main phase:

- Presentation of the “No Hate Speech Movement” of the Council of Europe
- Activity “Saying it worse”
- Activity “Roots and Branches”

Assessment- Final discussion:

How can schools turn into a ‘safety zone’, where each human being feels protected and respected. What is the role of the teachers? How can we introduce activities from “Bookmarks” in classrooms? Ideas about an action plan against hate speech in schools.

Equipment: Projector, laptop

Target group: ALL

Number of participants: 25

Duration: 90 minutes

Equipment used: Laptop, projector, speakers,

The workshop aimed at introducing the No Hate Speech Campaign of the CoE and the use of the manual "Bookmarks" in class so that preventive strategies and action plans in schools could be developed to deal with hate speech online.

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The No Hate Speech movement, its aims and strategies were presented through its website, and after discussing the term hate speech, the participants watched an experiment and were urged to reflect on the power of online hate speech, where and how it is spread and the tools used. Using two activities from the manual “Bookmarks” (“What is worse?”, “Roots and Branches”) they engaged in constructive team work in order to get acquainted with the material offered in the manual.

The specific aims of the activities were 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 to different cases of hate speech online; to understand the net created by hate speech online; to look at the underlying causes and realise the need to face online hate speech as a problem with many connections to other issues.

During the debriefing and assessment phase the participants discussed possible ways to react against hate speech online, and worked on the possibilities of carrying out action plans in schools and classrooms against hate speech.

They acknowledged the key-role played by teachers in combating causes and stereotypes that can lead to hate speech, that there are no quick fix- solutions but long- term strategies. The participants showed real interest and carried out the activities with enthusiasm. The general impression was that

they would eagerly work at school to create ‘safe places’ by promoting tolerance and preventing tensions.



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## **6. Workshop B2 (Thematic area : Interpersonal relations)**

Facilitators : Dora Feggi- Giorgos Paliatsios

Title of the Workshop: “Deconstructing Stereotypes – Sexuality and Gender Terminology and the Pestalozzi Programme Sexual Education Module”

Brief description: This workshop addressed the issues of:

- Sexuality and gender terminology
- Inclusive language
- Norm critical perspectives
- Pestalozzi Programme Sexual Education module material

The aims and the expected learning outcomes were:

- Develop shared understandings of concepts relating to gender and sexuality
- Develop a critical awareness of norms governing gender and sexuality
- Develop an understanding of cultures and identity as a context dependent, dynamic and negotiable process
- Seek to prevent the marginalisation of any individual or group
- Develop empathy as a personal value to prevent discrimination
- Recognise diversity as a positive value for the environment and persistence of our world
- Get to know the Pestalozzi Programme Sexual Education Training Units

Part 1: Activity - Presentation of terminology on gender and sexuality

Group work

Through a matching game, the participants formed groups by finding definitions regarding concepts of gender identity, gender expression, gender presentation, sexual orientation etc. Afterwards, they discussed the norms governing gender and sexuality and on how to use inclusive language.

PART 2: Main activity – Deconstructing Stereotypes

Group work

The groups were invited to either pick one common word for sex-/sexuality stereotypes to use descriptively or to create their own. Then each group drew a colourful life sized picture illustrating their chosen stereotype on a large sheet of paper. The drawing had to illustrate all the important visual items of the stereotype, appearance, dress, etc. Moreover, the groups were asked to describe the 4th National Dissemination event of Pestalozzi programme, Crete, October 2017



personal and social characteristics, lifestyle, personality etc., that belonged to the stereotypes and also to focus on “clichés” about sex and sexuality. Afterwards, they created an exhibition 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. Debriefing and evaluation followed.

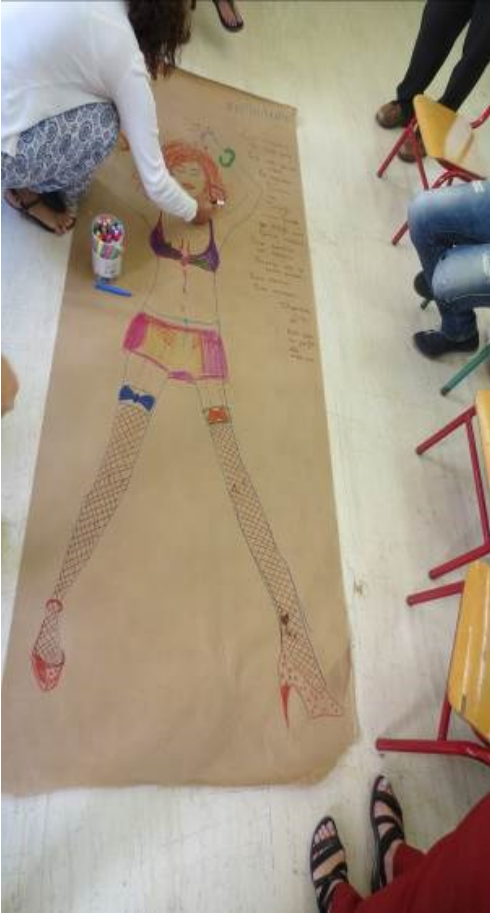
### PART 3: Get to know the Pestalozzi Programme Sexual Education Module Training Units

#### Plenary presentation (power point)

Focused on the existing material available on the Pestalozzi Programme platform and highlighted national and international organisations that are activating in that field.

By completing the workshop “Deconstructing Stereotypes - Sexuality and Gender Terminology and the Pestalozzi Programme Sexual Education Module” in this two-day dissemination event, the received feedback was that this educational-artistic intervention achieved the objectives set at a satisfactory level. The interest shown on the subject, led to the attendance of trainees beyond the initial quantity planned, creating on the one hand satisfaction in identifying the issues that concern the wider educational community, but on the other hand, caused difficulties in managing the group, mainly due to the time division of the modules. The unification of the group was effective in creating a desirable level of trust and an intimate climate for the trainees to negotiate more effectively the sensitive-taboo issue of sexual stereotypes. Unfortunately, the limited time for this group size with such a creative mood and wealth of opinions, greatly reduced the final plenary assessment debate.

On the other hand, the activation created by this activity in the trainees seemed to have raised concerns and the dialogue continued outside of the time constraints and the closed intervention room, leading to the pedagogical assumption that *maybe the incomplete can lead to continuity...*



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## **7. Workshop C2 (Thematic Area : Understanding Diversity)**

Facilitator : Vivian Chiona

Title of workshop : Understanding diversity (Abigail's story from the CoE toolkit)

Brief description: In a globally connected world and in Greece lately, schools comprise an increasingly diverse population. Diversity brings its blessings (flexibility in thinking, a dynamic mix of minds, and an atmosphere of learning) but it also brings its challenges, like miscommunication or different approaches to structures and ways of perceiving/doing. Cultural Diversity at School is tailored to the unique needs and challenges faced by educators in a diverse environments. The workshop aimed to support educators, to build their intercultural understanding and develop core intercultural competences leading to feeling more empowered, happier, more productive within a diverse team and more confident in their roles as educators.

Equipment: Board, pens, paper, tape and scissors

Target group: ALL

The workshop 'Understanding diversity in education' was well received by the 30 participants who were actively involved in the discussion and group work. We explored the topic of diversity through storytelling and how we can use our head, heart and hands in a holistic approach in education. The evaluation of this workshop showed that participants enjoyed it and learnt a lot.





## **8. Workshop D2 (Thematic Area: Addressing hot issues at school)**

Facilitator: Pavlos Kosmidis

Title of the Workshop: Prevention of Discrimination – Gender stereotypes

Brief description: The prevention of discrimination by assisting educators to approach, study, and understand the issue of gender stereotypes through collaborative techniques.

This workshop dealt with issues relating to gender stereotypes. It aimed to provide participants with the necessary knowledge and skills to avert and avoid discrimination in the school environment.

Through the various activities, participants had the opportunity to challenge their own beliefs about gender stereotypes, which most of the times are reflected in their teaching practices.

Participants also explored ways of identifying stereotypes and taking action to avoid discrimination based on such stereotypes.

The following activities were used:

Activity I: A group forming activity through the use of images and exploration of participants' views on gender stereotypes.

Activity II: *Agree-Disagree*: Identifying and challenging participants' attitudes towards gender stereotypes.

Activity III: *Through the participants' eyes*: An image interpretation activity completing the cycle of concern and reflection.



## Prevention of Discrimination - Gender Stereotypes PAVLOS KOSMIDIS



During the workshop we approached issues related to stereotypes with a focus on gender stereotypes. With various activities we sought to ensure that participants acquired the knowledge and skills so that they could play a positive role in preventing discrimination in their schools.

The activities were designed to challenge the participants, to review their own views on stereotypes, which are often likely to be reflected in their own teaching practice within the classroom, as well as the way they identify and act to prevent them.

The activities were designed to challenge the participants, to review their own views on stereotypes, which are often likely to be

During the workshop, the following activities were carried out:



In the first activity, phrases used when referring to standard stereotypes used commonly were read out. Then each of the participants placed themselves along a line from “agree” to “disagree” according to how they felt about the particular statement.

views and experiences on the issue of gender discrimination. In this way, it was possible to then discuss the different views of the participants on the prevailing gender stereotypes.

In the second activity, using images showing intense competition or conflicts between the sexes sought in the first place to create, an exploration of each person’s own

In the third activity participants were invited to interpret the content of an image in order to find that despite some stereotypes remaining, there had been a gradual positive change in the perceptions around them, even reaching down to some stereotypes.







In the fourth activity, there were 3 Greek folk songs that were stereotyped and then commented on by the group to see that they are no longer valid nowadays, at least as far as the songs are concerned.

The workshop concluded with a general discussion on stereotypes as well as with clarifications on the practical application of the proposed activities – for example, work plans in the classroom.

In closing, we presented a poem by a well-known Greek poet, in which the issue of gender stereotypes is overwhelmingly highlighted.

We wanted to show that there could be a continuation through searching for other educational examples in literature

## EVALUATION OF THE WORKSHOPS, JOINT ACTIVITY AND OVERALL EVENT

The evaluation was conducted using 3 big posters. One had the shape of a pizza cut into 8 pieces, the same number as the workshops. The other two posters depicted a target, one for the evaluation of the joint activity and the other for the evaluation of the overall event. Participants had to pick up a sticker and put it on the posters.

The closer to either the centre of the pizza or the target the stickers were put, the better evaluation!





4th National Dissemination event of Pestalozzi programme, Crete, October 2017





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Greek Pestalogikos Dialogos with Head of Pestalozzi, Mr. Josef Huber

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And I strive to discover how to signal my companions before I die, how to give them a hand, how to spell out for them in time one complete word at least, to tell them what I think this procession is, and toward what we go and how necessary it is for all of us together to put our steps and hearts in harmony.

Nikos Kazantzakis, 1927



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