



Pestalozzi

Evaluation and assessment of transversal attitudes, skills and
knowledge (EVAL)
Stereotype is not my type

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Stereotype is not my type

Brief description

The training unit focuses on the issues of prejudices, stereotypes, values and attitudes connected to the process of constructing, deconstructing and reconstructing. This topic has been chosen in order to stimulate critical and lateral thinking and approaching issues from multi-perspectives. The general character of this topic allows its applicability in understanding contemporary social issues but can also be used as a learning tool in depicting crucial historical issues.

Brief description of training activities

The first activity **“Dear statue, what is your virtue?”** is an energizer providing techniques of introspection and observation by employing body language. The key activity of the introductory part is **“Do you do ‘How do you do?’”** which aims to explore the concepts of prejudices, stereotypes, values and attitudes. While exploring the definitions of these concepts we try to find the logical explanation underlying the process of shaping them. **“Catch me if you can”** is an activity that aims to raise awareness of logical fallacies that play a role in the process of shaping attitudes and values connected to different social groups and thus, provide a potential danger for creating prejudices and stereotypes. **“Unexpected voices”** follows the logical pattern by opening the stories of the groups’ debates on which are still open in everyday conversation: e.g. women, migrants, gypsies, homosexuals. After creating the fan of prejudices and stereotypes, we proceed by listening to the stories of people marked by society. The discussion in this activity aims to cover “body/soul/mind” methodology. It is a live library activity where a person from the community speaks about the issues s/he experiences in everyday life. During **“Debattlefield”** participants are expected to debate on the given topics in order to construct the strategy for the resolution. Finally **“My postcard”** is an activity that encourages participants to employ critical and lateral thinking while reflecting on the learning content of this TU and on the changes that have taken place within themselves.

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Task ¹ components:

1. A_EPIST_3/ Inclination to see things from different perspectives
2. S_SELF_3/ Ability to use intuitive and lateral thinking
3. K_DIV_1/ Understanding the relativity of knowledge, that theories are social constructs that remain incomplete and unfinished

Expected outcomes

The participants will

- ✓ understand the differences between stereotypes and prejudices, as well as values and attitudes;
- ✓ understand the process of how forming logical fallacies leads to stereotypes;
- ✓ become aware of logical fallacies in the process of thinking;
- ✓ learn to approach differences from multiple perspectives;
- ✓ develop strategies for dealing with the system of different values and attitudes;
- ✓ be equipped with the knowledge of creating and opposing arguments :

¹ Mompoint-Gaillard, Pascale and Lázár, Ildikó: Tasks for democracy. The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015.

- ✓ be equipped with the knowledge of building the cases and plans for possible solutions to social problems;
- ✓ become familiar with the culture of open dialogue and open culture in general;
- ✓ develop critical and lateral thinking;
- ✓ learn about the process of evaluation of TASKs for democracy.

Target audience

- ✓ teachers, trainers and youth workers involved both in formal as well as non-formal education;
- ✓ University students;
- ✓ Grammar school students.

Activities

Activities	Duration	Methods used
Activity 1: “Dear statue, what is your virtue?” TASK activity 1	20 min	Brainstorming, discussion, drawing. learning diary, individual work, work in groups
Activity 2: “Do you do “How do you do”?” A_EPIST_3, S_SELF_3	60 min	Brainstorming, discussion, demonstration, concept maps, individual work, work in groups
Activity 3: “Catch me if you can!” A_EPIST_3, S_SELF_3, K_DIV_1	70 min	heuristic analysis, problem solving, discussion, role play, individual work, work in groups
Activity 4: “Unexpected voices” A_EPIST_3, S_SELF_3, K_DIV_1	90 min	Brainstorming, role play, discussion, individual, work in groups

Activity 5: “Debattleground” (A_EPIST_3, S_SELF_3, K_DIV_1)	60 min	Debate, role play, problem solving, heuristic analysis, individual work, work in groups
Activity 6: “My postcard” (A_EPIST_3, S_SELF_3)	25 min	imagination techniques, introspection, individual work, work in groups, learning diary

Background and context

Serbian education has been passing through several difficult phases trying to reflect the difficult history and contemporary issues, Serbian identity and identity of minorities in the European context and Serbian society in the context of society and culture in general. This context as well as European context of today needs to develop TASKs for democracy through lesson plans. This training unit is developed in order to serve as an example of how TASKs can be promoted in all areas of education.

The idea is to prepare training material that can be used in a local, international, intercultural context, in order to help better understand the political, historical, psychological and social problems and to develop values for human rights and attitudes towards it.

Activity 1: Dear Statue, what is your virtue?

Duration: 20 min

Expected outcome

- ✓ Disposition to be empathetic to enhance living and acting together in society;
- ✓ Willingness to identify and accept one's own and other people's strengths and weaknesses;
- ✓ Self-knowledge and introspection;
- ✓ Knowledge about the relationship of self and group.

Methods/ techniques used

- ✓ body-language
- ✓ role-play
- ✓ introspection
- ✓ imagination

Resources

- ✓ Pascale Mompoint-Gaillard, Ildiko Lazar: TASKs for democracy. The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015.

Materials and equipment ✓ learning diary
Practical arrangements ✓ Set up the room to provide enough space for people to form statues/ a park of statues
Procedure Step 1 (individual - 10 min) Have the whole group stand in a circle. Explain the task: participants are asked to think about statue/posture that represents them in a best manner (their favorite statue). Participants imitate the posture/statue; Next, each participant (statue/posture) has to pronounce loudly one virtue that expresses his/her personality. For example: “Honesty!”, “Prudence!”, “Kindness!”, “Leadership!”, “Justice!”, etc.; After having expressed their virtues, invite the participants to transform into the “statue of virtue”. (<i>Notice</i> : “Some of the statues might stay the same, but usually they change. Differences between “the favorite statue” and “the statue of virtue” can become an intro to a learning diary); Then ask participants (statues of virtues) to say their names. For example: ”I am Bojana Honesty!”, “I am Anne Justice!” etc. As a final task invite participants to write the name of their “statue of virtue” on the cover of their learning diaries. Step 2 (debriefing – 10 min) Moderate a debriefing session around the following questions: ✓ How did you feel during this activity? ✓ What were the easy and challenging parts of this activity? Why? ✓ How is this (not) an appropriate activity to break the ice?

EVAL, 2015

- ✓ What new aspect(s) did you learn about yourself?
- ✓ What new aspect(s) did you learn about your relationship with the others of this group?
- ✓ How does this activity enhance your acceptance of the others?
- ✓ What effect will keeping a learning diary / learning journal have on your learning?
- ✓ When would you use this activity in the classroom?

Tips for trainers

- ✓ Make enough space in the room for people to create the park of virtues.

Activity 2: Do I do ‘How do you do’?

Duration: **60** min

Expected outcome

- ✓ Readiness to discover personal values and attitudes;
- ✓ Willingness to identify and accept one’s own and other’s people values and attitudes;
- ✓ Discovering the nature of prejudices and stereotypes;
- ✓ Understanding the problem of inductive reasoning as the core mental activity in shaping stereotypes;
- ✓ Self-knowledge and introspection;
- ✓ Knowledge about the relationship of self and group.

Methods/ techniques used

- ✓ imagination technique
- ✓ introspection
- ✓ self-assessment
- ✓ identification
- ✓ poster presentation
- ✓ discussion
- ✓ group work

Resources

- ✓ Mompont-Gaillard, Pascale & Lázár Ildiko: TASKs for democracy, The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015
- ✓ An Inquiry Concerning Human Understanding, David Hume, Collier and son, December 2007.
- ✓ Francis Bacon, New Organon, http://www.constitution.org/bacon/nov_org.htm
- ✓ Cliché! <https://www.youtube.com/watch?v=ERD2TnMNH98>

Materials and equipment

- ✓ Sheets of paper
- ✓ Pencils
- ✓ Papers
- ✓ Color cards
- ✓ Lap top
- ✓ Projector
- ✓ Internet connection
- ✓ Learning diary
- ✓ Education materials with listed values and attitudes (see appendix)

Practical arrangements



The room should be set up so the class can be organized in groups of 3 - 4. Each group should sit around one table.

Procedure

Step 1 (introspection and group work – **10** min)

Form micro-groups of 3-4 by using color cards (same colours form same group.) Each group of participants gets access to the material necessary (papers and pencils & TASK-list). Tell the participants to think back to the last time s/he was happy in his or her personal and professional life and to write it down. (3-5 min)

Allow some time for participants to share their results within their group.

In the next step invite them to connect these situations to the underlying **attitudes and values** of the situations and then to decide which of these attitudes and values they would recognize as dominant; Participants discuss recognized values and attitudes and group them on the basis of similarity. Encourage the participants to write these activities in their learning diaries;

Step 2 (discussion and learning diary – **20** min)

a.) Invite the participants to watch [Cliché](https://www.youtube.com/watch?v=ERD2TnMNH98) (an animated short movie) <https://www.youtube.com/watch?v=ERD2TnMNH98> ;

b.) Allow some time for the groups to discuss the following questions (Think – Pair – Share):

- ✓ What intention did the authors have in mind when producing the movie?
- ✓ Was the film made by French people or by tourists? Why do you think so?

c.) Individually reflect on the following questions and note down your results in your learning diary

- ✓ Define the word cliché.
 - ✓ How is it related to: a) **stereotype** and b) **prejudice**?
 - ✓ Explain the reasons for making such a connection.
 - ✓ Identify the values of the group you belong to (e.g.: women/teacher/Serbian/wife/mother etc.).
 - ✓ Identify a) stereotypes and b) prejudices connected to these social roles.
- d.) Participants get together in pairs and exchange their results.

Step 3 (work in groups – 10 minutes)

- ✓ Participants finish given sentences in learning diaries (self-assessment);
- ✓ Participants do self-assessment and peer-assessment with their learning diary “Do I do ‘*How do you do*’?” comparing it to group answers;

Self-assessment:

- a) I **value**...
- b) Because my **attitudes** towards people are....
- c) I have **stereotypes**
About
Because...
- d) I adopt **prejudices**
About...
Because...

Step 4 (debriefing – 10 min)

Moderate a debriefing session, choose from the following possible questions the ones you find most appropriate:

- ✓ What was the purpose of this activity?
- ✓ How did you feel during the activity?
- ✓ What was (not) easy? Why?
- ✓ What did you learn about the nature of prejudices and stereotypes?
- ✓ How does inductive reasoning help shape stereotypes?
- ✓ How does reflecting about clichés, prejudices and stereotypes (not) help overcome these?
- ✓ How does exploring your personal values and attitudes help you gain deeper knowledge about yourself?

- ✓ How does increased understanding and acceptance of yourself enhance your acceptance of others?

Step 5 (assessment and evaluation – 10 minutes)

Participants are encouraged to use the **Four-Corner-Method** (C1: Yes, for sure; C2: No, for sure; C3: Yes, maybe; C4: No, maybe). On hearing the statements below, the participants choose their corner and are then invited to provide arguments to support their statements.

The trainer reads the following statements:

- ✓ I understand the differences between values and attitudes;
- ✓ I understand the differences between stereotypes and prejudices;
- ✓ I use clichés to describe others;
- ✓ I use clichés to describe myself;

- ✓ I can use this training activity in classroom;
- ✓ I am willing to identify and accept my own and other people's values and attitudes;
- ✓ I have developed strategies for self-knowledge and introspection.

Tips for trainers

- ✓ All the materials necessary for each group should be well prepared. Make sure that you have internet access for presenting “*Cliché!*” and for uploading the poster photos or find a way to download the materials beforehand.

Activity 3: Catch me if you can!

Duration: 70 min

Expected outcome

- ✓ Understanding the nature of how stereotypes are formed and prejudices are accepted;
- ✓ Readiness to accept that each of us is prone to logical fallacies in thinking and arguing;
- ✓ Willingness to work on developing critical thinking in order to detect and solve fallacies;
- ✓ Self-knowledge and introspection;
- ✓ Knowledge about the relationship of self and group.

Methods/ techniques used

- ✓ reading
- ✓ discussion
- ✓ cooperative work
- ✓ role play

Resources

- ✓ Mompoin-Gaillard, Pascale & Lázár, Ildikó: TASKs for democracy. The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015
- ✓ <https://yourlogicalfallacyis.com/>

Materials and equipment

- ✓ Sheets of paper
- ✓ Colors, pencils, markers
- ✓ Educational material (story and a list of logical fallacies; s. Material 3 and 4)
- ✓ Poster paper (transparent shaped)
- ✓ Learning diary
- ✓ Colored paper, green, orange, red (assessment activity)

Practical arrangements

- ✓ The room should be set up so that the groups are located left and right leaving an empty space in the center

Procedure

Step 1 (group organization - 5 min)

- ✓ Divide the participants into micro-groups of 3 - 4 with the help of “letter cards”.

Step 2 (individual work – 15 min)

- ✓ Each group is given a text to read. (The text should be provided for each member of a group, together with papers); Each participant is provided with a mind experiment story with possible logical fallacies. Their task is to detect the fallacies in the given texts connecting them to the list of fallacies discovering the name, nature and the usage of this fallacy;

Step 3 (group work – 20 min)

- ✓ Each group introduces other groups to their social-logical experiment explaining the logical fallacies they have come up with. Each participant writes down the logical fallacy in his/her learning diary;

Step 4 (debriefing – 20 min)

Moderate a discussion around the following questions:

- ✓ How does this activity work on developing critical thinking?
- ✓ What would be a good strategy to avoid logical fallacies?
- ✓ What new thing did you learn about yourself?
- ✓ What new thing did you learn about others?
- ✓ Would you use this activity in your classroom? Why (not)?

Step 5 (self - assessment – 5 min):

- ✓ Participants use their learning diary and red, green, yellow- colored paper to assess their knowledge of logical fallacies (red is for “I didn’t understand...” yellow is for “I’m beginning to understand ...” and green is for “I can see clearly now...”) For this activity, they have to finish given sentences in their learning diaries;

Step 6 (evaluation – 5 min):

- ✓ Participants put emoticons on the “evaluation tree” (paper made tree attached to the door: a) left root– I understand the method of shaping stereotypes, b) right root – I understand what logical fallacies are, c) I can use this activity in the classroom, d) I can use this activity in everyday life).

Tips for trainers

- ✓ Provide participants with green, yellow and red colors for the assessment activity.

Activity 4: Unexpected voices

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none">✓ Knowledge about the relationship of self and group.✓ Self-knowledge and introspection;✓ Readiness to develop empathy to members of marginalized minorities;✓ Willingness to work on developing critical thinking in the context of detecting and solving social problems;
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ brainstorming✓ discussion✓ cooperative work✓ role playing
<p>Resources</p> <ul style="list-style-type: none">✓ Mompoint-Gaillard, Pascale & Lázár, Ildikó: TASKs for democracy. The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015

Materials and equipment

- ✓ Sheets of paper
- ✓ Colors, pens, markers
- ✓ Learning diary

Procedure

Step 1 (group organization - 30 min)

✓ Participants are divided into the groups of five, where each group is being provided with a task and an explanation on the table. The task is to make a paper fan out of the stereotype or prejudice associations connected to the relevant minority: ex. gypsy, gay, migrant, woman.. Each of the groups gets one marginalized group. After filling the fan with associations, group opens the fan and read the words that describe members of this marginalized group.

- ✓ Participants make a story in the first person singular using the fan of prejudices and stereotypical words;
- ✓ Each group decides which member will present the marginalized person in plenary using the written story.

Step 2 (group work – 40 min)

- ✓ Each group presents their story in plenary (5 min);
- ✓ And define the position of their marginalized person in a society and give suggestions in order for society to become a better world.
- ✓ Other groups may pose questions to the marginalized person and her group. (2 min).

Step 3 (debriefing – 20 min)

Moderate a debriefing session around the following questions:

- ✓ How did you feel during this training activity?
- ✓ What were the easy and challenging parts of this activity? Why?
- ✓ How does being in the role of a marginalized person (not) help foster empathy?
- ✓ How does writing a story about marginalized people help in overcoming prejudices and stereotypes?
- ✓ What new thing did you learn about yourself?
- ✓ What new thing did you learn about the others in your group?
- ✓ How useful is this activity in your teaching?
- ✓ When do you think you would use it in classroom?

Tips for trainers

- ✓ Encourage individuals to enjoy the role playing in order to involve the audience emotionally.
- ✓ Although each table would be provided with an explanation of the task, it is important to show the way of making a fan

Activity 5: Debatefield

Duration: 60 min

Expected outcome

- ✓ Readiness to understand the problems of developing values and attitudes;
- ✓ Competence for approaching the stereotype and prejudice from other people's perspectives;
- ✓ Willingness to work on developing critical and divergent thinking in the context of detecting and solving social problems;
- ✓ Self-knowledge and introspection;
- ✓ Knowledge about the relationship of self and group
- ✓ Competence for public speaking as a method of improving civil activism;

Methods/ techniques used

- ✓ debate
- ✓ role playing
- ✓ problem solving
- ✓ heuristic analysis

Resources

- ✓ Mompont-Gaillard, Pascale & Lázár, Ildikó: TASKs for democracy. The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015
- ✓ www.idebate.org Accessed 28.01.2017
- ✓ www.argumentuj.me Accessed 28.01.2017

Materials and equipment

- ✓ paper sheets
- ✓ pencils, markers
- ✓ hat
- ✓ papers with written resolutions (s. www.idebate.org and appendix))
- ✓ poster paper
- ✓ learning diary

Practical arrangements

- ✓ The room should be organized in a way to provide two streams of chairs looking at each other in the center, mobile enough to be organized in groups in the second phase of this training activity;

Procedure

Step 1 (group work – 10 min)

- ✓ Participants choose one resolution concerning minorities from the hat;
- ✓ Participants are divided on the “winter-summer/black-white” question in two groups;
- ✓ Participants are decided which group they belong to (affirmative-negative) on the principle of “toss-up”;
- ✓ Participants talk about the resolution in groups and prepare for a debate;

Step 2 (debate – 10 min)

- ✓ Participants are debating on the given topic being switched from one position to another by the sign given by the facilitator;

Step 3 (solution planning – 10 min)

- ✓ Participants are divided into groups of five in order to develop the strategic plan for resolving the problem;
- ✓ Participants write the solutions in their learning diary;

Step 4 (presentation and discussion – 10 min)

- ✓ Groups present their solutions to the given resolution and discuss;

Step 5 (debriefing – 20 min)

Moderate a discussion around the following questions:

- ✓ What was challenging in this activity?
- ✓ How does this activity promote approaching the stereotype and prejudice from other people's perspectives?
- ✓ How does this activity promote critical and divergent?
- ✓ What new thing have you learned about yourself?
- ✓ What new thing have you learned about the relationship of yourself and the group?

Tips for trainers

- ✓ Mediate and keep the time during the debate;
- ✓ Switches should be made during the process of talking in debate;

Activity 6: My postcard (Evaluation of TU)

Duration: **25** min

Expected outcome

- ✓ Willingness to develop critical and divergent thinking to detect and solve social problems;
- ✓ Self-knowledge and introspection;
- ✓ Knowledge about the relationship of self and group

Methods/ techniques used

- ✓ imagination techniques
- ✓ introspection

Resources

- ✓ Mompont-Gaillard, Pascale & Lázár, Ildikó: TASKs for democracy. The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015

Materials and equipment

- ✓ paper cards, improvised mail box
- ✓ pencils, markers, colours, stickers

Practical arrangements



The room should be organized in a way to provide place for “rounding” tables and chairs organized around the tables;

Procedure

Step 1 (individual work – **15** min)

Participant use the form of self-assessment by making their “**Stereotype is not my type**” postcard (each participant takes 3 postcards- N°1: for the most valuable thing, N°2: for the hardest thing to understand and N°3: for an idea of improvement of the TU) :

Tell the participants to choose one of the topics/words that they consider the most **valuable** from the learning diary; Tell them to present that issue with a name and a symbol on one side and with an advice on the other side of the postcard N°1;

Next, the participants choose one of the topics/words they consider the **hardest** to understand/use in the classroom; They present that issue with a name and a symbol on one side and with an advice on the other side of the postcard number N°2;

Finally, the participants present **one idea for improvement** of this training with a word and a symbol on one side and give an advice on the other side of postcard N°3.

Step 2 (exhibiting and choosing your own postcard – **10** min)

Participants put their postcards on the wall divided for “the most valuable”, “the hardest one”, “an advice” with the symbol side up; Everyone walks around to take a look at the results of everybody. Allow some time for people with similar symbols to form pairs and micro-groups to talk about their choice and in case of difficulties mentioned what they plan to do about them.

Tips for trainers



Facilitator should model how to make a postcard;

References

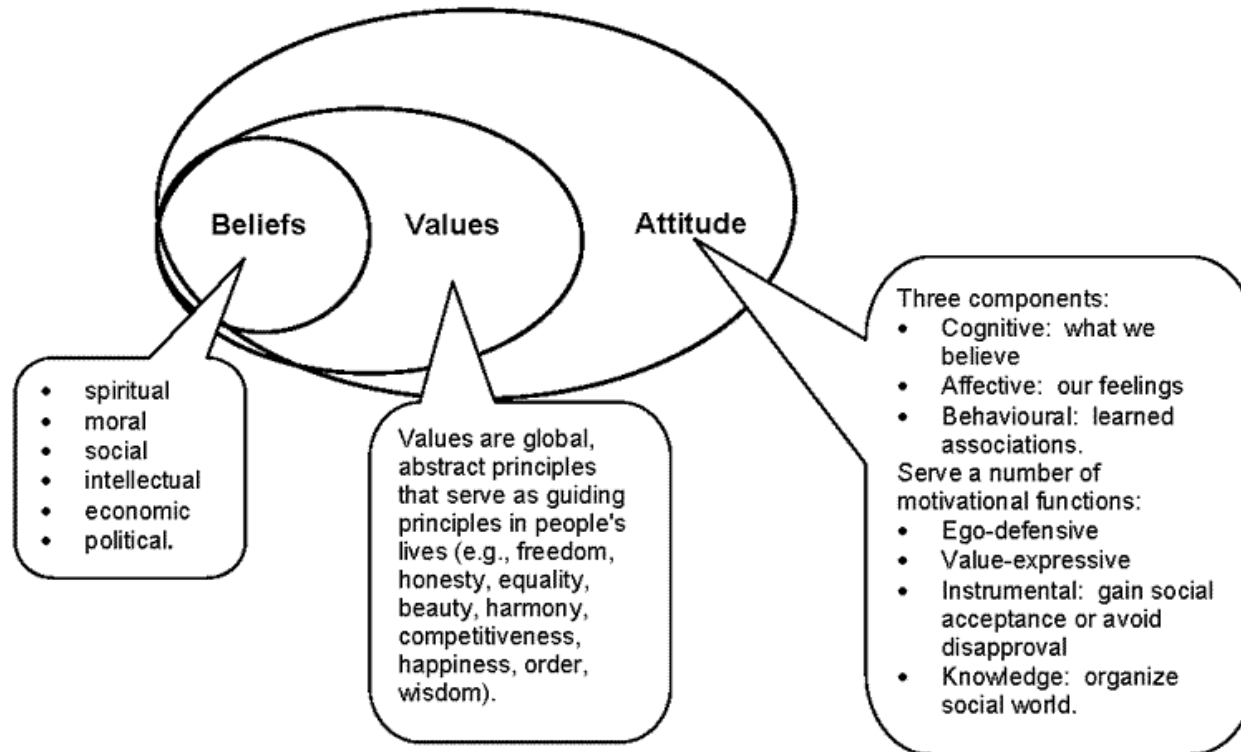
- [1] Mompoin-Gaillard, Pascale & Lázár, Ildikó: TASKs for democracy. The Pestalozzi Programme, Council of Europe, Strasbourg, France, October 2015
- [2] www.idebate.org Accessed 28.01.2017
- [3] www.argumentuj.me Accessed 28.01.2017
- [4] An Inquiry Concerning Human Understanding, David Hume, Collier and son, December 2007.
- [5] Francis Bacon, New Organon, http://www.constitution.org/bacon/nov_org.htm
- [6] Cliché! <https://www.youtube.com/watch?v=ERD2TnMNH98>

Appendices

Material 1 – List of values

Achievement	Excellence	Open Mindedness	Self-Knowledge
Advancement	Excitement	Order	Self-Respect
Adventure	Facts/Data	Passion	Service
Alone Time	Fairness	Peace	Social Responsibility
Ambition	Fame	Personal Growth	Spirituality
Appearance	Family	Potential	Stability
Authenticity	Family Happiness	Power	Structure
Balance	Freedom	Play	Sustainability
Beauty	Friendship	Pleasure	Teamwork
Being	Fun	Positivity	Thinking
Belonging	Growth	Problem Solving	Time
Change	Harmony	Prosperity	Tolerance
Collaboration	Health	Purpose	Tradition
Community	Helping	Risk	Travel
Competitiveness	Inner Harmony	Recognition	Trust
Conformity	Integrity	Rejuvenation	Wealth
Contribution	Knowledge	Relaxation	Wisdom
Courage	Learning	Resolving Conflict	Work
Creativity	Loyalty	Respectfulness	Work Life Balance
Curiosity	Moderation	Romance	
Economic Security	Money	Routine	

Material 2 - Beliefs, Values and Attitudes, Activity: “Do you do *How do you do?*”



Material 3 - Sociological experiments with logical fallacies, Activity: “Catch me if you can!”

“Halo effect” story

The *halo effect* is a classic concept in social psychology maintaining that **global evaluations** about a person (e.g. she is likeable) impact personal **judgements** about their specific traits (e.g. she is intelligent).

Hollywood stars can be examples of this effect because they are often attractive and likeable thus we naturally assume they are also intelligent, friendly, display good judgement etc.

In the same way politicians use the ‘halo effect’ to their advantage by trying to appear warm and friendly, while saying little of any substance. People tend to believe their policies are good, because the person appears good. It’s that simple.

In 1970s, well known social psychologist Richard Nisbett set out to demonstrate how little access we actually have to our thought processes in general and to the halo effect in particular.

So, one day Nisbett and Wilson wanted to examine the way student participants made judgements about a lecturer. They were told that the research was investigating teacher evaluations. Specifically, they were told, the experimenters were interested in whether judgements varied depending on the amount of exposure student had to a particular lecturer.

In fact, the students had been divided into two groups going to watch two different videos of the same lecturer (with a strong Belgium accent). One group watched the lecturer answering a series of questions in an extremely warm and friendly manner. The second group saw exactly the same person answering exactly the same questions, giving the same answers but in a cold and distant manner. It was sure which of the lecturer’s

alter-egos was more likable. After watching this video, students were asked to rate the lecturer according to his physical appearance, mannerism and accent. Students who saw “the warm” incarnation of the lecturer, rated him as more attractive, more likeable with a very appealing accent. During the process of debriefing none of these students agreed on the fact that the degree of how much they liked the lecturer might have affected their evaluations.

For those who observed “the bad” lecturer, it was clear that rankings of his individual characteristics did not affect their global evaluation.

Explain which fallacies have been produced through the “Halo effect” and try to come up with an idea of how to resist this effect.

World of our inner-motivations

The ground-breaking social psychological experiment of Festinger and Carlsmith (1959) provides a central insight into the stories we tell ourselves about why we think and behave the way we do. The experiment is filled with ingenious deception so the best way to understand it is to imagine you are taking part. So sit back, relax and travel back. The time is 1959 and you are an undergraduate student at Stanford University... As part of your course you agree to take part in an experiment on ‘measures of performance’. You are told the experiment will take two hours.

You are told that the experiment is about how your expectations affect the actual experience of a task. There are two groups, where in one group they have been given a particular expectation about the study. So, you settle down to the first task given and quickly realize it is extremely boring. You are asked to move some spots around in one half of a box for an hour and then for the next 30 minutes you have to move pegs around a board. At the end of the task, the experimenter thanks you for taking part emphasizing that everyone found this task pretty interesting. You start feeling confused and start thinking about the way this task might be interesting.

All other students are so enthusiastic about the next task, but the facilitator who leads the experiment doesn’t show up. So, students, enthusiastic about new experiments, pay you some money to be their facilitator. You accept with pleasure, since you are a student. You are introduced to a

student who is going to do the same task you had done a day before. As instructed, you say that the task is going to be very interesting. The student smiles and disappears off into the test room. Then, the experimenter returns, thanks you with the words that many people enjoyed this task, hoping that it is true for you too.

After fulfilling the given tasks, you are being interviewed about the experiment you have just done. One of the questions asks about how interesting the task was. You pause for a minute and think. Now, it seems to you that the task wasn't as boring as you first had thought it was. You start seeing the beauty in these repetitive movements as a certain divine symmetry. Still, you wouldn't classify this task as a great fun, but agree that it wasn't as bad as you first thought.

People will interpret the same information in radically different ways to support their own views of the world. We adjust our values to fit our behavior, even when it is clearly immoral. We justify it with: "Everyone does it, so will I"

After finishing an interview, you talk to your female friend who tells you that she got much more money for fulfilling the task than you did. She also reports that her task was so boring and that she ranked it with the lowest rating possible.

This experiment shows the power of cognitive dissonance. You start reflecting on this situation and you come up with an idea...

Stanford experiment

Can a good person commit bad acts? If so, what make people cross the line? The idea of this experiment was simple: to see how ordinary men, chosen to be the most healthy and normal would respond to a radical change to their normal roles in life.

'Prisoners' were 'arrested' by a police car with sirens wailing while they were out going about their everyday business. Then they were fingerprinted, blindfolded and put in a cell, then stripped naked, searched, deloused, given a uniform, a number and had a chain placed around one foot. The other participants were made into guards wearing uniforms and carrying clubs. A prison was mocked up in the basement of a Stanford University building.

And so the experiment began.

All was quiet until the second day when the *prisoners* rebelled against their incarceration. The guards' retaliation was swift and brutal. Guards stripped the prisoners naked, removed the beds from the prison, placed the rebellion's ringleader in solitary confinement and began harassing all the 'prisoners'.

Soon the 'prisoners' began behaving with blind obedience towards the prison guards. After only a few days of realistic role-playing the *prisoners* reported they felt as though their old identities had been erased. They had become their numbers. Most of the *guards* too had quickly taken on their new roles – taunting and abusing their prisoners.

Even the lead researcher, Philip Zimbardo, admits he became submerged in his role as the *prison superintendent*. In fact, Zimbardo believes the most powerful result of his experiment was his own transformation into a rigid institutional figure, more concerned with his prison's security than the welfare of his participants.

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It was only when one of his colleagues intervened that the experiment was finally stopped. In total it only lasted six of the planned 14 days. Young men previously found to be pacifists were, in their roles as guards, humiliating and physically assaulting the 'prisoners' – some even reported enjoying it. The 'prisoners', meanwhile, quickly began to show classic signs of emotional breakdown. Five had to leave the 'prison' even before the experiment was prematurely terminated.

The psychological explanation for the participants' behaviour was that they were taking on the social roles assigned to them. This included adopting the implicit social norms associated with those roles: guards should be authoritarian and abuse prisoners while prisoners should become servile and accept their punishment.

Try to imagine yourself as the participant in this experiment. How far would you go in giving what you thought were electrical shocks to another human being simply for a study about memory? What would you think when the learner went quiet after you apparently administered a shock labelled on the board "Danger: Severe Shock"? Honestly. How far would you go?

Mary the Colorblind Neuroscientist

Mary is a brilliant scientist who is, for whatever reason, forced to investigate the world from a black and white room via a black and white television monitor. She specializes in the neurophysiology of vision and acquires, let us suppose, all the physical information there is to obtain about what goes on when we see ripe tomatoes, or the sky, and use terms like 'red', 'blue', and so on.

She discovers, for example, just which wavelength combinations from the sky stimulate the retina, and exactly how this produces via the central nervous system the contraction of the vocal cords and expulsion of air from the lungs that results in the uttering of the sentence 'The sky is blue'...

What will happen when Mary is released from her black and white room or is given a colour television monitor? Will she learn anything or not?

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Material 4 - List of logical fallacies, Activity: “Catch me if you can!”

<https://yourlogicalfallacyis.com/> Accessed 28.01.2017

Material 5- List of resolutions, Activity: “Debattlefield”

- a) European Parliament should involve only one voting district: all of Europe and not separate country seats
- b) This House Believes That change comes through molotov cocktails, not with a voting ballot
- c) THBT democracy is the only legitimate form of Government
- d) THBT Advertising creates artificial needs
- e) THBT social networking is making us antisocial