



Pestalozzi

Evaluation and assessment of transversal attitudes,
skills and knowledge (EVAL)

What colour are Father Christmas's Eyes?

by

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What colour are Father Christmas's eyes?

Brief description

Focus: these activities are designed to raise the participants' awareness of the fact that (probably) all human beings demand justice the moment they are being treated unfairly but tend to turn a blind eye when other people are being treated unfairly. The activities are designed to raise awareness of human rights infringements and empower participants to act against discrimination, stereotypes and injustice.

Target group: pre-/ in-service teachers and age groups 14 -18

Expected outcomes

Attitudes: A_HR_2 Acceptance of the fact that all human beings are equal.
A_HR_4 Acceptance that human rights are for all human beings without exception.
Skills: S_HR_3 Ability to act against discrimination of any individual group.
S_HR_3 Ability to promote convivencia.
Knowledge: K_HR_1 Knowledge of the different forms of discrimination and violence.

Activities

	Duration	Methods used
Activity 1 Your story is welcome	90 minutes	survey, cooperative learning
Activity 2 Does the colour matter?	75 minutes	cooperative learning, discussion
Activity 3 Father Christmas' eyes	70 minutes	brainstorming, decision tree, survey
Activity 4 Evaluation	50 minutes	mind map, survey

Background and context

The idea of this TU comes from a project called "Me - the other. Problems with diversity of the world" implemented some years ago in a school in the south of Poland. After WW2, Poland has become very homogenous concerning the nationality of its inhabitants. In the old days this country was very diverse and well known for its tolerance. Nowadays we have to admit that Poland lacks tolerance and a stranger is often seen as a threat.

The issue of otherness as a problem is not only connected with nationalities. In history nationality is a quite new "invention". The so-called *Spring of Nations* took place in 1848. Before that the idea of nationality wasn't really inherent. To organise reality people tend to create "boxes" and put other people into them. Some of them are called "German", "Polish", "Jewish", "American" some "black", "white", "yellow" etc. There is nothing wrong in creating these "boxes" as long as we don't stigmatize some of them. Stigmatization is omnipresent but we have some examples from history to learn from how it works and how detrimental its effects can be. It is perhaps not possible to change completely the way our brains work but awareness about the dangers involved might be helpful.

The aim of this TU is to raise awareness about the different forms of discrimination, the effects stigmatizing can have on people and encourages participants to find strategies to counter all forms of inequality.

Activity 1: Your story is welcome

Duration: 90 min

Expected outcome

- ✓ Showing the difference between the good-hearted and the righteous
- ✓ Readiness to take responsibility and be accountable for one's actions and choices.
- ✓ Willingness to work together with others and become actively involved.
- ✓ Acceptance of the fact that all human beings are equal.
- ✓ Understanding that every group has a power structure.
- ✓ Ability to promote convivencia.

Methods/ techniques used

- ✓ Cooperative learning (making films using Stop Motion Animation) or writing the end to the story which is given
- ✓ on-line survey
- ✓ slideshow on Google Docs

Resources

- ✓ Leszek Kołakowski, *Essays on Everyday Life* (In Polish edition called *Mini wykłady o maxi sprawach*, Kraków 2005 there is an essay about justice)
An essay called *Justice* is about Father Christmas who comes to a nursery school and gives each child the same gift. The problem is whether he was right or not. Kołakowski's conclusion is: we prefer good-hearted to just people.
- ✓ <http://monkeyjam.org/> (online stop motion animation program) Accessed 24.01.2017
- ✓ on-line survey e.g. on <https://www.surveymonkey.com/>
- ✓ Story based on a real event. It happened to a teacher's daughter in a small town in south Poland: Father Christmas visits a nursery school, gives each child the same present and in addition he gives a girl called Caroline some coal and potato peelings to show that she hasn't been good enough this year. Caroline opens her presents, gets very angry and asks Father Christmas why he gives her this coal and potato peelings. Father Christmas is very confused and tells her the truth ... that he was told to give it to Caroline. To which Caroline responds: "Oh, poor Father Christmas, there is one more Caroline in this nursery school!"

Practical arrangements

- ✓ a storyline that is planned on a storyboard
- ✓ model characters made of plasticine (Father Christmas and children) and props (small boxes as gifts)
- ✓ laptop or PC and a webcam or a camera (for each group)

- ✓ animation software installed on this laptop or PC
- ✓ another Stop Motion Animation film as an example e.g. The Wheel of Fortune
<https://www.youtube.com/watch?v=IHOCdpmf-gk> Accessed 24.01.2017

If you don't have enough time or you don't want to produce a film you can present the story with a slideshow

e.g.

https://docs.google.com/presentation/d/17EF_oaCb9eXstYNc5cG_noBpC34mip4zFbXSCPWoSy8/edit?usp=sharing
Accessed 24.01.2017

You can expand this slideshow asking students to write their own endings of the story.

Procedure

Preparation

Before the first activity carry out an on-line survey to assess students' attitudes, skills and knowledge (A_HR_3; S_HR_3: K_DIV_1).

Engage students with a story about Father Christmas who goes to a nursery school. Form micro-groups of 3-4 and tell participants to:

- ✓ prepare it on a storyboard
- ✓ create backdrops
- ✓ create characters

Step 1 (whole group - 5 min) Pre-framing:

- ✓ Tell participants that the goal of this activity is to reflect on kindness and righteousness but also to practice behaviours that underlie democratic processes, e.g. fairness, equality, active listening etc.
- ✓ Explain that they will work in micro-groups in order to create short films about Father Christmas who came to a nursery school.
- ✓ Emphasize that some activities are optional: that they can be done after the training, e.g. to produce narrations and sounds (optional). Final editing of the video and including titles is also optional.

Step 2 (form micro-groups of 3 – 4 (45 min)

- ✓ Hand out colour cards to form micro groups (same colour form same group). Assign different social roles (to facilitate cooperation) as you think fit for the following process, e.g. materials manager, time manager, moderator, equalizer (ensures group work is fair) etc. Tell participants to make this group work fair and to promote convivencia.
- ✓ Tell participants to come up with a story about Father Christmas who came to a nursery school and plan it on a storyboard.
- ✓ To create backdrops and characters for your story.
- ✓ To set up and start writing your presentation.

Step 3 (whole group - 10-15 min)

- ✓ micro-groups present their films to whole group
- ✓ after each presentation, short feedback from other micro-groups (two comments from each group, first one from a good-hearted and second one from righteous)

Step 4 - (whole group- 2 min)

- ✓ Tell them that they are allowed to edit their films (e.g. to include titles) and produce narration and sound.
- ✓ Inform that these films will be shown during another lesson (activity 3) and in front of all students from the school (optional)

Step 5 – (debriefing – 15 min)

Moderate a discussion around the following questions:

- ✓ What is the difference between righteousness and good-heartedness?
- ✓ Which of the two do you prefer and why?
- ✓ How did you like working in your group?
- ✓ How did the power structure play out in your group?
- ✓ What did you do to establish equality within your group?
- ✓ What did you do to promote convivencia?

Tips for trainers about

1) On-line survey

- ✓ The questions should be as simple as possible.
- ✓ In the survey students should be made to read one question after the other (They mustn't have access to all the questions before starting this survey).
- ✓ Make sure the survey has been done by all participants before you start activity 1.

2) Stop Motion Animation

- ✓ Make sure to keep the model simple, bold and colourful.
- ✓ Design the main features, like eyes, ears, arms and legs, relatively large.
- ✓ Keep the weight of the model at the bottom, not the top.
- ✓ Limit the features that can be animated to 3 on the head and 3 on the body.
- ✓ Big feet and strong, chunky legs will ensure that the model can stand up.
- ✓ Be very careful when moving the body parts or the models will come apart.
- ✓ The smaller the movements, the smoother the action will look in playback.
- ✓ To make a character wink or blink, take off one/both of the eyes for 3 shots then put them on again for 6 shots.

3) The participants are allowed to go further with the story by adding their ending of this story (in Stop Motion Animation or in a written form to put into the slideshow).

Activity 2: Does the colour matter?

Duration: 75 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Awareness of participants that ill-treatment of people limits those peoples' ability to act and be creative. ✓ Ability to act against discrimination, stereotypes and injustice. ✓ Knowledge of the different forms of discrimination and violence. ✓ Readiness to be open-minded and curious. ✓ Ability to draw on others' diverse expertise and experience for the benefit of the group's work.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Collaborative learning ✓ Analysis and reflection
<p>Resources</p> <ul style="list-style-type: none"> ✓ Nora Lester, <i>Blue Eyed</i> ✓ http://www.newsreel.org/guides/blueeyed.htm Accessed 24.01.2017 ✓ video <i>Blue Eyed</i> (1996) ✓ film <i>The Pianist</i> (2002)
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Prepare big photos of children from an accepted and from a stigmatized group. (paper or digitally). ✓ Two photos of each child (first one as an accepted and second one as stigmatized). ✓ These photos of children have been shown in the video <i>Blue Eyed</i> by Nora Lester ✓ Some images from <i>The Pianist</i> by Roman Polanski (2002) to show the steps to separation: identifying armbands with the Star of David, moving to the Ghetto, building the wall, taking people from the Ghetto to Treblinka extermination camp.
<p>Procedure</p> <p>Step 1 Introduction (whole group - 5 min)</p> <ul style="list-style-type: none"> ✓ Tell them that the goal of this activity is to reveal who is a stranger to them find a way to deal with the stranger. <p>Step 2 Identification of a stranger (micro-groups of three to four - 10 min)</p> <ul style="list-style-type: none"> ✓ Form new micro-groups, e.g. by arranging the whole group to line up according to the lightness /darkness of

their eye colour. Light blue to the left, dark brown or black to the right. Every three to four people form one new group. Assign roles as you deem fit for the work process, e.g. time & materials manager, tracer, reporter.

- ✓ Identifying strangers: Tell participants to write down on sheets of paper single words that they associate with the word *stranger*. Let the groups agree on up to 3 -5 characteristics of a *stranger*.
- ✓ Spatial location of the strangers. The participants decide where on the wall they want to put their results.

Step 3 What stranger is hard to deal with? (20 min)

- ✓ Have the groups watch a slide show based on *Blue Eyed*
https://docs.google.com/presentation/d/1h7RfJvrc_vSTzllLrUoGsPT-Myj6-u-bUdfD319ZtcE/edit?usp=sharing
Accessed 24.01.2017 (this presentation is in Polish with English subtitles)
- ✓ Allow time for a short discussion about “What stranger is hard to deal with?” within the groups.
- ✓ One member from each group presents the group’s answer for the question in plenary.

Step 4 Strangers in the 20th century (whole group - 10 min)

- ✓ A story based on a presentation. The facilitator presents a [story](https://docs.google.com/presentation/d/1yo_x-NKm6D1qAuMo_bNZmhRU0exUGa7pKcLHsjajkg/present?ueb=true#slide=id.g11e1fe2698_0_118):
https://docs.google.com/presentation/d/1yo_x-NKm6D1qAuMo_bNZmhRU0exUGa7pKcLHsjajkg/present?ueb=true#slide=id.g11e1fe2698_0_118
Accessed 24.01.2017
about the Nazis in Poland during WW2 telling participants to pay attention of what the Nazis did to separate the Jewish from non-Jewish people.
- ✓ The participants decide what title they would give this story. They will write it down and these titles will be analysed in the evaluation session.

Step 5 Strangers in the 21st century (micro-groups - 10 min)

- ✓ What can we do to avoid separation into *us* and *the other*? Short discussion.
- ✓ On sheets of paper participants write down a strategy for avoiding separation. The group agrees on 3-5 strategies as their group result.

Step 6 The cures (whole group - 5 min)

- ✓ All results are placed on the table. Participants read all the strategies produced by each group and put a smiley on all the strategies they consider appropriate.

Step 7 Debriefing (whole group – 15 min)

Moderate a discussion around the following questions:

- ✓ How did it feel being categorized according to your eye-colour?
- ✓ How easy/difficult was it to come up with words for strangers?
- ✓ What do your ideas about the *stranger* teach you about yourself?
- ✓ What in your behaviour or attitudes makes *a stranger hard to deal with*?
- ✓ How did you like working in your group?
- ✓ How was equality established within your group?
- ✓ How did your group work benefit from the diverse experience every member brought to the table?

Tips for trainers

- ✓ Watch the whole of the film *Blue Eyed*. This documentary is about Jane Elliott, a white former teacher who tries to show her white people what it is like to be discriminated against on basis of a physical trait. The way she teaches blue eyed people how it feels to be an African-American is pretty touching. In a short time with some 30 adult people Jane Elliott manages to build up a "sample of society" with all its phenomena and feelings. Even participants who knew the "rules" are unable to remain uninvolved. What starts as a game turns into cruel reality which causes some participants' emotions to erupt. It shows that humans are very sensitive to mistreatment.
- ✓ Watch *The Pianist* (2002) by Roman Polanski. This film is based on true story about the Polish-Jewish pianist and composer *Władysław Szpilman*. He survived WW2 but his family was murdered in Treblinka extermination camp. In this film all stages of separation Jews from Polish society are shown very precisely. This film is a co-production between France, the United Kingdom, Germany and Poland.

Activity 3: Father Christmas' eyes

Duration: 70 min

<p>Expected outcome</p> <p>Awareness that ...</p> <ul style="list-style-type: none"> ✓ Acceptance of the fact that all human beings are equal. ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice. ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind. ✓ Readiness to learn from challenges
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ brainstorming ✓ decision tree ✓ on-line survey
<p>Resources</p> <ul style="list-style-type: none"> ✓ films made within Activity 1 about Father Christmas and Caroline ✓ a slideshow (photos of children from a video Blue Eyed and photographs of a film "The Pianist" showing separation stages)
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Prepare photocopies of Decision tree (Appendix 1) ✓ Put stills from <i>Blue Eyed</i> (1996) and <i>The Pianist</i> (2002) into a slide show. (Appendix 3)
<p>Procedure</p> <p>Step 1 (whole group - 10 min)</p> <ul style="list-style-type: none"> ✓ Tell the students that it is time to present their work from Activities 1 and 2 and reflect on it. ✓ Micro-groups present their films about Father Christmas. <p>Step 3 (micro-groups - 10 min)</p> <ul style="list-style-type: none"> ✓ Allow the micro groups some time for a short discussion on: <ul style="list-style-type: none"> • Was he right to give each child the same gift? • Should <i>bad ones</i> be punish? ✓ Decision tree. The tree trunk shows the problem: <i>Should Father Christmas give every child the same gift?</i>

Students propose solutions and above each solution they write down predicted consequences (good and bad).

Step 4 - (whole group - 10 min)

- ✓ The students listen to a story about Caroline and Father Christmas.
- ✓ Why did Caroline act in that way? Short discussion.

Step 5 - (micro-groups - 20 min)

What would happen if Father Christmas' carriage was pulled by 12 kangaroos and he looked like an aborigine?

The participants

- ✓ indicate potential problems (and write it down on a sheet of paper)
- ✓ find possible solutions (and write them down next to the problems)
- ✓ go around read the problems from other groups and add solutions (each group has a marker of a different colour)

Step 6 – (debriefing – 20 min)

Moderate a discussion around the following questions:

- ✓ How can we say that Father Christmas' behaviour in the story has infringed on human rights?
- ✓ What behaviour would have shown that Caroline is aware of human rights infringements?
- ✓ How do you punish pupils for not behaving according to the rule?
- ✓ What impact does punishment have on you / somebody?
- ✓ What would be a constructive way of making someone follow the rules?
- ✓ How is dropping ethno-centrism (= accepting different stories) enriching?
- ✓ What attitude or believe will help you approaching / accepting *the other*?

Tips for trainers

- ✓ If your students are from Australia you should change the question in Step 5 (e.g. He arrived in a boat pulled by dolphins) to make it as unusual as possible.
- ✓ You can present more examples (the first one is about Caroline and Father Christmas) how people react when they are not treated equally.
- ✓ For further information go to <https://jakubmarian.com/christmas-gift-bringers-of-europe> Accessed 24.01.2017

Activity 4: Evaluation of the training session

Duration: 50 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ visible learning (participants will reflect on the learning processes they went through)
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ on-line survey (the same one twice) ✓ mind map
<p>Resources</p> <ul style="list-style-type: none"> ✓ surveymonkey.com ✓ the results of the survey carried out before Activity 1 ✓ the titles for a story based on the presentation: https://docs.google.com/presentation/d/1yo_x-NKm6D1qAuMo_bNZmhRU0exUGa7pKcLHsjajkg/edit?usp=sharing Accessed 24.01.2017
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Compare the results of a survey carried out before Activity 1 and after Activity 3 ✓ Introduce them in graphs ✓ Prepare a presentation with the titles the participants found for the story told by the facilitator in activity 1
<p>Procedure</p> <p>Step 1 (micro-groups - 20 min)</p> <p>Form micro groups of 3 – 4. Divide groups into categories:</p> <ul style="list-style-type: none"> ✓ causes ✓ consequences <p>Participants work on a mind map. They are allowed to write and draw on it.</p> <p>Step 2 (whole group - 10 min)</p> <p>Allow participants to</p> <ul style="list-style-type: none"> ✓ walk around and take a look at the mind maps ✓ Identify similarities and differences between the maps. <p>....</p>

Step 3 (whole group -10 min)

- ✓ Presentation of survey results
- ✓ Short discussion (What surprises you about the results?)

Tips for trainers

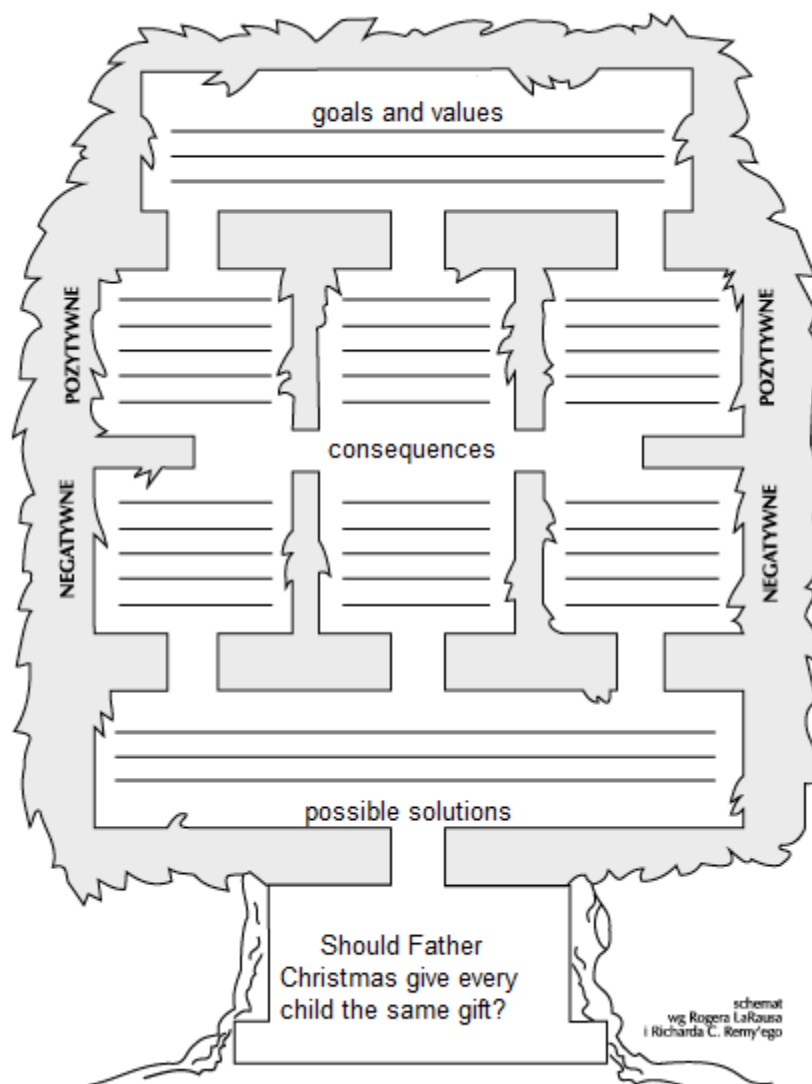
- ✓ Inform the students that one more survey was sent to them in order to assess their involvement into making a film about Father Christmas (most activities have been done outside the classroom and the students should assess their work).
- ✓ Let the students see the results of this survey. Encourage them to reflect on them.

References

- (1) MOMPOINT, Pascale et LAZAR, Ildikó: « TASKs for democracy. » Pestalozzi Series N°4, CoE, 2015.
- (2) Leszek Kołakowski, *Mini wykłady o maxi sprawach*, Kraków 2005
- (3) Blue Eyed (1996, documentary film by Bertram Verhaag)
- (4) The Pianist (2002, biography film by Roman Polański)
- (5) 14-18 La Bruit et la Fureur (a documentary about WW1)
- (6) <http://monkeyjam.org/> (online stop motion animation program) Accessed 24.01.2017
- (7) <https://www.youtube.com/watch?v=IHOCdpmf-gk> Accessed 24.01.2017
- (8) The Wheel of Fortune <https://www.youtube.com/watch?v=IHOCdpmf-gk> Accessed 24.01.2017
- (9) https://docs.google.com/presentation/d/17EF_oaCb9eXstYNc5cG_noBpC34mip4zFbXSCPWoSy8/edit?usp=sharing (Presentation with slides) Accessed 24.01.2017
- (10) https://docs.google.com/presentation/d/1h7RfJvrc_vSTzllrUoGsPT-Myj6-u-bUdfD319ZtcE/edit?usp=sharing Accessed 24.01.2017
- (11) https://docs.google.com/presentation/d/1yo_x-NKm6D1qAuMo_bNZmhRU0exUGa7pKcLHsjaIjkg/present?ueb=true#slide=id.g11e1fe2698_0_118 (The Pianist slides) Accessed 24.01.2017
- (12) <https://jakubmarian.com/christmas-gift-bringers-of-europe> Accessed 24.01.2017

Appendices

Appendix 1



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Appendix 2

Let's prepare for the activities of the training. It will help you to make your learning more visible. Please give the answers to the questions below. You are allowed to be honest. No grades!

During this school year

1. I was repeatedly ill assessed by my teachers / mentors

strongly agree

- agree
- disagree
- strongly disagree

2. I was always fair with my peers.

- strongly agree
- agree
- disagree
- strongly disagree

3. I like righteous people

- strongly agree
- agree
- disagree
- strongly disagree

4. I prefer friendly people to the righteous ones.

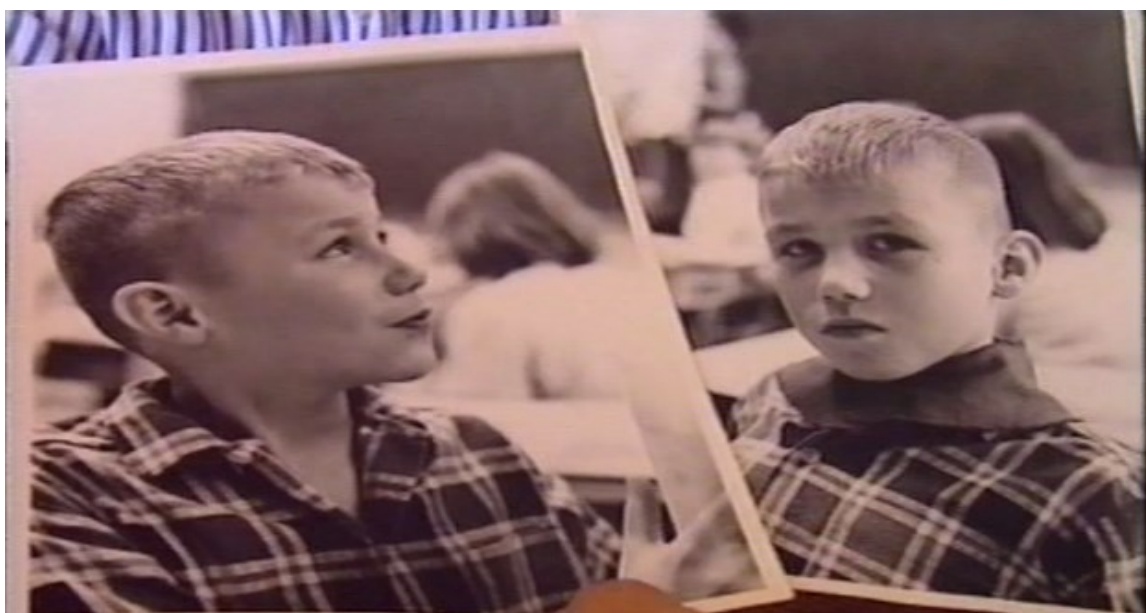
- strongly agree
- agree
- disagree
- strongly disagree

5. I have treated someone unfairly (at least once)

- strongly agree
- agree
- disagree
- strongly disagree

Appendix 3





Appendix 4

Using a storyboard to plan out your story will make it easier for you to produce the animation. In this way, you can make sure that you know exactly what you need to animate, when and how. In each box on the storyboard you can sketch or make a note of what action will be taking place in that scene. Storyboards may also include other important information, for example the dialogue which will be included in the animation or props which will be used.

