



Pestalozzi

Training Resources

Education for the prevention of discrimination

"What does it mean to be a citizen / human being?"

by

Author: Ana Žnidarec Čučković - Croatia

Editor: Ana Žnidarec Čučković

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Last edition: **December 2012**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Discrimination basis according to Croatian Antidiscrimination Law

Expected outcome

Raising public awareness about discrimination and the need for its prevention.

Target group

Type of training	School level / age	Subject area
In-service training and pre-service training	Primary school, secondary school, university, NGO	Any subject, may be put in a project day in school

Brief description of the unit

Understanding of discrimination basis is important knowledge for prevention of discrimination. This unit contain four groups of activities related to preventive action (the anti-discrimination law) separate areas:

- I Group: gender, sexual orientation, gender identity and marital status.
- II Group: genetic heritage, disability, health and age.
- III Group: political or other opinion, social status, property status and union membership.
- IV Group: religion, language, education, race and nationality.

Methods/techniques used

Playing games and debriefing, dialogue, role play, case studies, simulations, work in small groups, analysis of documents, group interaction and all methods from cooperative learning can be modified if necessary.

Time 9 hours and 30 minutes

➤ PART 1	▶ 140 minutes
• Preparatory activity (preparing the working area)	▶ 20 minutes
• Gender roles and power	▶ 30 minutes
• Express your own feelings	▶ 30 minutes
• Gender boxes	▶ 30 minutes
• Taking care of yourself - Gender and Health	▶ 30 minutes
➤ PART 2	▶ 140 minutes
• Preparatory activity (organization of space; introductory lecture)	▶ 20 minutes
• 5 senses	▶ 30 minutes
• Strategy for action	▶ 60 minutes
• Myths and stereotypes	▶ 30 minutes
➤ PART 3	▶ 130 minutes
• Preparatory activity	▶ 10 minutes
• Us and them	▶ 60 minutes
• Power - powerlessness	▶ 20 minutes
• Social role - creating a society	▶ 25 minutes
• Evaluation	▶ 15 minutes
➤ PART 4	▶ 160 minutes
• Preparatory activity	▶ 10 minutes
• Games from different parts of the world	▶ 30 minutes
• What is fair? - Vesna story	▶ 90 minutes
• What is the purpose of education?	▶ 30 minutes

Tips for trainers:

PART 1

Only problem can be lack of time. So make sure that you have extra time for these activities.

PART 2

It is possible that the participants strongly live in roles, or have close friends / relatives in given situations; do not ignore anyone and make sure that at the end of the activities, participants "empty" their feelings.

PART 3

Have fun and at all times follow the reactions of participants - and certainly react!

PART 4

During the activities participants will exchange views, opinions, and feelings. It is important to respond to every comment they make and encourage cooperation

Preparatory reading:

PART 1

Everything you can found on gender, sexual orientation, gender identity and marital status - to be better informed.

PART 2

Publications of Children's Ombudsman, the applicable regulations of your country, action plans.

PART 3

Everything you can found on political or other opinion, social status, property status and union membership.

PART 4

Everything you can found on religion, language, education, race, nationality.

Resources

PART 1	
➤ http://www.queer.ba/	Appendix 1
➤ http://status-m.hr/	Appendix 2
➤ http://www.cesi.hr/	Appendix 3
➤ www.libela.org	
➤ www.sezamweb.net	
PART 2	
➤ Convention on the Rights of Persons with Disabilities	Appendix 4
PART 3	
➤ Assignments for the three groups	Appendix 5
➤ Making an action	Appendix 6
➤ Theoretical summary	Appendix 7
PART 4	
➤ Vesna story	Appendix 8
➤ Boss story	Appendix 9
➤ What happened	Appendix 10

PART 1

Activity 1 Gender roles and power



30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Understand the difference between sex and gender and reflect on how it is expected that men and women operate. Become aware of the difference between the concepts, as well as creating original conclusions and prejudices on the basis of visual perception. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Promotion of positive gender roles and relationships in our lives and communities. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Brain storming 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Flipchart and markers ➤ Appendix 1 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ When discussing the concepts and definitions of man / woman it's important to start with those words used by the participants themselves. If group is shy, we should be offering some suggestions. Also, be sure to refer to the use of words that could be libelous or offensive. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. Draw two columns on the paper. In the first column write "man". In the second column, write "women". Appendix: the third column with the "sexual orientation". ➤ 2. Ask participants to draw up a list of things that are associated with the idea of what it means to be male. Write them in the first column as they are listed. Answers may be positive or negative. Help 	

<p>the participants to indicate the sociological and biological characteristics.</p> <ul style="list-style-type: none"> ➤ 3. Repeat the same activity in the column labeled with "women". ➤ 4. Briefly review some of the characteristics listed in both columns. ➤ 5. Replace the column headings by putting the label "women" instead of "man" and vice versa. Ask the participants whether the characteristics of specified men attribute to women and vice versa. ➤ 6. Use the following questions to start a discussion about which characteristics of the participants thought that could not be attributed to both men and women, and why. ➤ Explain that those characteristics that are biological and cannot be attributed to both men and women as sex characteristics and those characteristics that are sociological in character and which can be attributed to both men and women represent the characteristics of gender. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ To emphasize the distinction between sex and gender you might gather and present images of men and women who reflect the example of the biological (sex) and sociological (gender) roles. These could include: the woman who washes dishes (gender); woman who is breastfeeding (sex) and the guy who fixes your car or which is hunting (gender). Ask participants to identify whether the picture represented gender or sex and to explain their answers. 	
<p>► Debriefing/reflecting:</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> ➤ What does it mean to be a man? ➤ What does it mean to be a woman? ➤ Do you think that men and women are brought up the same way? ➤ What is the role of men in an intimate relationship? What is the role of women? ➤ In what way a man expresses his emotions? Does it differ from the way a woman expresses her emotions? Why do you think is different? ➤ In what way a man expresses his sexuality? Does it differ from the way a woman expresses her? Why do you think is different? ➤ What is the role of men in reproduction? Are the roles of women? In what way? ➤ Do the media influence on gender norms? If they have, in what way? How do the media portray 	

<p>women? How media portray men?</p> <ul style="list-style-type: none"> ➤ How do these differences and inequalities in whether you are a woman or man is affecting our daily lives? How these differences affect our relationships with family and partners? ➤ How can you, in your lives, challenge some of the unfair way in which the men are expected to act? And how can you challenge some of the unfair way in which the woman is expected to act? 	
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Activity 2 Express your own feelings



30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Identify the difficulties young people face when expressing certain feelings and the consequences for them and their relationships. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Emphasize the difference in terms of gender and personality. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Written group rotation (in small groups then in the bigger groups) 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ A4 paper, markers, bits of paper and a table of resources 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ it is necessary to be clear in giving instructions 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Draw five columns on the flipchart paper and write the following headings as feelings: fear, love, sadness, happiness and anger (see the table of resources as an example of how to spread the word and to rank them according to the explanation that follows – Appendix 2). ➤ Explain to participants that these are feelings that will be discussed during this activity and that they 	

<p>should think about how many young people easy or difficult to express these different feelings.</p> <ul style="list-style-type: none"> ➤ Give each participant a piece of paper and ask them to write these five emotions discussed, in what order in which you have written them on flipchart paper. Then read the following instructions: ➤ Think about which of these feelings expressed with the utmost ease. Put the number one (1) in addition to feeling that the easiest show. Now think about the feeling you express easily, but not as easy as the first. Put the number two (2) in addition to that feeling. Put the number three (3) in addition to feeling that somewhere in between, which means that it is neither too hard nor too easy to express. Put the number four (4) in addition to the feelings you express with less difficulty. Finally, put the number five (5) in addition to feeling that we are expressing the most difficult. ➤ When participants complete the ranking of their feelings, pick up the pieces of paper and write down the ranking of the columns on a flip chart (see example). ➤ Together with the entire group, think about the similarities and differences you find among the participants. Explain that: ➤ The feelings that are marked by numbers 1 and 2 are those feelings that are often used to express in exaggerated manner; ➤ 4 and 5 are the feelings that we are used to express the weaker, or perhaps even to repress or suppress; ➤ Number 3 may represent the feelings that do not express in any way excessive or suppress them, but it is probable that the feeling with which we deal in a more natural way. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ In the group may also appear other suggestions of feeling that, generally speaking, correspond to or are linked to those already mentioned. For example, the hatred is bound to anger. They are welcome. 	
<p>► Debriefing/reflecting:</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> ➤ Did you from this activity discover something new about yourself? ➤ Why do people show excessive or suppress certain feelings? How do they learn to do it? What are the consequences of exaggeration or suppression of feelings? 	

- Are there differences in how men and women express their feelings? What are the differences?
- Do you think that women express certain feelings more easily than men? Why is this so?
- How do the way we express our feelings affect our relationships with other people (parents, family, friends etc.)?
- Is it easier or harder to express certain feelings with our peers? With the family? With an intimate partner?
- Why are feelings important? Give examples: Fear helps us in dangerous situations; anger helps us to defend ourselves. We also ask participants to name some examples.
- How openly express their own feelings can affect your wellbeing, your relationships with other people (intimate partners, family, friends, etc.)?

Activity 3 Gender boxes



30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ To illustrate how rigid gender rules and norms create a distinct and separate "women" and "men" gender role, and how society often ignores and discriminates people who are outside the "male" and "female" box. To demonstrate how gender is socially constructed and how the ways of learning gender roles are often associated with violence and fear of violence. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Research gender in society. Opportunity for detailed analysis of the influence of family, peers and the media's perception of their own gender identities and roles. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ In this activity, we can be flexible and use methods: window or round - table or word – rotation. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ A couple of large paper, multicolored markers. 	

► **Practical arrangements:**

- This activity involves the participation of absolutely all participants, be careful with your own domination.

► **Instructions/procedure:**

- In the beginning it is necessary to arrange with the group about working definitions of the terms sex, gender, gender identity and gender roles. Appendix No. 3
- The tips glued together large paper in a visible place.
- Ask the group what it means to be "a female" in our society. What messages do "girls" receive (from parents, peers, media ...) about what should they be, how they should behave, look and what they must do in order to fit the social definition of "femininity". Write down their answers with blue marker in the middle of a big paper.
- Ask the group what it means to be "male" in our society. What messages do "boys" receive (from parents, peers, media ...) about what they should be, how they should behave, look and what they must do in order to fit the social definition of "manhood." Write down their answers with green marker in the middle of a big paper.
- Around each list, draw a box (frame) and give them the titles: "Behave like a lady!" and "Be a male!"
- Ask and talk with the group: What are the boxes? How do these two boxes differ? Are any of the messages within the box - contradictory?
- Proceed with the elaboration of the display. Ask the group if all the "girls" and "women" can be found within box, "Behave like a lady!" Can all "women" and "girls" be found always and entirely in the box? What are these things (related to appearance, behavior, activities ...) that some "girls" and "women" are, and positioning them outside the box? Write down their answers with red marker to the upper and lower edges of the paper drawn from the "female" box.
- Repeat the same for the "boys" and "men".
- After that, ask the group what is happening with the "girls" and "women" coming out of the box. Which names are they called, what people talk about them, what are the physical things that can happen, "the girls" and "women" who are perceived outside the box "Behave like a lady!" All these things (the pressures and fears to remain inside the box) records between black box and the edge of the paper. This "black list" you can circle drawn with his fist and called "verbal and physical abuse."
- Repeat the same for "boys" and "men" in relation to "Be a man" box.

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Needed to stick to agreed rules and the roles of cooperative learning. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Which things are actually related to sexuality? Is there a difference between being in the "feminine" and "male" box? ➤ Can you refer to some things out of "male" box on the negative determination regarding the "female" box? What does this tell us about how you are expected to be "men" and behave towards "women"? What are the privileges associated with the position within the "male" group? ➤ What is actually a "black list" relating to violence and fear of violence? 	

Activity 4 Taking care of yourself - Gender and Health



30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Raise awareness regarding the relationship between how boys and girls brought up the health risks they face. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Association of health with gender and gender roles with the aim of raising awareness and prevention - of their own attitudes. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group discussion, quiz. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Pieces of paper or cardboard, A4 paper, marker, and resource tables. Global statistics on men / 	

<p>women, and various health outcomes are given in the table of resources. It could be a useful supplement to the head of the statistical data on local and / or national level that would help participants gain a better understanding of the context of the health risk that would be men / women in their own communities may face.</p>	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Ask the participants to move into a large central circle. They are sitting. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Share participant's questions randomly. ➤ Explain that each group there are three possible answers to each question: men, women or both of them. Ask them to discuss any issue they have received, and that as a group try to answer them. ➤ Give group 20 minutes to discuss the issues. ➤ Write the questions on a flip chart and then read aloud each question, ask how the group responded and check the answers with an "X" on the flipchart. ➤ Go through the responses of groups and ask them to explain their answers. ➤ When the group finished with a presentation of their answers, explain that the answer to every question "Men." Go through each question individually and present some of the statistical data are given in Table resources and using the following questions you can start the discussion: ➤ Did you know that men are more at risk from health problems? ➤ Why do you think so? ➤ Is it possible for men to avoid this health problem? How? (Note: The facilitator should encourage participants to reflect on the behaviors and lifestyles that are associated with health problems and the ways that they could prevent or alter). 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Before beginning the activity Write each of the questions from the table of resources on a piece of paper or cardboard. Manager can read the questions aloud to them instead of the paper with questions. 	

► **Debriefing/reflecting:**

- You see whether these patterns among men / women in your community?
- What do you think that other health problems, men are more susceptible than women?
- In which age men are most susceptible to these problems?
- Why some men are faced with these health risks for health? What is the relationship between these health risks to the health and ways in which young men hang out?
- How you see yourself in relation to these risks? What can you do to reduce risks in their own lives? And how in the lives of other men?
- Most causes of death in men are associated with a destructive way of life what many men live. Worldwide, men are pressured to behave in certain ways. For example, men are often more at risk, have more partners, more aggressive or are more prone to violence in their relationships with others - all this leads them and their partners in risky situations. Young men is important to relate critically to their lifestyle and the ways in which the lead in risky situations. The ability to talk about their problems and seek support is important ways to protect against various negative health outcomes - such as the use of harmful substances, risky sexual behavior and propensity to violence. Through critical reflection on these standards can be taught to health is not just an issue for women, but also something that men need to worry. You can also learn how to better take care of themselves.

PART 2

Activity 1: 5 senses



30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Understanding and acceptance of human perception. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Try to set us in the 'foreign' shoes. The importance of empathy. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Something like brainstorming, discussion 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Not necessary 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Room with movable chairs and tables arranged for group work 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Explain five (physical) senses: sight, hearing, touch, smell and taste. Explain that almost all of us have these five senses, but not all. Continue with the following issues: Do you see the same thing as me? Do you hear the same thing as I? Do you feel the same as me? Do you feel the same smell? Do you feel the same taste? Emphasize that everyone who hears something he had not heard the same as his neighbor from a variety of reasons. (No, do not explain why). ➤ Divide the group into five smaller groups. Give each group one sentence and appropriate response. Ask them to make two short exercises that will show other groups. The first exercise should be 	

<p>about how he will be free from physical sensation.</p> <p>The second should lead people to consider how others might perceive different and react in different ways. For example, to hear something different from their neighbors.</p> <p>These activities should be short and creative. Specify the time to all groups to prepare their activities. It would be advisable to limit the time of exercise.</p> <ul style="list-style-type: none"> ➤ Exercise of each group may be accompanied by a small discussion about what they learned about their experience during the assembly and demonstrations, they have learned about the sensation of other groups about themselves and work in groups and generally about how different people or different groups of people feel and perceive the world in different ways. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The advantage of this theme is that you can clearly point out some issues understanding and acceptance that human perception can vary for many reasons. The advantage of this method is learning through practice and experience rather than lectures. Some will be more involved than others, but it demonstrates that the same situation can produce different reactions from different people because for various reasons. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Hence to recognize the personal worth and responsibility. Finding moving force. 	

Activity 2 Strategy for action



60 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Acquiring knowledge and attitudes about the harmfulness of building various forms of discrimination against an individual, but also for the whole community. ➤ Developing intellectual and social skills necessary for a clear expression of personal attitudes and to protect personal rights and rights of every child from any form of discrimination. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Encourage participants to undertake various activities in order to protect individual rights. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Window and group poster 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Convention on the Rights of Persons with Disabilities 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Room with movable chairs and tables arranged for group work 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ As an introduction to the topic we can use the following game: in the classroom we schedule items that serve as barriers. Participants are divided into pairs. One member of the couple has a dark scarf so he can close his eyes so that he cannot see where to move. Member blindfolded takes on a journey around the room. At first obstacle second member of the couple come to "rescue" his partner and then leads him around the room. After 5 minutes of play members exchange roles. For the second repetition, the obstacles can be arranged in a new way. ➤ When both partners have experienced impotence due to the "blindness", start talking about how they felt like they were - the blind, and that such persons are assisted. ➤ Then in groups of 4 people start talking about personal experience - when someone helped someone or get assistance from another person. 	

<ul style="list-style-type: none"> - Have you ever been in situation that you need other people help? - Have you ever got it? - How did you feel then? - Who helps you most often? To whom do you most often help? - Tell the situation when you helped someone who needed help? - How did you feel in these situations? ➤ After this introductory discussion, it is necessary to steer the conversation to one group of people who need help (blind, deaf, disabled, etc.) ➤ Try to imagine your life in a situation where you are as a child who does not see, cannot hear, no legs or arms, etc.) What you can and what are yours constraints. Each group discusses a different problem. <ul style="list-style-type: none"> - If someone has a friend who has special needs because of a disability, illness, etc.? - In what way could help the deaf or blind friend in school? - Do you think that such children are being well accepted by their peers? - What you and your class can do that this child does not feel isolated in society? ➤ Each group is doing its template technique: window ➤ Group poster: on top of the paper shall be entered a condition that wishes to be achieved, and at the bottom the current state. From the bottom to the top of paper leads an arrow that goes from the current towards the desired state. On the left side of the table, participants can write in green activities that should contribute to achieving the goal and to the right in red write what it does not help to achieve the desired state. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Non 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ In addition, we can do a SWOT analysis and it is better to explain the activities that contribute to the activities that do not help. 	

Activity 3 **Myths and stereotypes**

30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Awareness and understanding of the existing prejudice against people with disabilities and how they affect their lives. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Recognition of the concept of equal opportunities 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ jigsaw 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Photographs, paper, glue, markers, comics, newspapers. 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Room with movable chairs and tables arranged for group work 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ In a small group of people read the section on "discrimination based on disability." "Discrimination on the basis of disability" refers to the unequal treatment of people or their exclusion because of disability or different ways of functioning. ➤ Then ask them to from the newspapers, comics and other media cut a negative and positive stories or images associated with discrimination. ➤ Consider: <ul style="list-style-type: none"> - The different groups that exist in your community - On a variety of positive and negative myths and stereotypes that exist in your community - Discuss the cases in which someone's diversity or minority group has led to positive discrimination, or to enjoy privileges in your community - Discuss how these situations affect individuals and groups ➤ Introduce the concept of equal opportunities, which says that all people should have equal rights. 	

For easier understanding this concept can be used for example imagery description which must be described with the words for the blind. Participants can tell their own experiences.

- For example, a newborn baby needs a mother to provide food that he might live and grow into an independent person, or child needs glasses to read like the others and have equal opportunities for learning.
- Discuss the impact of myths and stereotypes that are in the root of discrimination affecting the rights of those who are discriminated, including persons with disabilities. Emphasize that social attitudes should have change or have been changed. It is our personal responsibility to not encourage stereotypes and that everyone is treated with respect as an equal member of society.
- Cut out from newspapers and make a poster with examples of myths and stereotypes about people with disabilities.

Persons with disabilities:

- Cannot live alone
- Should be regret
- Are helpless
- Disability is evil
- Cannot learn or go to school
- Will never be able to work
- To heal
- Cannot play sports
- Will never marry or have children
- They are stupid
- Not sexually active
- Forever remain children

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

- Stories and images can include examples of discrimination against all members of society

► **Debriefing/reflecting:**

- Paste posters around the room and an exhibition. Together we talk about equal opportunities for all. We investigate the possible application in practice and everyday life.

Evaluation and assessment

Evaluation paper on which participant's write: - Their impressions - Possible application in practice - What would they change in the work - What are the most interested things they will remember - What is lacking - Give some concrete examples - Whether the awakened one's own attitude or learn something new about yourself

PART 3

Activity 1 Us and them



60 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Main goal of this activity is experiencing and reflecting a situation related to the topic Training Unit. 	
<p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Sharing experience, ability to perceive no threatening situation, learn, interpretation and conceptualization. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ role play, case studies, simulations, work in small groups, analysis of documents. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ In modification of activity - we can use the press clippings. 	

<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Regulate the class of work. Arrange the tables and prepare materials: paper and markers. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Divide the group into three smaller groups, each sit or stand around a large paper to write down everything that individuals give as their answer to the question put to the group. At the end - a representative of group read the answers. Assignments for the three groups – Appendix 5 ➤ After reading the responses we can have a conversation about this activity only if it is requested by students. 	
<p>► Tips to trainers/anticipated difficulties:</p> <p>Possible situations are the following:</p> <ul style="list-style-type: none"> ➤ Letting one group most of the time for discussion / argument ➤ The possibility of jumping out of some personal problems ➤ It is necessary to reflect the stated words 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Disclose your own view ➤ Treat your own view as one possibility ➤ Own it as your view ➤ Express view with clarity ➤ Describe the thinking and/or examples that lead you to your viewpoint ➤ Ask others to tell you what they think you have said ➤ Invite critique of own thinking in interest of more valid information and better quality decisions – Appendix 6 	



20 minutes

Activity 2 Power – powerlessness

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Able to understand the difference in power status. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Try to experience the power 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Role - play 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Theoretical summary – Appendix 7 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Provide an empty space 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Follows a game in which the pair exchanged roles of powerful and powerless people. The participants agreed in pair who will first play the role of powerful individuals. The first 5 minutes the first person has power over one another - it can work with what they want (demand to do something, something to speak, etc.). Then change roles and activities will continue next 5 minutes. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Have fun! 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ In what role you feel better? How can you connect with everyday life? In that role, we then? Can we change? How? 	

Activity 3 Social role - creating a society



25 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Able to understand the difference in power status, what are our views? <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Try to experience the power, positions and reality. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Role – play, group interaction. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Labels with the names (famous people, workers, different social roles) 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Provide an empty space for interaction of participants. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Everyone gets stuck at the back - the label with a person, occupation or social role ➤ Everyone is moving through space of not knowing what's on their back, and seeing other labels on the backs of others ➤ Moving through space person should respond to people on what they have written on the back, but not playing that person and not showing them what they normally do, but making a relationship with them and playing them on the reaction, so each person gets a reaction and creates relationships and the notion of who she might be ➤ All are moving through space behaving like a person that they think they have on the back ➤ All persons make a stop in a half circle scale, a position of power by people who think that they have on the back (from most powerful to least powerful) ➤ Everyone looks back on his label and glue it to the front ➤ Agree again, making a semicircle scale of the most powerful to least powerful, according to how the 	

<p>participants think that it is now in a society in the country in the world</p> <ul style="list-style-type: none"> ➤ Agree a semicircle, as to how the participants think that would be ideal in a society ... 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Have fun! 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Who in our society has the power in their hands? ➤ How does it feel to have power? ➤ What is the cost of power for those who are her subordinates? ➤ What kind of power is there? ➤ What is the difference between authority and power? 	

Evaluation and assessment

The evaluation is done by inserting pieces of paper - with their own opinion - in the bowl "growth". The pieces of paper have written impressions, suggestions, comments and what we have learned.

PART 4

Activity 1 Games from different parts of the world



30minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Nationality, gender or ethnic group affiliation. Introducing participants to the fact that they have the rights from birth. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ We are all different, but we have many similarities ➤ Rights are based on similar needs of different people. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Playing games and debriefing 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ “Songs, games and stories from around the world”, (1990) UNICEF. ➤ http://globaleducationinitiatives.org.uk/resource-boxes-for-loan/music-around-the-world/ ➤ Use the games from different parts of the world (e.g., Korea, Chile, Sri Lanka...) 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Globe, world map, materials for selected games 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Explain to participants that children around the world play different, but very interesting games. ➤ Meet them with games from different countries (if you have a globe or world map, show them where they are located and the country). Play. ➤ Ask the participants as to which one of their games recommended for children in the world. Play these games. ➤ If some participants belong to a particular ethnic group, before the activity ask them if they know a game out of your culture that you could play. 	

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ During these activities it is important to put emphasis on diversity (ethnicity, nationality, language, etc.) and connect the differences in gaming pleasure. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Did you like some game more than other games? Why? What makes a good game? ➤ Would the new game become more fun when you are accustomed to them? ➤ Would you be able to teach children to learn from other countries in your game and when they do not speak your language? How? 	

Activity 2 What is fair? - Vesna story



90 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Activity is based on racial discrimination, but also to examine issues of justice and other human rights ➤ Specific aims: ➤ Awareness of complex appearance of the problem 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Cooperative learning 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ “Understanding the Law” (1995); The Citizenship Foundation. ➤ Universal Declaration of Human Rights - a simplified version 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ From these activities can be created a number of others. 	

► **Instructions/procedure:**

- The class divided into small groups of 5 or 6 participants
- Explain to the class that many countries have laws against unfair discrimination based on race or gender.
- Tell participants to read in groups of various parts of the simplified version of the Universal Declaration of Human Rights in order to find relevant articles against discrimination (it is clear that almost every article is relevant).
- After 10 minutes of highlight to inform each group about the article that they find relevant. You are looking of them to justify their choice to present a practical example of how this article opposes discrimination.
- Vesna Read the story. – Appendix 8
- Then read bosses response. – Appendix 9
- Tell participants to decide in their groups:
 - Do you think that Vesna was discriminated against? Why?
 - If so, what do you think she should do?
 - What can be done in such a situation?
- Now tell the class what happened – Appendix 10

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

- One can expect a loud discussion. We can expect the emergence of feelings, stereotypes, prejudices and strong argument based on previous experience.

► **Debriefing/reflecting:**

- Which groups of people are discriminated against in your country? Why? Do you agree with discrimination?
- Do you know anything about these groups or individuals? Do you think your knowledge is credible?

Activity 3 What is the purpose of education?



30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ The purpose of education is not only the practical applicability of knowledge in their daily lives but also boost the development potential of the individual and his abilities, which can be applied in any environment and situation in life and who are the foundation for creating a new one. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ The participants can talk about the differences between the concept of education in primitive societies, where the individual is prepared for functioning in their community and the modern concept of education that it provides knowledge and skills that are not related to any society, community or present time. Such education, oriented to the development potential of each individual, provides the freedom and independence of a man who can choose where to live and which will deal with in life. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Dialogue, respect, cooperative learning, team work 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Maleš D., Stričević I. (2003) Mi poznajemo i živimo svoja prava, Školska knjiga, Zagreb. ➤ http://amnesty.hr/ 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ It is important to have enough space. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Participants work individually. The following is a conversation about what they think is important for them to learn at school, and what are considered less important and why. All answers are written on the board. ➤ Participants divide into groups of 4 to 5. Each group selects the contents of five of those on board - which all members of the group considered most important for their education. 	

<ul style="list-style-type: none"> ➤ Group's report, the teacher writes consecutive on the board. Marked are category of those that occur over time and thus are ranking lists of the participants of this class are considered most important for their education. With participants talk about those categories that have proved less important, what they think about those who propose them, whether they agree with the assessment of other ... ➤ The resulting material can be used for further activities (e.g., making class slogan). 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Well facilitate activity 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Not necessary 	

Evaluation and assessment

Evaluation of the entire activity is done by writing personal comments on the earlier drawn box of expectations. Each participant can enter their own expectations, personal development, application, or any comments.

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<http://www.unicef.hr/>

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Maleš D., Stričević I. (2003) Mi poznajemo i živimo svoja prava, Školska knjiga, Zagreb.

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Appendix 1:

Sex = male and female

Gender = masculine and feminine

So in essence:

Sex refers to biological differences; chromosomes, hormonal profiles, internal and external sex organs.

Gender describes the characteristics that a society or culture delineates as masculine or feminine.

So while your sex as male or female is a biological fact that is the same in any culture, what that sex means in terms of your gender role as a 'man' or a 'woman' in society can be quite different cross culturally. These 'gender roles' have an impact on the health of the individual.

In sociological terms 'gender role' refers to the characteristics and behaviors that different cultures attribute to the sexes. What it means to be a 'real man' in any culture requires male sex plus what our various cultures define as masculine characteristics and behaviors, likewise a 'real woman' needs female sex and feminine characteristics. To summarize:

'Man' = male sex+ masculine social role (a 'real man', 'masculine' or 'manly')

'Woman' = female sex + feminine social role (a 'real woman', 'feminine' or 'womanly')

Appendix 2:

	Love	Fear	Anger	Sadness	Happiness
Participant?	➤ 5	➤ 4	➤ 3	➤ 2	➤ 1
Participant?	➤ 4	➤ 5	➤ 1	➤ 3	➤ 2
Participant?	➤ 3	➤ 1	➤ 5	➤ 2	➤ 4
Participant?	➤ 4	➤ 3	➤ 2	➤ 5	➤ 1
Participant?	➤ 2	➤ 3	➤ 1	➤ 4	➤ 5

Appendix 3:

Gender is a category for the division of people. Refers to the thoughts, explanations, assumptions, behaviors and actions that produce differences between women and men. All that categorizes people is gender, any look or gesture, biology or psychology, hormones, roles, genitals, anything: if you try to divide people into categories, this is gender. One thing to say that someone has a vagina, clitoris, breasts, ovaries ... and quite another thing to assume that the person is female, or feminine, or woman. This is primarily related to the experiences of transsexual / transgender people whose genitalia do not match their gender identity.

Category gender consists of several aspects: ◦ gender terms (popularly known as gender) ◦ gender roles ◦ gender identity and ◦ gender attribution

Gender roles are the sum of all the characteristics, behaviors, responsibilities and expectations that are attributed to (many will tell you, "according to", but it might be better to check for yourself) a single race. Gender roles are closely associated with the stereotypes that are often in the function of the reproductive roles of men and women. Some stereotypes are activated immediately after the baby is born. Often the first question parents ask whether the baby girl or boy. Depending on the response or buying pink or blue nightgown, cars or dolls, Faculty of Mechanical Engineering, or "babysitting" in London. Depending on whether the child is born with a vagina or a penis (or both organs), and this is actually very little difference sets, each of us gets a bag full of different uniforms with clearly written signs: for women only / only men. These uniforms represent our gender roles. Boys are socialized to suppress feelings of pain and not cry. He teaches them to accept the strength, fortitude and invulnerability and encourages them to be independent and confident. When a boy develops and evaluates the safety of themselves and competitive spirit. On the other hand, girls are brought up to be gentle and to help each other and collaborate. Encourages them to games with dolls and household models to capture the role of the person who will look after and care for the future family. Note that the here and repeats the dual and opposing the structural relationship that forms the basis of the economic system of heterosexuality, ie, the social institutions of patriarchy and capitalism.

Gender identity answers the question: "Am I a woman or a man or something else?" Many people do not think about this a lot, but allow their gender means and their gender identity. But identity is a personal thing: this is what we feel is our nation in a given time. Of course, this feeling can be influenced by biological factors with the label "Made in Culture." Here we are referring to different cultural beliefs that stories and ideas about what "men" and "women" are, what they are doing and what is

expected of them appear as natural and universal. We have a feeling that gender may also have to do with our sexual fantasies, or a tendency towards a role. There are equally good reasons to have or to choose the gender identity as a people.

Appendix 4:

Gender and Health - Questions Answer each of the following questions with: "Man," "woman" or "Both." ·

Who lives shorter? · To whom is more likely to die as a murder victim? ·

To whom is more likely to die in a car accident? ·

To whom is likely to commit suicide? ·

To whom is likely to consume alcohol and getting drunk? ·

To whom is more likely to die from an overdose (excessive use of harmful substances)? ·

To whom is likely to get a sexually transmitted infection? ·

To whom is likely to have multiple sexual partners and unprotected sex? ·

To whom is less likely to seek medical help?

Gender and Health - Answers

Who lives shorter? ·

Globally, life expectancy for men is 65 years old, and the women 69th

· In Croatia, the life expectancy for males 71 years and for women 78 years.

Who often die as a murder victim?

· Globally, approximately 8 of every 100 deaths among men of all ages are the result of the murder. In women, 2 of every 100 deaths are due to homicide.

· In Croatia, about 7 of every 100 deaths among men of all ages are the result of the murder. In women, 4 of every 100 deaths are due to homicide.

Who often die in car accidents?

· Globally, 28 of every 100,000 males and 11 out of every 100,000 women die in traffic accidents. In other words, nearly three times more men than women die in traffic accidents.

· In Croatia, men have 50% more likely to get hurt (any type of injury, including traffic accidents) than women.

Who often commit suicide?

· Globally men commit suicide 3.6 times more than women.

· In Croatia: men commit suicide 2.9 times more than women.

Who consumed more alcohol, and who is more drunk?

- Globally, men occupy a higher percentage of occasional drinking and binge.

Who often die of an overdose (excessive use of harmful substances)?

- Globally, between 15 and 29 years are more likely to be men than women die from excessive alcohol use.

Who gets more sexually transmitted infections?

- Globally, men make up a larger number of cases of gonorrhoea and syphilis, and women comprise a larger number of cases of chlamydia.

- In Croatia, men make up a larger number of cases of gonorrhoea, and women comprise a larger number of cases of chlamydia and HPV (human papilloma virus).

Who has more sex partners and who have more unprotected sex?

- Globally, men more often reported connection with multiple sexual partners than women, except in some advanced industrial countries.
- In Croatia, the greater the likelihood that men have more sexual partners and equally often has unprotected sex.

For who is less likely to seek medical help?

- Globally, there is less likelihood that men will seek medical help than women.

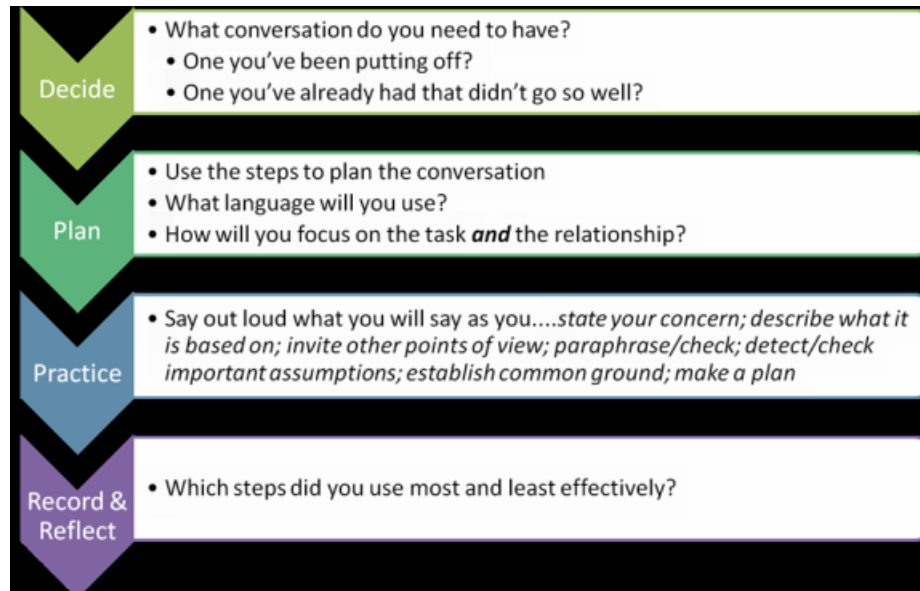
Appendix 5: assignments for the three groups

A - Choose a group of people (your class, club, political party, a professional identity ...) and indicate things that you can't stand in connection with this selected group/ identity.

B - What would you not ever want someone to say, think or do in connection with your group (your class, club, political party, a professional identity ...)?

C - Have you ever discriminated someone, or said or done something to him because of membership in a particular group (your class, club, political party, a professional identity ...)? Specify this group (your class, club, political party, a professional identity ...).

Appendix 6:



Viviane Robinson, The University of Auckland

Appendix 7:

Theoretical summary:

When someone imposes their will (the will of the stronger) to others against their will and thereby he is ready / not to apply force against those who will oppose this, saying that it has *power over* him or her. Such *power* is usually seen as the *superiority of power or control*. Then it is that someone *has power* more important than that *for which* this power is used or what are the *consequences* of using this power.

But there's another kind of power, kind which might be seen that as *the power for* (someone or something), which is not based on force, but on the relationship or communication, sharing, cooperation and support. This might be understood simply as a

person's ability to do something and that it is inalienable. For those who use that power most important question is what *the consequences* are, what happens when you use that power.

To make changes to our environment, it is important to balance these two powers.

Appendix 8:

Vesna is a Roma woman.

This is her story:

I saw that the window of clothing store advertised a job for an assistant trader. They were looking for someone between 18 and 23. I have 19, so I entered the store and asked for a job, but the boss of the shop told me to return in two days because it is not enough people signed up. I went back twice and each time I was told the same thing. Almost a week later, I again returned to the store. Job offer was still in the window. The boss was too busy to receive me, but I was told that the place was filled. After I left the store, I was so angry that I asked a friend who is not Roma to go there and ask for the job. When she left she said that they told her to come for an interview on Monday.

Appendix 9:

- Boss reply:
- I thought that Vesna will be here to work hard because of the distance she would have to go every day. It would be a trip of 8 miles with two buses. It is very difficult to keep the shop where the staff is late. I'd rather hire someone who is in this area. The person I was offered a job seemed appropriate.

Appendix 10:

Vesna presented her special case to the European Court, which follows the law on discrimination. The court agreed that she was discriminated against. A few other people who lived far from the store, they were in a job interview. The girl who got the job was only 16 years old, was a white woman and lived as far away from the store as Vesna. Shop Vesna should pay a certain sum of money as compensation for mental pain suffered.