



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC)
“Don’t wait until Mañana”

by

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Editor: Ana Žnidarec Čučković



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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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: Stereotyping in everyday teaching practice

Expected outcome

- Recognizing and discussing stereotyping in everyday teaching practice
- Finding ways to prevent discrimination in classroom

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Primary school	Cross-curricular

Brief description of the unit

Through 4 activities, participants will be warmed up and will ideally get set to start thinking about the topic. Activity 2 is probably the most important activity of all four, since it's a wakeup call and it's meant to make participants see that they do have some stereotypes. Debriefing is crucial in this activity, you as a facilitator should make it clear that just realizing we have stereotypes is simply not enough. We need to take it further; we need to take some action. After the second activity follows a short break, which will give participants, time to refresh themselves, but it will also give them an opportunity to discuss what you have already done. We continue with a relaxing activity, since it is short and uncomplicated. Never the-less, it is important and would not let it out if not necessary. Activity 4 is the one that is taking our participants further into the action area, since they will have to create their own prevention of discrimination ad. Please stress that the targets of these ads are their colleagues, fellow teachers. They need to find a way to make them think about stereotyping in their everyday teaching practice.

Methods/techniques used

Collaborative learning, audio-video presentation, observation, brain-storming, individual work, discussion, hands-on activities, debriefing

Time 210 minutes

Activity 1: FIND YOUR PEAR	▶ 20 minutes
Activity 2: CV	▶ 75 minutes
Activity 3: INTERMEZZO	▶ 20 minutes
Activity 4: 3, 2, 1, ACTION	▶ 75 minutes
Evaluation	▶ 20 minutes

Tips for trainers:

- All four activities are quite time consuming, so it is vital to follow the time-line plan. Otherwise these activities could become protracted and lose their point. If you are short on time, feel free to leave some of the activities out or adjust them to your needs. You could even consider doing these activities in two sessions – session 1, activity 1 and 2, session 2, activity 3 and 4.
- In order to work well with your group, you will need an appropriate place, which will allow participants to work around a table as a group, but it will also be spacious enough for them to move around freely.
- The topic is quite delicate, since for some people it might be difficult to admit to themselves (and others) that they do have some stereotypes. Be patient and understanding, support them.

Resources

➤ Sticky papers with different types of fruit on them,	
➤ A3 papers,	
➤ Pens,	
➤ Sticky tape,	
➤ Photographs of children (make sure you choose children that vary in their skin colour, age, sex, religion, social status ...),	
➤ CV template,	Appendix 1
➤ Copy of definitions of key concepts related to diversity and intercultural understanding for each participant,	Appendix 2

➤ Internet,	
➤ Computer,	
➤ Projector,	
➤ Camera to record the skits,	
➤ Action plan template	
➤ Assessment template	

Introduction:

Primary education teachers in nowadays-European schools daily work with pupils of different age, sex, origin, religion, beliefs, sexual orientation and skin colour.

Pupils come in different shapes and sizes, some of them are happy, some sad, some of them well behaved and some not. Some are motivated for schoolwork, but others find obligatory schooling boring or even repressing. We shouldn't forget to mention those that come from wealthy families and those who barely survive from one month to another. They are all different, but should be treated as equals.

It is often difficult to admit to one self that he has stereotypes of some kind, especially since we all know anti-discrimination slogans and the fact that "good people never discriminate". First step is to learn a bit more about stereotypes.

"Stereotypes consist basically in shared beliefs or thoughts about a particular human group. A stereotype is an ensemble of characteristics that sums up a human group usually in terms of behaviour, habit, etc. Stereotypes are some kind of contact or images that we have acquired in school, through mass media or at home, which then become generalized to take in all the people who could possibly be linked. Prejudices and stereotypes are schemes that help us understand reality ..."

(Education Pack "all different - all alike", Council of Europe, 2004)

Admitting to ourselves that we do have certain stereotypes is an important step forward in the process of preventing stereotyping in everyday teaching practice. But we certainly have to take this further; we need to take action. By doing it we will spread the awareness, share good will and make ALL of our pupils feel safe and welcome in our classroom.

Activity 1 Find your pear



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To warm the participants up and group them. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To create a starting point for a discussion about different groups in our society. ➤ To emphasis the power of a group and the need to belong. ➤ To discuss participants' feelings when they were alone, searching for their partners. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual work, ➤ Group work. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Sticky papers with different types of fruit on them 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Your classroom must be big enough for the participants to move around freely. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Facilitator draws different types of fruit on Post-it papers. Prepare 3 or 4 papers with the same fruit on them – you want to form groups of 3 or 4 people. ➤ Make sure participants don't see their own paper before they stick it to their forehead. ➤ Tell them they need to find others of their kind, but they must not speak when doing it. They can mime or use body language. ➤ When they find their partners, they need to sit down together, since they now form a group. 	

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Encourage the participants not to speak; otherwise the activity won't be fun. ➤ Some participants might feel uncomfortable or even left out or discriminated against, so make sure you allow them to express their feelings during debriefing. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How did you feel walking around, trying to find other members of your group? ➤ Would you feel differently if you didn't know other participants? Better? Worse? ➤ When you found the first member of your group, did you feel relieved? ➤ What did you think of other participants when you looked at them? (try to elicit that they were not one of their kind) Did you feel any hostility? ➤ Can you now understand peoples' need to be a part of a group better? Can this grouping be in any way dangerous? Why? ➤ You are a pear, I'm an apple, but still, we're both fruit. It the same with people – we are different, but after all, we are all human. 	

Activity 2 CV



75 minutes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ Make participants see how often we stereotype others without really being aware of doing it. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To make participants aware of their own world views, their limitations and to encourage them to put them to question. ➤ Identifying explicit and implicit hostile attitudes towards people who are perceived as “different” and recognizing it as something teachers should avoid doing. ➤ Make participants see that learning and teaching process should be based on equality and on the right to be different. ➤ To demonstrate how to develop critical thinking skills in learners (encourage debating, discussing, listening and asking questions, teach about generalizations and their limitations, coming to conclusions) by doing it and pointing it out the basic principles of collaborative learning. 	<p style="text-align: center;">Notes</p>
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<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Collaborative learning (round table, written group rotation), ➤ Discussion, ➤ Brain-storming, ➤ Poster making, ➤ Debriefing. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A3 papers ➤ Photographs of children (make sure you choose children that vary in their skin colour, age, sex, religion, social status...) ➤ CV template ➤ Pens ➤ Sticky tape 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Each group of participants should have their own working space, preferably a desk. The classroom should be spacious enough for participants to move around freely. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Each group gets an A3 piece of paper with a photo of a child stuck in the middle. This is a new student in their class. ➤ Participants' task is to write down words that describe "their" child. Encourage them to write down things that they find important as teachers of this child (e.g. age, sex, religion, social status, intelligence, behaviour, education of his/her parents...). ➤ Explain the round table method, where the person sitting on the right of the person speaking, writes down his/her thoughts. Taking turns, everyone gets the chance to express their ideas and write down the ideas of others. ➤ Ask groups to exchange their posters and explain that this method is called written group rotation. Each group should write words on all the posters. Allow no more than 10 minutes for this activity. ➤ When the group gets their poster back, they need to discuss the newly written words. ➤ Now ask the groups to think of their child in 15 years' time and write a CV for him/her using a template you provide. The basis of the CV should be the words they wrote down on their A3 paper. Will their child be a successful grown-up? ➤ They should use round table method when writing the CV. ➤ Hang CVs on the wall and allow time for participants to read all of them. 	

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Time management is crucial in this activity, so make the time-line very clear to the participants. ➤ The point of this activity is to see how easily we stereotype, so do not make any suggestions and leave the participants to work with their ideas (which will ideally be stereotypical). ➤ Debriefing is crucial so please allow enough time to do it properly 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Are the CVs positive or negative? Would they get a decent job? ➤ Are more of “your” kids unsuccessful or successful citizens? Why is this so? ➤ When you saw the photo of your child, did you automatically stereotyped him/her because of the looks? Can you judge a book by its cover? ➤ We were stereotypical only on the basis of a photo. What would we do if we had such child in our classroom? ➤ Why do people stereotype others who look different? ➤ Where do they learn this behaviour? ➤ What can we do about stereotyping in our everyday teaching practice? ➤ Are you willing to play an active role to prevent judgments, prejudices and stereotypes in your classroom? 	

Activity 3 Intermezzo



20 minutes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To empower participants with the knowledge of key concepts related to diversity and intercultural understanding (prejudice, stereotype, discrimination, racism, identity, intolerance, culture). <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Try to make participants see that knowledge is a mere construction that remains incomplete and subject to continuous questioning. ➤ To encourage participants to develop their knowledge and understanding of key international policies and standards. ➤ To show participants yet another effective strategy of collaborative learning. 	<p>Notes</p>
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Collaborative learning (jigsaw reading activity), ➤ Discussion, ➤ Debriefing. 	

<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Copy of definitions of key concepts related to diversity and intercultural understanding for each participant. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Each group of participants should have their own working space, preferably a desk. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Distribute copies of definitions of key concepts related to diversity and intercultural understanding to participants. ➤ Tell them which definition should each member of the group study (e.g. writers should study words racism and equality, time keepers' discrimination and stereotype...). ➤ Make sure participants understand that after 5 minutes they will have to teach others the definition of their two words. ➤ Allow time for participants to study and then teach each other the words. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Some participants might have problems with understanding their text. Make yourself available for additional explanations. Explain that they can always ask other group members for their opinion or explanation. ➤ Allow 10-12 minutes for the activity and 8-10 minutes to debrief it. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Do you think it is important to know these definitions? Why? ➤ Did you know all the definitions? ➤ Would you want to teach your students these definitions? Why? 	

Activity 4 3, 2, 1, ACTION!



75 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To give participants the chance to actively participate in the prevention of discrimination campaign, concentrating on prevention of teachers' stereotyping in their everyday practice. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Try to make participants see that as teachers, they need to play an active role to prevent judgments, prejudices and stereotypes among pupils. ➤ Try to make participants see that sharing values of Human rights, mutual understanding and democratic citizenship can influence people's attitudes and behaviours. ➤ Encourage participants to create a safe learning environment and develop their own and learners' self-esteem, self-worth and self-confidence. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Audio-visual methods, ➤ Collaborative learning (window, round table), ➤ Discussion, ➤ Presentation, ➤ Debriefing. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Internet, ➤ Computer, ➤ Projector, ➤ A3 and A4 papers ➤ Pens, ➤ Sticky tape, ➤ Camera to record the adds. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Each group of participants should have their own working space, preferably a desk. The classroom should be spacious enough for participants to move around freely. 	

► **Instructions/procedure:**

- Show participants Ricky Martin song “The best thing about me is you” and YouTube video clips in the same order as listed below.

<http://www.youtube.com/watch?v=kzxoQ9rbDAA>

<http://www.youtube.com/watch?v=7wr3ujTt89A>

<http://www.youtube.com/watch?v=CWUtywfwMw&feature=fvwrel> (content warning)

- The last clip is very powerful, maybe even cruel, but it is also very true. Children spend half of their day at school, so teachers need to realize that they are very powerful people in their pupils’ lives. Be aware of your actions, their consequences and your influence.
- Ask them if and how could they use these clips to prevent discrimination and why are actions for the prevention of discrimination so important, especially for us, teachers.
- Invite the participants to think of a few ways to promote prevention of discrimination, especially stereotyping among other teachers. They should write their ideas on a piece of paper.
- Draw a window on a blackboard and tell the writers to copy it on a piece of paper for their group.
- Explain the usage of a window method. Within the group, participants should discuss their ideas and write them down in the window scheme. If only one person thought of an idea, they should write it down in the part of the window, labelled with number 1. If two people had the same idea, they should write it down in the part, labelled with number 2, etc.
- They should use the round table method.
- Put window posters on a wall and allow time for participants to read all the ideas.
- Now ask groups to design their own ads or “video clips” for the prevention of stereotyping in teachers’ everyday practice. They should try to be creative and think of their own context when preparing it. Basis for their work should be the window scheme they worked on previously.
- Aim: create an ad that could be used as part of a prevention of stereotyping in everyday teaching practice.
- Groups present their ads to others. When not performing, participants observe and write down their observations.

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

- Encourage all participants to participate in this activity, stress that all ideas are important, that everyone can contribute to our common aim.
- Time is quite tight in this activity, so make sure you set clear time limitations and follow them throughout the activity (10min for videos + 20min for window scheme + 20min for preparing their own ad + 10min for presentations + 15min for debriefing).

<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ After talking about the prevention of discrimination, was it easy to actively participate in creation of your own prevention ad? ➤ What was the most challenging? ➤ Would these ads be effective? Why? ➤ How else will you now try to prevent stereotyping in your classroom? Will you change anything? ➤ Will you encourage your colleagues to think about this important topic? 	
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Evaluation and assessment

PERSONAL ACTION PLAN

Please write down your action plan on preventing stereotyping in teachers' everyday practice. You can concentrate on your own classroom or take it wider and think of your working environment or fellow teachers too.

Please write your action plan in both charts, keep one for yourself and hand one back to me. Thank you!

	ACTION PLAN ITEM	HOW TO IMPLETEMNT IT?	WHEN TO IMPLEMENT IT?
1.			
2.			
3.			

	ACTION PLAN ITEM	HOW TO IMPLETEMNT IT?	WHEN TO IMPLEMENT IT?
1.			
2.			
3.			

QUESTIONNAIRE

Please circle the number that best describes your opinion about the given statements. Note that number 1 represents your strongest disagreement with the given statement, whereas number 10 shows your strongest agreement with the given statement.

I find this workshop useful to my learning.

1 2 3 4 5 6 7 8 9 10

I actively participated and was interested in the topic and discussions.

1 2 3 4 5 6 7 8 9 10

Workshop added a great deal to my understanding of the importance of prevention of discrimination.

1 2 3 4 5 6 7 8 9 10

I felt free to share my opinion and to participate in the activities. The atmosphere felt trusting and respecting.

1 2 3 4 5 6 7 8 9 10

I will do my best to fulfil the action plan I've written.

1 2 3 4 5 6 7 8 9 10

I believe my students will gain something from this workshop as well.

1 2 3 4 5 6 7 8 9 10

I believe every teacher should attend a workshop dedicated to prevention of discrimination.

1 2 3 4 5 6 7 8 9 10

References

- Working materials from the Pestalozzi workshop “Prevention of discrimination”,
- <http://pest-prog.ning.com/>
- Education pack “All different-all equal”, Council of Europe, 2004
- <http://eycb.coe.int/edupack/default.htm>
- http://www.coe.int/t/dg4/eycb/default_EN.asp
- <http://eycb.coe.int/compass/>
- <http://www.youtube.com/watch?v=CWUtywfwMw&feature=fvwrel>
- <http://www.youtube.com/watch?v=kzxoQ9rbDAA>
- <http://www.youtube.com/watch?v=7wr3ujTt89A>
- <http://www.youtube.com/watch?v=CWUtywfwMw&feature=fvwrel>

Appendix 1:

NAME
Address
Email
Phone number

EDUCATION

-
-

EXPERIENCE

-
-

AWARDS

-
-

INTERESTS

-
-

Appendix 2:

KEY WORDS

Stereotypes

Stereotypes consist basically in shared beliefs or thoughts about a particular human group. A stereotype is an ensemble of characteristics that sums up a human group usually in terms of behaviour, habits, etc.

The objective of stereotypes is to simplify reality: "they are like that". Bosses are tyrannical; these people are lazy, those are punctual; the people in that part of town are dangerous - one or some of them may have been, but all? Sometimes we use stereotypes about the group to which we feel we belong in order to feel stronger or superior to others. (Or, indeed, to excuse faults in ourselves - "What can I do about it? We are all like that!"). Stereotypes are usually based on some kind of contact or

images that we have acquired in school, through mass media or at home, which then become generalised to take in all the people who could possibly be linked.

Prejudices

A prejudice is a judgement we make about another person or other people without really knowing them. Prejudices can be negative or positive in character. Prejudices are learned as part of our socialisation process and they are very difficult to modify or eradicate. Therefore it is important that we are aware that we have them.

To explain this concept more directly it could help to examine how deeply we know all of our friends. We may have different friends for different occasions, for going to the cinema, going walking, helping with homework, playing football, going to concerts. Do we know what music our football friends enjoy? Or do we just guess? Making assumptions is easy and common. If it is that simple to make assumptions about friends, think how easy it is to make false judgments about people you don't know.

Discrimination

Discrimination is prejudice in action. Groups are labelled as different and discriminated against. They may be isolated, made criminals by laws that make their ways of life illegal, left to live in unhealthy conditions, deprived of any political voice, given the worst jobs or no jobs at all, denied entry to discos, subjected to random police checks.

Racism

The consequences of racism are terrifying, even the word racism is frightening. Defining "racism" is not easy. Defining it to the point where it would be possible to determine - across Europe - whether any particular action, thought or process could be labelled racist would appear to be verging on the impossible.

Racism is based on the linked beliefs that distinctive human characteristics, abilities, etc. are determined by race **and** that there are superior and inferior races. Logically, to accept this argument you have to believe that there are different human races.

Racism changes shape over time and may even be called by other names in different places. It is the concept of superiority that is so dangerous - superiority of one group of humans over another.

Intolerance

Intolerance is a lack of respect for practices or beliefs other than ones own. This is shown when someone is not willing to let other people act in a different way or hold different opinions from themselves. Intolerance can mean that people are excluded or rejected because of their religious beliefs, their sexuality, or even their clothes and hairstyle.

Culture

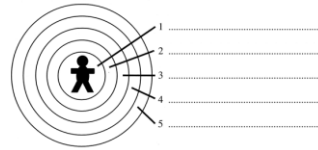
Hundreds of definitions of culture exist, each one longer and more difficult than the last. The first thing that comes to mind may be what you would find in the cultural pages of a newspaper: ballet, opera, music, books and other intellectual or artistic activities. Here we view culture from a much wider perspective. We are looking at the values and systems of behaviour that allow groups of people to make sense of the world. This is complex stuff and trying to understand cultures, including your own, will mean examining many aspects of life. Some of them are immediately visible, for others you may have to dig deeper:

- What is defined as "good" and "bad"?
- How are families structured?
- What is the relationship between men and women?
- Which traditions are important?
- What languages are spoken?
- Which rules govern the consumption of food and drink?
- What are the reactions to other cultures?
- What is funny?
- What role does the religion play?

The list could be much longer and you can find other aspects to add. It is important to stress here that the answers to such questions are, to a great extent, shared by the members of a culture - it's obvious, it's normal, that's the way it is. They behave in similar ways, they share similar references and they judge things in similar ways. Such an observation is more obvious when you are confronted with a different culture or go abroad. Cultures are not static, they change and so the answers and even the questions themselves change over time.

Identity

Who am I? What am I? Identity is like culture, there are many aspects to it, some hidden some visible. One way of looking at this could be to imagine yourself as an onion (even if you don't like to eat them). Each layer corresponds to a different part of your identity.



Some of these will be related to:

- The roles you play in life: a daughter, a friend, a school student, a baker, a banker;
- The parts of your identity you may be able to choose: fan of a certain type of music, member of a political party, style of clothes;
- Where you were born, where you now live;
- Belonging to a minority or not;
- Your gender and your sexuality;
- Your religion

Identity is not only a question of how we perceive ourselves, it's also how others identify us, and we may not like the label they give us.

Taken from <http://eycb.coe.int/edupack/default.htm>