



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC)

How to use literature to prevent discrimination

by

Author: Brigitte Roth - Austria

Editor: Ana Žnidarec Čučković

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Theme: How to use literature to prevent discrimination

Expected outcome

- ➔ Use literature to stimulate a discussion about discrimination
- ➔ Through the use of literature - teacher and students should become aware of what it is like to move to and live in another country on personal level of the students
- ➔ Analysis of possibilities of how to use literature in a classroom to create feelings of empathy in the readers (the future pupils) in order to change/influence their points of view – the students as future teachers

Target group

Type of training	School level / age	Subject area
Pre-service training	Lower Secondary school	Prevention of DISC

Brief description of the unit

Introduction request pre-reading activities with the book: Kashmira Sheth (2006.) Blue Jasmine. New York: Hyperion. First level of the activities is emotional level which implies: analysis of the story and general ideas, analysis of the characters – first feelings of empathy with the main character, stage some of the main scenes, or make short videos – feelings of empathy should become clearer and writing activities: like writing letters/texts and giving advice and/or expressing feelings – analysis of personal feelings. Second level is intellectual level which implies: analysis of the Human Rights Charta and comparison with the situation of the main character and analysis of different possibilities of how you can use literature in the classroom to create feelings of empathy in the readers in order to challenge/influence their points of view – the students as future teachers. Analysis of method and start using method with other texts is the third level which is composed of: debriefing session, students search for possible texts and stories which they can use in the classroom with children and analysis of possibilities of creating empathy. Methods/techniques used are: individual work, group work, pair work, and whole class work.

Time 2 double lessons (2x90 minutes)

At least one week between the two sets of lessons, as the students should read the book between the two sets of training.

Lesson 1	► 90 minutes
Starting Point	► 10 minutes
Predict the story (analysis of pictures)	► 15 minutes
The second generation	► 30 minutes
Mum, I've got to talk to you....	► 35 minutes
Lessons 2	► 90 minutes
Analysis of the book: Kashmira Sheth: Blue Jasmine	► 50 minutes
Analysis of Method	► 15 minutes
Select suitable texts for work in the classroom	► 35 minutes

Tips for trainers:

The same method can be applied to work with different books or texts. This session was done in a foreign language classroom, but it can also be done in the first language. Special emphasis was put on analysis, evaluation and possible transfer of the method.

Resources

Kashmira Sheth: Blue Jasmine	
Human Rights Charta	
Texts about people who move to/live in another country (e.g. Appendix)	
Pictures of different people	

Introduction

Activities 1 and 2 should raise interest and encourage students to read and work with a novel/book/text. In the first double lessons students should not have started to read the book.

Activity 1 Starting Point



10 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Introduce the use of literature in the language classroom ➤ Encourage students to feel free with the text ➤ Raise interest <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Start a discussion about the text and the general topic 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Pair work activity ➤ Discussion 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Single lines/short dialogues from the novel and lines from another novel on strips of paper 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Hand out lines/dialogues to pairs ➤ Pairs work together 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Hand out single lines/short dialogues on small strips of paper from the novel, and single lines from another text ➤ Teacher shows the two books to the students but does not discuss the stories/content of the books ➤ Students read the sentences and guess and discuss with their partners which of the two novels they come from, put lines/dialogues into two different groups ➤ Discuss with the whole class which lines are from which novel ➤ Predict the story together 	

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Choose another very different novel/text, possibly show the two book covers ➤ Do not tell the story 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Discuss the suggestions ➤ Reveal the correct solutions but do not tell the story 	

Activity 2 Predict the story (analysis of pictures)



15 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Raise interest in the novel ➤ Introduction of the general theme of the novel – discrimination against people from different ethnic/cultural backgrounds <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Start thinking about immigration and discrimination ➤ Introduction of the main characters ➤ Predict possible fields of conflict 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work, then open discussion 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Pictures of people from India and the United States ➤ Book cover: Kashmira Sheth: Blue Jasmine. 	

<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Groups of 3 students 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Show book cover (It shows a girl from India) ➤ Put pictures of people on the blackboard ➤ Teacher writes down the names of the main characters on the board and introduces the main characters orally ➤ Form groups of 3: ➤ Person 1: Chooses girl and her sister ➤ Person 2: Chooses the parents ➤ Person 3: Chooses the American friend and neighbour ➤ They discuss with their partners who might be a character in the story ➤ Groups predict the possible conflict/story in a discussion ➤ Possibility: Groups make their own posters, sticking pictures on the poster and writing a few lines describing the possible conflict in the middle 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Listen carefully to different opinions and suggestions from the students ➤ Do not reveal the story, only the main characters 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Not anticipated 	

Activity 1 and 2 are adapted but influenced by similar activities in Duff, Alan (1990): Literature.

Activity 3 The second generation



30 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Introduction of the topic: Immigration and prejudices <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Focus students on topic 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Reading activity, single work, then pair work 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Three short texts about immigrants who live in the United States ➤ Set of questions about the texts 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Groups of 3 students 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Each group gets three short text passages about immigrants in the United States; one text for each student - stimulus ➤ They read through the texts individually ➤ Then they are given one list of questions (in appendix 3), together they find the answers in the texts ➤ Very briefly discuss the different answers ➤ Expand discussion to a more general level – migration and conflicts ➤ Expand discussion to a more personal level – have you ever been in a situation like the ones described? How did/do you feel? How did you react...? 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The texts should be a stimulus/starting point for the students to talk about personal experiences with migration/discrimination 	

<ul style="list-style-type: none"> ➤ The teacher should try to involve everybody in the discussion ➤ Everyone has to read one text ➤ Make sure that everybody participates: Have one person who reads out the questions, one person who writes down the answers and one person who reads out the answers to the class. ➤ The answers to the texts are not the main point, the main focus should be the discussion of personal experiences 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What does discrimination mean? ➤ On a personal level? For us as a society? For us as (future) teachers? <p>Prepare one big poster with these questions, students get post-its, write their ideas/opinions on these post-its and stick them on the poster</p>	

Activity 4 Mum, I've got to talk to you...



35 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Through engaging in a role play the students should adopt a role and feel what it means to be exposed to prejudices <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Discussion about prejudices on a personal level 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Role play ➤ Role Card A: A teenager informs his/her mother about a relationship with someone from another culture/ ethnic background/religion/... ➤ Role Card B: The mother expresses prejudices, she worries about her child 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Role cards; Teenager; mother/father <p>For the debriefing session:</p>	

<ul style="list-style-type: none"> ➤ Human Rights Charta, simplified if necessary ➤ http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp (15.4.2012) 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Groups of 4 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Groups of 4: 2 participants will do the role-play activity, 2 will observe and write down the main arguments used ➤ Hand out role cards ➤ The 2 participants who will do the role-play read the role cards and begin the role-play ➤ The other 2 observe and write down the main arguments used 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The discussion session is only the stimulus ➤ Make sure that role cards say clearly that parents are unhappy about relationship/that they express prejudices ➤ Main emphasis should be on debriefing session and analysis of the Human Rights Charta 	
<p>► Debriefing/reflecting:</p> <p>First part:</p> <ul style="list-style-type: none"> ➤ In the debriefing session go through the main arguments and analyse them together, maybe write them down ➤ Possibility 1: Pairs write them down on different coloured paper, collection of all the arguments ➤ Possibility 2: Collect arguments used in the discussions and forms of discrimination on the blackboard ➤ Start a discussion about the main arguments used by both students ➤ Analyse the main arguments ➤ Analyse prejudices and discuss different forms of discrimination <p>Second part:</p> <ul style="list-style-type: none"> ➤ Hand out Human Rights Charta ➤ Compare the collection from the blackboard with "Human Rights Charta" ➤ Discussion and analysis of some points of the Humans Rights Charta 	

References:

- Alan Duff (1990.) *Literature*. Resource Books for Teachers
- Human Rights Charta (Simplified/shortened version) <http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp> (15.4.2012)

Task for next session:

- Read the book

Second Double Lesson**Activity 1 Analysis of the book: Kashmira Sheth - *Blue Jasmine*****50 minutes**

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Engage the students interactively with the text ➤ In doing so, the students are obliged to pay careful attention to the text itself and analyse the main topics, characters, and prejudices ➤ Analyse the main problem areas of the book and also compare them to the Human Rights Charta <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Use the book as a means to create feelings of empathy ➤ Analyse these feelings 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Kashmira Sheth (2006.) <i>Blue Jasmine</i> 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Groups of two, three or four students 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Students look for short passages of dialogue which are interesting and also open to interpretation ➤ Groups select a few lines of dialogue / a scene from the text ➤ Expand the scene, write the text and then prepare to stage it ➤ Perform the mini-dialogues and/or video tape them 	

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Help the students with the selection of good scenes 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The others observe, they discuss in their groups which scene they have just seen ➤ The groups make lists 	

Evaluation and assessment

- Compare the lists in class
- Write down one list together on the board/overhead projector
- Discuss the selection of the scenes and compare them with the Human Rights Charta from the last lesson – some of the scenes will cover areas mentioned in the Human Rights Charta
- Possibly do this on posters/blackboard; put scenes (on slips of paper) that illustrate similar problems together into clusters, make a poster
- Possibility: Writing task as homework, give a choice of topics:
 1. Letter: Write a letter to the main character expressing your feelings; Or: The main character writes to you about her problems....;
 2. A diary entry: The main character writes in her diary
 3. Interview with the teacher, 2 classmates, the neighbour, the mother, the cousin...

References:

- Duff, Alan (1990.) *Literature*. Resource Books for Teachers
- Human Rights Charta (Simplified/shortened version)

Activity 2 Analysis of Method



15 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Analyse the aims of the lessons and the method used ➤ What activities were done? What other activities can they think of? <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Analyse the question: How can they use this method to create feelings of empathy in their future pupils and so work on the prevention of discrimination? 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Groups of 4 are given a set of questions and tasks and they analyze the activities. ➤ Groups: Person 1: Writer: Writes down (final) statements on post-its Person 2: Discussion Leader. Responsible, that everybody contributes to the discussion; coordinates final choice of statements to be displayed on final group poster Person 3: Responsible for analysis of activities done in the lessons; writes down the list of activities Person 4: Responsible for discussion about future and similar activities; writes down the list of possible activities <p>Set of questions: e.g.:</p> <ol style="list-style-type: none"> 1. Write down a list of all the activities we did in the previous lessons. 2. Now speculate about possible aims for each activity: Which of these activities created interest in the book/story? Which activities created feelings of empathy with the characters? Which of the characters can you identify with? Can you think of other activities you could do with the book to raise empathy? 3. The Human Rights Charta. In what way could you use it in the classroom? 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Post-its ➤ Big poster for final display of ideas and activities 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Groups of 4 students 	

➤ Collection of ideas on one big poster	
► Instructions/procedure: <ul style="list-style-type: none"> ➤ Group work ➤ Poster display/ exhibition: People walk around the classroom comparing and discussing ideas ➤ Discussion 	

Activity 3 Select suitable texts for work in the classroom



35 minutes

	Notes
► General aim: <ul style="list-style-type: none"> ➤ Students should transfer the method used ➤ Engage the students interactively with the topic "Prevention of Discrimination" ➤ Students should plan a lesson themselves ► Specific aims: <ul style="list-style-type: none"> ➤ Students read through texts and select suitable texts ➤ Draft lesson plans 	
► Methods /techniques used: <ul style="list-style-type: none"> ➤ Pair work or groups of three or four students 	
► Resources: <ul style="list-style-type: none"> ➤ Selection of simple short texts or passages about children with a background of migration (speaking different languages; children experiencing prejudices...) 	
► Practical arrangements: <ul style="list-style-type: none"> ➤ Pairs or groups of three or four students 	

<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Students read through different texts and choose one they like ➤ Draft lesson plans which they can use in their practical school training with children themselves ➤ Peer Feedback on Lesson Plans: Groups of 4 split up into 2 groups of 2; each group of 2 goes together with another group of 2 and they discuss their ideas and give feedback 	
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<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Help the students with the selection of texts and the drafting of lesson plans 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Short debriefing session at the end of the lesson 	

Evaluation and assessment

- Students finish their lesson plans and hand them in some time later
- Oral feedback for lesson plans

Final Debriefing session

- Everybody writes down 2 - 3 statements about the training session on post-its.
- Collection of the statements on blackboard or poster
- Final brief discussion of contents, methods and possible transfer

Appendix 1:

Activity 1: Single lines

„I’ve been home for a few weeks. I needed to know if I had to go out and pick somebody up or if you are still interested.”

“I’m going home,” B. said, getting up abruptly. “I’m so tired I can’t think straight. I’ve got to get some sleep.”

“And how do we find S?”

“She’s out there somewhere. The problem is that the only address she ever had was on L. No change of address was filed.”

“What do you mean?”

“Well, after this, S. is going to be sitting in a psychiatric ward for a long, long time.”

“That makes sense.”

“Don’t worry. Go and enjoy your sick leave in peace and quiet.”

“S. says she didn’t leak anything,” B. said. “That’s good enough for me. It’s insane to remove an experienced detective who’s familiar with every detail of the case.”

“Apparently he’s back. He has cropped up in connection with weapons, drugs, and sex trafficking.”

“I wouldn’t be surprised but we don’t know for sure if it is Z. you’re looking for or somebody else.”

From: Stieg Larsson: The Girl Who Played with Fire.

Names abbreviated

“Can we play with her?” M. asked in Gujarati.

Before I could answer the girl threw a ball towards M., and M. picked it up.

“What’s your name?” she asked.

“My name is M.” M. know three sentences in English: Her name, her age, and our address.

“How long will you be gone this time?” I asked.

“We’ll all go this time”, he said, stroking my long hair.

“All of us?”

“S., why have you stuck dandelions in your hair?” R. said, pointing at the flowers.

I was still standing up. As I waited for Ms W. to ask me to sit down, I looked around and realized that S. had not stood up. I didn’t know why.

“Why? Doesn’t this match?”

“I think pearls would be better.”

"What was the thing on the plate?"

"Turkey," I said.

"That wasn't a turkey. I have a picture of a turkey. It didn't look like that," she said.

"That's what it was," M. said.

"Where was its face?"

"I was wondering the same thing," I said.

"I was flying and the sky was dark and below me was the dark ocean. The thundering waves of the ocean were trying to catch me. They almost did catch me. There were sharks. Big ones with jaws of shining steel."

"You were screaming."

"Was I?"

From: Kashmira Sheth: Blue Jasmine.

Names abbreviated

Appendix 2:

Activity 3: Three short texts about immigrants

(texts and questions: Allison Miller)

Agnieszka

My father and mother left Poland and moved to Chicago in the United States when I was nine years old. My father wanted to move to Chicago, because his cousin said there were good jobs there. My parents could not take me with them until my dad found work, so I lived with my grandmother on a farm in Poland for two years, and only saw my parents every six months.

When I was eleven years old, my mother told me that I would be able to come to America and live with them. I was very excited to see my parents, but I was also scared to move to a new country. I liked living on a farm, because it was quiet, and I could play outside with the cats that lived in the barn. I wasn't sure if I would like living in a big city like Chicago. My father said that it was loud, and dirty, but that there were many fun things to do in the city. They even had a zoo!

When I arrived in Chicago, my parents put me in an American school. I could only say a few words in English, and some of the other kids made fun of my accent. I was very shy, and I didn't like to talk very much, so the first few months were very hard for me. I missed my friends, and I was frustrated that I couldn't speak the language. Luckily, many of my classmates were very friendly and outgoing, and they were excited to get to know me. I quickly made new friends, and they helped me practice my English. Now I speak better English than my parents do.

I like living in America now, but I also miss Poland. On the farm, I didn't have to worry about feeling unsafe when I was outside, and now my parents won't let me leave the house alone, because it is too dangerous. They say that I have to wait until I'm older. It is also more polluted here, because everyone drives a car. Sometimes, it takes my dad over an hour to get to work in the morning, because there is so much traffic! I do like that there is more to see in the city than on the farm. They have museums, parks, movie theaters, and all kinds of stores and restaurants. There is also a beach along the coast of Lake Michigan, and I go there to swim with my friends in the summer. I am glad to call Chicago my home.

Parsa

My family moved from Iran to the United States because my father is doing research here for his PhD. My parents put my sister and me into an American school when I was nine years old. We couldn't speak any English, so we had to go to a special school in the afternoons to learn the language. I hated going to school twice during the day, but the teachers were very friendly, and we got to play a lot of games to help us learn English.

My sister and I learned English very quickly, and now we don't have to take extra lessons, but sometimes it is still hard for me to pronounce English words. There are many sounds in Farsi, which are not the same as in English, and the alphabet is completely different. Learning to read English letters was very difficult for me, and my teachers still say that my handwriting is bad. I keep practicing, but now I am worried that I will forget how to write properly in Farsi! My mother gives us extra work to do though, so that we can also practice our native language. My sister hates it, and only wants to speak in English. I like speaking Farsi at home and English with my friends. I also like that my mother still makes traditional meals from Iran, but eating pizza with my American friends is good too. I feel like I have the best of both worlds.

One difficult thing about moving to America was that there are very few people living in our town who are Muslim. My family is not very religious, but my mother and sister do wear head scarves. Some of our neighbours still stare at them, and some of my classmates said insulting things about my religion and my culture. My parents tried to explain to me that there are some people who would be close-minded, but that I didn't have to be friends with them. Luckily, there were plenty of students who were more open, and even though they don't know very much about my religion, they are very tolerant.

Katie

I moved to Thailand for one year to study as part of my university program. My university had an exchange program with Bangkok and I was very excited when I was accepted into the program. I had never been to a country outside of the United States before, and I was looking forward to seeing new places.

Everything in Thailand was so different! Even though Bangkok is a big and very modern city, there were many things that were strange to me. I couldn't read any of the signs, or understand any of the language when I arrived. Many people spoke some English, but it was difficult to get around for the first month or so. My university had special courses to learn Thai, but since Thai is a tonal language, it is very hard to learn. One word can be said in a different tone, and it will mean something completely different! This led to many awkward

misunderstandings at first. The Thai people are very friendly, and they are used to dealing with tourists in the city. I felt bad that I couldn't speak the language, but even if I only said a few words in Thai, they seemed to appreciate the effort. But sometimes I still felt misunderstood and lonely.

The climate was also new for me. I am used to cold winters and dry summers. In Thailand, it is often wet and very hot. But, if the weather gets too warm, there are beautiful beaches where people can go swimming and diving to cool off. I made some local friends at my university, and they introduced me to snorkelling. I was able to try a lot of new things that I never would have been able to do at home. Although it was nice to see my family again at the end of that year abroad, I still miss living in Bangkok, and I hope to move back there someday.

Appendix 3:

Questions: Quickly read through the texts below and find out who:

Had to take special English classes after school?

Had never lived in a city before?

Likes speaking their native language at home?

Was bullied because of their religion?

Misses feeling safe in their neighbourhood?

Found the climate in their new country very different?

Example for texts which might be used in the classroom:

Gallo, Donald Ed. (2004): First Crossing. Stories about Teen Immigrants.

Okimoto, Jean Davies (2004): My Favourite Chaperone. (In: Gallo, Donald Ed. (2004): First Crossing. Stories about Teen Immigrants)

Sally Grindley (2006): Spilled Water.

Sally Grindley (2011): My name is Rose

Melville Burgess (2008): Billy Elliot (Penguin Readers 3)

Groom, Winston (2008): Forrest Gump (Penguin Readers 3)

Kassam, Nadya; Ed. (1997): Telling It Like It Is. Young Asian Women Talk.