



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC)

“We have a right to dream”

by

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Editor: Ana Žnidarec Čučković

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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: Increasing awareness of the importance of creation of optimal educational environment and provision of non-threatening situation in any sphere to avoid discouragement of self-development, self-esteem, self-worth and self-confidence

Expected outcome

- Encouragement of every individual in a positive way, try to prevent any discriminatory behaviour
- To believe in human rights and rule of law as the universal framework living together
- To develop awareness on different discriminatory behaviors

Target group

Type of training	School level / age	Subject area
In-service training	Primary and secondary school teachers	Cross-curricular

Brief description of the unit

The activities of the training unit were based on the domains of emotional intelligence and the ability to control the individual's impulse, which may occur when our ego is 'in question'. The unit offers to teachers the opportunity to:

- Develop the ability to be aware of their "world views" and people's limitations and put them (both, the views and limitations) to question
- Become able to identify explicit and implicit hostile attitudes and feelings towards people who are different in a way that are not popular, not recognized as a part of majority
- Observe them and recognize a feeling as it occurs.
- Handle feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness.
- To handle the feeling that they, as human beings, may not be always the ones who are right and try to face the idea of sharing their thoughts also with people who they might think they do not know 'enough'
- To develop the ability to share ideas and accept others' opinions equal to ours

Methods/techniques used

Reflective approach, dialogical approach, individual task, discussion and statement exercise, poster, round table and written group rotation.

Time 50 minutes

Activity 1: "We are the ones"	▶ 50 minutes
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Tips for trainers:

It would be an amazing atmosphere if the participants were relaxed and not judgmental toward new methods, so that the best could be shown in the sincere way. Perhaps a good piece of advice would be that the introductory part of both activities should be based on relaxed patterns of our everyday lives.

Resources

➤ A projector	
➤ A laptop	
➤ Pens, one per person	
➤ Glue	
➤ Copies of the lyrics which is going to be presented	
➤ Lyrics printed on sheets of paper, which is going to be cut into many pieces, each group gets its own copy	
➤ Sheets of paper of different color for each group	
➤ Color markers for each group	
➤ Different colored stickers for each person	
➤ Scenarios for the group work	
➤ A poster	
➤ Wi-Fi Internet access	

Activity 1 “We are the ones”



50 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ To develop the awareness of cooperative importance ➤ To increase the need for sharing ideas, opinions and different types of work <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ To improve social skills when participating in different groups with the purpose to take equal part within a group ➤ To observe others' behaviour and recognize personal feelings that may appear ➤ To be critical toward their own behaviour if it appears any kind of discrimination within a group work or within the participants 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> - Listening - Audio (song) - Making a poster - An individual work - Sharing ideas within a group and among the participants - Group work 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Copies of lyrics 'I Am What I Am' by Gloria Gaynor ➤ Scissors ➤ Colored pieces of paper ➤ Posters ➤ Glue ➤ Pens (one per person), markers of different colors ➤ Images 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Arrange a room, class in a way that participants will form groups of 3 or 4 members around a table 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Invite participants into the classroom and ask them to form groups of 4 members 	

- After they form groups and take seats, ask them to stand up and come closer to you.
- You have prepared different cartoon images on the theme of four or five (English) proverbs, idioms, sayings that are connected with the main topic of your presentation/lesson.
- You have cut all the cartoon images into smaller pieces.
- Invite participants to take one piece of image each. When they all have their own piece in their hands, ask them to find the other puzzles that will make the image complete. They are now in their 'new' group and should find a table.
- When sitting together, ask them to take a piece of paper, which is on their desks, and each of them should create a short poem (at least five lines) each line should start with *I am....*
- You should emphasize that all the ideas are 'the ones', are correct and that there are no wrong answers.
- After fulfilling this task, ask participants to share their poems within the group. Each member of the group should take a note about the other member in a way '*I am...*'
- The notes should be written in the corners of a poster. After sharing (one reads the poem *I am...* and the others choose a line they like and write it down) the ideas with the other members of the group, the next activity should follow.
- In the following activity, the groups will get an envelope. In the envelope will be the lyrics of the song we will listen to. The lyrics are cut into many lines. The task for the group is to work together, while they are listening to a song. They have to find the correct order of the lyrics and glue the lyrics in the middle of the poster.
- The song will be played again. The task for the groups is to consider the idea (associations that you get) that is presented with the song. The ideas and messages of the song should be written near the lyrics on the poster. (next, around, above, under...the lyrics)
 - After finishing the task, each group should inform the other groups about the four different ideas that are presented on their poster.
 - The final activity is the one that the group work started with: the cartoon images. Participants should work together, form a complete image, and glue it onto the poster. They should form a slogan that could be connected with the image. At the end, the idea of the presentation of the image should be discussed within a group.
 - After finishing, ask the groups to share the images with other groups and try to explain not just the meaning but also the way they formed their final slogan.

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Instructions must be clear to all the members of the groups otherwise the activity will not reach its aim.	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ How did you feel when you had to write about yourselves? (I am...) Was this task too personal? Which parts of your poem did you share with other members of the group? (More general ones or personal as well?)➤ What's been the purpose of the song and collecting all the pieces of lyrics together? While you were trying to form a complete version of the lyrics, did you listen to the song or you were just too dedicated to the activity of putting the lines into the version of the lyrics? Do you think that the repetition of the listening was needed?➤ Was the idiom formation fun or you did not find any connection with the presented topic? Where did the difficulties appear?	

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Appendix 1:

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