Pestalozzi

Strengthening education for democracy (STED)
WALLS

by

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WALLS

Brief description

This TU is designed for the benefit of classroom teachers. It is also relevant to teachers across all educational settings and in all subjects – from primary to senior, and from History to Science, because preventing prejudice, discrimination, and violence issues cannot be restricted to classrooms: they spill out into other areas of the school, corridors, canteen, and playgrounds. The training unit is meant to address the issues of preventing stereotyping, prejudice, bullying, discrimination, violence and creating an atmosphere of trust, openness and respect.

Type of training	School level / age	Subject area
In-service training	Secondary	All subject classroom teachers
Human resources		Material resources
24 participants, one trainer		Envelopes, three sets of cocktail straws, three bags of marshmallows, plain paper, pens, posters, flip charts, markers (5 sets), a laptop with internet access and a screen for the trainer, laptops for participants (optionally), green, yellow and grey post-its, two large labels: "Strongly Agree" and "Strongly Disagree"

Expected outcomes

Participants are expected to

- ✓ gain understanding awareness of the nature of stereotyping and prejudice, and the challenges they pose

- ✓ analyse and discuss the importance of supporting

- ✓ whole-school atmosphere which is open and non-judgmental

- ✓ increase their awareness measures in the field of discriminatory attitude and bullying

- ✓ develop valuing human dignity and human rights competence. This value is based on the general belief that every human being is of equal worth, has equal dignity, is entitled to equal respect, and is entitled to the same set of human rights and fundamental freedoms, and ought to be treated accordingly.

- ✓ develop valuing cultural diversity competence. This value is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices ought to be positively regarded, appreciated and cherished.

- ✓ develop diversity and empathy

- ✓ develop openness to cultural otherness and to other beliefs, world views and practices competence. Openness is an attitude towards people who are perceived to have different cultural affiliations from oneself or towards beliefs, world views and practices which differ from one's own. It involves sensitivity towards, curiosity about and willingness to engage with other people and other perspectives in the world.

- ✓ promote respect. Respect consists of positive regard and esteem for someone or something based on the judgment that they have intrinsic importance, worth or value. Having respect for other people who are perceived to have different cultural affiliations or different beliefs, opinions or practices from one's own is vital for effective intercultural dialogue and a culture of democracy.

- ✓ promote analytical and critical thinking, co-operation, empathy (the set of skills required to understand and relate to other people's thoughts, beliefs and feelings, and to see the world from other people's perspectives),

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flexibility and adaptability (the skills required to adjust and regulate one's thoughts, feelings or behaviours so that one can respond effectively and appropriately to new contexts and situations) and knowledge and critical understanding (law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability) skills.

Activities

	Duration	Methods used
Introduction	▶ 10 minutes	Tag cloud method, Visualization
Activity 1 Labels	▶ 60 minutes	Group work (8 people in a group), Debrief Circle
Activity 2 Pyramid of Hate	▶ 30 minutes	Group work (4 people in a group)
Activity 3 Pyramid of Hate – case-studies	▶ 40 minutes	Case-study method, Group work (4 people in a group), Think-pair-share
Activity 4 Foot voting	▶ 20 minutes	"Take a position"-method
Activity 5 UP-standers and The Bully Triangle	▶ 40 minutes	Presentation (interactive lecture and scribing), Group work
Activity 6 Other people's shoes	▶ 30 minutes	Whole group card exercise on responses to a controversial question
Activity 7 Debriefing /evaluation	▶ 40 minutes	The Butterfly-model Evaluation, Evaluation (ranking, open questions), "A Suitcase, a Bin, a Meat grinder" Activity

Background and context

The idea of the TU lies in the gradual turning of walls into windmills. Why? While thinking of education, the images that turn up in the mind are inevitably an old wall and a big windmill. This TU offers teachers the opportunity to combine those two mutually exclusive concepts. During the training participants activity by activity (brick by brick) destroy "the **w**alls" and turn them into "**m**alls" (changing the letter "w" to "m"), and finally into "m**i**lls" at the end of the training (changing the letter "a" to "i").

The main idea is that while feeling the wind of change, it's better to build a windmill than to erect a protective wall. The windmill can convert the energy of wind into rotational energy and turn grain into flour. It can have a positive impact on reality and thus benefit schools as well as other social structures. This training unit is primarily designed for classroom teachers while training for school leaders and managers is also important. It includes a lot of learning in small groups so it would be wise for the trainer to prepare various energizers to be used during the sessions in order to make groups.

Introduction

At the very beginning of the training the participants are asked to watch a video with the Pink Floyd song - *Another Brick In The Wall* https://www.youtube.com/watch?v=YR5ApYxkU-U, find out 3 key words and put down each of them on separate paper strips. After a few minutes all strips with key words are attached to the blackboard creating a "tag cloud". During the entire training the trainer refers to this "tag cloud".

Trainer: If to be "just another brick in the wall" is not a good idea, we are trying to destroy this traditional rigged wall (=our route).

(The introduction is expected to take up 10 minutes).

Resources:

✓ a song Pink Floyd - Another Brick In The Wall
  https://www.youtube.com/watch?v=YR5ApYxkU-U

✓ Appendix 1 Power Point Presentation

Activity 1: Labels

(This activity has been adapted from Education Pack "All different – all equal" Pat Brander, Carmen Cardenas, Juan de Vicente Abad, Rui Gomes, Mark Taylor, CoE 2004)

Duration: 60 min

Expected outcome
- ✓ To explore the relationships between what is expected of us and how we behave
- ✓ To raise awareness of the effect of our own behavior on others
- ✓ To start discussion about the effects of stereotyping people
- ✓ To demonstrate how stereotypes affect the self-perception and behavior of the person who is stereotyped
- ✓ To help participants develop openness to cultural otherness and to other beliefs, world views and practices, flexibility and adaptability, diversity, empathy, respect and co-operation skills.

Methods/ techniques used
- ✓ Energizer to make 3 groups (optionally)
- ✓ Group work (8 people in a group)
- ✓ Debriefing Circle

Resources
- ✓ Appendix 1 Power Point Presentation
- ✓ Appendix 2 List of stereotypic attributes
- ✓ Appendix 3 Observation Template
- ✓ three sets of cocktail straws and three bags of marshmallow

Practical arrangements
- ✓ randomly divide participants into 3 groups with 8 teachers in each group (each participant takes a piece of four-pieces puzzles of three colours, i.e. two red puzzles with four Arabic and Roman numerals on them, two yellow puzzles and two green ones). For this activity participants do grouping by colours (red, yellow, green). Optionally you could use an energizer in order to make 3 groups.
- ✓ use plain white sticky labels about 5 cm by 2 cm, one per person in the group.
- ✓ write a stereotypical attribute on each label. Some examples could include violent, athletic, cute, overemotional, incompetent, good at math, lazy, untrustworthy, unclean, musical, materialistic, diseased, unintelligent, exotic, forgetful, frail, stupid, clever, witty, irresponsible, etc. Don't forget to prepare three sets of labels (*Appendix 2*).
- ✓ prepare three sets of cocktail straws and three bags of marshmallow (approximately 35 large marshmallows in each bag). The number of these resources depends on the number of the groups.

Procedure

Step 1 (5 min)
- ✓ Arrange working places for three groups and put a set of cocktail straws and a bag of marshmallow there. Attach a label on each participant's forehead so that the label is not visible to the wearer.

Step 2 (5 min)
- ✓ Explain the task to the groups: to build a TALL Drinking straw and Marshmallow Tower during 15 minutes. Make clear that as they undertake the task they must treat each other according to the labels. For example, if someone has a label – lazy – on their forehead everyone else must treat them as if they are always lazy (but without ever using the word on the label!)

Step 3 (15 min)
- ✓ Players should put their efforts into completing the task and treating the others according to the stereotype on the label.

Step 4 - Debriefing (35 min)

Start by asking people (it's best to sit in a circle) if they can guess their label and then go on to ask about the other aspects of the activity:
- ➢ How did each person feel during this activity? Why?
- ➢ Was it difficult to treat people according to their labels? Why "yes" or "no"?
- ➢ Was the label what you guessed, or were you surprised by it?
- ➢ Did anyone begin to "prove" their label i.e. did someone labelled "witty" begin to tell jokes and behave more confidently? Or the person labelled "lazy" stop helping or participating? Why?
- ➢ How often do we put different sorts of labels on people in real life? How does it affect them and how does it affect the way we think about them?
- ➢ In real life who are given some of the labels that you used in this activity? Are they valid?
- ➢ Why do people categorize or label other people?

Tips for trainers
- ✓ Be sensitive about matching people with characteristics. For example, if a member of the group is rather lazy it may not be appropriate to also give them that label. The aim of the game is not bring out into the open personal opinions about others in the group. Indeed this could be very destructive and should be avoided. Be aware that this game can raise powerful emotions. Insist on the fact that it is the roles not the people that may help. It is very important at the end of the exercise to explain in front of all that the labelling was part of the game and say some kind words to participants who were bullied.

- ✓ Tell participants that participation in this exercise is optional, and that anyone who prefers not to participate directly can simply play the role of an observer. In this case, be ready to serve them with observation sheets. Some questions must be fulfilled or some items, examples of behaviors must be found (*Appendix 3*).

Activity 2: Pyramid of Hate

(The activity featured here has been adapted from https://www.salto-youth.net/tools/toolbox/tool/the-pyramid-of-hate.393/) and have been based on Allport, Gordon (1954). The Nature of Prejudice. Addison-Wesley)

Duration: 30 min

Expected outcome
This activity provides participants with the opportunity to understand the pain caused by bias and the ways in which prejudice can escalate. It is designed to promote recognition of the value of school as a not bullying-friendly space for all. It is meant to help participants develop ✓ Valuing human dignity and human rights ✓ Openness to cultural otherness and to other beliefs, world views and practices ✓ Analytical and critical thinking skills ✓ Co-operation skills ✓ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability.
Methods/ techniques used ✓ Group work (4 people in a group)
Resources ✓ Appendix 4 Pyramid of Hate (cut-outs in an envelope) ✓ presentation https://prezi.com/gzotnq-phzoy/pyramid-of-hate/
Practical arrangements   Arrange working places for 6 groups with 4 members in each and put an envelope with cut-outs (*Appendix 4*) there.

Procedure

Step 1 (2 min)
- ✓ Split the 8 person-groups of the former activity into two (4-pieces puzzles with Arabic and Roman numerals) – there should be 6 groups with 4 members in each.

Step 2 (5 min)
- ✓ Participants work in small groups. The trainer says: "Please have a look at the pile of cut-outs. Try to connect the definition of a level definition (blue cards) with its title (white cards) and the appropriate example (green cards)".

Title	Definition
Example	

Step 3 (5 min)

✓ (in 6 small groups) The trainer says: "Once you have them connected, please try to put them in the correct order, so that at the bottom you place the level that describes lowest level of hate (1) and the top (5) the highest level of hate".

Step 4 (8 min)
✓ (all participants) The trainer says: "Discuss the results to make sure that all have done it correctly" (according to the Anti-Defamation League http://www.adl.org/about-adl/). Participants make changes if necessary. Then draw over the connected parts the contour of the pyramid with a black marker". It is possible to use a presentation to check the results https://prezi.com/gzotnq-phzoy/pyramid-of-hate/

Step 5 (10 min)
Debriefing
(all participants) Show participants the whole version of the 'Pyramid of Hate' and briefly discuss different levels of Pyramid of Hate.
Participants discuss on the questions
✓ When does stereotype turn into prejudice?
✓ When does prejudice turn into discrimination?
✓ Where (at what level) is bullying? Why do you think so?
✓ What do you think about the name of the pyramid?
✓ Why is the pyramid image (metaphor) used for reflecting the process?

Tips for trainers
✓ N.B.: Allport's Scale is a measure of the manifestation of prejudice in a society. It is also referred to as Allport's Scale of Prejudice and Discrimination or Allport's Scale of Prejudice. It was devised by psychologist Gordon Allport in 1954.

✓ It is important to make a conclusion that The Pyramid shows biased behaviours, growing in complexity from the bottom to the top. Although the behaviours at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviours have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviours on the lower levels as being acceptable or "normal," it results in the behaviours at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the Pyramid of Hate demonstrates that the hate of genocide is built upon the acceptance of behaviours described in the lower levels of the pyramid.

✓ The trainer could draw a table while participants discuss

	Stereotype	Prejudice	Discrimination
What	oversimplified generalizations	attitudes	actions
How	to take for granted	to feel	to act
	Legal actions cannot be taken against them		Legal actions can be taken

Activity 3: Pyramid of Hate – case studies

Duration: 40 min

Expected outcome

Participants will be able to:
- ✓ examine how bullying and discrimination based on stereotypes can escalate into acts of violence
- ✓ discuss about the impact of prejudice on individuals and on society
- ✓ recognize the role of individuals (especially teachers) in preventing and interrupting the escalation of hate
- ✓ develop valuing human dignity and human rights, diversity and empathy, analytical and critical thinking skills, co-operation skills, knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Methods/ techniques used
- ✓ Case-study method
- ✓ Group work (4 people in a group)
- ✓ Think-pair-share

Resources
- ✓ Padlet https://padlet.com/kidrom8/dw08xxtwfdm4
- ✓ Appendix 5 Case-study "Examples of Advertisements"
- ✓ Appendix 6 Case-study "Holodomor in Ukraine"
- ✓ Appendix 7 Case-study "To This Day…"
- ✓ Video "Appearances are deceptive" https://www.youtube.com/watch?v=gKSO06kNS0g
- ✓ a laptop with internet access and a screen for the trainer, 6 laptops for participants (1 per group)

Practical arrangements
- ✓ Arrange working places for six groups and put a laptop with internet access per each group.

Procedure

Step 1 (5 min)
- ✓ (in small groups of 4 as in the former activity): On the table you can find 4 case-studies: printed materials with info on:
    1. "Examples of Advertisements" (*Appendix 5*),
    2. "Holodomor in Ukraine" (*Appendix 6*) and two videos:
    3. "Appearances are deceptive" https://www.youtube.com/watch?v=gKSO06kNS0g,

4 "To This Day for the bullied and beautiful"
https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful?language=en_(*Appendix 7*)

Step 2 (10 min)
- ✓ (individually in a group): Enter the Padlet on your laptop
  https://padlet.com/kidrom8/dw08xxtwfdm4 and do the task. Choose one case-study for each member of the group according to your number from 1 to 4 (remember your piece of a puzzle?) and
    If you are 1 - read the info for a few minutes and identify which level of Pyramid of Hate people experience in these situations (*Appendix 5*),
    If you are 2 - read the info and look at the pictures for a few minutes and identify which level of Pyramid of Hate people experience in this situation (*Appendix 6*),
    If you are 3 - watch the video and identify which level of Pyramid of Hate people experience in this situation https://www.youtube.com/watch?v=gKSO06kNS0g
    If you are 4 - watch the video from 05:04 to 07:28 and identify which level of Pyramid of Hate people experience in these situations (*Appendix 7*).

Step 3 (10 min)
- ✓ (in pairs) The trainer says: "Pair with other person having the same case as you and discuss it. Make a general decision which level of Pyramid of Hate people experience in these situations".

Step 4 - Debriefing (15 min)
Participants discuss on the questions
- ✓ Which level of Pyramid of Hate do you think students, their parents and teachers meet/experience in their daily routines in their school?
- ✓ How often does it happen?
- ✓ Share at least one example per a group.

Activity 4: Foot voting

Expected outcome
- ✓ To explore the different factors about bullying and the challenges posed by different types of issues in the school;
- ✓ to share their opinions, to represent their point of view
- ✓ to develop the competences of valuing human dignity and human rights, diversity and empathy, respect, analytical and critical thinking skills

Methods/ techniques used
- ✓ "Take a position"-method

Resources
- ✓ two large labels: "Strongly Agree" and "Strongly Disagree"
- ✓ Appendix 8 Statements

Practical arrangements
- ✓ Identify a space in the room where participants can create a line.
- ✓ Place large "Strongly Agree" and "Strongly Disagree" signs on the wall at opposite ends of a continuum in your room.

Procedure

Step 1 (1 min)-Formulating an opinion

- ✓ Give participants a few seconds to reflect on a prompt which calls for agreement or disagreement with a particular statement.

Step 2 (1 min)- Take a Stand

- ✓ Ask participants to stand on the spot of the line that represents their opinion - telling them that if they stand on either extreme they are absolute in their agreement or disagreement. They may also stand anywhere in between the two extremes, depending on how much they do or do not agree with the statement.

Step 3 (5 min) -Explain positions

- ✓ Once participants have lined themselves up, ask them to explain why they have chosen to stand where they are standing. Encourage teachers to refer to evidence and examples when defending their stance. It is probably best to alternate from one end to the middle to the other end, rather than allowing too many voices from one stance to dominate. After about

three or four viewpoints are heard, ask if anyone wishes to move. Encourage participants to keep an open mind; they are allowed to move if someone presents an argument that alters where they want to stand on the line.

Tips for trainers
- ✓ Run the activity until you feel most or all voices have been heard, making sure that no one person dominates.

- ✓ As you can reduce or enlarge the number of statements this activity allows a trainer time flexibility.

- ✓ The last statement should be "Bullying involves only perpetrators and victims" because it will be a natural "bridge"/link from this activity to the next one.

Activity 5: UP-standers and The Bully Triangle

Duration: 40 min

Expected outcome
- ✓ To recognise the multi-dimensional nature of bullying
- ✓ To be familiar with some ideas which help teachers to deal with this phenomenon
- ✓ To develop valuing human dignity and human rights, respect, empathy

Methods/ techniques used
- ✓ Presentation (interactive lecture and scribing)
- ✓ Group work

Resources
- ✓ Appendix 9 Bully Triangle 1
- ✓ Appendix 10 Bully Triangle 2
- ✓ plain paper, a flip chart, markers (3 sets)

Practical arrangements
- ✓ Arrange working places for 3 groups
- ✓ Explain the following ideas using PP-presentation or scribe them on flip-chart

Procedure

Step 1 (5 min)
- ✓ (short lecture and scribing) The trainer says: "We frequently think about bullying as involving two groups of people: the bully/perpetrator (or bullies/perpetrators), and the target/victim (or targets/victims). But most of the time, a third group of people are present — the bystanders. Bystanders are an important part of the "bully triangle" because most bullying takes place in front of peers — bullies generally like an audience, and bullying rarely happens when adults are watching".

Step 2 (10 min)
- ✓ (brainstorming in 3 small groups with 8 persons in each): Participants should put down all the verbs/verb and noun combinations describing the behaviour of a perpetrator/a target/a bystander on flip-chart paper.

Step 3 (5 min)
- ✓ (all participants: continuing the lecture and scribing) The trainer says:
"In the traditional bully triangle, bystanders feel guilty, uncomfortable or powerless to stop the cruel treatment that they witness. Most bystanders want to do something to stop the bully, but

they don't know what to do. The key to stopping bully behaviors is to motivate and empower bystanders to take immediate positive actions to interrupt bullying, support the target/victim and/or influence the bully/perpetrator to stop. In other words, they change from being passive bystanders to active UP-standers who can make a difference! Just standing next to someone who needs support or asking him or her to join you in an activity interrupts destructive bullying behavior and makes the target feel valued and respected".

Step 4 (5 min)
✓ (in 3 small groups) The trainer says: "Re-analyse the verbs describing the behaviour of a perpetrator/a target/an up-stander and underline the verbs/verb and noun combinations that could illustrate the most acceptable behaviour in order to provide safe school environment".

Step 5 (10 min)
✓ Three groups present the results of their work.

Step 6 - Debriefing (5 min)
✓ The trainer says: "It is important to understand that bystanders need to be empowered to act. Most children are bystanders to bullying because they are afraid, conflicted or unsure what to do. Adults can help children learn to be UP-standers by teaching and practicing good responses to bullying, and by explicitly telling children that you will support them when they act to stop bullying".

Tips for trainers
✓ The Activity 4 "Foot voting" helps to warm participants up for this presentation. After discussing the statement "*Bullying involves only perpetrators and victims*" it is good to explain some issues. Trainer can do it using a flipchart and scribing.

Activity 6: Other people's shoes

(This activity has been adapted from CoE raining Pack for Teachers (2015), Living with Controversy: Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights)

Duration: 30 min

Expected outcome

Sometimes teachers tend to fix on one side of a situation and have difficulty seeing other points of view. At the same time teachers are in the front lines when it comes to dealing with bullying based on bias and stereotypes at school. In the activity participants are expected to:

✓ explore ways in which teachers can be helped to deal with bullying which is becoming a more and more common phenomenon in schools.

✓ develop valuing human dignity and human rights, respect, analytical and critical thinking skills, flexibility and adaptability, knowledge and critical understanding of the world: politics, law, human rights, cultures, religions, history, media, economies, environment, sustainability.

Methods/ techniques used

✓ Whole group card exercise on responses to a controversial question

Resources

✓ appendix 11 Footprint

Practical arrangements

✓ Cut some blank cards into the shape of a life-size footprint or use the footprint template. You will need one for every participant and a few extra ones.

✓ Think of a controversial issue and pose it in the form of a question, e.g., "Do you think an anti-bullying policy should be compulsory implemented in all schools?" It should be a question which is likely to divide participants. On the extra 'footprint' cards write some different answers to the question, preferably ones you think the participants are unlikely to express themselves – no more than 2 or 3 sentences.

Procedure

Step 1 (1 min)

✓ Arrange the chairs in a large circle round the room and place a blank 'footprint' card on each.

Step 2 (5 min)
- ✓ Pose the question you selected earlier and ask participants to write their answers on card silently - 2 or 3 sentences only.

Step 3 (3 min)
- ✓ Collect in all the cards, mix them up and place them face down on the floor in the middle of the room – adding the cards you prepared earlier.

Step 4 (1 min)
- ✓ Participants each choose a card at random and read it quietly to themselves.

Step 5 (1 min)
- ✓ Ask a volunteer to stand up, find a space in the room and read out the opinion on their card.

Step 6 (2 min)
- ✓ The other participants check the opinions on their card and if they are exactly the same they go and stand next to him/her.

Step 7 (1 min)
- ✓ A second volunteer reads out their card and chooses a place to stand in terms of the similarity of their opinion to the first one – the more similar the closer, the more different the further away.

Step 8
- ✓ Repeat the process until everyone is standing up.

Step 9 Debrief Discussion (10 min)
- ✓ Participants look round at the range of opinion in the room then return to their seats for discussion.

- ✓ Lead a short discussion on what participants have learned from the activity:
    - What new did you learn about the topic in question?
    - Did it make any of you consider changing your opinion?
    - Why "yes" or "no"?

Tips for trainers
This activity works best if some initial work has already been done on the topic under discussion. It helps to warm participants up for the activity.

Activity 7: Evaluation and impact assessment

Duration: 40 min

Expected outcome
✓ To "measure" the change that happens as a result of the training ✓ Photos ✓ Final report

Methods/ techniques used
✓ The Butterfly-model Evaluation ✓ Evaluation (ranking, open questions) ✓ "A Suitcase, a Bin, a Meat grinder" Activity

Resources
✓ Appendix 12: Evaluation form ✓ Appendix 13: The Butterfly-model ✓ Appendix 14: A Suitcase, a Bin, a Meat grinder ✓ Appendix 15: Pre and post-test *The list of observable behaviours I-statements* (optionally) ✓ green, yellow and grey post-its, markers

Procedure
Step 1 (15 min) ✓ Ask the participants to identify which of the competences were developed/improved/practised/trained during each activity using The Butterfly-model from Competences for democratic culture - Living together as equals in culturally diverse democratic societies (2016) (*Appendix 13*). **Step 2 (15 min)** ✓ Offer the participants the evaluation form (*Appendix 12*). **Step 3 (10 min)** ✓ "A Suitcase, a Bin, a Meat grinder" Activity ✓ There are three large sheets on the wall: a huge suitcase is drawn on one of them, the second is the dustbin and the third is the mincer (*Appendix 14*). Participants are asked to write down the important point that they brought from the training ready to take away and use in their work on green post-its and put them to the poster with the image of a suitcase. On yellow post-its - something interesting, but not yet ready for use in their work, what is needed to think out, to modify, "screw" and put them to "meat grinder" poster. Grey post-its - something unnecessary, useless, that could be thrown to the "bin", and attach to the "bin" poster.

Tips for trainers

References

Allport, Gordon (1954). The Nature of Prejudice. Addison-Wesley. ISBN 0-201-00179-9.

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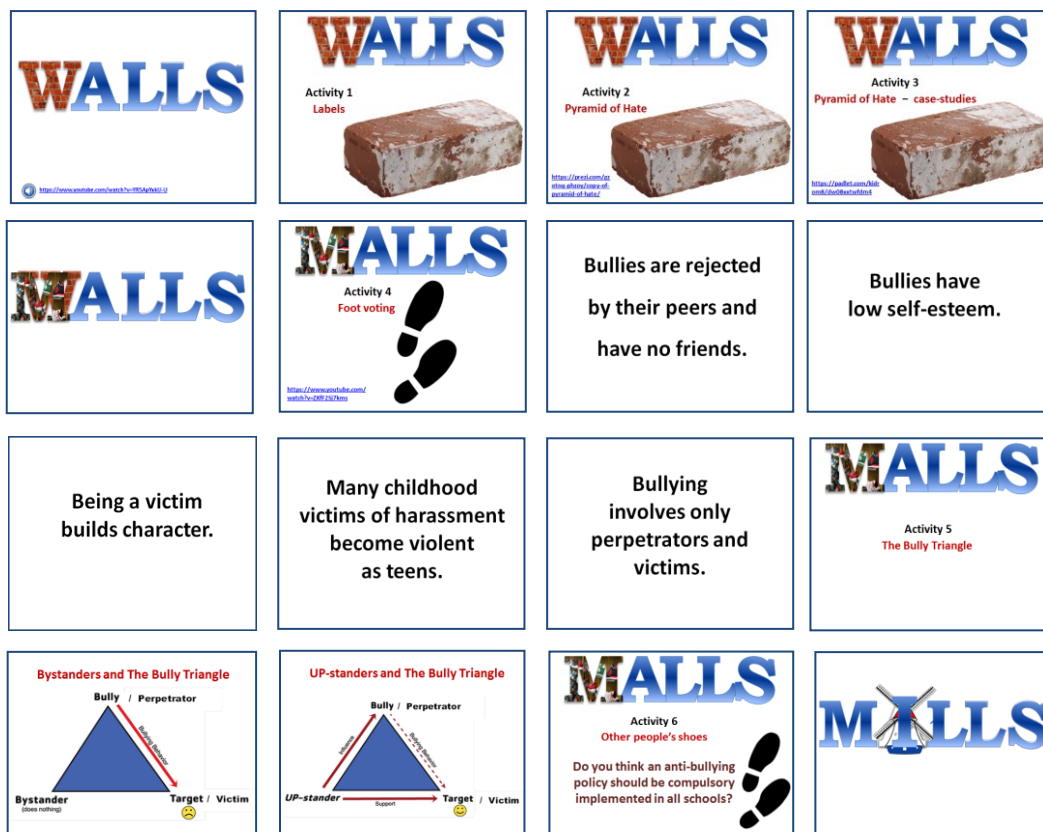https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTDladDad8vctvDpAs8bgO3FaUfBX9nTWmxnScza5nCv2SPqgtP
http://www.projectcornerstone.org/images/bullyPyramid.jpg
http://www.projectcornerstone.org/images/upstanderPyramid.jpg

Appendices

Appendix 1: PowerPoint Presentation

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Appendix 2: List of stereotypic attributes

Labels/stereotypic attributes

violent	athletic
cute	overemotional
incompetent	good at math
lazy	untrustworthy
unclean	musical
diseased	unintelligent
materialistic	exotic
forgetful	frail
clever	witty
stupid	irresponsible

Appendix 3

Observation Template
- How did each person take part in this activity?
- Who/How many persons treated people according to their labels?
- Who/How many persons began to "prove" their label i.e. did someone labelled "witty" begin to tell jokes and behave more confidently? Or the person labelled "lazy" stop helping or participating?

Labels	Your comments	*Labels*	Your comments
violent		athletic	
cute		overemotional	
incompetent		good at math	
lazy		untrustworthy	
unclean		musical	
diseased		unintelligent	
materialistic		exotic	
forgetful		frail	
clever		witty	
stupid		irresponsible	

Appendix 4: A handout for a group - Pyramid of Hate

Genocide:	Systematic destruction or the attempted extermination of a group of people.
	During World War 2 Nazi's murdered 6 million Jews.
Violence, hate crime:	A criminal act directed at an individual or property because of the victim's real or perceived ethnicity, gender, religion, nationality, sexual orientation, or disability; an action intended to cause destruction, pain, or suffering.
	Anthony Walker was murdered in a park in Merseyside because he was Black.
Discrimination:	Unjust or negative treatment of a person or a group from other people because he/she belongs to a particular class, group or category.

A Japanese family has recently immigrated to Canada. The son is attending a local school and has been bullied because he is from Japan. He is called racist names, pushed around in the hallway, and told to "go home". The parents complained to the teacher and the principal but the school has not taken any action against the racial harassment, and the bullying has continued. The student does not wish to attend school and his school marks have fallen greatly.

Prejudice:	An irrational opinion, a negative attitude or feeling towards people belonging to other groups but showing favor towards people belonging to one's groups.

Girls don't understand math and science as well as boys do.

Stereotype, **bias:**	An oversimplified generalisation about an entire group of people without regard for individual differences; A popular belief about a type of person or group of people which does not consider individual differences and may be true or antagonism.

All teenagers wearing hoodies are trouble makers.

*The link to a presentation Pyramid of Hate https://prezi.com/gzotnq-phzoy/pyramid-of-hate/ to debrief.
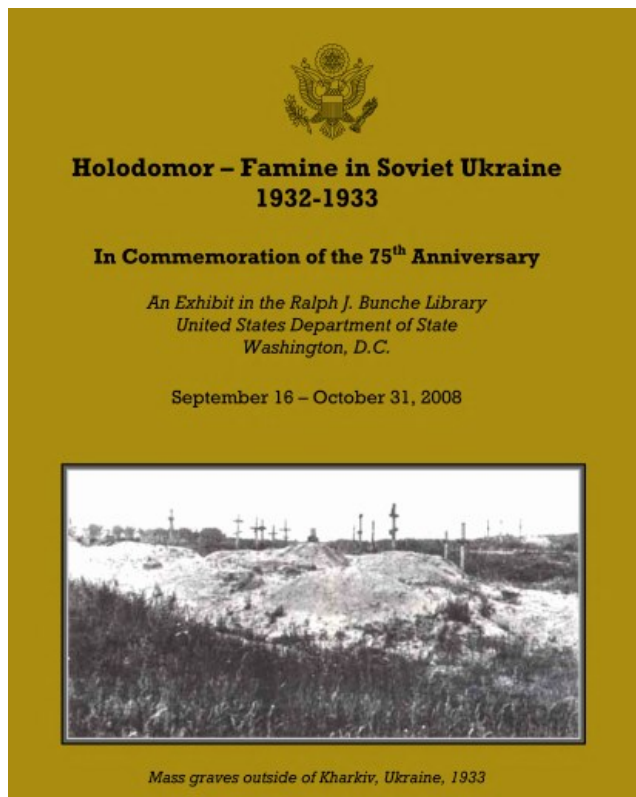
*All case-studies (Appendix 5, 6, 7) could be also found on Padlet https://padlet.com/kidrom8/dw08xxtwfdm4

Appendix 5: Case-study "Examples of Advertisements"

Examples of Advertisements

- "Looking for responsible adults to enjoy home" Newport, VT
- "Couples over 55 preferred" Gallatin, TN
- "[N]o small children" New Orleans, LA
- "Looking for a responsible, neat, adult, non-smoker who is respectful of other people's belongings and can treat antiques with loving care." Bennington, VT
- "Adults only" Colorado Springs, CO
- "Prefer quiet, respectful professional" MO
- "No kids allowed." Odessa, TX
- "Mature couple or single with no children" Brooklyn, NY
- "No children, pets ok" Brooklyn, NY
- "[N]ot suitable for kids" HI
- "Looking for 1-2 quiet adults" New Haven, CT
- "Looking for retired couple or older person" Tallahassee, FL
- For Rent: No Kids! / Page 16 National Fair Housing Alliance
- "No smoking, kids, pets" Fort Collins, CO
- "[N]o-children building" Florida
- "[Q]uiet complex of responsibles without kids" San Diego, CA
- "Looking for a white lady who has a car and that's drawing a check. No children, teenagers" Nashville, TN
- "No Kids" Mira Loma, CA
- "[N]o couples, working persons only, no pets, no children" Visalia, CA

Appendix 6: Case-study "Holodomor in Ukraine"

Holodomor – Famine in Soviet Ukraine
1932-1933

In Commemoration of the 75th Anniversary

An Exhibit in the Ralph J. Bunche Library
United States Department of State
Washington, D.C.

September 16 – October 31, 2008

Mass graves outside of Kharkiv, Ukraine, 1933

Famine in Soviet Ukraine 1932-1933 (Holodomor = Extermination by Hunger)

Stalin's campaign against Ukrainian national aspirations was carried out in tandem with the struggle to force peasants into collective farms. It could hardly have been otherwise, as the Ukrainians, then a nation over thirty million, had always been a predominately agricultural people. Concessions to the Ukrainian nation had come as a corollary to concessions made to the peasantry. Hence, a war against the peasantry meant a war against the bulk of the Ukrainian nation.

The Ukrainian peasants fought against the seizure of their farms, the destruction of their culture, and the desecration of their churches. This reaction was branded as "kulak" nationalism, and collectivization was seen as a way to destroy its social foundation, a free peasantry. Urban outsiders were sent into the villages to force the peasants onto collective farms and to seize grain for the state. Villages that resisted collectivization or failed to meet the unrealizable high quotas of grain contribution to the state were put on blacklists. Blacklisting lead to purges of the local leadership and a total blockade of the areas in question. Often, the result was complete extermination of the blacklisted village.

Impossible grain quotas were imposed on Ukraine. While Soviet propaganda portrayed well-fed collective farm workers with smiling faces, the last grain was taken from the starving peasants, leaving the quotas still unmet. By 1932, when death from starvation began to occur on a mass scale, the "kulaks" already had been liquidated or exiled to Siberia, and much of Ukrainian agriculture was collectivized. Nonetheless, the Communist Party continued to press the attack on the starving peasantry, by now totally under its control. It raised the grain requisition quotas even higher and, uniquely to Ukraine, sent in special brigades to find and remove any remaining foodstuffs and livestock.

Ukrainian Communist officials led by Mykola Skrypnyk protested to Stalin that the people were dying of hunger. Stalin, seizing the opportunity to solve the problem of Ukrainian nationalism once and for all, publicly blamed the Ukrainian Party for its "criminal negligence" in failing to meet grain quotas. He took direct control of the country sending Viacheslav Molotov (1890-1986) and Lazar Kaganovich (1893-1991) to dictate policy to the Ukrainian Communist Party and government. He then sent his close ally Pavel Postyshev (1887-1937) to Ukraine as

virtual dictator. Postyshev ordered that even more grain be collected, although nothing was left. Under his rule beginning in January 1933, the Ukrainian countryside became a vast death camp. At the same time, Postyshev carried out a wave of terror against the Ukrainian intelligentsia and hounded Skrypnyk to suicide. Ukrainian Communist Party functionaries were purged, while few survived to the end of the 1930s. Satisfied that the Ukrainians had at last been broken, Postyshev allowed the peasants to keep part of what they harvested in the fall of 1933.

The Famine gradually subsided, having claimed an estimated 3 to 6 million lives, according to ongoing demographic and archival research. Official Ukrainian government estimates are still higher at about 7 to 8 million lives lost during the Famine (Holodomor).

Appendix 7: Case-study "To This Day…"

Shane Koyczan
**To This Day … for the bullied and beautiful**
Subtitles and Transcript

05:04   When I was a kid, I used to think that pork chops and karate chops were the same thing. I thought they were both pork chops. My grandmother thought it was cute, and because they were my favorite, she let me keep doing it. Not really a big deal. One day, before I realized fat kids are not designed to climb trees, I fell out of a tree and bruised the right side of my body. I didn't want to tell my grandmother because I was scared I'd get in trouble for playing somewhere I shouldn't have been. The gym teacher noticed the bruise, and I got sent to the principal's office. From there, I was sent to another small room with a really nice lady who asked me all kinds of questions about my life at home. I saw no reason to lie. As far as I was concerned, life was pretty good. I told her, whenever I'm sad, my grandmother gives me karate chops.

05:59   This led to a full-scale investigation, and I was removed from the house for three days, until they finally decided to ask how I got the bruises. News of this silly little story quickly spread through the school, and I earned my first nickname: Porkchop. To this day, I hate pork chops.

06:24   I'm not the only kid who grew up this way, surrounded by people who used to say that rhyme about sticks and stones, as if broken bones hurt more than the names we got called, and we got called them all. So we grew up believing no one would ever fall in love with us, that we'd be lonely forever, that we'd never meet someone to make us feel like the sun was something they built for us in their toolshed. So broken heartstrings bled the blues, and we tried to empty ourselves so we'd feel nothing. Don't tell me that hurts less than a broken bone, that an ingrown life is something surgeons can cut away, that there's no way for it to metastasize; it does.

07:00   She was eight years old, our first day of grade three when she got called ugly. We both got moved to the back of class so we would stop getting bombarded by spitballs. But the school halls were a battleground. We found ourselves outnumbered day after wretched day. We used to stay inside for recess, because outside was worse. Outside, we'd have to rehearse running away, or learn to stay still like statues, giving no clues that we were there. In grade five, they taped a sign to the front of her desk that read, "Beware of dog."

Appendix 8: Statements

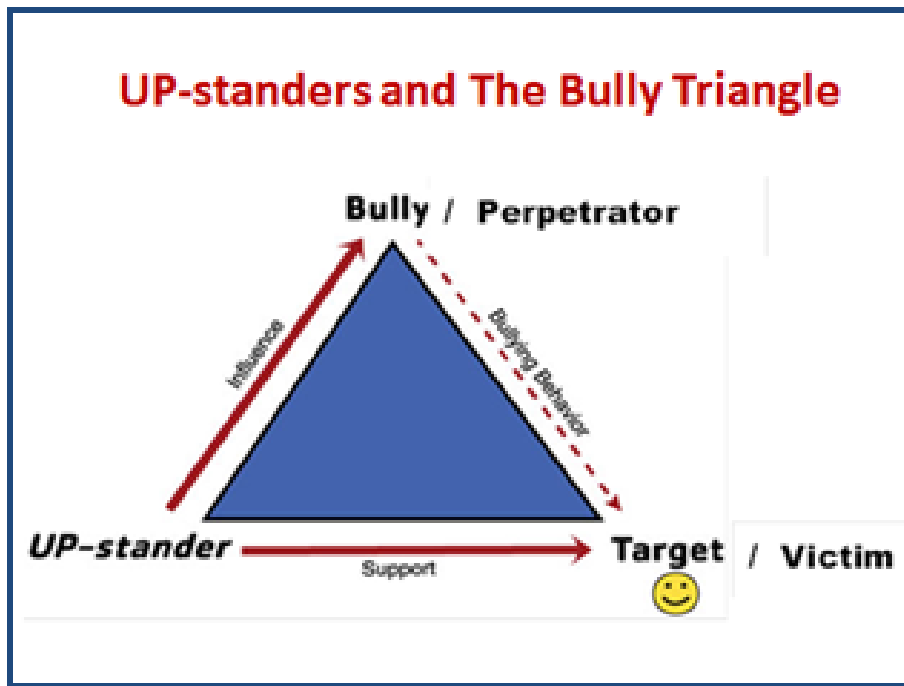**Statements for Foot Voting**

- Bullies are rejected by their peers and have no friends.
- Bullies have low self-esteem.
- Being a victim builds character.
- Many childhood victims of harassment become violent as teens.
- Bullying involves only perpetrators and victims.

Appendix 9: Bully Triangle 1

Appendix 10: Bully Triangle 2

UP-standers and The Bully Triangle
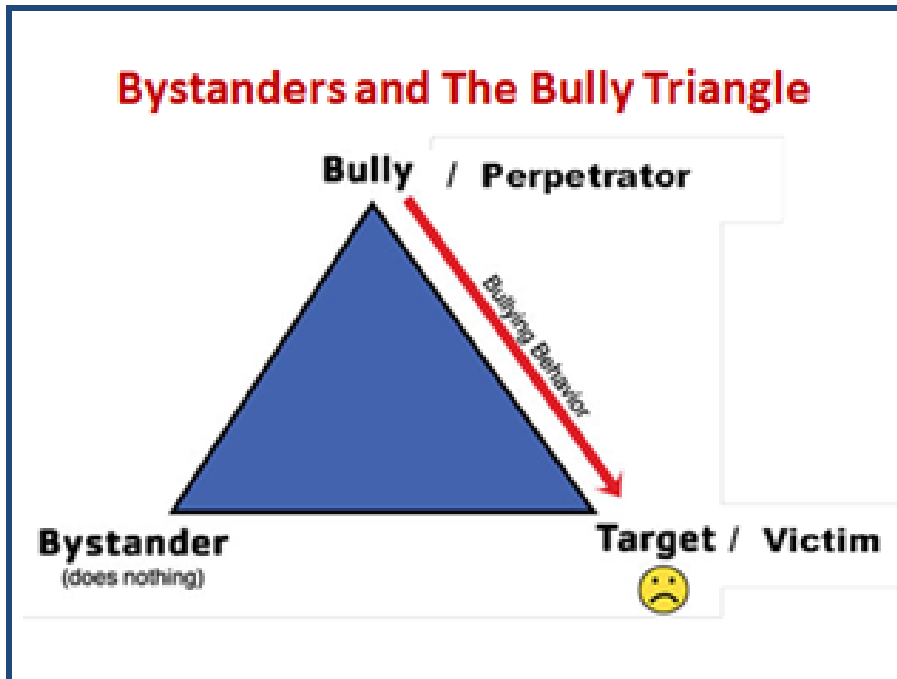
Appendix 11: Footprint

Appendix 12

Evaluation form

Please indicate your impression of the items listed below.

If it was highly favourable, circle 5. Not so favourable, give your opinion - circle from 4 to 1:

	Low High				
	1	2	3	4	5
The training met my expectations					
The training objectives were identified and followed					
The materials distributed were useful					
I will be able to apply the knowledge and skills I learned					
My class/school will benefit from the knowledge and skills I gained					

Additional comments:

1. What was the most useful to you?

_____
_____
_____
_____
_____

2. What did you find the least useful?

_____
_____
_____
_____
_____

3. Other comments:

_____
_____
_____
_____
_____

Thank you for completing this evaluation ☺

Appendix 13: The Butterfly-model

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

Appendix 14: A Suitcase, a Bin, a Meat grinder

Poster 1

Poster 3

Poster 2

Appendix 15: Before and after/pre and post-test *The list of observable behaviours I-statements* (optionally)

Transversal attitudes, skills and knowledge for democracy

Competence		I-statements of observable behavior	Levels				
			Always	Usually	Often	Sometimes	Seldom
Diversity and empathy	Attitudes	I suspend judgment of individuals and groups based on very little or no information and first impressions					
		I am interested in finding out about other people's way of life					
		I am sensitive to other people's needs and I help when I can					
		I use restraint when I experience initial feelings of aversion towards others in order to make dialogue and understanding possible					
	Skills	I experience empathy					
Cooperation and participation	Attitudes	I choose cooperation rather than competition when presented with a choice					
		I express my support when group members show the wish to cooperate					
		When in a group, I care about and ensure that everyone can express his/her opinion					
Human rights and equity	Attitudes	I express my opposition and intervene when I witness expression of hatred or discriminating acts against others					
		I practice and defend freedom of expression as long as this does not threaten anyone's human rights					
	Knowledge	My actions are based on a proper understanding of the need to prevent discrimination and violence					
Knowledge and epistemology	Attitudes	I show openness towards and understanding of behaviours, attitudes and opinions which are different from my own					
		I make an effort to understand the viewpoint of other people, I compare ideas and sometimes revise my viewpoint accordingly					
		I expect not to understand all aspects of a topic, and I ask questions to explore different understandings					

	Knowledge	I ask questions more than I give answers					
		I question beliefs and dogma by asking questions and challenging sources					
	Skills	I use all sorts of information to verify and question my own representations, views, perceptions and interpretations					
		I explore possibilities and ideas on topics that interest me					
		I explain my thoughts clearly and support them with a wide range of arguments					
Self and interaction	**Attitudes**	I listen actively and find out about peoples' thoughts and feelings before commenting on their actions					
		I maintain a channel of communication even whenever I disagree with someone					
		I accept critical feedback					
		I ask others for help when I need it					
	Skills	I listen to people attentively					
		I reformulate and express the ideas, opinions and viewpoints of other people to verify understanding					
		I can explain my needs and my motives to others					