



# Pestalozzi

Strengthening Education for Democracy  
(STED)

## Let's agree we disagree

“I may disagree with what you have to say,  
but I shall defend to the death your right to say it.”  
Voltaire

By

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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*

## Let's agree we disagree

### Brief description

In order to help students develop attitudes, values and skills necessary for successfully dealing with and accepting different world views and opinions, both in the classroom and in everyday life, teachers first have to develop those themselves.

### Target group

Type of training	School level / age	Subject area
In-service training	Primary and secondary	Any

### Expected outcomes

- ✓ To accept to see things from different perspectives.
- ✓ To raise the participants' awareness of the fact that different opinions and world views do not equal wrong opinions or world views.
- ✓ To have a first-hand experience of the type of activities they can use in the classroom to raise awareness between different and wrong opinions and world views.
- ✓ To develop the competences: valuing cultural diversity, openness to cultural otherness and to other beliefs, world views and practices and
- ✓ To practice skills of listening and observing

## Activities

	Duration	Methods used
Introduction*	60 minutes	Jigsaw activity, discussion
Activity 1 What do we have in common?	20 minutes	Individual and group work, Discussion
Activity 2 Is it (in)correct?	15 minutes	Individual work, Paper folding, Drawing
Activity 3 My complex self	20 minutes	Individual, pair and group work, Think-pair-share
Activity 4 Understanding culture	40 minutes	Group work, Brainstorming, Rotating Review, Discussion
Activity 5 Who am I now?	10 minutes	Individual work, Writing, Walk around the gallery, Discussion
Activity 6 Evaluation	15 minutes	Introspection Discussion

\*In case the participants are familiar with the Pestalozzi Programme and the competences for democratic culture, there is no need for the introductory part. Also, this part can be organized separately from the rest of the workshop.

The ideal number of participants for the workshop is 24 (this makes it simple to make groups of 3, 4 and 6 participants). There can also be 36 participants in case you have more time available, because you will need more time for feedback. If possible, use two rooms for the workshops – one with the chairs arranged in circle, and the other one with desks and chairs arranged for small-groups work to avoid re-arranging the space.

## Background and context

My everyday work in the classroom is often hindered because I cannot *not* react to students' comments during group work that reveal their intolerance and the inability to accept different opinions and value a perspective that differs from theirs. With time I have come to realize that the problem is related to our educational system and ways many teachers behave in the classroom, valuing only the answers they consider to be correct and accepting 'different' interpretations as long as they are similar to their own. Since, I think, it is impossible to teach such things as developing attitudes and values unless you demonstrate them yourself, teachers first have to become aware of the mistakes they make and try to realize there is a need to change.

*Special thanks to Paul Gorski, associate professor of Integrative Studies in George Mason University's School of Integrative Studies for sharing his insights and allowing the use and adaptation of awareness raising activities.*

## Introduction

The introductory part isn't necessary in case the participants are already familiar with the Pestalozzi Programme and the competences for democratic culture or in case the time frame doesn't allow it.

This part of the workshop depends on the trainer's understanding of the participants' needs. It can include only the basic information about the Pestalozzi Programme such as an overview of key publications and so on.

The suggested way to deal with the competences for democratic culture is a jigsaw activity in which each expert group deals with one area: values, attitudes, skills, and knowledge and critical understanding. Alternatively, participants may be informed about the competences prior to the workshop by sending them the Competences for Democratic Culture Executive summary together with the invitation for the workshop.

## Activity 1: What do we have in common?

Duration: 20 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>√ Helping the participants get to know each other</li> <li>√ Raising awareness of the fact that we often focus only on the most visible characteristics, ignoring to look deeper</li> <li>√ Gaining knowledge and critical understanding of the self</li> <li>√ Valuing cultural diversity</li> <li>√ Developing skills of listening and observing</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>√ Individual and group work</li> <li>√ Discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>√ Appendix #1 – one per participant</li> <li>√ Papers for group distribution</li> <li>√ Appendix #2</li> <li>√ A3 papers – one per group (for groups' responses)</li> <li>√ Markers</li> </ul>
<p>Practical arrangements</p> <p>√ For this activity it is necessary to adapt Appendix#2 based on the training context and who the participants are / where they are from. There are profiles of four different people that need to be accompanied with photos of the people who are of different race (and religion) than the participants. Suggested names and countries that go with the photos also have to be adapted. The photos have to be printed in colour since the fact that the people are of different race is the key for the activity.</p> <p>Some teachers might be reluctant to point out skin colour and religious symbols as the differences, trying to show they are above that. Try to gently encourage them to do so anyway.</p>
<p>Procedure</p> <p>Step 1 PRE-TASK (4 min)</p> <ul style="list-style-type: none"> <li>√ Each participant gets a copy of the Perspective taking scale<sup>1</sup> and is asked to give his/her responses. The scales are put aside and the results are not interpreted until the final debrief.</li> </ul> <p>Step 2 TASK (8-10 min)</p> <ul style="list-style-type: none"> <li>√ The trainer puts the participants into groups of 3 based on the papers of the same colour. Each group gets the '4<sup>th</sup> member' which is either a profile of</li> </ul>

<sup>1</sup> Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. JSAS Catalog of Selected Documents in Psychology, 10, 85.

a person or a photograph (Appendix#2). Half of the groups get the profile and the other half the photograph.

√ All the groups have the same task: find at least 3 similarities and 3 differences among all 4 members and write them down on a piece of paper. The trainers emphasises that similarities refer to the things all the group members have in common, while differences can be something one or two persons have and the others don't.

√ One group member (the one who got the paper marked that way) is the time keeper in charge of monitoring how much time the group needed to find the similarities and how much for the differences. This should also be written down.

√ All the groups present their lists, starting from the groups which had the profile of the 4<sup>th</sup> member.

√ The focus is on time; it is expected that the groups with the profile will find the similarities sooner, and those with the photograph will need less time to spot the differences. This assumption is based on the fact that people on the photos are different race and have different religious symbols etc. while profiles focus on their profession, work experience and personalities.

√ Pointing that out, the trainer then matches the profiles and the photographs, showing the participants who the 4<sup>th</sup> members of their groups are.

Step 3 - Debriefing (6-8 min)

√ In their small groups, the participants discuss the following questions:

- How would our answers differ if we'd had the photo instead of the profile and vice-versa?
- How can we respond in a similar situation when, for example, a person refuses cooperation with someone just because at first they don't see any similarities?

The answers discussed in small groups are then shared with the whole group and everyone is invited to share their ideas about the conclusion which should be somewhere in line that though someone at first may seem so (or too) different from us, we have to go deeper and find things we have in common because there definitely are some. This may seem very obvious to people who are used to work in multicultural environment but can be a real revelation to people who have no such experience.

Tips for trainers

√ Prepare Appendix 1 – one copy per participant

√ Prepare papers for groups distribution: 3 papers of the same colour; one paper in each group is marked 'time keeper'

√ Prepare Appendix 2 as a hand-out (print photos and text - in case there are more than 8 groups, profiles and photos can be used twice)

√ Prepare A3 papers and markers

## Activity 2: Is it (in)correct?

Duration: 15 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>√ Raising awareness of the fact that, though they start at the same starting point and have the same instructions, people may end up with a different result based on their interpretation which is influenced by various factors</li> <li>√ Tolerance of ambiguity</li> <li>√ Flexibility and adaptability</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>√ Individual work</li> <li>√ Paper folding</li> <li>√ Drawing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>√ A4 papers</li> <li>√ Appendix 3</li> <li>√ Appendix 4</li> <li>√ A3 papers</li> <li>√ Markers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>√ Prepare the A4 papers – one per participant (for the first task)</li> <li>√ Prepare Appendix 3</li> <li>√ Prepare Appendix 4</li> <li>√ Prepare A3 papers and markers – five papers &amp; five markers per group (for the second task)</li> </ul>
<p>Procedure</p> <p>Step 1 TASK FOLD THE PAPER (3 min)</p> <ul style="list-style-type: none"> <li>√ Each participant gets an A4 paper. The seating arrangement isn't important; participants can even stand around the room but what they have to do is keep their eyes closed during the task.</li> <li>√ The trainer gives instructions (Appendix #3) which the participants follow immediately, doing what they are told to do. No additional explanations are allowed and the participants cannot ask for clarification.</li> <li>√ Having completed the task, the participants open their eyes and compare the results with a few other participants.</li> <li>√ The trainer doesn't ask for feedback at this point, but allows a minute or two for comments among the participants, telling them there will be time for the debriefing later.</li> </ul>

Step 2 DRAW BY INSTRUCTIONS (5 min)

√ Just as in the previous tasks, the participants follow the instructions, doing what they are told to do without any additional explanations or clarification.

√ The trainer reads the instructions (Appendix #4), emphasising they need to listen to all the lines first and then to draw. Having completed the task, the participants compare the results with other members within the group.

Step 3 - Debriefing (7 min)

√ Debriefing section starts with the trainer asking which papers were folded correctly and which drawings are correct. Of course, though they differ, none of them are incorrect but that is the conclusion the participants should come to.

All the participants are asked to comment and discuss the issues mentioned. One of the questions should be whether the participants see the application of this task in the classroom.

The trainer then asks whether anyone can identify the purpose of these two tasks which should be somewhere in line that though all the participants were given the same instructions, their responses vary but, just because they are different, they aren't incorrect or wrong.

Tips for trainers:

√ Some participants will be reluctant to close their eyes and do the task that way. Make sure they feel comfortable enough to do it anyway. Also, they are bound to ask for clarification since they will feel uncomfortable realizing there is a number of potential solutions and wanting to get the 'right' one.



## Activity 3: My Complex Self<sup>2</sup>

Duration: 20 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>√ Identifying what participants consider to be the most important dimensions of their own identities</li> <li>√ Examining stereotypes</li> <li>√ Knowledge and critical understanding of the self</li> <li>√ Knowledge and critical understanding of the world</li> </ul>
<p>Methods/ techniques used:</p> <ul style="list-style-type: none"> <li>√ Individual, pair and group work</li> <li>√ Think-pair-share</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>√ Appendix #5</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>√ Prepare Appendix #5 hand-out - one per participant</li> <li>√ Think of various identity dimensions and prepare examples in case participants need them</li> <li>√ Write down an example or two of a stereotype statement</li> </ul>
<p>Procedure</p> <p>Participants are put in groups of 6.</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>√ Each participant gets a copy of Appendix #5 and they start with writing their names in the centre circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. If they want to, participants can add more satellite circles i.e. more dimensions of their identity.</li> </ul> <p>Step 2 (5 min)</p> <ul style="list-style-type: none"> <li>√ Participants pair up and share two stories with each other. First, they share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.</li> </ul> <p>Step 3 (10 min including debriefing)</p> <ul style="list-style-type: none"> <li>√ This step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Participants should complete the sentence at the bottom of Appendix #6 by filling in the blanks: "I am (a/an) _____ but I am NOT (a/an) _____."</li> </ul>

<sup>2</sup> Adapted from Awareness Activities, and EdChange Project by Paul C. Gorski.

- √ When all the participants have completed the task, the trainer invites them to share stories in their small groups. Participants don't share their own stories but the stories they have heard from their partners.
- √ All the participants read their stereotype statements.

#### Step 4 Debriefing

- √ How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you? How does this difference impact your behaviour and how is this reflected in our behaviour towards others? What are some of the issues that should be discussed with students?

#### Tips for trainers:

- √ Instructions for all three steps should be given at once.
- If necessary, in step 1, the trainer can help by giving personal examples as ideas for identity dimensions (female, teacher, coffee lover, Christian, daughter, atheist...). Very often this makes the process faster because participants have a clearer picture of what is expected from them.
- In case participants hesitate or feel uncomfortable reading their stereotype statements, the trainer should first read his/her own statement which will probably be enough to encourage others. However, they do not have to do so if they do not want to.

## Activity 4: Understanding culture<sup>3</sup>

Duration: 40 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>√ Examining the complexities of (multi)culturalism</li> <li>√ Challenging the assumptions about what the important strands of culture are</li> <li>√ Revealing limitations of conceptualization which identifies (multi)culturalism with only race or nationality / ethnicity</li> <li>√ Knowledge and critical understanding of the world</li> <li>√ Valuing cultural diversity</li> <li>√ Openness to cultural otherness and to other beliefs, world views and practices</li> </ul>
<p>Methods/ techniques used:</p> <ul style="list-style-type: none"> <li>√ Group work</li> <li>√ Brainstorming</li> <li>√ Rotating Review</li> <li>√ Discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>√ A whiteboard / flipchart papers and a marker (for the trainer)</li> <li>√ 3 flipchart papers and 3 markers of different colour (for the participants)</li> </ul>
<p>Practical arrangements</p> <p>Study Nitza Hidalgo's "three levels of culture" (<a href="http://sidorkin.com/408/Hidalgo.PDF">http://sidorkin.com/408/Hidalgo.PDF</a>)</p> <p>Prepare either a whiteboard or flipchart papers and a marker for the trainer</p> <p>Prepare papers for groups distribution: 8 papers of the same colour/with the same symbol</p> <p>Prepare flipchart paper and markers for the participants (three groups). Each flipchart has to have one level of culture written down as 'the title', followed by a short explanation and/or examples. Each group should get markers of different colours.</p> <p>Flipcharts with the indicated levels of culture should be posted on the wall in different parts of the room before the beginning of the training session.</p>
<p>Procedure</p> <p>Step 1 (5 min)</p> <p>(Though the first three steps are done with the entire group, distribute participants in three groups at the beginning so the dynamics of the task is not disrupted later)</p>

<sup>3</sup>Adapted from Awareness Activities, and EdChange Project by Paul C. Gorski.

√ Participants are asked to define what they mean by 'multicultural'. The trainer writes the word and starts by underlining the prefix 'multi-' and asking what it means. Responses will include 'a lot', 'many', 'varied', 'various', 'different' etc. The trainer writes all the answers down.

Next part to define is '-cultural'. Encourage participants to give not only dictionary-type definitions but also to say what it means to them individually.

#### Step 2 (15 min)

√ The second step is exploring '-cultural' more deeply. The participants are invited to suggest all the dimensions of culture they can think of.

√ The answers here are hard to anticipate since there are literally endless dimensions of culture. The participants are most likely to share surface-level cultural aspects first (e.g. music, food, language...) and the trainer should prod them go deeper (e.g. religion, values, family structure...). Collect and write down as many suggestions as possible.

√ The trainer should point out that this activity can be continued for quite some time, thus emphasising the complexity of culture. Another important highlight is how intertwined some of the dimensions of culture are and how easy it is to make a judgement about somebody based on just one cultural dimension.

#### Step 3 (8 min)

√ Step three is categorizing list items. The trainer explains that the dimensions of culture will be divided into categories using Nitza Hidalgo's 'three levels of culture' (the concrete, the behavioural and the symbolic).

√ The participants now start working in their three groups.

√ Using the Rotating Review method, participants go around the room and put the items from the list they created in step two in the corresponding categories. They have two minutes for each station before they move on. On each next station, they add what the group before had missed (if there is anything to add) or signal if they disagree with something. Since each group has markers of different colours, it is easy to monitor their contribution.

#### Step 4 (5 min)

√ Step four checks our consistency in conceptualization. Starting with the concrete level, the trainer proceeds down the list, asking participants to raise their hands if they consider the items listed under that category to be the most important considerations for how they define their own cultures. The trainer counts the responses to each, and lists them next to the category name on the paper. The trainer should emphasise that their responses reveal what they consider important items for defining themselves, not the ways in which other people define them.

√ It is expected that a few participants will choose the concrete or the behavioural level, but in virtually every case, a vast majority of the participants will go for the symbolic. The trainer asks for explanations – why the

participants chose one level over the other and, since most people went for the symbolic, participants discuss why that level feels to be more important than the other two when it comes to defining and understanding one's culture.

Step 5 Debriefing (7-10 min)

√ Having completed step four, the participants have probably experienced the 'aha' moment, realizing that though we consider the symbolic level the most important, most people rarely go 'deep enough' and look below the surface. That should be highlighted in the debriefing. The instructor can use the iceberg image – the one showing that only a small part is above water while the majority is hidden and invisible to the eye.

√ The trainer asks the following questions:

1. When you meet somebody, which of those items do you use to understand them, including understanding their culture i.e. the elements that influence their assumptions, decision making processes etc.?
2. Is your attempt to understand others 'culturally' consistent with how you want to be viewed and understood?

Tips for trainers:

√ Often, several cultural dimensions are not mentioned by the participants – the very same dimensions that are most often associated with multiculturalism (e.g. race, gender, sexual orientation and social class). The trainer should not suggest these additions to the list because if nobody suggests them, it will be an opportunity for an important conversation. In case this happens, point this out and ask why the participants haven't thought of these dimensions.

The reason may be the following: when participants suggest items from their own experiences, and thus through how they define themselves, race, gender, and so on, don't come directly to their minds. But, if they suggest items based on how others define them, or how they define others, these items may come to mind.

## Activity 5: *Who I am now?* poems

Duration: 10 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>√ Raising awareness of the impact of the workshop</li> <li>√ Knowledge and critical understanding of the self</li> </ul>
<p>Methods/ techniques used:</p> <ul style="list-style-type: none"> <li>√ Individual work</li> <li>√ Writing</li> <li>√ Walk around the gallery</li> <li>√ Discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>√ A4 papers and pens/markers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>√ Prepare a (personal) example of <i>Who I am now?</i> poem</li> <li>√ Prepare A4 papers and pens/markers – one per participant</li> </ul>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>√ Participants take five minutes to write a poem called <i>Who I Am now ?</i> (now meaning after the workshop). The only rule is that each line should begin with the words 'I am...'. The poem is open to their interpretation as much as possible, but they should try to include ideas about culture, diversity, tolerance and etc. they got during the workshop.</li> </ul> <p>The participants read their poems out loud if they are willing to do it.</p> <p>Step 2 Debriefing (5 min)</p> <ul style="list-style-type: none"> <li>√ The participants comment on each other's poems, highlighting the impact of the workshop other people have realized and they themselves have not.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>√ If the participants are reluctant to read the poems, they can be displayed around the room and participants walk down the gallery to have a look at them. As always, in case the participants are not willing to share, it is perfectly alright to say 'I pass'.</li> </ul> <p>However, in case they want to discuss more, be prepared to invest more time or invite them to do so after the entire debriefing.</p>

## Activity 6: Evaluation

Duration: 15 min

### Expected outcome:

√ The participants are more aware of the mistakes we make while judging the value of other people's arguments, interpreting different situations, or engaging in various other activities where it is necessary to understand a different point of view and accept it, regardless of the fact whether we agree with it or not.

√ Report on the session includes comments made by the participants, photos of the workshop and participants' work and online survey analysis.

### Methods/techniques used:

- √ Introspection
- √ Discussion

### Resources:

- √ Appendix 1 – the copies participants used as a part of Activity 1
- √ Appendix 6 – one per participant
- √ Link for the online survey: <https://www.surveymonkey.com/r/RM3CQBG>

### Procedure

#### Step 1

√ The participants look at the Perspective taking scale test again and the trainer interprets the results. This scale is part of the Interpersonal Reactivity Index by Davis (1980) to assess aspects of empathy. Davis found that females score significantly higher on the perspective-taking scale than males. The mean score for females was 17.96 and the mean score for males was 16.78 (Davis, 1980). Therefore, males who score 17 or higher are designated as above average and those who score 16 or lower as below average on perspective-taking. For females, a score of 18 or higher is designated as above average and 17 or below as below average on perspective-taking.

√ The trainer then asks whether the workshop activities have influenced them to start thinking differently about judging the value of other people's arguments and interpreting different situations.

#### Step 2

√ The final activity is *What am I taking with me?* Each participant gets a copy of Appendix #6 and decides which three to five things they will be taking with them and implementing them in their everyday work (and life).

√ 'Filled' suitcases are displayed around the classroom and the ideas are read out loud and commented on.

√ The trainer announces that two weeks after the workshop the participants will get a link to an online survey designed to check the impact of the workshop and asks the participants to find some time to complete it.

Step 3 Debriefing

√ Having collected the results of the online survey, the trainer measures the impact of the workshop.

Tips for trainers

√ Some participants may not complete the survey after the workshop. The trainer can kindly ask them to do it by sending an additional email.



## References

Activity 2, Step 1 FOLD THE PAPER task has been inspired by material found at <https://www.usip.org/public-education/educators/paper-folding-activity>

Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*, 10, 85. Excerpt available at:  
<http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/EMPATHY-InterpersonalReactivityIndex.pdf>

Hidalgo, N. 1993. *Multicultural teacher introspection*. In Perry, T. and Fraser, J. (Eds.) *Freedom's Plow: Teaching in the Multicultural Classroom*. New York: Routledge available at: <http://sidorkin.com/408/Hidalgo.PDF>

## Appendices

### Appendix 1 Perspective Taking Scale

The following statements inquire about your thoughts and feelings in a variety of situations.

In the space after each item, indicate how well it describes you by choosing the appropriate number on the scale at the top of the page.

Read each item carefully before responding. Answer as honestly as you can. Having responded to all the statements, add all the numbers and write down your score. Thank you.

1	2	3	4	5
Does NOT Describe me Well				Describes Me Well

1. Before criticizing somebody, I try to imagine how I would feel if I were in his/her place. \_\_\_\_\_
2. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. \_\_\_\_\_
3. I sometimes try to understand my friends better by imagining how things look from their perspective. \_\_\_\_\_
4. I believe that there are two sides to every question and try to look at them both. \_\_\_\_\_
5. I sometimes find it difficult to see things from *the other guy's* point of view. \_\_\_\_\_
6. I try to look at everybody's side of a disagreement before I make a decision. \_\_\_\_\_
7. When I'm upset at someone, I usually try to put myself in his shoes for a while. \_\_\_\_\_

Total:

## Appendix 2

<p>Name: <i>Aditi Bera</i>  Country: <i>India</i>  Age: 46  Occupation: School principal</p>	<p>Name: <i>Hanako Maeda</i>  Country: <i>Japan</i>  Age: 38  Occupation: IELTS Examiner</p>
<p>This person has a PhD in education and has been working on different positions in K-12 schools for the past 22 years; currently as an international school principal. With all the responsibilities related to life on campus, this person doesn't have much free time but (s)he enjoys spending time with family and dinners with friends usually followed by discussions about politics in the region. This person has amazing leadership skills, is very eloquent and speaks three foreign languages.</p>	<p>With an MA in education and a PhD in English, this person has no problems finding jobs all around the region. (S)he has been working as a teacher, an administrator and currently as an IELTS examiner. This person's hobbies are hiking and mountain climbing and special interests pedagogy and contemporary English literature. (S)he is an excellent communicator, with amazing public speaking and presentation skills.</p>
<p>Name: <i>Malik Abidi</i>  Country: <i>Saudi Arabia</i>  Age:42  Occupation: School principal</p>	<p>Name: <i>Abdou Ibori</i>  Country: <i>Nigeria</i>  Age: 44  Occupation: EFL teacher</p>
<p>After 10 years in the classroom, this person decided to change something and started teaching on a community college. However (s)he felt the need to go back to working with children and returned to elementary school. (S)he is now a school principal who also spends some time teaching. This person enjoys travelling and meeting people from around the world. (S)he is great at goal setting, time management, and organization and delegating.</p>	<p>This person has a degree in education and English and has been working at a university for almost a decade. Assuming different responsibilities, this person has had a chance to work in different fields of interest: teacher training, curriculum development, administration and foreign relations. All of his/her hobbies are related to reading and writing. (S)he is involved in a number of professional groups and is very passionate and determined.</p>

## Appendix 3

### 'FOLD THE PAPER' INSTRUCTIONS

Please, close your eyes and don't open them until I tell you so.  
Please do what I tell you, without asking any questions.

Take the piece of paper you were given and, with your eyes closed, fold it in half.

Now, fold it in half again.

Tear off the bottom right corner.

Turn the paper upside down.

Tear off the bottom right corner again.

Open your eyes and have a look around.

## Appendix 4

Please listen to the instructions and then do what you are told, without any additional explanations or clarification.

Hide your drawing from your neighbours.

Listen to everything first, but don't start drawing immediately. You'll draw one thing at a time, the instruction will be given twice.

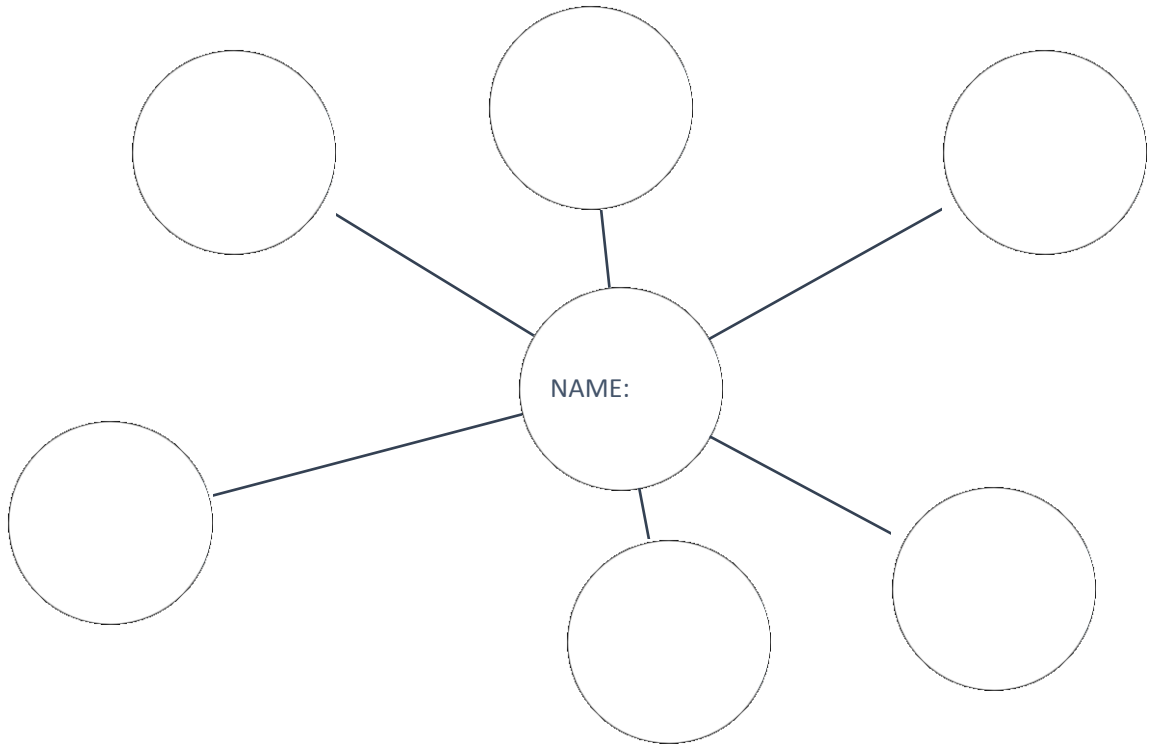
First, draw a circle in the middle.

Then draw a square below it.

Draw two rectangles on the side.

Finally, draw a triangle above the circle.

## Appendix 5



I am (a/an) \_\_\_\_\_ but I am NOT (a/an)  
\_\_\_\_\_.

Appendix 6

