



# Pestalozzi

Strengthening education for  
democracy (STED)

**Let's fly with the Butterfly**

by

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Last edition: November, 2017

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## Let's fly with the Butterfly

### Brief description

The goal of this training unit is to develop through its activities an awareness of the endangered democratic values regarding justice, fairness and the rule of law among members of school communities (teachers, students, parents). Furthermore, the participants will use analytical and critical thinking skills to develop resolution and cooperation skills. They will be able to respond responsibly and effectively to the new challenges leading to better knowledge and critical understanding of themselves and an attitude of openness to cultural otherness and to other's beliefs.

### Expected outcomes

Participants will:

- ✓ develop conflict-resolution and cooperation skills
- ✓ apply human rights regarding equality, equity, justice and fairness
- ✓ act responsibly with tolerance and openness towards other beliefs and practices
- ✓ use analytical and critical thinking skills in order to understand themselves and the world.

### Activities

	Duration	Methods used
Activity 1: A welcoming school experience	60 minutes	<ul style="list-style-type: none"> <li>✓ Individual work</li> <li>✓ Cooperative work</li> <li>✓ Plenary sharing</li> </ul>
Activity 2: Know, Believe, Do	90 minutes	<ul style="list-style-type: none"> <li>✓ Individual work</li> <li>✓ Cooperative group work</li> <li>✓ Cooperative plenary sharing</li> </ul>
Activity 3: Thesis-Antithesis-Synthesis	100 minutes	<ul style="list-style-type: none"> <li>✓ Group work</li> <li>✓ Debate</li> </ul>
Activity 4: Evaluation. Where do you stand in the line?	20 minutes	<ul style="list-style-type: none"> <li>✓ Group discussion</li> </ul>

## Background and context

School communities and especially Greek teachers have faced recently the challenge of including children of newly arrived refugees and migrants from territories with armed conflict in their classrooms. Refugees have already settled down in camps in certain places around Greece and are obliged to have their children enrolled in public schools starting in October. However, it is estimated that the influx of refugees, will increase in the coming years and a challenge for a culturally homogenous society like ours is gradually emerging. In addition, the financial crisis and the increased populism in politics against migrants and refugees are threatening factors to the democratic status of the country.

The main issue that this training unit addresses refers to human rights of newly arrived refugee children.

This TU was piloted in a session with 12 in-service teachers of primary and secondary education of the Regional Education Centre of Patras in February, 2017. All participants expressed their enthusiasm about the methodology regarding hands on activities which focused on cooperation, democratic values, attitudes in a reflective and challenging context and the quality of the activities (well-designed). Participants agreed to work with their students in their classrooms and return back to the second session with feedback. The second session aimed mainly at collecting the feedback from the teachers` piloting sessions. According to their statements most of them were surprised by their students` thoughtful behaviour even at the level of primary school teachers who weren't sure that their students would be capable of responding to the demands of the training unit. According to the teachers review the results were very optimistic.

**Activity 1: A welcoming school experience**

Duration: 60 min

## Expected outcome

- ✓ To get to know each other
- ✓ To be aware of the characteristics of a positive school experience
- ✓ To question their feelings and thoughts about a positive school experience
- ✓ To develop cooperation, analytical and critical thinking skills.

## Methods/ techniques used

- ✓ Individual work
- ✓ Cooperative group work
- ✓ Plenary sharing

## Resources

- ✓ Pieces of coloured papers, one per participant (four colours – red, yellow, blue, green).
- ✓ A3 paper
- ✓ self-adhesive notes
- ✓ Pens and markers
- ✓ Blue tack/sticky tack
- ✓ A bell

## Practical arrangements

- ✓ Prepare the desks for working in groups.

**Procedure:**

## Step 1 (20 min)

- ✓ The facilitator asks the participants to gather in an open space in the class. As soon as they hear a bell ring they have to form a pair randomly with another participant. If the number of participants is odd then we can have a group of three or alternatively the certain participant can form a pair with the facilitator

- ✓ Every pair has to choose a place in the classroom where they can sit and exchange personal information for a couple of minutes (name, family etc.)
- ✓ Every participant has to introduce his/her partner to the plenary

#### Step 2 (10 min)

- ✓ Participants in pairs walk around the classroom and every pair has to find another pair, form a group of four and find a place to sit in the classroom (desks are already arranged in groups of four/five)
- ✓ Assign roles to the members of the groups (they are the same groups as in the first part of activity). Give each group a set of 4 cards with 4 different colours. Every member of each group chooses one piece of coloured paper:
  - Red coloured paper holders will be assigned the role of a *Tracer*. Their task is to help their group to follow the assignment and stay on task.
  - Yellow coloured paper holders are *Writers*. Their task is to ensure that every member of the micro-group does his/her individual writing assignment and in the common assignment every individual thought or opinion is displayed in common writing.
  - Blue coloured paper holders are *Time-managers*. Their task is to help the group to be on time.
  - Green coloured paper holders are *Encouragers*. Their task is to ensure equal access and participation for all of the group members. Furthermore, to encourage silent members to express themselves and remind talkative members to take a rest in silence if needed.

#### Step 3 (20 min)

- ✓ The facilitator presents the following statement on the projector: “*Go back to your school years and reflect on a moment or a case where you had a warm welcoming experience. Write down on a self-adhesive note a few words that describe this experience.*”
- ✓ The facilitator asks the participants to write a word, or a phrase about their feelings or/and thoughts on a self-adhesive note and stick it around an A3 paper that is handed to the group.
- ✓ The participants of every group discuss and write in the middle of the A3 paper the common feelings and thoughts. When they finish they add their names underneath.
- ✓ Groups present in the plenary their common work and stick the A3 paper on

the class wall.

#### Step 4 - Debriefing (10 min)

- ✓ The facilitator asks the participants to work in their groups according to the following questions:
  - What do you think about your poster?
  - Is something missing? Do you want to add something?
  - Can you find common elements among all posters characterizing a welcoming experience that a school has to ensure for every child?

#### Tips for trainers

- ✓ Remind “Writers” to ensure that participants’ thoughts and feelings are included in the final scheme (mind map) that represents the group’s common stand.
- ✓ In case a participant can’t recall any positive school experiences, the “Encourager” underlines that he/she can share with his/her team positive thoughts and feelings from any other context (e.g. his/her job, seminars etc.).

## Activity 2: Know, Believe, Do

Duration: 90 min

### Expected outcome

- ✓ To be informed about human rights related to education.
- ✓ To be aware about their beliefs, attitudes and practices regarding certain rights.

### Methods/techniques used

- ✓ Individual work
- ✓ Cooperative group work
- ✓ Cooperative plenary sharing

### Resources

- ✓ Pieces of coloured paper, one per participant (four colours – red, yellow, blue, green).
- ✓ Reflection Form “Know-Believe-Do” in Human Rights (appendix 1), one per participant.
- ✓ Appendix 2 (one per group)
- ✓ Video projector
- ✓ Pens, markers, A2 paper

### Practical arrangements

- ✓ Prepare the room for group work

### Procedure:

#### Step 1 (15 min)

- ✓ The facilitator shares the reflection form “Know-Believe-Do” (Appendix 1) with every participant. Each participant works individually – ticking the statement that suits their knowledge, beliefs and practices through concrete examples of their everyday classroom life. Participants have to keep the form “Know-Believe-Do” in their file till the end of the training unit.

#### Step 2 (10 min)

- ✓ The facilitator assigns roles to the members of the groups (they are the same groups as in the first activity). Every member of a group chooses one piece of coloured paper like they did in the previous activity. The facilitator

clarifies that everyone has to take a new role.

- ✓ The facilitator presents with a projector the following statement: “*Teachers have to ensure that Human Rights regarding education and religion are being respected in their schools*”.
- ✓ Ask participants to share in groups their reflections from step 1 columns “I know” and “I believe”.

#### Step 3 (30 min)

- ✓ Invite “Writers” to stick with glue the excerpt of Human Rights Declaration (appendix 2) in the middle of an A3 paper.
- ✓ Ask participants to share their reflections from the column “I Do”. Groups are invited to work this way: start with the first article of Declaration. Every participant shares what exactly they do to ensure this right. Each group writes down every suggestion on a poster next to the article. Then groups move to the next article and repeat the same procedure, till all 7 articles with possible actions are finished.

#### Step 4 (20 min)

- ✓ Invite groups to present their reflections starting with the first article from the declaration. Every group briefly presents their actions using the poster regarding how they personally assure this right. Then move to the next article, etc. till all groups have presented their suggestions for all 7 articles.

#### Step 5 - Debriefing (15 min)

- ✓ Was it difficult to find examples from your practice on how you assure children’s’ rights for each article?
- ✓ Did you get some good ideas from the presentations of the other groups?
- ✓ Which ideas did you like most and want to implement in your practice? Why?

#### Tips for trainers

- ✓ Ensure that instructions and roles are clear to every participant. Not every participant has experience in cooperative work.
- ✓ In step 4 invite participants to stay on track and present their ideas succinctly and clearly. Formulate them in one sentence.



### Activity 3: Thesis-Antithesis-Synthesis

Duration: 100 min

#### Expected outcome

- ✓ To be aware of the critical issues regarding democracy, values and human rights existing in multicultural societies.
- ✓ To be aware of personal responsibility regarding the violation of human rights
- ✓ To develop cooperation and resolution skills, analytical and critical thinking skills

#### Methods/techniques used

- ✓ Group work
- ✓ Debate

#### Resources

- ✓ Coloured cards to form 3 groups (green, red and yellow).
- ✓ Cards with letters T, E, W, T/M (one card per participant)
- ✓ Scenarios for each group (Appendix 3)
- ✓ Statements for discussion (Appendix 4)
- ✓ Pens, markers, self-adhesive notes

#### Practical arrangements

- ✓ Prepare the three corners: Red, Green and Yellow
- ✓ Prepare a “discussion table” in the middle of the room.

#### Procedure

##### Step 1 (5 min)

- ✓ Divide the whole group into three micro-groups by asking the participants to choose one coloured paper from a box that contains equal numbers of red, green and yellow ones. Ask participants who have chosen the same coloured paper to form a group and sit in the same coloured corner of the classroom.

The “Green” corner represents the THESIS, the positive attitude to refugees’ children inclusion.

The “Red” corner represents the ANTITHESIS, the negative attitude to any

attempt in including refugee children in local schools.

The “Yellow” corner represents the need to check thoroughly the situation, SYNTHESIS and move carefully by examining both sides of any arguments by trying to find a way to combine different opinions and come to an agreement.

Scenarios for every group are described in appendix 3. The trainer may give descriptions to participants, or may explain it orally.

#### Step 2 (15 min)

- ✓ Roles/tasks are assigned to four members of the group according to the letter on the piece of paper they chose:
  - “T” *Tracer*: their task is to help their group follow the assignment and stay on task.
  - “E” *Encouragers*. Ensures equal access and participation for everyone in the group. Furthermore, to encourage silent members to express themselves and remind talkative members to be more silent.
  - “W” *Writers*. Ensures everyone in the micro-group has contributed an argument which is displayed in the group’s common writing.
  - “T/M” *Time-Managers*. Helps the group to be on time.
  
- ✓ With the video projector present the first statement “*All refugee children have to be welcomed in our schools*” (appendix 4).
  
- ✓ Give participants time to think and understand the first statement and invite them to develop their arguments according to the team they belong to (E.g. *Green team welcomes refugee children as asylum seekers, Red team refuses to include them in their school due to hygiene reasons and Yellow team argues that the school in cooperation with the Municipality and NGOs that support refugees will ensure the necessary hygiene standards*). Encourage groups to think about as many arguments, as possible.

#### Step 3 (15 min)

- ✓ Call a representative from each group (Green, Red and Yellow) to sit down at the “Dialogue table” in the middle of the classroom and defend their positions with arguments. During the discussion all group members are encouraged to take part by swapping places with the representatives.

#### Step 4 (15 min)

- ✓ A bell rings, the facilitator projects the second statement (appendix 4) and the groups change places by moving to the next corner and the participants have to respond to their new roles.

Step 5 (15 min)

- ✓ The same procedure is followed for the third statement (appendix 4).

Step 6 (20 min)

- ✓ Participants in plenary review the 3 statements one by one. Now they are asked to reformulate the statement finding common ground and agreement without changing the core of the statement (E.g. “*All refugee children have to be welcomed in our schools taking into consideration as a community ..... and ensuring .....*”)

Step 7 - Debriefing (15 min)

- ✓ Why do people have different feelings about these statements?
- ✓ What/who influences our decisions?
- ✓ What kind of attitudes do we need to overcome these critical issues?
- ✓ How did you manage to reach a common statement?

Tips for trainers

- ✓ The trainer has to organise the groups division and to explain their roles (Green, Red and Yellows). If there are more participants then he/she can form two groups of three or four members for every colour.
- ✓ Participants may have difficulty in supporting the position they have in every phase of the activity. Stimulate the discussion by bringing up terms like “fairness”, laïcité.
- ✓ The facilitator has to ensure that in every round a different representative from each group takes part in the discussion.
- ✓ The facilitator has to be open to any kind of reaction from the participants and encourage them to express themselves in a civilised way.

## Activity 4: Evaluation. Where do you stand in the line?

Duration: 20 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To reflect on the knowledge and practices presented during the training unit.</li> </ul>
<p>Methods/techniques used</p> <ul style="list-style-type: none"> <li>✓ Group discussion</li> </ul>
<p>Resources</p>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Prepare an open space</li> </ul>
<p>Procedure</p> <p>Step 1 (20 min)</p> <ul style="list-style-type: none"> <li>✓ Trainer invites participants to an open space in the classroom where they have to stand along a line with “Not at all” written at one end and “Absolutely” written at the other end, according to how much they agree or disagree with the following 4 statements read out by the trainer, one at a time:             <ol style="list-style-type: none"> <li>1. I realize that it’s not enough to know or to believe, but it’s also very important to act.</li> <li>2. I realize that synthesis is an essential skill to be open-minded to cultural otherness and to other beliefs, world views and practices.</li> <li>3. I realize that cooperation skills are essential in order to cope with issues regarding democracy in multicultural societies.</li> <li>4. To what extend will this training activity transform your teaching and learning skills regarding human rights in education and manifestation of religion?</li> </ol> </li> </ul> <p>After every statement the trainer asks a few participants to share their arguments.</p>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Try to assure that every participant is able to share his/her argument at least once during the discussion.</li> <li>✓ Invite participants to only share their opinions without discussing others’ opinions.</li> </ul>

## References

1. **Πολέμη-Τοδούλου, Μ.** «Η Αξιοποίηση της Ομάδας στην Εκπαίδευση Ενηλίκων». Ελληνικό Ανοικτό Πανεπιστήμιο, Πάτρα, 2005.
2. Pestalozzi training resources in <http://www.coe.int/en/web/pestalozzi/training-resources>, retrieved 10/11/2016.

**Appendix 1: What do you Know – Believe - Do** about human rights in education and manifestation of religion in schools? Tick the statement that best suits your knowledge, beliefs and practices.

	I KNOW	I BELIEVE IN	I DO Give concrete examples of what exactly you do
<b>Article 6</b> Everyone has the right to recognition everywhere as a person before the law.			
<b>Article 14</b> Everyone has the right to seek and to enjoy in other countries asylum from persecution.			
<b>Article 18</b> Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.			
<b>Article 22</b> Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organisation and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.			
<b>Article 26</b> (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.			
<b>Article 26</b> (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.			
<b>Article 26</b> (3) Parents have a prior right to choose the kind of education that shall be given to their children.			

## Appendix 2

# Universal Declaration of Human Rights

### Article 6

Everyone has the right to recognition everywhere as a person before the law.

### Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

### Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

### Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

### Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

## Appendix 3

### **GREEN TEAM SCENARIO**

Some refugee children have been enrolled in your school following the procedure for asylum seeking refugees. They come from territories with armed conflict and live temporarily in a “Hot spot”, a Refugee Centre not very far from your school. As members of the Green Group you have to develop arguments (Thesis) in favour of three statements (the facilitator will present them one by one with a video projector).

### **RED TEAM SCENARIO**

Some refugee children have been enrolled in your school following the procedure for asylum seeking refugees. They come from territories with armed conflict and live temporarily in a “Hot spot”, a Refugee Centre not very far from your school. As members of the Red Group you have to develop arguments (Antithesis) against the three statements (the facilitator will present them one by one with a video projector).

### **YELLOW TEAM SCENARIO**

Some refugee children have been enrolled in your school following the procedure for asylum seeking refugees. They come from territories with armed conflict and live temporarily in a “Hot spot”, a Refugee Centre not very far from your school. As members of the Yellow Group you have to develop arguments (Synthesis) regarding the three statements in order to find a viable solution to the conflict and help with the application of human rights (the facilitator will present them one by one with a video projector).



## Appendix 4

### Statements

- *“All refugee children have to be welcomed in our schools”*
- *“Muslim refugees have the right to send their children to school wearing hijab, chador or niqab”*



- *“Refugee children are entitled to lessons in their mother tongue”.*