TASKs
for democracy
2nd edition

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to learn and assess
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The Pestalozzi Programme
The Council of Europe
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for education professionals
DG II Democracy

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Acknowledgements

Many people have contributed with their motivation, their time and creativity to make this publication possible. This book is the culmination of a co-operative effort going back to 2009.

At first a group of members of the Community of Practice of the Pestalozzi Programme analysed available competence descriptions in a large array of Council of Europe documents focusing on education to come up with a first structured compilation of core attitudes, skills and knowledge components. This first compilation was used in several training activities of the Pestalozzi Programme to test the components and to develop training activities for them before it underwent a further process of reformulation and structuring.

The proposed attitudes, skills and knowledge components as well as the activities to develop them were finally discussed and further edited by the authors of this book.

All in all, several hundred education professionals from across Europe were involved in this work. We would like to thank them all personally and by name because without them this work would not have been possible.

Unfortunately it is impossible to include all the names. We can only cite the names of those who have participated in the central activities which have led to this book:

Thank you.

Preface

Welcome to the second edition of *TASKs for democracy*, published by the Council of Europe in its Pestalozzi Series. This edition remains true to the original's objective – a practical guide to support teachers. Essential parts of the first edition therefore remain. However, since the first edition was published in September 2015, important events and contextual changes have made it necessary to review and revise the publication.

In 2013, as an initiative of Andorra's Chairmanship of the Committee of Ministers (November 2012-May 2013), the Council of Europe launched an ambitious new project which aimed to provide a common framework of reference for competences for democratic culture applicable in all education systems throughout the Council of Europe's member States.

That this task should be undertaken by the Council of Europe was particularly appropriate, as it is the international organisation which has most consistently underlined that education has four equally important purposes:

- ▶ preparation for sustainable employment;
- ▶ preparation for life as active citizens in democratic societies;
- ▶ personal development;
- ▶ the development and maintenance, through teaching, learning and research, of a broad, advance knowledge base.[1]

To make preparation for democracy a real priority of our education systems, schools and universities, we need to be able to specify more than what students need to know, understand, and be able to do at the end of their schooling or studies. As many readers are aware, the classic definition of learning outcomes is "what you know, what you understand and what you are able to do". This, however, omits an important element: attitudes. Learning outcomes are not only about what we are able to do, but also what we are willing to do – or refrain from doing. In some situations, it is ethically questionable to do something even if we are able to do it. And when we speak of attitudes, we also often speak of values. This was one important starting point for the Competences for Democratic Culture (hereafter referred to as CDC) project.

Another point is the concept of democratic culture. For many people references to democracy bring forth images of institutions (such as parliaments or city councils), laws (constitutions but also due process in courts) and procedures (elections for example). All of these are essential elements of democracy. However, parliaments, laws and elections do not in themselves make societies democratic: they only work when rooted in what we call "democratic culture" or "a culture of democracy". This term was first used in the action plan adopted by the Heads of State and Government of the Council of Europe at their Summit in Warsaw in 2005[2] at the initiative of the Organisation's education sector.

"Democratic culture" designates the set of attitudes and behaviours required to make democratic institutions and democratic laws function in practice. Examples of such attitudes and behaviours are solving conflicts through peaceful means; participating respectfully in debate, which involves both listening to others with an open mind and forwarding one's own arguments respectfully; and gathering information from a variety of sources with a critical mind. It does not mean accepting all views and arguments as equally valid. Some values are absolute, and many of these are found in the European Convention on Human Rights.

Competences for democratic culture are therefore essential for building the kind of society in which we would like to live, and in which we would like our children and grandchildren to live.

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1   Recommendation CM/Rec(2007)6 of the Committee of Ministers to member States on the public responsibility for higher education and research.
2   http://www.coe.int/t/dcr/summit/20050517_plan_action_en.asp, see III.3 and III.3.3.

That point was brought home forcefully by terrorist attacks in Paris and Istanbul in January 2015 and Copenhagen in February 2015. The CDC project quickly became part of the Council of Europe's response to these attacks, through the Action Plan on the Fight against Violent Extremism and Radicalisation Leading to Terrorism adopted by the Committee of Ministers in May 2015 (and the later Action Plan on Building Inclusive Societies). The relevance of the CDC project has been further underlined by subsequent terrorist attacks in Europe as well as by developments such as the continuing attraction of populism to many voters and disaffection with traditional party politics; the sharp disagreement in many countries on the place of religion in the public sphere; attitudes to migrants and refugees; ethical issues in different fields including politics, business and sports; and the failed coup attempt in Turkey in July 2016.

The higher political priority given to education in general and the CDC project in particular created a new urgency. The first part of the project was accelerated and the basic CDC model endorsed by the Council of Europe Standing Conference of Ministers of Education in April 2016. With this endorsement the Reference Framework of Competences for Democratic Culture became the sole focus of the Council of Europe's work in this field.

As described elsewhere in this revised *TASKs* publication, the competence model consists of 20 competences (see diagram on page 36).

As the "core components" presented in *TASKs for democracy* had been superseded by this new model, the first edition was withdrawn in March 2016. This revised edition reflects the CDC Framework – the most significant change is the replacement of the section on "core competences" by a description of the CDC model – so that *TASKs for democracy* can support the Framework.

I am pleased that the Council of Europe is now able to present this revised edition. It preserves the strengths of the original and ensures that *TASKs for democracy* is now aligned with the Council of Europe's flagship model of Competences for Democratic Culture.

I hope you will find *TASKs for democracy* useful in your work as teachers and trainers and that it will meet its main goal: helping build European societies characterised by a culture of democracy and human rights. This is a formidable task and it can only be achieved if European teachers and trainers rise to it with competence and enthusiasm.

Strasbourg, January 2017

Matthew Johnson
Director of Democratic Citizenship and Participation

Foreword

Josef Huber, series editor

Looking at the world around us, on a global scale, the necessity to revive democracy is becoming clearly visible. We come to understand that the maintenance of democratic societies and their further development is moving to centre stage more than at any moment over the past 50 years. And this is especially true in the light of the very recent tragic events where journalists of a satirical magazine were assassinated for doing their job: being critical, being satirical, and making use of their right to freedom of expression.

THE CHALLENGE OF LIVING IN A GLOBAL WORLD

Becoming aware of the global nature of our lives brings the finite nature of our planet and the diverse nature of humanity to our consciousness: Finite resources, finite environment and finite economic production. Back in 1972 the Club of Rome first raised the issue of the limits of growth and sparked off environmental consciousness. Forty years on, we must realise that amongst the options outlined by the Club of Rome we have chosen, by default as it were, the least promising. The question whether we can continue in the same direction – and on the basis of continuing economic growth – or whether we need to reorient our mode of reproduction has become even more urgent to answer. Can we continue to measure progress in terms of gross domestic product, invented in the 1930s, and of continuous economic growth when the limits of this model become threateningly clear as we move into the 21st century?

Such questioning cannot remain solely in the domain of economics. It has to go beyond material and technical issues because it perpetuates an unjust distribution of living conditions and thus also has implications on the way people live together.

The increased interconnectedness and mobility – be it for work, pleasure or for economic and political reasons – also bring ever more people in closer physical and virtual contact with the *Other* and has an impact on the way we see ourselves and the way we perceive the others.

An open debate on values, their transmission and maintenance, and their (re)definition is as imperative as it is inescapable. It needs to arrive at a clear view of the necessary values, attitudes, skills and knowledge, which allow an intercultural and democratic reorientation of our behaviour made up of solidarity and understanding, mutual respect and trust in order to arrive at a strong social cohesion. The challenge here is at least two-fold:

- ► As individuals we need to be able to make sense and manage the implications of our multidimensional identity, of our feelings of belonging and our multiple loyalties, of me and the other, of our relations and relationships, of our place in this diverse world.
- ► As a society we need to review and redefine the common denominator for living together, to identify and describe a basis to which all can subscribe whatever their particularities including a redefinition of what is private and what is public.

A crucial precondition for this to happen is the realisation and acceptance of the fact that change in itself, on an individual as well as on a societal level, is inescapable. The same way as we *cannot not communicate* (the fact of refusing communication carries and expresses a message) we *cannot not change* when we meet others. What we can do, however, is to act on the direction in which the changes lead us.

EDUCATION

The expansion of the digital space not only facilitates the global economy and exchanges, it also allows for an unprecedented interconnectedness of people and furthermore contains the potential – and already plays it out – of changing our ways of doing, of thinking, of relating to each other, of relating to information, knowledge and learning. These new media constitute a quantum leap from our traditional books, libraries, and learning environments and institutions (universities, schools, out-of-school activities).

There is widespread consensus that sustainable societal change needs appropriate educational action and an education of quality. What we consider as appropriate and as quality depends largely on the underlying vision and the purpose for which education is provided. The fundamental principles of the Council of Europe – democracy, human rights and the rule of law – can provide the basis for a new guiding vision: education for sustainable democratic societies.

Education fulfils – or ought to fulfil – a range of purposes. When we look at today's public discourse on education we see that education for the preparation for the labour market and education for the maintenance of a broad knowledge base occupy centre stage together with concerns for efficiency and money saving.

There is a need for more systematic education for democracy, i.e. education as preparation for life in sustainable democratic societies where human rights provide the value basis, democracy and co-operation are the keywords describing the way we live together and organise our living together and the Rule of Law representing the safeguarding structure.

And there is a need for yet another purpose of education to move (again) to the centre of our educational provisions: *education for personal development*. We hear a lot about the necessity to develop respect for diversity, to prevent bullying and other forms of violence, to prevent discrimination and to promote gender equality, peaceful coexistence, responsible behaviour, independent and critical thinking, value education, etc. We know that school as a major place of personal development and socialisation has an important part to play in this.

Subject-specific competences are at the core of schooling in today's societies. Education is organised along the principles and lines of academic disciplines despite the call for more interdisciplinary work. If the purpose of education is to prepare for a life in sustainable democratic societies and to further develop these societies, we need to pay more attention to transversal competences, and complement subject-specific competences with transversal attitudes and dispositions, skills and interconnected knowledge.

Every citizen will need to develop a high level of subject-specific competences over time and continue doing so. However, they will also need to develop throughout their lives a set of basic "transversal attitudes, skills and knowledge of a democratic citizen" and this through formal, non-formal and informal education. These transversal competences may well be developed around the following examples:

> ► Critical observation from different perspectives
> ► Actions based on respect for human rights and dignity
> ► Ability to act democratically and to co-operate
> ► Understanding of diversity and the ability to live in diversity
> ► Understanding of the past and the present and the ability to project into the future
> ► Ability to communicate across all kinds and types of borders
> ► Critical, responsible and beneficial/profitable use of the media environment
> ► Ability and readiness to continue learning throughout one's life

We will need to reassess the allocation of curriculum time to the different purposes of education.

TEACHERS

It is widely acknowledged that teachers and education professionals in general play a central role in promoting the emergence and maintenance of a democratic culture. Schools need to focus more on personal development and on preparation for life in a democratic society and use pedagogy and methodology which favours effective learning, putting the learners at the centre of activities, individualising learning for the needs of each student, through participative methods, experiential learning and learning by doing.

The choice of pedagogy and learning environment is part of the ethos and the message. Pedagogy and methodology are not neutral; they always reflect the values, ethics/ethos and principles, and the orientations of what

we seek to develop in the learners. A school or college that is governed to its roots by democratic principles, including in its teaching and learning, will effectively support learning for democratic and just societies.

Teachers may choose to switch from non-participative methods and pedagogy to a child-centred pedagogy focused on the acquisition of specific transversal competences: experimentation, systemic thinking and collective knowledge building, problem-solving, critical thinking, capacity to face new developments quickly, co-operative spirit and skills, navigating in knowledge networks...

In the choice of methods there is an opportunity to find the "common ground" and strategies for the development of core competences for democracy within the curricular scheme. Co-operative learning methods and giving learners a say in decision making will not only help learners take responsibility for their learning and increase chances of equal access to learning, but will also reduce violence, teach conflict management and address the prevention of discriminations.

Ideally we need a move from "school curricula" to broader and more humanistic "education curricula". Shared responsibility for education and deciding what is important for children to learn will be made possible, with diverse stakeholders co-operating towards common goals: parents, educational institutions, civil society and young people themselves, deciding what knowledge, values, skills and understandings are relevant and important to pass on to the children and young people in a given society and at a particular point in time.

A BOOK TO SUPPORT TEACHERS

Faced with the wish and the demands to promote – in their day-to-day work – competences related to democratic citizenship, human rights, socio-cultural diversity, social media, communication, history, peace education and environmental education to name just a few, teachers feel and express the need for more practical support.

This book, *TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge*, developed within the Pestalozzi Programme Community of Practice is meant as a handbook for practitioners in formal and non-formal educational settings.

It contains a rationale for the necessity to focus on competences for democracy in all areas of education (vertical – from the cradle to the grave/lifelong learning; and horizontal – in formal, non-formal and informal educational spaces), a description of what transversal attitudes, skills and knowledge mean and why they are important to be taken on board by all education professionals as well as an introduction to co-operative learning structures.

At the heart of the publication there is the list of components describing the core attitudes, skills and knowledge which need to be developed by every individual in order to be able to live in and to contribute to the development and maintenance of democratic societies in their full diversity. The components are again expressed and further detailed in I-statements of observable behaviour. A collection of over 50 learning and training activities which help develop the various components as well as a number of "re-learning" activities will help the practitioners to promote the development of these components in their day-to-day educational practice.

This book is not meant as the final answer to life, the universe and everything; it is, much as the process that led to its publication, work in progress. We hope that you will find it inspiring and useful and that you can use some or most activities in your day-to-day practice. We also hope that you join this work in progress and that you will share your experiences with the activities contained in the book, including your adaptations, with us (www.coe.int/pestalozzi; @pestalozziprog).

February 2015

Introduction

Ildikó Lázár and Pascale Mompoint-Gaillard

HOW WE GOT HERE

The present collection of teacher training activities is a selection of some of the most powerful activities from the training materials written by participants in the first eight series of European Modules of Trainer Training of the Pestalozzi Programme between 2006 and 2010. Since the very first module started in 2006, up to 2014, over 650 teacher educators from all over Europe have participated in these trainer-training activities. Each of the module series consists of five phases that altogether last between 12 and 18 months. This fairly long period of engagement includes two face-to-face meetings (module A and module B) and online collaboration before, between and after the meetings, making this a blended learning approach. Module A is a four-day intensive training workshop designed to assess participants' needs, lay the foundations of the given theme and prepare participants for follow-up collaborative work. The aim of the follow-up phase is for each participant to develop a training session on the theme of the European modules s/he takes part in. First drafts are commented on and evaluated by fellow participants on the online platform. Authors also receive feedback from the team of facilitators before they pilot their training sessions in their own contexts. Finally, module B gives participants a chance to reflect on their learning experience and improve their training materials before these are edited and then published on the Pestalozzi Programme website. As a follow-up, alumni are invited to engage in the online Pestalozzi Community of Practice as a long-term commitment to their professional development.

Themes covered by the European module series between 2006 and 2014 include:

- ► education for democratic citizenship and human rights;
- ► intercultural education;
- ► education for linguistic and cultural diversity;
- ► history teaching with a focus on multi-perspectivity;
- ► media literacy based on human rights;
- ► education for the prevention of crimes against humanity;
- ► development of core competences for education for democratic citizenship;
- ► prevention of crimes against humanity;
- ► world views in education;
- ► core transversal attitudes, skills and knowledge;
- ► education for the prevention of discrimination;
- ► education for the prevention of violence in schools;
- ► social media for democratic participation;
- ► sex/sexuality education and personal development;
- ► respect in virtual social space.

Most of the training materials written by the participants were developed for a context of pre-service or in-service teacher training but the majority can also be easily adapted for use in primary or secondary school classrooms. The resources are available to the public on the Pestalozzi Programme website[3] and users are invited to pass them on to other interested education professionals, and to adapt and/or translate them for use in their own professional contexts.

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3.   www.coe.int/en/web/pestalozzi, accessed 17 October 2017.

The activities described in this book are classified according to what developmental aims they pursue and what methods or techniques they use. The aims or expected learning outcomes of each activity cover some of the transversal attitudes, skills and knowledge (TASKs) that have been found to be essential for developing competences for democracy. These core attitudes, skills and knowledge can be subdivided into components that need to be developed by every individual in order to be able to live in and contribute to the development and maintenance of democratic societies and to fully benefit from diversity (see "What are TASKs and why are they important?"). As a result, all teachers, regardless of the subjects they teach, are expected to facilitate the development of these TASK components in their learners.

In selecting activities for publication, care has been taken to ensure that a variety of methods, techniques and work forms are represented. You will find many activities that build on experiential learning, discovery techniques, a creative expression of ideas, analysis and reflection, collaborative knowledge construction, emotional involvement, co-operative pair or group work, and mingling, walking and other movement. The reason for this is that in order to see real change in educators' practice in the classroom, the teaching philosophy of the Pestalozzi Programme emphasises activating "the head, the heart and the hands" through learning by doing, while catering for all sensory channels and learning styles, and continuously reflecting on needs, aims and changes in thinking throughout the process. The activities in this collection also reflect the belief that teaching and training are more effective if they lead to long-term engagement and if they cover the development of sensitivity and awareness, knowledge and understanding at the level of individual and societal practice.

We hope that a future publication will give us the opportunity to publish a selection of activities written and piloted by participants in the modules from 2011 onwards: world views in education; core transversal attitudes, skills and knowledge; education for the prevention of discrimination; education for the prevention of violence in schools; social media for democratic participation; sex/sexuality education and personal development; respect in virtual social space.

HOW TO USE THE BOOK

As a practitioner, teacher or teacher educator you are confronted with different contexts every day. Learners you have in your charge have diverse needs and you will have to address these needs in diverse ways. This book aims to present learning activities that can be adapted to many situations and contexts. It is designed for all teachers of all subjects, as well as teacher educators and youth workers.

There are two parts in this book.

Part One deals with the principles and approaches of the pedagogical resources of the Pestalozzi Programme.

In "Transversal attitudes, skills and knowledge (TASKs)", we present the developmental approach to competences for democracy. We suggest how educators may support the development of the transversal attitudes (and values), skills (cognitive, procedural and experiential), and knowledge (and understanding) that prompt actions that uphold human rights, respect and tolerance. The activities presented in the handbook all relate to the components of TASKs.

The chapter "How to integrate TASKs in everyday practice", offers suggestions to readers on how these activities can be adapted to different educational contexts: teaching, training, in formal or in non-formal educational settings. The question of how teachers can use these activities in formal education (schools and higher education) systems will be addressed by showing examples and strategies of how to incorporate them even where curricula and timetables are already overloaded. The text will also describe how the methods themselves contribute to constructive classroom management and a safe learning environment.

"My school head is not aware of issues of prevention of violence or discrimination. She wants us to focus only on our subjects and nothing else. What can I do?"

The chapter "How does co-operative learning contribute to the prevention of discrimination and violence in schools?" highlights the powerful contribution of co-operative learning to the prevention of discrimination and violence in education and in society. Whereas this type of prevention is usually considered an extra-curricular task, an after-school programme or an introduction to extra services beyond curricular pedagogical tasks in schools, we propose here that prevention of discrimination and violence be seen not as a thematic issue but a process by which teachers address violent, discriminatory and anti-democratic structures within traditionally structured learning processes and educational systems. The text presents

the co-operative principles and practical guidelines by which teachers can understand the conditional and action-based approach of prevention in educational practice.

Part Two is the actual toolbox. Here the reader will find:

► a description of the reference framework "Competences for a democratic culture";

"How do I know what learning outcomes I can expect from each activity?"

► 54 teaching and training activities that develop competences for democracy. Each activity is presented in the same format. In addition to the description of the procedure of each activity, you will find information about the required time to implement the activity, its type, topic, target group, resources and tips for the trainer;

"If I teach the development of democratic competences I also need to assess them. How can I do that?"

► six activities for the assessment of competences for democracy that focus on helping learners understand "where they are at" in terms of the development of TASKs. These resources offer unique perspectives on personal development and materials to support self and peer assessment to recognise progress in the field of TASKs and understanding of the prompting of actions that uphold human rights, respect and tolerance.

"Students in my classroom are having difficulty tolerating their differences. They display violent behaviour and I witness a lack of respect in the way they communicate. Where can I find an activity that will help me teach more tolerance?"

Interested readers will find other useful materials such as references, further reading, notes about the authors and additional resources linked to the 60 activities at the end of the book.

"Are these competences really needed and is it a teacher's task to develop them?"

"I find the handbook useful but there are many things that can be improved, in my opinion!"

We hope that this book will help educators envisage and design their plans to develop such democratic competences in learners and that it will be put to use in many of the very diverse European educational contexts. Hoping that readers will find the resources inspiring and helpful, we aspire to improving the handbook in the coming years. We therefore invite all readers and users to react to the activities and give us their feedback on the handbook by posting comments on the webpage of the Pestalozzi Programme. Like many of the Pestalozzi resources, this handbook is considered to be a work in progress. Indeed, as the programme continues to offer workshops and training modules each year, additional training units and training activities are designed continuously. This wealth of ever-growing new material will constitute further contributions to this topic and we hope to open an online public database of resources soon.

Principles and pedagogical approaches

TRANSVERSAL ATTITUDES, SKILLS AND KNOWLEDGE (TASKS) – WHAT ARE THEY AND WHY ARE THEY IMPORTANT?

Ildikó Lázár

T his section introduces the Pestalozzi Programme's approach to teaching competences for democracy through learning activities that aim to develop attitudes, skills and knowledge and the actions they may lead to in specific contexts. This list of components describes the core transversal attitudes, skills and knowledge that need to be developed by every individual in order to be able to live in and contribute to sustainable democratic societies.

> **"Do you feel that you, or the teachers you work with, need tools and techniques to ensure respectful communication and promote the prevention of discrimination and violence at school?"**

Many education professionals participating in the Pestalozzi Programme's activities were involved in and showed commitment to developing the list of TASKs we present here. This is the result of a three-year process of collaborative work by practitioners from diverse backgrounds (e.g. teachers, teacher educators, researchers from all over Europe) and a variety of fields of expertise including citizenship, human rights, diversity and intercultural education, media literacy, history, language, psychology, anthropology, sociology, and the philosophy of education.

After a number of module series on topics such as education for democratic citizenship (EDC), intercultural education and history education, and language diversity, it became clear that educators were tackling overlapping elements and aims. This is how the development of TASKs began in 2009 – to answer a perceived need to clearly identify in operational terms the attitudes, skills and knowledge, prompting democratic action, to be developed in and through education in diverse educational settings in order to inform and support the daily work of practitioners. We collected existing descriptions of competences from a variety of Council of Europe projects and publications to identify core components that were then formulated and categorised to make up the TASKs list. They were discussed and tested through a series of Pestalozzi Programme training activities before a final critical revision took place at the end of a process of collaborative project work within the Pestalozzi Community of Practice.

> **"Do you sometimes feel that the relationships in our increasingly diverse classrooms and institutions should be improved for successful learning to take place?"**

The TASK components used in this publication to describe the expected learning outcomes of the activities are transversal in two senses of the word: transversal with regard to different "entry points" such as citizenship education, human rights education, language education and also other school subjects, and transversal because they represent the components all education professionals, whatever subject they might specialise in, need to develop in themselves and contribute to developing in their learners.

The core components or TASKs are illustrated in terms of 'I' statements describing actions for all citizens and specifically for teachers that can be associated with specific aspects of the components in order to support further progress of the individual's learning process. This approach aims not only to gain a very clear and systematic picture of what needs to be developed, but also to address the need for enabling educators to recognise whether learning has taken place and to act to change their practice where needed. The formulation of the core components as observable actions, for all citizens and for teachers in particular, was carried out by a group of seven authors, who each held discussions with three or four members of the Pestalozzi Programme Community of Practice online before finalisation. (The complete list of observable actions associated with the core components of TASKs can be consulted in this book's centrefold poster.)

"Do you sometimes wish your learners (teachers or students) were learning because learning is empowering, uplifting and enjoyable and not because they have to?"

"Do you ever think that there is a harmful tendency in your educational institutions to use autocratic – or undemocratic – approaches to decision making or problem solving?"

Developing competences for democracy takes time and in a sense it is work that is never completed. There is always more to learn and there is always room for improvement. However, educators can have a lasting influence on their students' motivation to develop in these areas not only by incorporating activities like the ones in this book but also by modelling the right behaviour and organising the learning process in ways that are conducive to the development of democratic and intercultural competences. For example, lecturing about democracy and the importance of intercultural competence will not be credible and is not likely to have an impact if trainers or teachers are not democratic and interculturally competent in their communication and their approach to the teaching and learning process. As many education professionals have confirmed, experiential learning or "learning by doing" involving experience, comparison, analysis, reflection and co-operative action is significantly more effective and not necessarily more difficult to implement especially if these teaching and learning methods are supported by the official national and local curricula as well as policy makers, inspectors and school heads.

"Do you feel that inclusive education, democratic participation and inter-cultural competence development are present in the policy papers as important concepts but are not realised or fully realised in your educational institutions?"

Competence development has been gaining ground in many educational systems in Europe. With new expected learning outcomes, we have seen the spread of a number of innovative teaching techniques and face-to-face as well as online collaborative work forms. For example, project work carried out in and outside the classroom and online and blended learning within and between schools have become very popular in the teaching of many subjects. When aims, content, learning materials, assessment and programme evaluation are discussed and negotiated by all participants, it is inevitable that teachers' and learners' roles will not remain as they were in traditional and usually authoritarian frontal classrooms. Pedagogical approaches, methods and techniques that encourage learners to become actively involved in experience, discovery, challenge, analysis, comparison, reflection and co-operation are very effective as they engage learners as whole persons and address their intellectual, emotional and physical potential.

Co-operative learning is one such specific approach to learning and teaching that has demonstrated an ability to promote the development of democratic and intercultural competences regardless of the subject matter. Co-operative learning refers to the way the learning process is structured and organised according to specific co-operative principles. Contrary to the common understanding among education professionals, co-operative learning does not simply mean that learners work in pairs or groups in the classroom with little regard to the actual interactions that take place within these groups; it goes beyond this somewhat simplistic view (see next chapter, on co-operative learning).

Based on the above and in the hope of noticing real change in educators' practice in the classroom, the teaching philosophy of the Pestalozzi Programme promotes activating "the head, the heart and the hands" and regularly looking back at the learning process to reflect on and discuss needs, aims, actions and changes in thinking and action. The activities in the present book aim to develop some of the core components of democratic and intercultural competences and are in line with this approach to teaching and learning.

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HOW TO INTEGRATE TASKS IN EVERYDAY PRACTICE

Pascale Mompoint-Gaillard

Schools are under pressure to change to face the challenges of our society. In the workplace we are facing increased demand on employees to be flexible, good at lateral thinking, apt at co-operation in large and diverse human groups, and able to manage and navigate through a wide knowledge base. In the political field we are witnessing the fragility of democracy and participation in democratic processes and institutions in many European countries. Global economic and ecological interconnectedness and interdependence is resulting in an upsurge of social tensions, the rise of extremist political views, and an intensification of actions based on prejudice and stereotyping. Change in education comes sluggishly: the process of curricular development is one that customarily mirrors societal change. We can expect that it will take time for schools to change the content of teaching and the methods employed to teach youngsters, but that should not lead us to think that we cannot act while we anticipate substantial changes in education policy.

Intercultural education, education for democratic citizenship, the teaching of history and multi-perspectivity, tolerance education and respect, learning how to deal with controversial issues, preventing violence and discrimination – there are not enough hours in the day to pursue this holistic vision of education for democratic citizenship, mutual understanding and dialogue. Creativity can be employed in finding how an educator can contribute, in a holistic way, through the content of teaching and through the pedagogical methods employed, to the development of democratic competences.

There are no competences without visible performance (action), and there is no action without competences. Competences can only be assessed as they are enacted, that is what we are able to do in a given context to address a given issue. Together, our affective dimension, our attitudes, dispositions, motivations, procedural and cognitive skills, experiences, knowledge and understandings, implicit and explicit, applied in real-life situations, constitute the contours of competences.

The components of the aforementioned competences, applied in everyday life, can be traced in the following examples:

> ► challenging attitudes and behaviour (including speech and writing) that are contrary to human rights and taking action to promote and protect the dignity and human rights of people regardless of their social, political, religious or sexual affiliations and lifestyles;

> ► intervening and expressing opposition when there is an expression of prejudice or discrimination against individuals or groups;

> ► challenging stereotypes and prejudice;

> ► encouraging positive attitudes towards contributions to society made by individuals who wish to participate in democratic endeavours;

> ► mediating in conflict situations.

Whether in formal or informal settings, when planning to help learners develop these competences, there are a number of challenges to consider:

> ► there is an ongoing debate over strategies for learning, namely as to whether education should be "competence" based or "capacities" based or "subject/discipline" oriented, when in reality, in most situations, they tend to be mixed. The question of assessment in relation to this tension is of utmost importance. In schools, if something is not assessed, it often does not count. We enact competences for democratic participation in all walks of life, daily, in our own idiosyncratic environments, and not only at school or at work. It is possible to learn not to discriminate and be tolerant but the learning taking place and the outcomes are not easy to recognise with the assessment tools that our education systems offer today;

> ► the competition for inclusion in curricula is intense, and usually the basic skills of language, mathematics and science, in addition to all the other traditional school subjects such as history, geography, physical education and modern languages, are given priority. Where there is parental and institutional pressure to focus only on the subject-specific knowledge described in the curriculum, the importance of learning TASKs for democracy is often seen as secondary;

> ► there is a perception in the education field that preparedness for the job market demands more knowledge of the subject matter, when in fact employers are increasingly searching for individuals that possess other talents such as the ability to co-operate with others, the motivation to engage in team work, and an aptitude for problem solving, flexibility, multi-perspectivity and critical thinking.

"Our curriculum is already very full; how can we incorporate these themes into what we already do?"

The temptation is then to "sprinkle" here and there a few hours devoted to topics such as intercultural competence or democratic citizenship, but this can have the negative consequence of an inevitable superficiality that both obscures and scatters the fundamentally important messages we wish to convey.

When trying to find "common ground" and strategies for the inclusion of TASKs within a given curriculum, we may start by deconstructing the very notion of school curricula: what knowledge do young people need? Is it a fixed set of subjects and chunks of knowledge and skills that we give to learners who sit and passively digest it all? Where does the responsibility lie for deciding what knowledge, values, skills and understandings are important to pass on to the children and young people of a given society at a particular point in time? Does it lie only in institutions? Or should diverse social actors take part? Probably, parents, teachers, other citizens and young people should all take part.

The following strategies aim to answer the challenges described above.

"Piggy backing" or cross-curricular approaches

"How can I implement the development of TASKs in my context?"

Many educators tend to believe that intercultural education and education for democratic citizenship, human rights education, etc. are best approached within certain subject disciplines such as history, social studies and civics. We argue here that all traditional school and college subjects can incorporate cross-curricular approaches, be it language/literature, mathematics, science, history, geography, art, drama, modern languages, physical education, music, or information and communication technology.

Taught in a conscious and purposeful way, all these subjects can lend themselves well to the inclusion of and enrichment by additional values, attitudes, skills and understanding: the core components of TASKs.

To begin with, all of the school subjects can make good use of the short ice-breakers, grouping techniques and other team-building and evaluation activities described in this book to ensure that the classroom becomes a supportive community of learners who are increasingly motivated to learn together and contribute, and who trust each other and wish to co-operate.

Here are some specific examples of concrete activities that can be used in a variety of subjects:

► the grouping technique "Mime a tree" (Activity No. 5) can easily be adapted to biology or geography lessons with the grouping based on types of trees, flowers, climates, etc.;

► "A taxi ride" (Activity No. 12) is ideal if you want to practise giving directions in geography, or in native language or foreign language classes;

► "Negotiating the meaning of personal choices" (Activity No. 13) can be adapted to civic education, languages, history or visual arts lessons;

► "Tell me your story", "What are humans' basic needs?" and "Starting a literary blog" are adaptable for literature classes (Activities Nos. 23, 24 and 26);

► "Maps, describing our reality" or "Displacement and digital storytelling" (Activities Nos. 32 and 46) are appropriate for geography or foreign language classes;

► "Students on the Internet" (Activity No. 44) is appropriate for media, information and communication technology, and mathematics teachers;

► "How far can we rely on textbooks?" (Activity No. 42) is useful for teachers of practically any subject;

► "The patchwork of our learning" (Activity No. 54) is appropriate for any teacher who wishes to evaluate the learning process.

Further examples are listed below:

► a language/literature teacher may opt to select texts that deal with societal issues such as discrimination, race, gender, and violence, looking at the ways writers and poets write about social and political issues and thus set in motion social and moral inquiry (one imagines how authors such as Charles Dickens, Ralph Ellison, Primo Levi, Toni Morrison, and many others can attract learners of all ages…). Reading comprehension exercises can be based on texts that support the examination of issues from multiple perspectives. Other texts may help learners gain awareness of psychological phenomena that they may be enacting unknowingly, for example, helping them reflect on their relationship to (and blind observance of?) authority, group or mob behaviour, or peer pressure (here Dostoevsky's work, Wole Soyinka's Death and the king's horseman and Reginald Rose's Twelve angry men come to mind, among others). Written assignments and debates can also focus on social issues;

► mathematics teachers may convey the historical significance of contributions from different civilisations. Or, they may base the practice of mathematical calculations on examples taken from current demographic data. They may want to include exercises where classification serves to raise learners' awareness of cognitive reflexes such as stereotypes, and activities that support learners' understanding that an individual as complex as a human being cannot be reduced to a single dimension such as gender, ethnicity, financial status, sexual orientation, religion or occupation;

> "I gave my students a table where each row had a different function. Each column had a trait by which the function could be classified as having (or not), such as whether the function was even, odd, increasing, decreasing, continuous, 1-to-1, going through the origin, or satisfied $f(a+b) = ?f(a)+f(b)$.
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> After filling in the table with "yes" or "no", students noted how difficult it is to find a single simple property shared by all, or to find a single row that is uniquely defined by any one of its traits. And yet does not most intolerance stem from assumptions in the form of "all people in Group Y have trait X"?
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> Math equations add up to help teach tolerance,[2] by Lawrence M. Lesser, University of Texas at El Paso, TX

► a geography teacher may address the topic of tolerance vis-à-vis immigration by innovative methods: for example, taking the journey of a person leaving his country for a better life, students can study his homeland (economy, topography, demographics), trace his voyage, study the maps and topography of countries he travels through, and so on. These activities can encourage learners to appraise how their own country was formed by the struggles of many peoples. Without knowledge of geography, we naturally tend to perceive ourselves as being the centre, thus putting the rest of the world at the

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4. This activity can be easily adapted in other maths classes by changing the row and column headings in the table. Students in younger grades can be given a version using simple whole numbers (i.e. 1 to 10) instead of functions. Possible "traits" of numbers include whether a number is even, prime, composite, square, perfect, triangular, Fibonacci or factorial. Adapted from www.tolerance.org/exchange/using-objects-object-objectification, accessed 17 October 2017.

periphery. Looking at old maps in which the mapmakers of the Middle Ages embellished the vast lands unknown to them with what they imagined to be there can raise awareness of issues such as stereotyping and insight on decentring our perspectives. Follow-up activities can suggest that students investigate their towns and neighbourhoods to identify and understand their ethnic and socio-economic divides, invisible borders as well as the history of their making;

► a science teacher may integrate various areas of the curriculum to approach topics and issues relating to discrimination and social justice. Environmental issues tend to lend themselves well to such reflection. For example a teaching unit on air quality might allow learners to compare and analyse differences and inequalities in air pollution-related morbidity and mortality, based on factors such as class and race that determine where we live, work and go to school. Students can study scientific concepts such as the Air Quality Index (AQI), conduct research on the AQI of different cities, relate it to temperature, reflect on whether there is a cause-and-effect relationship or a correlation and so on – all methods of comparison and analysis that learners will be able to transpose to the social issues of justice and equity.

Addressing the hidden curriculum

There is a tendency to fail to recognise the unintentional lessons that are taught in any educational setting. As educators we tend to select educational resources from a restricted body of sources, thus reinforcing social inequalities or cultural domination as well as stereotypes and discrimination. Many mathematics and science teachers, for example, insist that what they teach is free of social connotations. Students are given mathematical "problems" to solve which rarely relate to anything from real life. The result of such hidden or implicit and probably unintentional messages is that a number of students end up thinking that the content is irrelevant to their lives. They may lose interest not only in the work but also in mathematics as a whole as it appears to have no connection to our reality. Many researchers and studies argue that putting maths back into a social context is one way to counter this type of "hidden curriculum".

Another way to control the implicit messages of the hidden curriculum is to pay close attention to what resources and illustrations are used in the materials. For example, if literature classes never include authors from different walks of life and geographical places, or if language coursebooks only contain pictures and stories of white middle-class families visiting tourist sights, then we may consider whether students are being subjected to a hidden curriculum, and if through the power structures of knowledge and culture, teachers are made to continue discriminatory practices.

The medium is the message

"Am I knowledgeable and skilful enough to do this?"

The phrase "the medium is the message" was coined by Marshall McLuhan to signify that the chosen medium influences how the receiver perceives the message. Aside from their content and focus, the methods described in the activities are, in themselves, meant to develop the components of TASKs. More than a simple methodological choice, the methods are meant to teach the values, attitudes and skills of co-operation, inclusion, respect and tolerance: they form a whole and transcend the function of organising the learning sequence.

When a teacher's practice (e.g. decision-making style, communication style and choice of teaching methods) is not democratic, attempts to preach about respect and democracy to students will lack credibility and authority, and can result in superficial learning for democracy, or even worse, be perceived as lip service.

The saying "practise what you preach" applies here. For example, a school or college that is deeply rooted in and governed by democratic principles, including in its teaching and learning processes, will teach and practise the values and TASKs for democracy. The opposite applies to a school that relies on authoritarian principles (e.g. the school head decides for all, teachers decide for students, and there is no student voice), which will only be able to teach about democracy, and maybe even for democracy, but not through democracy. Teaching through democracy requires developing democratic participation in the school community.

When teachers enhance their toolbox with methods and principles of co-operative learning, for example, they send a strong message to learners: they say "you are all important", "no one will be left aside", and "we can all learn from each other". On the other hand, if a teacher always stands in front of the classroom delivering monologues and writing on the board while his or her students listen and copy, an equally strong lesson is

being taught: "I have the knowledge", "you can only learn from authoritative people", and "you should follow or you will fail" – a fairly destructive message on the whole, at least in terms of developing democratic attitudes, skills and knowledge.

Many authors have conducted research on the use of co-operative methods and their impact on the reduction of violence and discrimination in classrooms (see next chapter). Aronson[5] argues that a teacher will not get students from diverse backgrounds to get along just by telling them that prejudice and discrimination are bad things. His research demonstrates how developing the "jigsaw classroom" for at least two hours a day at school will decrease tensions and aggression among students and will prevent violence. The jigsaw classroom is a co-operative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes, and it will be described in detail later in this book. Educators adopting this approach claim that it not only helps students to better master the academic content of the class but also attenuates hostile and intolerant attitudes in the classroom. Because each student is dependent on the others to complete an activity, the method encourages a reassessment of classmates, boosting unpopular students' ability to improve their reputation and helping popular students to become more accepting of others.

Whole school approaches

"How can I deal with lack of time and investment on the part of my institution(s)?"

As noted in the previous paragraph, the question of whether or not teachers believe that they should teach values becomes irrelevant if we consider that all teachers transmit values implicitly through the way they act (speak and behave) and communicate. In the same way, a teacher's efforts to develop democratic and intercultural competences in his or her classroom can be undermined by the school community's lack of democratic processes as a whole. Just as students can be given the opportunity to take responsibility for their learning in class, the school can provide opportunities to take responsibility for how things are managed at the community level and thus give students a voice.

It is essential to think on a bigger scale than that of the classroom and to consider that teacher competences are no longer individual and finite. To respond to the challenges of the social, ethical and political dimensions of living together, teachers should look for collective competences. A teacher is no longer considered to be the one to "dispense" knowledge, but should be seen as a "facilitator of learning", in a context where each learner takes responsibility for his/her own progress.

If your school does not have a plan to develop democratic participation, you can still have an impact, but if you have a choice, try to find partners, find colleagues who are interested, try out some team teaching, or offer some school-based training. Through teamwork and co-operation, we can transform a world full of uncertainty and demands into a safer environment where we may skilfully act together.

Evaluation and assessment

"Can we assess soft skills? Can we evaluate attitudes?"

In schools, assessment is a powerful requirement that shapes learners' and educators' actions. If learning is not subjected to testing, then it will not be recognised. In this way, as a tacit principle, what is assessed not only limits the scope of what teachers teach, but also limits how much effort students will put in their learning and work. Psycho-sociological studies show how exterior rewards can hinder intrinsic motivation (Deci, Koestner and Ryan 2001), where intrinsic motivation means motivation to learn.

The assessment of results pertaining to values and attitudes is not a simple endeavour. It poses many ethical and procedural difficulties. But if we wish to give the TASKs for democracy a chance to be included in our teaching, we must reflect on this issue and find possible approaches to the assessment of learners' achievements as well as to programme evaluation. The six activities listed under "Activities for recognising learning with regard to developing democratic competences (Re-Learn)" are meant to help learners take ownership of their own learning and perceive progress as well as areas for further development, and provide teachers/trainers with a tool to identify and understand the progress and the learning outcomes that have been achieved through the activities. The

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5. Stanford University psychologist Elliot Aronson.

activities help us to respond to questions such as: were the expected outcomes reached? To what extent were the TASK components developed? Do we have a correct picture of where each student stands? Have individual students in my class developed their awareness of where they are at in relation to the expected outcomes?

Although this approach does not actually offer all the answers to the problem of assessment, we hope that it will provide some guidelines as to how learners and teachers can benefit from the activities. Further experimenting will hopefully lead to better assessment practices and work on how to recognise and value results on the development of TASKs remain to be carried out.

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HOW DOES CO-OPERATIVE LEARNING CONTRIBUTE TO THE PREVENTION OF DISCRIMINATION AND VIOLENCE IN SCHOOLS?

Ferenc Arató

The present chapter aims to explain the powerful contribution of Kagan's concept of co-operative learning (1992) to the prevention of discrimination in education and, in the long run, in society. Co-operative learning is described here to clarify what preventive potential it has in practice. Prevention of discrimination and violence usually comes up as a separate topic for teachers, teacher trainers and other educators, leading to a thematic approach to the problems. The Pestalozzi Programme Community of Practice views the prevention of discrimination and violence not as a thematic issue but as a process, as a series of concrete actions that supports better organisation of teaching and learning, and which helps teachers reflect on and prevent violent, discriminatory and anti-democratic structures.

Structural approach – Post-structural actions

Although research evidence suggests otherwise, the prevention of discrimination and violence is usually understood as an extra-curricular or supplementary task, an after-school programme or as an introduction to extra educational provisions beyond academic tasks in schools. When such approaches are related to the discrimination of learners with different cultural and/or social backgrounds, they are signs of covert racism and an infringement of human rights. The issue of prevention is not a teaching task about prevention: it is more a practical approach in a wider context of teaching and learning where prevention equals a series of actions and a set of conditions for prevention in everyday school life.

The longstanding discourse on co-operative learning is supported by extensive literature showing how co-operative structures of learning:

> ► reduce academic gaps among learners;
> ► increase educational equality;
> ► boost achievement;
> ► improve mixed-race relations;
> ► replace racism with understanding and empathy.

Co-operative learning promotes a more constructive management of conflicts than competitive or individualistic efforts. It promotes self-acceptance as a competent person, higher-level reasoning and critical thinking competences, more frequent generation of new ideas, higher student achievement and deeper retention.

This chapter aims to help readers understand the conditional and action-based approach of prevention in educational practices, as well as the underlying theory, behind the specific structures used in many of the training activities presented later in this book.

One of the most important discoveries of the co-operative paradigm of teaching and learning is related to the structures of the learning process. Many research studies have compared indicators relating to the effectiveness, efficiency and equity of learning processes such as individual/frontal, competitive and co-operative learning. These studies focus on different aspects, such as the study of the "goal structure" of learning, that is the importance of mutual goals for learners in relation to individual goals, needs and demands, or the structural condition of learning interactions in classroom practice. The results indicate that teachers who focus on the structures of the learning process are likely to improve effectiveness, efficiency and equity in their everyday teaching and learning practice. According to their findings, in a co-operatively structured learning process there is significantly more chance for every single learner to access common academic knowledge and the benefits of schooling.

In order to clarify how prevention can be incorporated in a way that improves the conditions for learning, this chapter describes some of the main components of co-operative learning through examples taken from practice.

The examples, in the boxes, aim to clarify what it means to conduct a series of actions, to set up conditions and to follow co-operative principles in order to provide more inclusive, effective, efficient and fair conditions for learning together, and to offer a non-discriminatory and therefore preventive approach to teaching and learning in any educational context.

Parallel interaction

"How can teachers provide enough time and space for every single participant of the learning process in classroom situations?"

The question of time and space from the aspect of individual learners is among the most frequently raised concerns. Individualisation is a key issue in inclusive education aiming to reduce the academic achievement gap between learners with advantaged and disadvantaged social backgrounds. How can a teacher provide enough time for everyone in a group of 30 pupils, for example? The traditional structures that teachers inherit in schools allow mainly hierarchical structures for time management in the classroom. Within these structures, interactions are organised around the participation of the teacher: the teacher gives a lecture, asks questions, answers questions, suggests common notes – parallel and spontaneous interactions among learners are not central to the process. One of the basic principles of co-operative structures is "simultaneous interaction", also called "parallel interaction". This principle emphasises the number of interactions within a certain period of learning time: the aim is to actively involve as many learners as possible in the interaction.

> Pair work provides the highest number of interactions. In a 30-minute period, for instance, each member of a pair could have as much as 15 minutes for self-articulation. Compared with the single minute that might be available through a hierarchical structure in a frontal setting (when the teacher calls on each of the 30 participants, one after the other), pair work leads to an enormous increase of time for participation.

Johnson and Johnson (1999) emphasise that these face-to-face interactions should be promotive enough to enhance the spontaneity of participation in the learning process. Spontaneity plays a key role in promoting the inclusive participation of learners. In the closer and more personal context of pairs or groups of four it is much easier to express one's feelings, attitudes, non-understanding and spur-of-the-moment ideas. Spontaneity is structurally promoted through the provision of space, time, resources and mental support from the facilitator in encouraging coherent behaviour. Spontaneous expression of the self can help in exploring the needs, wishes and levels of competence of learners. In a promotive context which allows such spontaneity, learners can more easily attain their propensity for self-actualisation in realising "significant learning" (Rogers 1995). Being able to articulate one's problems allows one to move towards resolving them through a transformative learning process. If each learner is granted enough personal space and time through spontaneous self-expression in frequent interactive learning and assessment activities, then every individual in the teaching-learning process will fully benefit from the diversity of the whole class. It is not only the time frame which is thus restructured, but also the space for learning – this becomes an interpersonal, promotive and individualised space, for example within working pairs, for mutual learning. By restructuring the learning process, the hierarchical frame of everyday classroom practice is weakened.

Encouraging constructive interdependence

> **"How can teachers be sure that interactions among learners will stay on-task? How can teachers enhance active participation in learning interactions?"**

In traditional group work there is usually inequality among group members. Discriminatory social roles inherited from the unequal conditions of society remain and are reinforced in traditional classroom practices such as frontal teaching or unstructured group work. A basic principle of co-operative structures is "mutual" or "positive" interdependence, also known as "encouraging" or "constructive" interdependence, as illustrated in Table 1 below. This focuses on the importance of the interrelation of the learners influenced by the goal structure within classroom situations. The teacher is expected to organise the learning process so that learners cannot accomplish their task and reach their goal without helping one another.

Table 1. Samples of positive interdependence

Goal interdependence	When learners recognise that they can only achieve their individual goals if all the members of their group also attain their goals.
Resource interdependence	When learners are working with different portions of the learning resources, materials or information necessary for the task.
Role interdependence	When every learner is assigned to complementary, interconnected, and partner-based roles, needed for the successful working of the group and for the completion of their task.
Identity interdependence	When the group of learners establishes a common identity by creating group identity through the articulation of common goals and demands.
Environment interdependence	When the members of a group are bonded together by the physical environment (for example by using a common worktable).
Task interdependence	When the task of the group members is split so the learning action of one group member has to be completed by another group member's action in the next step.

Source: Johnson and Johnson 1999

An example of a co-operative learning task is the "jigsaw classroom" described by Aronson (2000). This is a co-operative structure which focuses on constructive and encouraging interdependence based on heterogeneous micro-groups (with regards to social background, gender, status, language, etc.).

> Every micro-group member has a different learning task: a different part of the learning material that s/he is assigned to learn and teach to the others in her/his micro-group. The goal is for every micro-group member to become familiar with the whole of the material – they should put it together like a jigsaw by teaching each other its component parts. In our example, we will imagine a class working on fauna – animals and their characteristics. Each member of a micro-group of four will study and be responsible for a different animal.

The evidence following this pilot in the early 1970s, along with hundreds of research studies over the last four decades, proves that higher academic achievement, a reduced academic gap, elaborated personal and social skills, and improved inter-group relations can be achieved by working on tasks that rely on positive interdependence.

Personal responsibility and individual accountability

> **"How can teachers facilitate significant learning for every single participant?"**

This question leads to another important basic principle of co-operative learning: personal responsibility and individual accountability. The issue of personal involvement has a dimension of responsibility. Can the

provided resources, activities, problems and goals direct the learners' attention to assuming responsibility during the given assignment? Teachers can widen the horizons of learners vis-à-vis the learning process they are engaged in and thus provide opportunities for a higher level of personal involvement. Individualised tasks, personal interests and group roles can enhance learners' personal responsibility towards a learning assignment.

In a jigsaw classroom where every micro-group member has to learn about a different animal, the teacher can increase personal responsibility by allowing the learner to choose an animal individually, based on personal curiosity, the only criteria being that it is a different animal from that chosen by other group members.

Allowing free choice usually enhances personal responsibility, which is an important part of the individualisation of each learner's learning process. When a learning task meets the curiosity, needs and wishes of the learner, responsibility tends to grow.

"How can learners be made accountable for their learning?"

In our example of the jigsaw classroom individual accountability occurs when learners have to teach each other the different parts of the learning material they are assigned. Micro-group members will know exactly which classmate was prepared, to what extent, what kind of understandings and misunderstandings took place during the learning process, what kind of learning behaviour could be more fruitful next time, and so on. Individual accountability in co-operative structures provides a wider repertoire of assessment possibilities for every participant, concurrently and independently of the teacher's participation in the process. These measures provide learners with a context of self and peer reflection that supports not only conscious competence development and assessment but also enhances intra and interpersonal skills.

The teacher can ask learners to run a test on the four animals of their micro-groups. They are asked to analyse which animal was presented least effectively, why this was the case, which animal presentation was easy to learn from, and so on. The teacher monitoring this in-group assessment process can suggest more resources and more in-group co-operative structures or roles specific to the micro-group's needs and demands. When all the micro-group members know everything according to the expected outcomes about the four different animals of their micro-group, the teachers can organise a complex jigsaw on the level of the whole class. This can be followed by a test on 30 different animals, for example. Learners already know what depth of knowledge about an animal is expected, how they might prepare to teach each other, and how they can improve the effectiveness of common learning.

In this context, individual accountability, beyond increasing participants' awareness of their achievements, helps to develop lifelong learning competences and practical strategies (learning to learn). The principles of personal responsibility and individual accountability lead to higher levels of mental balance and self-esteem in the participants regardless of their social background.

"What about motivation? How can teachers promote meaningful participation in the learning process despite low motivation? How can a teacher achieve intrinsic motivation beyond structurally constructed co-operation?"

Lack of motivation, the increasing time taken by off-task activities and conflicts in traditional classroom practice are among the most frequent problems articulated by teachers. Restructuring the process, increasing personal involvement and structuring positively interdependent learning activities will enhance motivation, interactions and active participation. Encouraging and constructive interdependence with personal time and space can boost motivation. When the learning process is based on the learners' needs and on learning goals negotiated and established together, then motivation to stay on-task increases significantly.

Equal participation

"What if some of the learners are not able to accomplish their assignments? What if they simply cannot do the suggested learning activity?"

Although the principles described above can help a great deal to enhance participation, equal participation in itself has emerged as another important principle of co-operative learning. When a teacher asks a question in a frontal lesson there is a chance for only one person to answer. In unstructured group work situations one or two learners can easily dominate and completely ignore what the other group members think or do. Therefore, it is important to work in learning structures where every single learner has a specific role in the process and has the right and duty to contribute. With the help of in-group co-operative structures teachers can ensure equal participation.

> The members of the micro-group work individually to begin with (e.g. by listing three different characteristics of their selected animals), but their next task is to share their findings within their micro-groups, each in turn, item by item (roundtable). The characteristics of the animals that overlap are listed. There is one important rule: as the learners take turns in sharing their research results, it is always the group member sitting on the right of the speaker who notes in the group's common document what is being said. In this way every group member has the opportunity to share, explain, listen, understand and write down ideas. In our example members of the micro-group collate the characteristics of their animal in any way they find appropriate – in their first language, or with pictures instead of words. These steps increase the accessibility of the learning process.

When we integrate learners' diverse abilities, discrimination and inequity are eliminated or reduced and access to learning and achievement is equally attainable for all learners. In this context, it is the task of the teacher to create opportunities for equal access and participation, by offering appropriate resources and the kind of support that is organised and structurally adapted for each individual learner.

For example, in a country where the learners' native language is not the language of schooling, equal participation can be assisted by allowing the use of all the languages spoken by the learners in the micro-groups to ensure equal participation. This will help learners appreciate each other's language competences and benefit from the diversity in the classroom.

Most often in schools, it is only verbal-linguistic and logical-mathematical proficiencies that are in focus – there is no emphasis on different visual-spatial, musical, kinesthetic, naturalistic or intra- and interpersonal competences, for example. There is a dynamic of inequity, in which learners coming from families with a cultural-social background closer to the cultural-social inherited tradition of mainstream schooling are privileged while others are discriminated against.

> In the roundtable structure, when learners are sharing ideas, they will inevitably ask for clarification. When during a roundtable activity the teacher asks learners to list the occurrences of a given item, in our example the question is whether and how many times a single characteristic of a given animal overlaps with that of another. At this point every group member should participate in the discussion to answer the question. They will then clarify how the given characteristic should be written down, which animals have the same characteristic, whether the characteristics the group members have mentioned are really the same, etc.
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> Co-operative structures like the roundtable create an opportunity for increasing access to the learning process through discussions in the micro-group: the resources and the instant "helping hands" are the micro-group members themselves. The teacher can provide books or websites with detailed texts on the important features of animals, or s/he may suggest different matrixes or schemas for the collection of characteristics to help create a clearer overview of the selected animals.

The teacher can send one micro-group to another so the groups can learn about each other's successful learning behaviour. In the process, they will mobilise not only their verbal-linguistic and logical-mathematical faculties, but also their spatial, visual, intra and interpersonal aptitudes.

Conscious competence development

"How can teachers develop the expected competences in this context of spontaneity and self-articulation?"

Conscious competence development is part of the set of basic principles of co-operative learning. Johnson and Johnson (1999) emphasise the role of the conscious development of interpersonal and small group skills. They divide the field of competence development into two parts – one is to follow academic goals, the other is to follow co-operative goals. Kagan (1992) accepts this distinction and speaks of "conscious team-building", while Johnson and Johnson (1999) speak about "group processing". In a co-operatively structured learning situation facilitators and learners have the opportunity to reflect on their own and on their peers' competences, thus achieving a higher level of consciousness about where they are at concerning the needed competences. When teachers are monitoring the learning process in the micro-groups, they can concentrate on the performances of learners regarding different competences. They can plan, design and invent learning activities that have more potential to improve the academic as well as co-operative competences of their learners.

> In our example of the jigsaw or roundtable we can also identify the academic goals: collecting information, memorising information, transcribing and higher order cognitive processes such as the development of critical thinking, exercising multi-perspectivity, comparing, organising, writing, etc. Everyone has the duty to articulate an item of his/her individual set with the group and also work with a partner by writing down what the person next to him/her is saying. The note-taker can develop his/her ability to listen to others, and the person sharing the item is pushed to be articulate.

While co-operative structures improve personal and social competences in general, teachers should focus on specific fields of intra and interpersonal competences needed for learning and working in small groups. In our examples important areas of social competences, such as a disposition for empathy and a readiness to listen and to understand others, are developed through the tasks.

On the importance of co-operative roles

"How can teachers provide a clear framework for learners in view of enhancing conscious competence development?"

Johnson and Johnson (1999) emphasise the importance of co-operative roles and provide the following guidelines:

> Initially, students may need to be assigned roles that help them form the group. Second, the roles may be assigned that help the group function well in achieving learning goals and maintaining good working relationships among members. Third, roles may be assigned to help students formulate what they are learning and create conceptual frameworks. Finally roles may be assigned that help students ferment each other's thinking. It is at this point that cognitive and social roles merge. The social skills represented by the roles should be taught like a spiral curriculum with a more complex version of the skill taught every year. (Johnson and Johnson 1999: 24-5)

Co-operative roles are interconnected, complementary, and partner-based behavioural patterns that can serve as a framework of individualised competence development. In the beginning it is the teacher who gives roles to the participants, roles that are useful for accomplishing the learning tasks.

> The interconnectedness of the roles means that the roles themselves are created focusing on positive interdependence. For example, when the group works on exploring animals, the "time manager" controls the time frame of common learning, the "encourager" focuses on equal access and participation, the "tracer" keeps the micro-group on task when needed, and the "recorder" organises the documentation of activities which are based on every micro-group member's contribution. Four different fields of competence are presented in four interconnected roles within the micro-group.

Co-operative roles rotate and change so that every single learner can improve his/her competences in every role. When the targeted competences have been mastered by the learners there is no more need for these specific roles – the teacher can move towards other competences, assigning new roles which will help the learners to develop new competences. In Elizabeth Cohen's (1994) view teachers delegate authority by assigning co-operative roles so that learners can learn how to be accountable for being on-task, for keeping their groupmates on-task, and for improving their own learning competences. Co-operative roles are extremely important in order to prevent discrimination. Research studies show how desegregation and forming heterogeneous classrooms are a necessary but not sufficient condition to dislodge discriminatory tendencies in everyday classroom practice. By using interconnected, complementary and partner-oriented roles, teachers can provide a framework for competence-based development.

> Having co-operative roles within the micro-group is an opportunity to instruct the whole class according to the roles allocated. In our example of a jigsaw activity about different animals, during different stages of the activity, the teacher can give different tasks to each member: tracers can find characteristics and pictures of the animals in the books provided; encouragers can find resemblances and differences among the selected animals; recorders can draw a picture of the four selected animals; time managers can draw a map to display where the selected animals live. In this example the teacher has launched four different activities, activating four different thinking skills, simultaneously evoking four different competences (naturalist, linguistic, visual, intra and interpersonal).

Critical and reflective promotion and documentation

"How can teachers follow the learning process, and monitor the progress of every single participant?"

Critical and reflective promotion, provided step-by-step, is another basic principle formulated by Arató and Varga (2008). The first step is the presentation of the results of the work done in the micro-groups. The continuous promotion of the micro-groups – also called a "base group" by Johnson and Johnson (1999) – should be present in the mind of teachers during the planning process to ensure the establishment of the basic principles of co-operative learning. The members of the micro-group will have an overview of the individual efforts of each member: the achievements, needs and attitudes of classmates during the learning process. Co-operative structures, roles, and the fact that all actors involved understand co-operative principles support interactions among the group members, improving congruence[6] and empathy.

Self-actualisation, the expression of interest, and the sharing of emotional impressions can induce conflicts within base groups. These conflicts are an important part of the learning process because they help explore the different dimensions of personal (self-esteem, motivation, mindfulness, reliability, etc.), social (empathy, tolerance, acceptance, patience, etc.) and cognitive (higher-level thinking, meta-cognitive skills, etc.) competences. Teachers can observe the behaviour of the learners directly and immediately and intervene when necessary to further develop their personal and social competences.

Documentation plays an important role in a co-operative learning process in order to achieve all individuals' learning goals and meet their needs. Step-by-step documentation helps one to follow learners' activity and progress, and how they cope with the situations that the learning sequence stimulates. The visual representation of the learning activities (texts, pictures, diagrams, maps, figures, illustrations, etc.) makes each stage of the learning process visible for the teacher as well. With such detailed documentation it is easy to recognise where and when a teacher should re-plan, redesign, restructure, or interrupt the learning process, identifying new needs and objectives and intervening when necessary.

> In a roundtable structure, for example, writers help their group mates by recording their words and findings about each animal as clearly as possible, because this is important for the future use of the final poster or document.

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6. "Congruence" is a concept coined by Carl Rogers (1995) to describe the relationship of a counsellor with a patient that we adapt here to educational discourse: the more one is himself or herself in the relationship, putting up no front or facade, the greater the likelihood that the person we interact with will change and grow in a constructive manner.

Open and flexible learning processes and new teacher roles

"In a co-operatively structured teaching and learning process, how can teachers play their role as facilitators of the process?"

Within co-operative settings, the teacher's role in facilitating the learning process co-operatively is quite different than in frontal teaching or sub-co-operative group work settings. Here, teachers will:

► plan and structure their teaching and learning activities following the basic principles mentioned above;

► observe and monitor the procedure by being attentive to the micro-groups and assessing their step-by-step documentation;

► interrupt and restructure the learning process co-operatively as needed, when a designed structure does not work.

Being present and open to calls from the learners is an important duty of the teacher. In a co-operative context, when there is a situation of conflict for example, the teacher approaches the moment as an opportunity to develop the conflict resolution competences of the learners, thus modelling effective problem solving. Or, if a teacher realises that one group member of the micro-group is excluded from the learning process s/he should restructure the learning process immediately within that particular group; if a problem is general in all micro-groups then s/he should restructure the process at the classroom level to ensure equal access and participation.

Guidelines to structure the learning process

"What guidelines may be followed during the preparation and facilitation of a co-operatively structured learning process?"

The system of basic co-operative principles serves as a basis for analysing the learning process from a co-operative aspect. Kagan (1992) calls this analysis "PIES" analysis, based on the following basic principles of co-operative learning: positive interdependence, individual accountability, equal participation and simultaneous interaction. This suggests that we can speak about co-operative structures when all of the basic principles of co-operative learning are built into the steps of the given learning structure. Arató and Varga (2008) have complemented Kagan's list with conscious competence development, critical and reflective promotion, and flexible learning processes.

Guiding questions to evaluate planned learning activities and their co-operative potential

Table 2 lists guiding questions which a teacher or any facilitator of learning can use to evaluate planned learning sequences (lesson plans, training sessions, structures and processes, etc.) in connection with the basic principles of co-operative learning. These questions are relevant throughout the preparation, monitoring, facilitation, and evaluation phases of the teaching and learning process. By answering these questions carefully and concretely, teachers/facilitators can become more aware of how their teaching can contribute to the prevention of violence and discrimination and revise their teaching plans accordingly.

Table 2: Guiding questions to evaluate your activities

Basic principles of co-operative learning	Basic questions related to the principles
Personally inclusive parallel interaction	▶ **Do several parallel interactions run during the planned learning activities?** ▶ Can the number of interactions be increased? ▶ Are all the learners involved personally in all steps of the learning process?
Constructive and encouraging interdependence	▶ **Is it impossible for learners to accomplish their tasks and reach their goals without each other?** ▶ Can the participants and the different micro-groups build on each other's work and ideas? ▶ Is this interdependence achieved through goal, task, role, resource and/or environment interdependence?
Personal responsibility and individual accountability	▶ **Are the learning activities meeting the needs and wishes of the learners?** ▶ Can learners personally choose among genuine options regarding different learning activities, tasks and assignments? ▶ Is the individual task of every learner clear to all? ▶ Can the teacher/facilitator follow clearly what each learner will do/has done in the learning process? ▶ Are there planned, interconnected, complementary and partner-based co-operative roles planned in the learning process? ▶ Are the roles appropriate for and related to the targeted competences and expected learning outcomes?
Equal access and participation	▶ **Is the learning process structured in a way that promotes equal participation for each learner?** ▶ Can every learner join smoothly and participate in an active way in the activities? ▶ Is the breadth of the learning activities and resources wide enough to facilitate equal access? ▶ Will every learner have an overview of the individual efforts, achievements, needs and attitudes of classmates during the learning process? ▶ Can every learner participate to achieve their individual learning goals?
Conscious competence development	▶ **Are the expected outcomes clear for everyone?** ▶ Are the areas of competence development articulated clearly (academic and co-operative goals)? ▶ Are the learning activities appropriate for and related to the competences and expected learning outcomes?
Critical and reflective promotion	▶ **Will the teacher and the learners have an overview of the individual efforts, achievements and needs of classmates?** ▶ Does the documentation of the learning process help to monitor the progress of each learner? ▶ Are intra and interpersonal competences developed consciously?
Open and flexible learning processes	▶ **Is the teacher/facilitator prepared to restructure the learning process when needed?** ▶ Is the teacher/facilitator ready to accept the new roles that co-operative learning structures entail? ▶ Is the teacher/facilitator ready to widen his/her horizon of understanding of the topic, theme and curricula? ▶ Is the teacher/facilitator ready to open the learning process to new resources and newly explored developmental needs?

Prevention as deconstruction

Prevention is an ongoing deconstructive process: teachers deconstruct the traditional classroom practices and make efforts to dislodge inherited and deeply rooted ideas and beliefs about learning and learners; they may establish co-operative structures for the purpose of removing hierarchical, judgmental and anti-democratic systems and transforming classroom practices. Thus, they may choose to restructure the learning process and adopt new roles to become facilitators of significant learning. Such structural changes will not only lead to changes in teachers' attitudes, skills and knowledge but also to changes in learners' achievements and relationships, which, in turn, will help prevent discrimination and violence in schools.

Pointers and examples

In this book, the reader will find activities that apply the co-operative principles and structures that we have described in detail in this chapter. In some examples, the co-operative structures are described step-by-step and closely follow the guidelines as presented in the table above. Here we would like to point the reader to a sample of these activities:

Activity number	Type of co-operative structure	Page number
6	Group roles	59
18	Word rotation	107
19	Gallery tour	109
33	Jigsaw	175
35	Placemat 1	187
36	Placemat 2	191
47	Contact activities	261

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Part two
Toolbox

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

The conceptual foundation for this collection of teacher-training activities is provided by the Reference Framework of Competences for Democratic Culture. The CDC Framework contains a systematic description of the competences that learners need to acquire if they are to participate effectively in democratic culture and intercultural dialogue.

The framework also offers detailed guidance on how education can be used to equip learners with these competences. This guidance is addressed to education policy makers and practitioners, and it explains how the framework can be used to develop curricula, pedagogical methods and assessment tools. The guidance also explains how teacher education needs to be adapted in order to prepare teachers effectively for the task of fostering these competences in learners.

The CDC Framework can be used to inform decision making and planning at all levels of education – ranging from pre-school through to university level – so that education systems can effectively prepare learners for life as effective and competent democratic citizens.

The expression "culture of democracy" is used in the CDC Framework, rather than simply "democracy", in order to emphasise the fact that, while democracy cannot exist without democratic institutions, these institutions themselves cannot function properly unless citizens have democratic values and attitudes and are willing to engage in democratic practices. In other words, a functioning democracy requires citizens to have a commitment to democratic processes, a willingness to express their own opinions and listen to the opinions of others, a commitment to decisions being made by majorities, a commitment to the protection of minorities and their rights, and a conviction that conflicts must be resolved peacefully.

A second assumption underlying the CDC Framework is that democratic culture, in culturally diverse societies, requires intercultural dialogue. A fundamental principle of democracy is that the people who are affected by political decisions should be able to express their views when those decisions are being made, and that decision makers should pay attention to those views when making their decisions. Intercultural dialogue is the means through which citizens can communicate their views, needs, concerns and aspirations to other people who have different cultural affiliations from themselves. In other words, in the case of culturally diverse societies, intercultural dialogue is vital for democratic discussion, debate and deliberation, and for enabling all citizens to contribute to political decision making on an equal footing, irrespective of their specific cultural affiliations. Thus, the framework views intercultural dialogue as being crucial for democratic culture and for enabling democracy to function properly.

A third assumption underlying the framework is that, while it is necessary for citizens to acquire a range of competences in order to participate effectively in a culture of democracy and in intercultural dialogue, these competences are not sufficient for such participation to occur. This is because both a culture of democracy and intercultural dialogue depend not only on citizens' competences but also on the nature and structure of political and civil institutions. A culture of democracy and intercultural dialogue also depend crucially on the extent to which measures are taken to deal with systematic patterns of discrimination and disadvantage, differentials in the allocation of resources within societies, and the exclusion of disadvantaged groups from positions of power and privilege, all of which serve to disempower many people from participating in democratic culture and intercultural dialogue, irrespective of their levels of competence.

The CDC Framework considers all cultures as being internally heterogeneous, contested, dynamic and constantly evolving, with people inhabiting multiple cultures (national, ethnic, religious, linguistic, occupational, generational, familial, etc.) that intersect and interact in complex ways. Intercultural situations arise when an individual perceives another person or group as being culturally different from themselves. Intercultural dialogue is therefore defined as taking place between individuals or groups who perceive themselves as having different cultural affiliations from each other. Intercultural dialogue is extremely important for fostering tolerance and enhancing social cohesion in culturally diverse societies, as well as for enabling democratic culture to flourish within such societies.

The framework views democratic and intercultural competence as the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by democratic and intercultural situations. Competence is regarded as a dynamic process in which a competent individual mobilises and deploys clusters of psychological resources in an active and adaptive manner in order to respond to new circumstances as these arise.

In addition to this global and holistic use of the term "competence" (in the singular), the term "competences" (in the plural) is used in the framework to refer to the specific individual resources (the specific values, attitudes, skills, knowledge and understanding) that are mobilised and deployed in the production of competent behaviour. In other words, competence consists of the selection, activation and organisation of competences and the application of these competences in a co-ordinated, adaptive and dynamic manner to concrete situations.

The specific competences that are included in the CDC Framework were identified through a systematic audit and analysis of existing conceptual schemes of democratic competence and intercultural competence. The audit that was conducted identified 101 such schemes. These 101 schemes were decomposed to identify all the individual competences which they contained, and these competences were then grouped into cognate sets. This led to the identification of 55 possible competences for inclusion in the CDC Framework. In order to reduce this list of competences to a more manageable and practical length, a set of principled criteria was used to identify the key competences that needed to be included in the framework. The application of these criteria led to the identification of 20 competences: 3 sets of values, 6 attitudes, 8 skills and 3 bodies of knowledge and critical understanding. A draft document describing these competences was then produced and circulated in an international consultation exercise involving academic experts, education practitioners and policy makers. The responses received in the consultation strongly endorsed the outcomes of the analysis but also provided a range of useful feedback. The feedback was used to fine-tune the details of the descriptions of the competences.

These competences are summarised in Figure 1. Detailed descriptions of all 20 competences are provided in the main document of the CDC Framework, while summary descriptions are provided in the box at the end of this section.

Figure 1 – The 20 competences included within the CDC 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

Skills
- 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

Knowledge and critical understanding
- 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

In addition to identifying these 20 competences that learners need to acquire in order to be able to participate effectively in democratic culture and intercultural dialogue, the CDC Framework provides descriptors for all 20 competences. Descriptors are short statements of what individuals are able to do if they have mastered a particular competence. The CDC descriptors have been formulated using the language of learning outcomes, so that they can be used not only for assessment but also for curriculum development and pedagogical planning. The descriptors were developed through an extensive process involving over 3 000 teachers across Europe, who evaluated them through rating, validation and scaling tasks. The data provided by the teachers were used to identify a set of key descriptors for each competence as well as a larger bank of other highly rated descriptors.

Finally, as was noted earlier, the CDC Framework also provides guidance documents that explain how the competences and the descriptors can be used in formal education. In particular, there are documents on: how to use the framework for the purposes of curriculum development; the pedagogical methods that are most appropriate for the teaching and learning of the 20 competences; how the framework can be used for assessing learners; how to apply the framework using a whole-school approach in order to foster the development of the 20 competences; and how teacher education and training need to be adapted in order to support the use of the framework in national education systems. A sixth guidance document explains how the CDC Framework may be used to combat radicalisation leading to violent extremism and terrorism. This is an ongoing process and further documents explaining how the framework can be used in other areas of education will follow.

It is intended that the materials provided by the CDC Framework will help to empower young people by offering national education systems an approach that can be used to equip learners with the competences that they need to function as independent active citizens who are capable of choosing and pursuing their own goals in life within the framework of democratic societies and respect for human rights. The activities collected in this volume are designed to assist teachers in achieving that goal. All of them develop several of the values, attitudes, skills and knowledge items of the CDC Framework.

A summary list of the competences which enable an individual to participate effectively and appropriately in a culture of democracy and intercultural dialogue

VALUES

Valuing human dignity and human rights

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.

Valuing cultural diversity

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.

Valuing democracy, justice, fairness, equality and the rule of law

This set of values is based on the general belief that societies ought to operate and be governed through democratic processes which respect the principles of justice, fairness, equality and the rule of law.

ATTITUDES

Openness to cultural otherness and to other beliefs, world views and practices

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 on the world.

Respect

Respect consists of positive regard and esteem for someone or something based on the judgement 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.

Civic-mindedness

Civic-mindedness is an attitude towards a community or social group to which one belongs that is larger than one's immediate circle of family and friends. It involves a sense of belonging to that community, an awareness of other people in the community, an awareness of the effects of one's actions on those people, solidarity with other members of the community, and a sense of civic duty towards the community.

Responsibility

Responsibility is an attitude towards one's own actions. It involves being reflective about one's actions, forming intentions about how to act in a morally appropriate way, conscientiously performing those actions, and holding oneself accountable for the outcomes of those actions.

Self-efficacy

Self-efficacy is an attitude towards the self. It involves a positive belief in one's own ability to undertake the actions that are required to achieve particular goals, and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully, and make a difference in the world.

Tolerance of ambiguity

Tolerance of ambiguity is an attitude towards situations which are uncertain and subject to multiple conflicting interpretations. It involves evaluating these kinds of situations positively and dealing with them constructively.

SKILLS

Autonomous learning skills

Autonomous learning skills are the skills required to pursue, organise and evaluate one's own learning in accordance with one's own needs, in a self-directed manner, without being prompted by others.

Analytical and critical thinking skills

Analytical and critical thinking skills are the skills required to analyse, evaluate and make judgements about materials of any kind (e.g., texts, arguments, interpretations, issues, events, experiences, etc.) in a systematic and logical manner.

Skills of listening and observing

Skills of listening and observing are the skills required to notice and understand what is being said and how it is being said, and to notice and understand other people's non-verbal behaviour.

Empathy

Empathy is 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.

Flexibility and adaptability

Flexibility and adaptability are 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.

Linguistic, communicative and plurilingual skills

Linguistic, communicative and plurilingual skills are the skills required to communicate effectively and appropriately with people who speak the same or another language, and to act as a mediator between speakers of different languages.

Co-operation skills

Co-operation skills are the skills required to participate successfully with others in shared activities, tasks and ventures and to encourage others to co-operate so that group goals may be achieved.

Conflict-resolution skills

Conflict-resolution skills are the skills required to address, manage and resolve conflicts in a peaceful way by guiding conflicting parties towards optimal solutions that are acceptable to all parties.

KNOWLEDGE AND CRITICAL UNDERSTANDING

Knowledge and critical understanding of the self

This includes knowledge and critical understanding of one's own thoughts, beliefs, feelings and motivations, and of one's own cultural affiliations and perspective on the world.

Knowledge and critical understanding of language and communication

This includes knowledge and critical understanding of the socially appropriate verbal and non-verbal communicative conventions that operate in the language(s) which one speaks, of the effects that different communication styles can have on other people, and of how every language expresses culturally shared meanings in a unique way.

Knowledge and critical understanding of the world

This includes a large and complex body of knowledge and critical understanding in a variety of areas including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability.

LEARNING AND TRAINING ACTIVITIES

Ildikó Lázár and Pascale Mompoint-Gaillard

Introduction

Pascale Mompoint-Gaillard

Fifty-four activities are presented in the following pages. They range in duration from 20 minutes to 180 minutes and are grouped according to their estimated length. Ice-breakers and energisers are at the beginning and session evaluation activities are at the end of each section. By "evaluation" we mean activities that focus on learning and teaching outcomes, providing information for improvement and further planning. They engage learners and facilitators (teachers, trainers) in an interactive process that informs each party on how well the planned activities relate to the expected learning outcomes, and how well the learners understood the goal of the learning sequence. Evaluation provides information that is learner-centred, course based, often anonymous, and not graded. An evaluation activity may be used by teachers and facilitators to make changes in the

learning environment and teaching procedure, and is often shared with learners to help them improve their learning habits. By "assessment" we mean activities that measure and reflect the level of understanding and mastery of competences regarding the content of the session. It is not necessarily learner-centred, is based on external criteria such as rubrics or grids, is not anonymous and is usually graded.

All the activities are described following the same template.

Part 1: Description

Time

The approximate timing of the activity will depend on the number of participants and the depth of the debriefing you wish to engage in. In general the proposed timing for the activities is for groups of 16 participants.

Title

Short titles indicate the topic and focus of the activity.

Author(s)

Although Ildikó Lázár and Pascale Mompoint-Gaillard have quite extensively edited the activities in this book, the authors of the original training units that the activities were selected from are credited here. The training units were developed within the Pestalozzi Programme trainer-training modules described in the introduction to this book.

Focus

This is a short description that tells the reader briefly what the activity is about. This will help teachers, trainers and educators to choose the activities they wish to use.

Target group

This information points users of the book towards the specific groups of participants the activity is geared to in terms of the age of the learners and the context (classroom, in- or pre-service). All the activities can also be implemented in non-formal education contexts and many can be adapted to classroom use with learners.

Type of activity

Here we propose the main use for the activity, that is ice-breaking, main activity, disbanding, evaluation, etc. By "main activity" we suggest that this activity can be the "main course" for a lesson or training session. By "evaluation" we mean activities that focus on learning and teaching outcomes (as explained above).

Part 2: Procedure

This is where each and every stage of an activity is described in detail. Each step is timed separately and has been given a subtitle that explains what type of interaction is called for. The aim of the detailed description of the procedure is to provide sufficient information to users to understand fully how the given activity plays out. Of course, readers will adapt the activities to their own context, to the needs of their learners and the overall aim of the lesson or training session they are in charge of.

Part 3: Planning

This section presents the resources, materials and conditions needed to prepare for the activity, as well as tips to help overcome anticipated difficulties. Users should read this section carefully to make sure they are in a position to successfully conduct the activity with their learners.

Part 4: Further reading

Where applicable this section presents the sources on which the activity is based and some suggestions for further reading if the topic or method seems particularly interesting to the user.

ON THE IMPORTANCE OF DEBRIEFING: A SAMPLE ACTIVITY DESCRIBED IN DETAIL

Pascale Mompoint-Gaillard

In many of the activities of the Pestalozzi resources, the "gold" lies in the debriefing. For example, a 15-minute game on values could easily lead to one and a half hours of reflection. It is this debriefing discussion that will truly help learners:

► identify and understand the concepts that the game centres on;

► raise awareness of their personal feelings about and attitudes towards specific issues;

► recognise elements of their own behaviour in the situation simulated by the game;

► compare their own behaviour with that of others;

► observe and infer the impact their actions can have on the group.

This section[7] provides a concrete example of how a planned learning activity can develop intercultural competence and TASKs for democracy. The activity is described for a group of 20 participants (trainees, teachers or students). It can be used as an introductory activity to give learners the opportunity to start reflecting on issues of intercultural communication. The boxes within the description contain information about the teaching and learning process for facilitators of learning.

Pestalozzi Programme training resource: the neighbourhood yard

Aim

The aim of the activity is to raise learners' awareness of the psychosocial dynamics of inclusion/exclusion, co-operation/competition and discrimination/prejudice. It may be exploited to develop learners' reflection on their own attitudes, beliefs and values, and to help them gain new skills and develop their knowledge of important concepts related to intercultural competence such as identity, discrimination, otherness, empathy, diversity, co-operation and interdependence.

Resources

► a large uncluttered space, stickers of four colours

Time

► activity 15 minutes; debriefing 30 minutes

Procedure

1. In this activity, learners are asked to form a circle. The facilitator gives them the following instructions:

    We are going to start an activity. In this activity you are not allowed to talk at all.

    First I will ask you to close your eyes and then shortly after you will be able to open them again. But you still must not speak. It is very important that you never speak throughout this exercise. Now, please close your eyes.

2. The facilitator then silently sticks small coloured stickers on participants' foreheads. For example, with a group of 20 participants, the distribution may be the following:

    ► Majority = blue stickers on eight participants' foreheads

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7. Previously published in Barret M. et al. (2013), *Developing intercultural competence through education*, Pestalozzi series #3, Council of Europe Publishing, Strasbourg.

- ► Second majority = green stickers on six participants' foreheads
- ► First minority = yellow stickers on three participants' foreheads
- ► Second minority = red stickers on two participants' foreheads
- ► One participant remains without a sticker

> The number of stickers of each colour is meant to model social inequalities. Very quickly, participants in the majority group are likely to feel more "confident" than the others and will tend to become leaders in the task.

3.   The facilitator gives the following instruction to the group:

When I say so you will open your eyes but you will not be able to talk. Your task will be to group yourselves [the facilitator says this clearly, twice]. Now you may open your eyes… and group.

> The formulation of the question is important. Although participants are not told to group "by colour", that is what they are most likely to do as the facilitator has not given any instruction or any criteria for grouping. Because of people's habit of classifying things in the surrounding environment, the group will separate into subgroups of blues, greens, yellows and reds, and leave the participant without a sticker all alone and isolated.

4.   The group works for as long as it is comfortable, while the facilitator observes the participants' behaviour and attitudes and makes notes to use during the debriefing of the activity.

> As participants (adults, children, young people, politicians, etc.) do the exercise, they realise that because they do not know what is on their forehead, they need to rely on each other to complete the task. Only others can see what colour they belong to and they cannot talk to each other to communicate. It will take about 10 to 15 minutes for the group to sort this difficulty out. It takes trust, co-operation and creativity to complete the assigned task. It is a very powerful exercise and the debriefing part always brings in a lot of material for reflection.

5.   Participants can remain where they are after the silent grouping activity, but of course they can now speak. The facilitator will introduce some prompts for the debriefing session.
- ► "How did you feel when you had your eyes closed?"

> Participants can reflect on their experience during the activity: not being able to use language to communicate, not seeing everything, etc. In many instances, a discussion about living with disabilities and how it must feel to be in such situations in real life will emerge. Some may feel this part of the activity to be threatening and express uneasiness.

- ► "What was your first reaction when you opened your eyes?"

> Discussing our feelings is an important component of intercultural competence development and learning. Many feelings are expressed at this point, such as the feeling of loneliness or being lost. Opposite feelings might be expressed, or how we feel when we become aware of being perceived and evaluated on the basis of criteria that are unknown to us. As participants express themselves, the facilitator can introduce concepts such as identity, discrimination, or the notion of otherness and perception of self by the other.

► "How did it feel not to be able to talk?"

The group will reflect on parallels with real-life situations. Often the conversation will lead the group to discuss the feeling of powerlessness in situations where one cannot make oneself understood, about language barriers and non-verbal language.

► "What strategies did you think of to do the task?"

By discussing the instructions and how they were understood, participants will gradually realise what types of behaviour they displayed in the group. Participants need to understand during the debriefing discussions that they could have chosen alternative grouping methods and that nothing in the instructions given by the facilitator should have led them to segregate and form red, blue, green and yellow groups: they could have formed as many subgroups as possible composed of all the available colours (a rainbow group, for example, thus accepting "difference" within their group), or they could have decided not to leave anyone

isolated and incorporated the "loner" in any group. This question is central to the learning process that will make participants come to realise how they "jumped to conclusions", or make participants critically analyse their own propensity to segregate, reflect on the unconscious level of their decision making, and understand why these strategies were chosen and not others. The group can then develop further by studying other options that could have been taken; the facilitator can decide to conceptualise further by introducing notions that are central to intercultural competence (e.g. empathy, diversity, co-operation, interdependence) and identify attitudes, skills and knowledge that can prompt behaviour that uphold human rights and social inclusion.

► "What does this make you think of if you compare it to real-life situations?"

At this point, participants can start to generalise what they have learned across different contexts, and apply it to their own experiences and conversations. Often the discussion will make the group realise the implications of overt and covert discriminatory behaviour in small groups and social groups, as well as on a global level.

Tips for facilitators: The vast majority of groups manage the task, but on rare occasions a group will experience so many difficulties co-operating that they will not find a solution. This is very rare, but if it does happen the facilitator has to decide when it is a good time to stop the group work.

This activity can be done in a lesson, or in a workplace training session, in teacher education or in youth work, etc. Its length (approximately 45 minutes, together with the debriefing discussion) permits a teacher to fit it into a classroom session. Possible fits with the school curriculum are: civic education, education for democratic citizenship/human rights education, language and communication, philosophy and ethics, life skills and class management.

We now present the activities and hope that you will enjoy implementing them!

Activities 1-6
15-25 minutes

Activity 1
Mirror, speak to me!

DESCRIPTION

Original activity contributed by Katica Pevec Semec

Focus: this activity serves as an energiser and helps develop self-esteem and empathy as well as good rapport among participants. In the long run, activities like this may also contribute to conflict management.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Energiser

PROCEDURE

Step 1 (individual – 10 minutes)

1.   Have the whole group sit down in a circle. Distribute a sheet with a mirror drawn on it to each participant. Ask participants to write their name on the frame or handle of the mirror.

2.   Each member of the group passes his/her mirror to the person sitting on his/her right in the circle, and collects one from his/her neighbour on the left.

3.   Everyone writes one or two positive comments about the person whose mirror it is on the sheet they have received (e.g. the achievements, positive work, and other pleasant and interesting things about the individual, using words, phrases, sentences, etc.).

4.   The participants pass the mirror they have just commented on to the person on their right.

5.   Continue for as many rounds as you have time for but at least until half the group has written comments on each mirror.

Step 2 (debriefing – 10 minutes)

1.   When all (or enough) people have commented, ask the participants to stop and retrieve their own mirrors.

2.   Allow them enough time to read the comments and then conduct a short debriefing session based on some of the following questions.
     ► How did you feel during the activity?
     ► What were the easy and challenging parts of this activity? Why?
     ► How did you feel when writing something positive about another person?
     ► How did you feel when you read positive things about yourself?
     ► How useful is this activity in your teaching?
     ► When do you think you would use it in the classroom?

Preparation

Ideally, the room should be set up so the group can sit in a circle.

Resources and equipment

Sheets of paper with the drawing of a mirror, one per participant

Tips and potential difficulties

1. Make the drawing of the mirror large enough for several participants to write comments.

2. Be ready to provide examples of the kind of positive comments participants can make.

Activity 2

Learning from unpleasant experiences

DESCRIPTION

Original activity contributed by Katica Pevec Semec

Focus: the aim of this short activity is to practise meta-cognitive skills as well as to evoke pleasant feelings and develop self-esteem and positive attitudes towards the self and others.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Energiser

PROCEDURE

Step 1 (individual – 5 minutes)

1. Each member of the group is asked to remember an unpleasant experience that they had recently, and write a brief description of this experience.

2. Ask the participants to identify even minimally positive aspects of this experience and write them down.

Step 2 (group work – 10 minutes)

1. Working in pairs: participants discuss with each other these positive aspects and explore their benefits.

2. Team work (groups of four): participants discuss the typical behaviour of their partners in the group and take notes.

3. Participants turn their notes into posters, then go around and visit each group.

Step 3 (debriefing – 5 minutes)

Hold a short debriefing session to explore the following questions.

 ► What did you learn during this activity?
 ► What kind of relationship is there between the unpleasant events and useful experiences?
 ► Is there a common pattern?
 ► How could this activity be made useful for you in your classroom?
 ► What learning outcomes would you expect to reach with your students?

Resources and equipment

A2 or A3 posters, markers

Tips and potential difficulties

1. Be careful not to let participants become depressed about all the unpleasant events that they may recall in the first step of this activity.

2. Keep to the time limits!

Activity 3
I think you like jazz

Original activity contributed by Robert Etlinger and Silvia Jindra

Focus: this ice-breaker helps participants get to know each other and build a group, and raises awareness of stereotypes.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Ice-breaking

PROCEDURE

Introduction

Tell participants that they have all moved into a new house and they do not know each other yet. They should try to contact each other so that they get to know their neighbours better.

Step 1 (individual – 5 minutes)

1. Each participant should find a partner whom s/he does not know at all.

2. Each pair looks for a quiet place to carry out the activity.

3. Without talking to each other, participants write five sentences about what they think their partner is like. They should only use appreciative assumptions, for example about work ("I think you teach history to 16-year-olds"), about eating habits ("I think that you like pizza"), about hobbies ("I think you like to listen to jazz"), about their partner's family ("I think that you have a brother who is younger than you"), etc.

Step 2 (plenary – 10 minutes)

1. Participants form a circle, still sitting next to their partners.

2. They introduce their partner to the whole group by reading out their five sentences.

3. Assumptions are corrected. The participants talk about themselves and say if the assumptions were right or wrong.

Step 3 (debriefing – 5 minutes)

Engage participants in a discussion on the following questions.
   ► How did it feel to be described by your partner? What have you learned?
   ► How did you feel during the process of writing your comments? Did you rely on stereotypes? Were you right in your guesses?
   ► What can students learn through this exercise?
   ► How useful would this activity be in your classroom?

Preparation

Make room for participants to move around and then to sit in a circle comfortably.

Tips and potential difficulties

1. If you have enough time, the activity can be further developed if participants write their comments on their partner in the left column of a table, and then write the reason why they think this about their partner in the right column.

2. This can be followed up by a deeper discussion on how people rely on stereotypes and what the advantages and risks of this natural process are.

Activity 4
Identity cards

Original activity contributed by Louise Cutajar-Davies

Focus: this activity helps participants get to know each other, helps break down stereotypes and raises awareness of the fact that every individual is the bearer of cultural diversity.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Ice-breaking

Introduction

Tell participants that they have to write new identity cards for themselves.

Step 1 (individual and pair work – 10 minutes)

1. Participants are given the identity cards to fill (see task sheet).

2. When finished, ask them to stand up and form two circles (an inner circle and an outer circle), facing each other. Ask them to share and compare the information they have written on their identity cards with the person they are facing.

3. Participants on the outside move clockwise to the next person and repeat the activity.

4. After a few rounds the participants are asked to go back to their seats.

Step 2 (individual and group work – 5 minutes)

1. Ask the participants to reflect individually on how they defined themselves some 5 or 10 years ago and compare this to how they define themselves at present.

2. Share remarks on this activity in micro-groups.
   ► Have there been many changes? What can you say about the dynamic nature of culture and identity?
   ► How do you feel about the following: "Cultural diversity is as necessary for humankind as biodiversity is for nature." (UNESCO Universal Declaration on Cultural Diversity, November 2001)

Step 3 (debriefing – 10 minutes)

1. A volunteer from each group reports to the whole group on the points discussed about changes in how they define themselves.

2. Ask participants to discuss what they have established through this activity, and any classroom implications.
   ► Would they use it in their classroom?
   ► What learning outcome would they hope to achieve with their students?

Preparation

The room could be arranged café style, that is with four tables, each with four or six chairs. This will facilitate pair and group work.

Resources and equipment

Copies of blank identity cards for everyone

Tips and potential difficulties

1.   Time has to be managed carefully so participants only talk to each other for a maximum of 2 minutes in Step 1.

2.   Depending on the number of participants, you may be able to let participants go through the full circle with their identity cards so they get to talk to everyone.

TASK SHEET
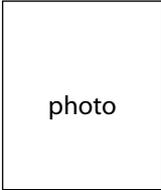
Identity Card	Favourite:
photo Name: _____	• Food _____
	• Drink _____
	• Sport _____
	• Time of day _____
	• Season_____
Most striking physical feature:	• Song_____
_____	• Poem_____
	• Book_____
	• Painting _____
Personal qualities:	• Film _____
_____	• Colour_____
	• Flower_____
_____	• Holiday country_____
	• Ideal partner_____

Activity 5
Mime a tree

Original activity contributed by Madalena Mendes

Focus: this is a grouping technique for co-operative learning structures. It introduces any activity that calls for dividing the whole group into micro-groups.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Grouping technique

PROCEDURE

1. Each participant receives a paper with the name of a tree on it (e.g. pine tree, palm tree, orange tree, olive tree).

2. Each participant has to find the two or three other participants with the same tree using only mime.

3. The participants with the same tree form a group.

PLANNING

Preparation

The room is set up so that participants can move around, mime and see each other.

Resources and equipment

Cards with the names of different trees corresponding to the number of participants and groups you wish to have

Activity 6
Pieces of a puzzle

Focus: this is a grouping technique for co-operative learning structures. It introduces any activity that calls for dividing the whole group into micro-groups.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Grouping technique

PROCEDURE

Step 1 (set-up – 5 minutes)

1. Put markers in four colours on the tables. Each group, when constituted, will be at one table.

2. Distribute one image per participant.

3. Ask participants to find the other two or three participants who have the corresponding images needed to reconstitute the "puzzle".

Step 2 (setting roles – 15 minutes)

1. Present the slide (or provide task sheets) with "group member roles" written on them. Tell participants to pick a marker.

2. Explain the roles. Make sure each participant has understood his/her role. For example, announce, "all tracers please raise your hand!" and have one tracer explain his/her role.

PLANNING

Preparation

Find pictures, photos or cartoons that are related to the topic of the next activity. For example if you are addressing prevention of discrimination, you can download humorous cartoons (many are available online) depicting discrimination.

Resources and equipment

Task sheet, and images cut into three or four pieces depending on whether you want to form groups of three or four participants

Tips and potential difficulties

If you do not have the time to find good images then you can use patterned paper, or any card (postcards, playing cards, etc.).

Group-member roles

Tracers: the task of the Tracer is to facilitate the group process. S/he has to keep the group hot on the trail, on the given task. For example, s/he makes sure that the work results are summarised to help move on with the task.

Encouragers: the task of the Encourager is to ensure equal access and participation for all the group members. S/he is a practical helper, who has to ensure that everybody contributes to the work equally. For example, s/he may encourage silent members to express themselves and talkative members to "rest" if needed.

Timers: the task of the Timer is to help the micro-group be on time by finding common solutions, and help the group find efficient ways to complete its task on time. For example, s/he helps micro-group members find quicker ways to carry out their activity.

"Writers" in the task of the Writer is to ensure that every group member's voice is taken into account and recorded. S/he makes sure each member has written something on the final document.

Important note: The roles described here are in no way a fixed rule of organisation but rather a tried and tested example of practice. Educators should create new structures if they need to. Micro-group roles are always designed for a member of a micro-group to help the other members of the micro-group "do" and "act" together rather than "do" and "act" on his/her own.

Activities 7-11
30-45 minutes

Activity 7
A community of learners

DESCRIPTION

Original activity contributed by Madalena Mendes

Focus: this activity will help facilitators with group building and raising participant awareness of their individual capabilities and assets and how these contribute to the whole group's capacity. It can be adapted to be used in classrooms.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Introductory/ice-breaking

PROCEDURE

Introduction

Introduce the activity by giving a short talk on attitudes, skills and knowledge (see task sheet).

Step 1 (reflecting – 10 minutes)

1.   Group the participants in a circle, then ask one to join the three participants on his/her right to a micro-group. Continue around the circle.

2.   Each member, individually, writes down attitudes, skills and knowledge that they feel they can "mobilise" to contribute to education for democratic citizenship/human rights education (EDC/HRE).

Step 2 (sharing – 15 minutes)

1.   Now, as a group, participants should share their qualities (attitudes, skills and knowledge) and note down the main areas in which the micro-group possesses attitudes, skills and knowledge.

2.   Each micro-group presents its qualities to the entire group, with members sharing the task.

Step 3 (debriefing – 5 minutes)

Hold a short debriefing session to explore the following questions.
   ▶   What do you think this activity is for?
   ▶   Would you use this in your classroom? How would you adapt it?

PLANNING

Preparation

Optional: the facilitator can prepare individual worksheets for the activity, for each participant to start with an individual reflection on his/her own attitudes, skills and knowledge.

Resources and equipment

Task sheet, flip chart paper

Learning to be: Attitudes

"Learning to be" refers to the development of attitudes; it includes values, beliefs and emotions on which our behaviour and actions are consciously or unconsciously based. Furthermore, it is not enough "to know" and "to do"; individuals must then move on to interiorise this knowledge and these skills, and apply them in a consistent manner, in other words experience them in oneself and in situ.

Learning to do: Skills and processes

"Learning to do" is more than acquiring mastery. It means learning to activate motivation and apply factual and procedural knowledge in a strategic way to negotiate and respond to real-life situations.

Learning to know: Knowledge and understanding

"Learning to know" comprises more than, for example, factual knowledge about countries and their traditions, about international frameworks for human rights, about interpretations of historical events, etc. It refers to all knowledge that helps us to understand our world and appreciate its complexity and negotiate diverse encounters.

Activity 8
The walnut game

DESCRIPTION

Original activity contributed by Carmen Becker

Focus: this activity is adapted from various sources (e.g. Neuro-Linguistic Programming, co-operative learning). It is intended to help participants learn the names of the members of a group quickly, get to know them and "warm up".

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Ice-breaking

PROCEDURE

Step 1 (sharing names – whole group – 10 minutes)

Have the participants stand in a circle. One participant starts by giving his/her name, adding a positive adjective that makes it easy to remember. The group has to repeat the name and adjective (e.g. magnificent Mike, lucid Lucy, etc.) Take turns. After a round is completed test how many names have been learned by participants.

Step 2 (inviting each other – whole group – 10 minutes)

1. Make the circle a bit larger to create a gap between two of the participants.

2. The one left to the gap has to choose a new neighbour by saying, "To my right the space is free. I wish <name> came to me."

3. The person called has to step into the gap. The participant who now has an empty space on his/her right is the next to wish for a new neighbour.

Step 3 (co-operating – whole group – 10 minutes)

1. Stand with the group in a circle again. Each member holds a walnut in his/her right hand, with hands extended parallel in front of his/her body.

2. Each of the participants moves the walnut to his/her left hand and drops it into it. Then he/she moves his/her left hand towards the neighbour on the right. His/her right hand moves towards the neighbour on the left and is extended to receive a new nut. His/her left hand drops the walnut into the extended hand of the neighbour on the right.

3. The trainer's walnut is marked.

4. The challenge for the group is to pass this marked walnut round the circle without getting stuck once. If they get stuck or make mistakes, they should start again.

The game is over when the trainer gets his/her walnut back.

Step 4 (debriefing – 10 minutes)

Discuss briefly if participants found this activity to be:

- ► fun
- ► useful
- ► usable
- ► adaptable

The facilitator can make a parallel with the topic of inclusion: what can we do in our everyday practice as teachers to facilitate inclusion of all members of a group? How can we ensure good participation and equal access?

PLANNING

Preparation

Make space for the group to form a circle.

Resources and equipment

One walnut per participant (or any other item that can be passed round)

Tips and potential difficulties

1. You can eat the walnuts at coffee break!

2. You will have to concentrate to remember as many names as you can. Demonstrate through your behaviour that you pay attention to others, and use people's names as often as you can during the whole activity and throughout the training sessions that follow.

Activity 9
Myself, a blooming flower

DESCRIPTION

Original activity contributed by Alexandra Kouloumbaristi

Focus: this activity is a disbanding activity that is especially useful to support follow-up activities, with a cascading effect, after a training session. Participants are encouraged to note their assets and unique qualities, while gaining recognition from the group.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Concluding/disbanding

PROCEDURE

Step 1 (self-appreciation – individual task – 5 minutes)

1. Participants are given an empty flower (see task sheet).
2. Each writes his/her name in the centre. Each participant writes some of his/her major talents or unique qualities on the petals.

Step 2 (peer appreciation – whole group work – 15 minutes)

1. The other members of the group (or of other groups), if they wish, are invited to add their own positive comments to the other petals.
2. Participants are encouraged to comment on as many flowers as they can.

Step 3 (debriefing – 10 minutes)

1. Put all flowers on the wall sorted by groups.
2. Comment on the diversity and variety of talents.

PLANNING

Resources and equipment

Copies with the outline of a flower with as many petals as you need, one copy per participant, markers

Tips and potential difficulties

1. If the group is small the whole group may participate in the activity together. In a larger group participants can be divided into smaller groups, working in parallel.
2. Concentrate only on positive traits.
3. If a specific task will be carried out after the training, the facilitator can relate the activity to that task: "What qualities will you need to carry out your task after this training? Make sure you have some of these qualities in your flowers."

Activity 10
Exploring a cartoon

DESCRIPTION

Original activity contributed by Hugo Verkest

Focus: this activity helps participants discover different meanings and perspectives related to culture, identity, tolerance and other basic concepts by exploring the group's interpretations of a cartoon.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Step 1 (group work – 10 minutes)

1. Display the cartoon and ask micro-groups or pairs of students to "read" it and make up discussion questions based upon the cartoon or arising from its main themes.

2. Then ask each group to write their best questions on the board.

3. As they do so, note the similarities and differences in the questions from different groups.

Step 2 (individual and pair work – 15 minutes)

1. Participants answer the questions on the task sheet individually.

2. When they are finished, they can discuss their answers with a partner.

Step 3 (debriefing – 15 minutes)

1. Ask the participants to form new groups (or help them form new groups with colour cards) and discuss the questions they find most interesting from among their own questions on the board and the ones on the task sheet.

2. Ask the micro-groups to report to the whole class. Hold a debriefing session based on the groups' choice of questions.

Step 4 (evaluation – 5 minutes)

Participants write down three insights that they gained during this exchange.

PLANNING

Preparation

Have enough copies of the cartoon for each participant/group.

Tables need to be arranged so that both group work and a whole class discussion can be easily managed.

Resources and equipment

Task sheet. You may want to project the cartoon or stick a large printout on the board.

Tips and potential difficulties

1. The use of cartoons and the process of completing the questionnaire can generate a lively discussion. It is amazing how well participants voluntarily express themselves about cartoons; the range of reactions and feelings that they trigger in our students and teachers is stimulating. The advantage of graphic materials is that they are so readily available to the teacher, and so immediately motivational to most students.

2. Be aware that a cartoon is just a "snapshot" and that in discussing it we have to place it in context.

TASK SHEET 1
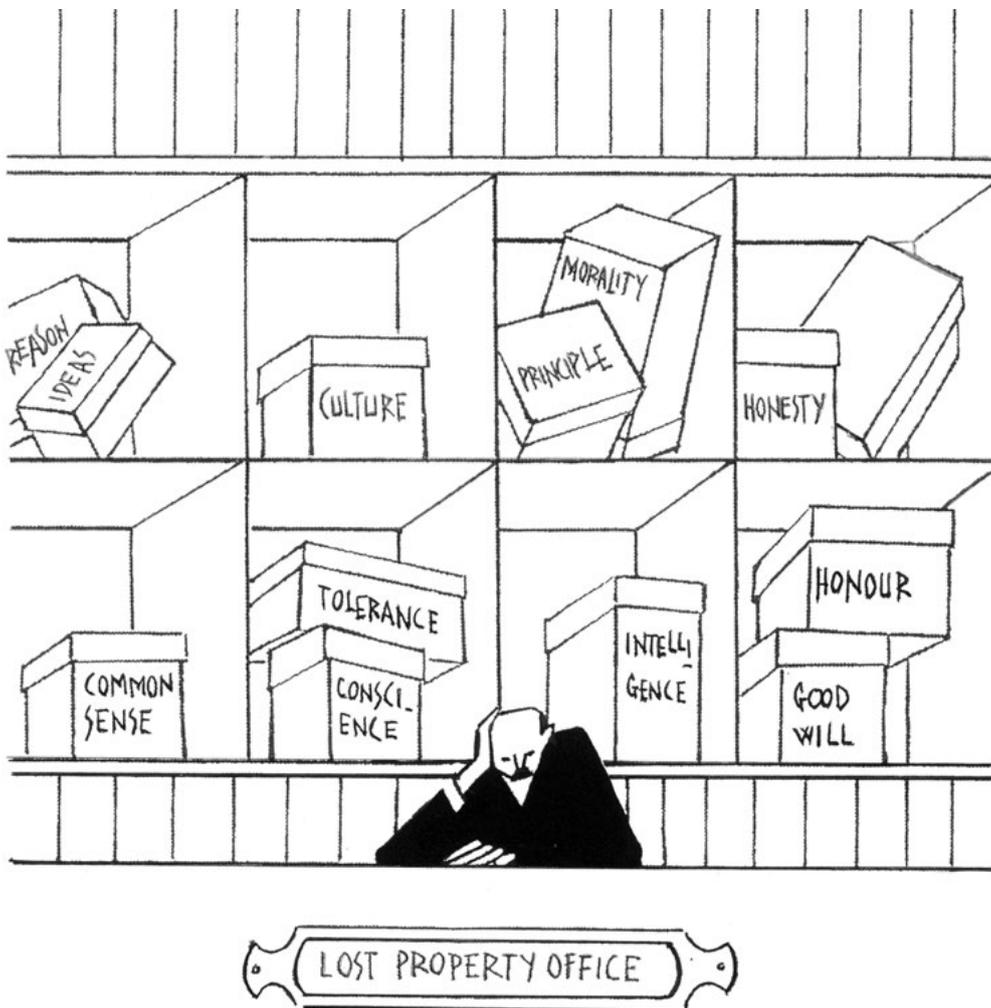
© Ruth Verkest 2008

Answer the following questions individually.

- ► Which three boxes would you claim? You can give them a colour.
- ► Which one would be your favourite box? You can give it the colour red.
- ► Why did you lose it?
- ► Why are these boxes so valuable and irreplaceable?
- ► What would be the content of your three boxes?
- ► What kind of objects would you put in these boxes?
- ► Which of your objects would be part of one of the boxes?
- ► Which box would you ignore? Why?
- ► Do you think that there is a reason that some boxes were put together? What kind of relation-ship is there between them?
- ► Do you think that there is a reason some boxes are by themselves?
- ► What might someone who had lost one of these boxes ask the assistant in the Lost Property Office? What might the answer be?
- ► What would be the story behind the loss?
- ► Which box would you bring to the Lost Property Office?
- ► Do these labels refer to "property"? Why? Why not?
- ► How would you describe the attitude or the behaviour of the assistant in the Lost Property Office?
- ► Which events, words or stories could be in the boxes for culture, honour, common sense and tolerance?

Discuss your preferences and answers with your neighbour. What were some similarities or differences in your choices and answers?

Activity 11
Show me your ID

DESCRIPTION

Original activity contributed by Csilla Hős

Focus: this activity helps participants discover themselves and each other by making them think about their multiple identities. This can introduce a session that aims to clarify what the concepts "culture" and "identity" mean, to raise awareness of the complexity of each individual's identity, and to reflect upon the role teachers can play in educating young people for a more peaceful future. The activity will also promote team building in a group that has already been together for a while and where members trust each other enough to talk about facets of their own identity.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Team-building/energiser/core/main activity

PROCEDURE

Introduction

Spread at least as many postcards on a desk or on the floor as there are group members. Inform participants that they will design their own identity cards in this activity.

Step 1 (individual and group work – 20 minutes)

1. Project a slide showing your self-made "ID card" including various aspects of your identity (see below for an example). Participants can ask you two questions related to any of the items on the "ID card". This demonstrates the interaction that will take place between pairs of participants during the activity.

2. Ask participants to select a picture postcard from those displayed and then sit down individually and prepare their own ID card.

3. Participants mingle and trade information based on their ID cards and ask for explanations of two of the "entries" on their partners' ID cards. Encourage them to talk to more than one person while mingling.

4. When back in plenary, announce that there is time for reflection and encourage participants to think about the activity.

Step 2 (debriefing – 15 minutes)

Hold a debriefing session based on some of the following questions.
   ► What is the most interesting fact you have found out about somebody?
   ► How easy/difficult was it for you to create your ID card? Why?
   ► Can you think of a time when your ID card would have been different?
   ► Was there anything you left out from your ID card because you felt it would be difficult to talk about?
   ► Has anybody identified himself or herself as "an educator"? Why? Why not?
   ► How do you feel about this activity?
   ► Would you be able to use it with your students? How would you adapt it? What would you hope to achieve with it?

Step 3 (evaluation – 5 minutes)

Participants write down three insights that they gained during this exchange.

Preparation

Have enough picture postcards or colourful paper cards for each participant in the group.

Tables need to be arranged so that both individual work and whole class mingling can be easily managed.

Resources and equipment

Postcards and felt-tip pens. You may want to project your ID or stick a large printout on the board.

Tips and potential difficulties

1. The ID cards can be prepared on simple sheets of paper. Pictures and colours can add to a creative and individual profile.

2. It is important to stress that participants can decide for themselves to what extent they want to open up and what they are ready to reveal about themselves. You can also stress that the reflection triggered by the activities is as important and useful as what is actually being said, so no one should feel pressured.

TASK SHEET

Sample ID card

I am a/an …
- ► woman
- ► mother
- ► teacher of English
- ► educator
- ► Hungarian
- ► citizen of the former Yugoslavia
- ► Christian
- ► daughter
- ► friend
- ► aunt
- ► lover of nature and the sea
- ► collector of pebbles
- ► …

Activities 12-20
60 minutes

Activity 12
A taxi ride

DESCRIPTION

Original activity contributed by Robert Etlinger and Silvia Jindra

Focus: this lively activity demonstrates how we have to adjust our concepts and opinions (adjust our "interior map") in order to communicate and co-operate sensibly, reduce misunderstandings and reach common goals. In this activity the differences in our minds are made obvious with the help of a game, which can easily be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Introduce the activity by saying, "Someone wants to pay a visit to a friend or colleague who lives in a housing area. He or she gets into a taxi. The taxi driver and the taxi control centre have to help this person reach his or her destination."

Step 1 (pair work – 15 minutes)

1. Participants form pairs. For each pair you will need two chairs, put together so that the participants are sitting back-to-back (they are not allowed to face each other). One of the participants takes the role of the taxi driver, and the other one takes the role of someone in the taxi control centre. Both of them get a map (the maps are mirror images but the participants do not know this). The position of the taxi is marked on the taxi driver's map. On the map of the taxi control centre the taxi driver's position as well as his destination (the housing area) are marked.

2. The man/woman in the taxi control centre must guide the taxi driver to his destination, the housing estate. Between the two participants (the taxi driver and taxi control centre) there must not be any eye contact and they are not allowed to see each other's map either. Only oral communication is possible.

3. In the course of the game the partners will realise that their maps do not match. Encourage them to try to adapt their respective maps to the map of the partner so that they succeed in finding the right route. To reach this goal they must ask questions, listen to their partner and communicate in an appropriate way.

Step 2 (pair work – 10 minutes)

After the game, the two partners discuss the following questions:
  ► Which attitudes and actions were helpful in resolving the situation? (e.g. attentive listening, asking questions, repeating what the partner said to make sure s/he is understood)
  ► Which aspects prevented sensible communication? (e.g. shouting at the partner, insulting her/him, being impatient)

Step 3 (group work – 10 minutes)

1. Two or three pairs get together to form a group.

2. Participants are asked to:
   ► Agree on and rank the four most important rules to follow in completing such a task. Each rule should be written on a card.
   ► Agree on two reactions which definitely prevent sensible communication.

3. Groups pin their cards onto a board and take turns in explaining their rules to the other groups.

Step 4 (debriefing – 20 minutes)

Hold a debriefing discussion based on some of the following questions:
   ► How did you feel while doing this exercise?
   ► What did you learn from this activity?
   ► What does it teach us about doubts, uncertainties and co-operation?
   ► What does it tell us about communication and language barriers?
   ► Can you see any other uses for this activity?
   ► How can you relate this activity to situations in schools?
   ► Could you use it in your classroom? Would you make any changes?

PLANNING

Preparation

Arrange the room so that participants can pair up back-to-back, sitting on chairs. There should be enough space between the different pairs so that the task can be carried out without groups disturbing each other.

Resources and equipment

Two maps of the same city for each pair of participants, mirror images of each other, copied on separate sheets of paper (see task sheet)

Tips and potential difficulties

You may want to adapt the activity and the map so that the same game can be played for example without taking a taxi, or in a city that is familiar, or in a place other than a city – whatever is more appropriate for your participant students.

FURTHER READING

Simon F. B. (2002), *Meine Psychose, mein Fahrrad und ich. Zur Selbstorganisation der Verrücktheit*, 9 Aufl., Heidelberg.

Taxi driver

Your position is A.

Follow the instructions of the taxi control centre. Drive to your new destination.
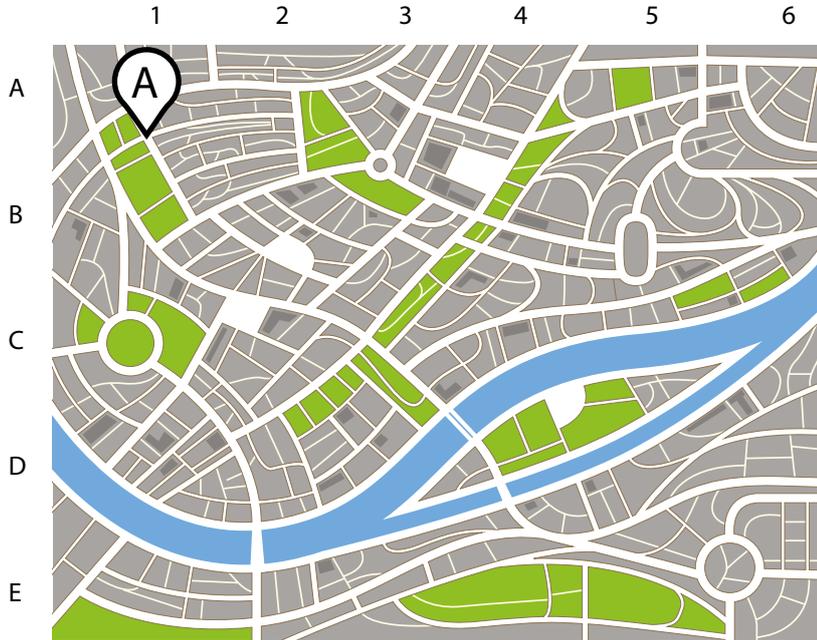
Taxi control centre

Guide the taxi driver from A to:

        B: Park Street (E6) and then to

        C: Kings Road (B2)
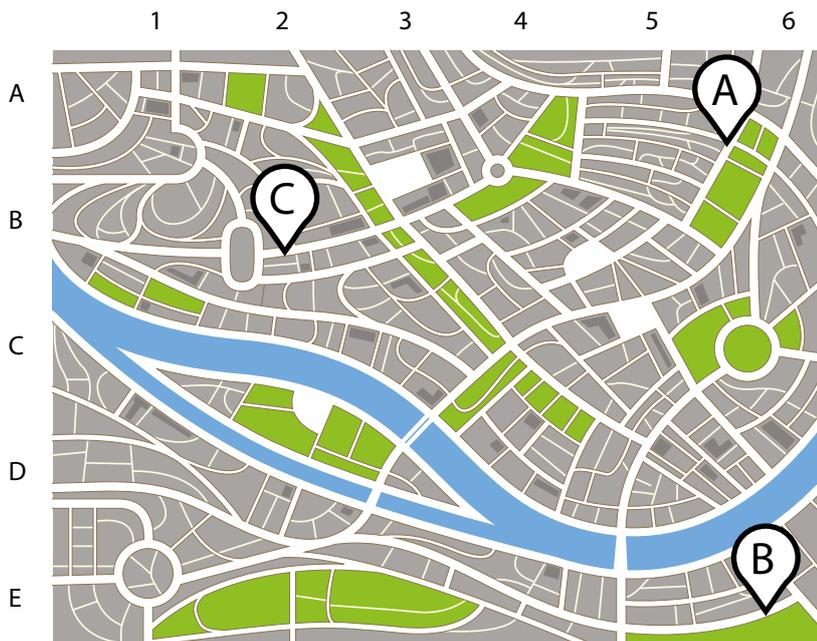
Activity 13
Negotiating the meaning of personal choices

DESCRIPTION

Original activity contributed by Olga Ferreira

Focus: this activity raises participants' awareness of diversity, and the role of the mass media. It promotes openness and curiosity, as well as readiness for negotiation through personal accountability and interdependence in co-operative group work. Most of the steps/activities can be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners/trainers

Type of activity: Introductory/ice-breaking; core/main activity

PROCEDURE

Introduction

Use objects lying in participants' pockets and purses, or alternatively you can prepare printed or online images reflecting the diversity of the world we live in (see tips under "Planning"). Put the items on a desk or on a board/slide as appropriate and let participants know what they will be working on.

Step 1 (individual work – 10 minutes)

Each participant observes the materials (selected according to one of the possibilities detailed under "Planning" below) and chooses something in response to the following questions.

> ► What is (for me) the most significant item on the board/table with reference to our present world?
> ► Why is that the most important item?
> ► What does it mean to me?

Step 2 (group work and plenary presentations – 30 minutes)

1. The participants are divided into micro-groups of four or five.

2. First, each group must share the following tasks: who will take notes and make a synthesis? Who will present the results of the group discussion in an oral report? Who will be the group's observer? Who can be the timekeeper and the group's leader? When this is decided, group leaders and observers receive the appropriate task sheets.

3. Then each participant presents himself/herself to the group through his/her choice, explaining the reasons for choosing the selected item. Everybody can ask questions about the choices made by each member of the group.

4 The same groups prepare to present and analyse the choices made.

5. The micro-groups present to the whole group.

6. After the presentations, the group observers talk about the notes they have taken to the whole class.

Step 3 (debriefing – 20 minutes)

Finally, the whole group discusses the choices made by the micro-groups. The different contributions to the discussion may reveal how the class can benefit from diversity as a resource.

Questions to guide the debriefing discussion

► How could you make use of this activity in a variety of subjects or in an interdisciplinary fashion? (Teachers could organise and develop the activity together with students in an interdisciplinary way, integrating e.g. Civic Education, Languages, History, Visual Arts or Project Work.)

► How and where would you organise this activity for your students? (Teachers need to manage and organise a timetable to work as a team and provide practical arrangements to support the students' work – different spaces and different resources will be needed, e.g. an auditorium, a language lab, a library or a media centre.)

► How would you evaluate the students' development? (It will be important for teachers to consider the activity of assessment as a way to improve quality. Provide evaluation grids and self and peer-evaluation guidelines and encourage the use of these for self and peer reflection in order to develop both autonomous learning and collaborative work.)

PLANNING

Resources and equipment

Choose one of the options below

1. Objects lying in participants' pockets, purses, suitcases, bags and so on

2. Images of diversity in today's societies (age, gender, languages, styles, races, professions, etc.), such as photos of people in busy streets in big cities, shops, advertising, excerpts from newspaper and magazine articles, texts in different languages, poems, video clips and songs

3. Internet products: YouTube footage, e-mails, posts, blogs, videos, materials from social networks

Read and photocopy the task sheets.

Tips and potential difficulties

1. For this activity grouping is best done following a diversity pattern based on age, gender, place of birth and other possible criteria.

2. Ensure that the task sheets go to the group leaders and that the observation and comments grid gets to the observer in each group.

3. The group's observer: during the whole activity, one of the group members must fill the observation grid with notes about the diversity within the group, answering the following questions.

    ► What contributed to a particular choice?
    ► Are there interesting remarks to make about personal backgrounds and experiences?
    ► What are the main comments of the group?
    ► Are there shared ideas?
    ► Was it possible to observe opposing points of view?

4. Time must be carefully managed!

FURTHER READING

Adapted from PROJECTO CIMA (Compreender e Intervir no Mundo Actual). Relatório Final (polic.), Coordenação de Ana Maria Bettencourt, Lisboa, Fundação Calouste Gulbenkian, 1995.

TASK SHEET 1

Choosing images of diversity

TASK SHEET 2

For group leaders and observers

Pay attention to the sequence!

1. **(Individual)** Each participant must look at the materials and choose something related to the following question: what is the most significant thing for me with regard to our present world? Why is that? What does it mean to me?

2. **(Group work)** Each participant will present himself/herself to the micro-group through his/her choice, explaining his/her reasons for choosing it. Everybody can ask questions in order to get a better understanding of the group member's choices.

3. **(Whole class)** Different teams will gather in order to present and discuss their choices and the observations made. The focus must be on answering the questions below (among others). Help your group prepare for this.

   ▶ How can the different teams (and the class) benefit from their different members?

   ▶ How can we deal with diversity as a potential resource in order to co-operate and work collaboratively?

TASK SHEET 3

Observations and comments

Each team must elect one person to observe the diversity of the group and processes within it.

This person will observe and take notes about the diversity within the group and about what contributed to a particular choice.

Group composition: ....

....

Choices:..

....

Reasons/arguments:..

....

Formal and informal skills: ....

....

Different points of view: ....

....

Participants' attitudes: ....

....

Personal expression/communication skills:..

....

Activity 14

Exploring concepts through poems

DESCRIPTION

Original activity contributed by Olga Ferreira

Focus: this activity helps teachers explore, understand and clarify the concepts of culture, language, identity and diversity. Most of the steps can be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners/trainers

Type of activity: Introductory/ice-breaking; core/main activity

PROCEDURE

Introduction (10 minutes)

After a brief introduction, each participant is invited to read two poems on his/her own (see two examples on Task sheet 1).

Step 1 (group work – 20 minutes)

1. Participants form micro-groups with one observer in each. Task sheets have to be distributed and the observation and comments grid has to be given to the observer in each micro-group (see Task sheets 2 and 3).

2. Group members get together to comment on the two texts. Each participant is encouraged to express her/his own feelings about what s/he has read. Then, the group analyses the different points of view. The team must discuss language, culture and identity in order to clarify these concepts.

Step 2 (plenary presentations and evaluation – 20 minutes)

The groups present their definitions of the concepts, giving examples and personal perspectives. Finally, the observers make critical comments and remarks about interactions and possible prejudices and stereotypes identified during the group discussions. They present a synthesis about the development of the processes within the micro-groups they observed.

Step 3 (whole group debriefing – 10 minutes)

Finally, the whole class discusses the definitions and group processes. The different contributions to the discussion may reveal how the class can benefit from diversity as a resource. Questions to guide the debriefing discussion include the following.

> ► What other concepts and issues could these poems trigger discussions about? (e.g. these poems could stimulate further research about concepts such as tolerance, democracy or citizenship.)

> ► In your experience, what are students' and parents' expectations from schools with cultural and linguistic diversity?

PLANNING

Resources and equipment

Photocopy the following documents.

1. Poems (Task sheet 1)

2. Worksheet for the groups (Task sheet 2)

3. Observation and comments grids (Task sheet 3)

Tips and potential difficulties

1. Distribute the two poems to the participants together with some thought-provoking questions and comments to elicit participants' ideas.

2. During the whole activity one participant observer from each of the micro-groups must fill in the observation grid about the diversity within the micro-group: what are the main comments of the group? Are there some generally accepted ideas? Was it possible to observe opposing points of view? Was it possible to identify prejudices and stereotypes?

3. Time must be carefully managed especially with a large group!

FURTHER READING

Adapted from PROJECTO CIMA (Compreender e Intervir no Mundo Actual). Relatório Final (polic.), Coordenação de Ana Maria Bettencourt, Lisboa, Fundação Calouste Gulbenkian, 1995.

TASK SHEET 1

Two poems

Fernando Pessoa (1888-1935)

Poet and prose writer. Born in Lisbon. Between 1895 and 1905, he lived in South Africa. He wrote under the heteronyms Álvaro de Campos, Alberto Caeiro and Ricardo Reis as well as under the semi-heteronym Bernardo Soares and his own name, Fernando Pessoa. He is considered one of the greatest Portuguese poets of all time. Despite being well known, there is still much to discover about Pessoa even today. He is certainly the most complex and diversified Portuguese writer.

Não sei quantas almas tenho.	I don't know how many souls I have.
Cada momento mudei.	I've changed at every moment.
Continuamente me estranho.	I always feel like a stranger.
Nunca me vi nem achei.	I've never seen or found myself.
De tanto ser, só tenho alma.	From being so much, I have only soul.
Quem tem alma não tem calma.	A man who has soul has no calm.
Quem vê é só o que vê.	A man who sees is just what he sees.
Quem sente não é quem é.	A man who feels is not who he is.
Atento ao que sou e vejo,	Attentive to what I am and see,
Torno-me eles e não eu.	I become them and stop being I.
Cada meu sonho ou desejo,	Each of my dreams and each desire
É do que nasce, e não meu.	Belongs to whoever had it, not me.
Sou minha própria paisagem,	I am my own landscape,
Assisto à minha passagem,	I watch myself journey –
Diverso, móbil e só.	Various, mobile, and alone.
Não sei sentir-me onde estou.	Here where I am I can't feel myself.
Por isso, alheio, vou lendo	That's why I read, as a stranger,
Como páginas, meu ser.	My being as if it were pages.
O que segue não prevendo,	Not knowing what will come
O que passou a esquecer.	And forgetting what has passed,
Noto à margem do que li	I note in the margin of my reading
O que julguei que senti.	What I thought I felt.
Releio e digo, «Fui eu?»	Rereading, I wonder: "Was that me?"
Deus sabe, porque o escreveu.	God knows, because he wrote it.

▶ While reading Fernando Pessoa's poem, find references to diversity.

▶ Ponder in your group the concept of identity in this text.

Vergílio Ferreira (1916-1996)

Novelist and essayist. Born in Melo (Gouveia). Graduate in Classical Philology at the Coimbra Faculty of Arts in 1940. Secondary school teacher. Winner of the Prémio Camões. One of the most important contemporary Portuguese writers.

Uma língua é o lugar donde se vê o
Mundo e em que
se traçam os limites do nosso pensar
e sentir. Da minha
língua vê-se o mar. Da minha língua
ouve-se o seu rumor,
como da de outros se ouvirá o da
floresta ou o silêncio do
deserto. Por isso a voz do mar foi a
da nossa inquietação.

A language is the place from where
you see the World and in
which the limits of our thinking and
feeling are mapped out.
From my language I see the sea.
From my language
its murmuring is heard, as from
others can be heard
that of the forest or the silence of
the desert. Therefore the
voice of the sea has been that of our
restlessness.
Translation: Instituto Camões

> ► Discuss and explain the concept of language in Vergílio Ferreira's text.
> ► How do you relate this text to the debate on linguistic and cultural diversity?
> ► Compare both texts and underline the main ideas. Make a final comment.

TASK SHEET 2

Worksheet for the groups

1. **(Individual)** Each participant is invited to read two poems **(see Task sheet 1)**.

2. **(Group work)** The group gets together to read and comment on the two texts. Each participant can express his/her own feelings about the two poems. Then the group must discuss and agree on a definition of language, culture and identity.

3. **(Whole class)** The whole class discusses the concepts, providing examples and personal perspectives. Finally, the observers make remarks and critical comments about the processes within their micro-group in order to identify difficulties, prejudices and stereotypes and clarify concepts.

TASK SHEET 3

Observation guidelines

Each team must elect one person to observe group diversity.

During this activity, you will be the group member responsible for observing and taking notes about the diversity within the group, and about what contributed to a particular choice or decision.

Group composition: ....

....

Choices: ....

....

Reasons/arguments: ....

....

Formal and informal skills: ....

....

Different points of view: ....▶...

....

Teachers' attitudes: ....

....

Personal expression/communication skills: ....

....

Being in someone else's moccasins

Original activity contributed by Hilal Akyüz

Focus: this activity helps participants experience exclusion through role play, promotes discussion about positive and negative feelings, and develops empathy and multiple perspectives. The role play can easily be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18

Type of activity: Core/main activity

PROCEDURE

Introduction

Tell your participants briefly that in the next session they will act out and discuss everyday situations.

Step 1 (preparing for the role play – 20 minutes)

1. Divide the group according to the number of participants into smaller groups. You can give out all four role play scenarios at one session or you can use two and divide the class into two groups.

2. Before you give out the role cards, tell your participants that they have to act out and solve the situations on the role cards, and that everyone in their group should get a chance to act.

Step 2 (preparing the role play – 30 minutes)

Participants are given about 30 minutes to discuss the situation, find a solution and allocate a role to every member of the group.

Step 3 (acting – 20 minutes)

1. When the groups are prepared, they should start by first reading out the situation and then acting out their sketch and the solution.

2. You can record the role play or take pictures, which you can use for further activities or debriefing and reflecting.

Step 4 (debriefing/reflecting – 20 minutes)

After having finished Steps 1 and 2 you can start reflecting by asking participants to tell the whole class about their thoughts and feelings about the situations. You may want to use some of the following questions.

► What was difficult to act out, which role was annoying, funny, etc.?

► What did the situation remind you of? Are there any similar situations in your society/surroundings/school?

► Ask participants if they can use these role plays in a language class, in a democratic citizenship class, etc. What would they change to suit their students' needs and interests better?

Step 5 (evaluation – 10 minutes – optional, depending on other activities conducted in the same session or training event)

Ask your participants to complete the following sentences individually and assure them that their papers will be treated confidentially:

1. Before we talked about diversity today, I had not been not aware of the following……………
    ……

2. During the training I remembered an event where I felt different/excluded ……………………
    ……

3. Having attended this session, I feel that there is a need to deal with diversity in school/no need to deal with diversity because ………………………………………………………………………………

4. If I have the chance to apply some of these role plays in my classroom, I will try out the following activities ……………………………………………………because …………………………………………………

5. Further comments you would like to add ………………………………………………………………..

PLANNING

Preparation

Photocopy and cut out the right number of role cards. Arrange the classroom or training room to have enough space for acting out roles.

Resources and equipment

Five blue plastic litter bags, a bathrobe, sunglasses, a very old-fashioned piece of clothing (male/female), accessories, slips of paper

Tips and potential difficulties

1. In Step 3, allow participants time to remember and reflect as it takes time to recall and talk about past experiences, but do not force participants to share possibly unpleasant experiences.

2. For classroom implementation do not limit yourself to the materials suggested here; you can explore the same topic using other relevant situations, sketches, etc.

FURTHER READING

Maley A. and Duff A. (1978), *Drama techniques in language learning: a resource book of communication activities*, Cambridge University Press, Cambridge.

Rinvolucri M. (2007), *Grammar games: cognitive, affective and drama activities for EFL students*, Cambridge University Press, Cambridge.

SITUATION 1

Instructions and materials

You need five blue plastic litter bags, with cut-out holes for heads and arms.

1. Choose students for roles A and B.

2. Ask them to read out their roles, and then they can start acting. Do not influence them, but ask them to stick to their roles.

3. Give the Ocean student a blue plastic litter bag.

4. Just when the play begins choose four students and give them the climax role. The climax role should not be read aloud. Tell the group they should enter the play when you give them a sign.

5. Provide the climax group with the blue bags as well.

6. After a few minutes, when B still does not manage to make friends, ask the climax group to enter the play.

7. See how they solve the situation.

Situation

Classic school setting where newcomers are not accepted if they are too different.

Role A (2 to 3 teachers/students)
You are a group of three youngsters and do not want to talk or have contact with the student, who is from a country called Ocean, because he is blue coloured. Do everything possible to avoid talking to the student from Ocean.

Role B (1 teacher/student)
You are a new student and come from Ocean. You are very unhappy because nobody wants to talk to you. Today you have promised yourself to befriend the most popular group in school. Do everything possible to talk to the group.

Climax role (3 to 4 teachers/students)
You are a group of four Ocean students. You enter the scene and include your Ocean friend, trying to understand why the others are not accepting him/her. Try to talk to the group.

SITUATION 2

Instructions and materials

A bathrobe, sunglasses, a very old-fashioned piece of clothing (male/female), accessories that match the old-fashioned clothing.

1.   Choose students for the roles A and B.

2.   Ask them to read their roles aloud, and then they can start acting. Do not influence them, but ask them to stick to their roles.

3.   Give student B a bathrobe and sunglasses.

4.   Just when the play begins choose one student and give her/him the climax role. The climax role should not be read aloud. Tell the student s/he should enter the play when you give her/him a sign.

5.   Provide the climax role student with old-fashioned clothes.

6.   After a few minutes, the climax role student enters the play.

7.   See how they solve the situation.

Situation

A group of people are standing in a queue for theatre tickets. One person seems to be strange, because of the way s/he is dressed. A group of people behind her/him start to stare at this person, talk about and make fun of her/him. S/he does not keep silent.

Role A (2 to 3 teachers/students)
You are a group of three people queuing for theatre tickets, and just in front of you there is someone with a very strange outfit. You begin to talk about this person and make fun of her/him.

Role B (1 teacher/student)
You are in front of a group of people in a queue and they make fun of you. You hear what they say. You are accustomed to it because you are treated like this everywhere. Try to talk to them and ask them why they think you are funny. Try to persuade them that you are just like them underneath your clothes.

Climax role (1 teacher/student)
You enter the play dressed in an old-fashioned manner and begin to be part of the group that is teasing the strangely dressed person. You argue that her/his clothing is unacceptable, and that s/he should not even be allowed into the theatre in this outfit.

SITUATION 3

Instructions and materials

1. Choose students for roles A, B and C.

2. Ask them to read their roles aloud, and then they can start acting. Do not influence them, but ask them to stick to their roles.

3. See how they solve the situation.

Situation

A group of people is going to have dinner together; at the restaurant one of the participants is unable to eat anything because s/he is a follower of the religion XYZ, and does not eat anything cooked, or anything red or green. S/he becomes quite angry with her/his friends for not considering her/his dietary restrictions in choosing a place to eat, since there are other restaurants where s/he could have eaten.

Role A (2 to 3 teachers/students)
You go to a restaurant with friends but one friend of yours cannot order anything and has nothing to eat or drink. Your friend is angry with you because s/he proposed another restaurant where s/he would have also had choices. You try to find something for her/him, and try to understand why s/he does not try to eat a hamburger just once.

Role B (1 teacher/student)
You are very angry with your friends because you believe in the religion of XYZ, which does not allow you to eat anything cooked, or anything red or green. You had proposed another restaurant where you would have had several choices but your friends were bored with that restaurant. You ask your friends what you should eat that is neither cooked, nor red or green.

Role C (1 teacher/student)
You are the waiter in the restaurant serving the group, and you can hear that they are talking about a member of the group who cannot eat anything on the menu and is angry with her/his friends because they have brought her/him here. You listen for a while, but after a while you go to the guest who is not able to eat anything and tell her/him that your restaurant caters to different dietary needs. You offer her/him water to drink, which is not cooked. You also offer her/him a plate with bananas, pineapples and pears, which are neither cooked nor red or green.

SITUATION 4

Instructions and materials

All you need is a piece of paper for the student with role C, indicating that s/he is the policewoman/man.

1. Choose students for role A and send them out of the classroom.

2. Read out the situation to the classroom. Everyone can make up the language that will be used to represent the community the role A students encounter in the town.

3. Choose a student/teacher to be the policewoman/man and give her/him the role card.

4. Invite the role A students/teachers back into the classroom.

5. The whole class tries to avoid contact with the migrant family represented by role A.

6. The climax role enters the class and s/he is allowed to make her/his final explanation in the real classroom language.

7. See how they solve the situation.

Situation

There is suddenly a new family in your happy, clean and friendly town, speaking a language you do not understand. The whole town rejects contact with the family that speaks a language that they cannot understand.

Role A (3 to 4 teachers/students)
There is a war in your country and you have to flee with your family to another country. You walk in the streets and parks and try to talk to people to explain your situation. You are hungry and tired. But no one speaks your language. Try to explain to them that you are ready to work in order to get food and a warm place to sleep.

Role B (whole class)
The whole class has to speak a nonsense language, and pretend not to understand English (or the language usually spoken in the class). Try to avoid contact with the family. Finally two of you go to the policewoman/man to complain about the family, stating that their presence is not wanted in your town.

Role C (climax role)
You are a policewoman/man; citizens come to you and complain about a new family that is walking around in the parks and streets of your town. You do not like them either. But you try to understand them as you know a little bit of their language. You understand that they fled from war in their country, and that the father was a famous scientist in that country. You explain this situation to the whole group and observe their reaction. (Make the explanation in the real classroom language.)

Activity 16
Friendly school

Focus: this activity encourages reflection about attitudes to "otherness", promotes acceptance and understanding, and helps to deconstruct stereotypes. The debriefing discussion about practical ways for teachers to handle negative attitudes will help to promote intercultural education in schools.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Step 1 (individual work and dramatising – 10 minutes)

1. Invite the participants to read the scene in *Friendly school!* (Task sheet 1).

2. A group of six participants can also act out the scene.

Step 2 (group work – 15 minutes)

1. The participants discuss their answers to the questions (Task sheet 2) in groups of four or five.

2. Ask a rapporteur from each group to share their answers with the whole group.

Step 3 (plenary – 15 minutes)

1. Show the slide or poster that presents the answers given by the students in a selected school (you will have prepared this slide/poster prior to the session). This activity aims at comparing the responses and reactions of students with those of the participants of the training session in order to establish more concrete classroom approaches.

2. Compare the students' answers with those of the participants.

3. Ask the groups to reconsider their approach to the problem in light of the students' responses if applicable.

Step 4 (debriefing – 10 minutes)

Moderate a debriefing discussion based on some of the following questions.
- ► How did you feel when going through this activity?
- ► How would you adapt it if you were to use it in your classroom?
- ► What learning outcomes would you wish to achieve?

Step 5 (evaluation – 10 minutes)

Discuss or have participants write down their answers to the following questions.

> ► What are the three most important things that you are taking with you from this session?
> ► What will this change in your way of thinking, seeing others, or teaching?

PLANNING

Preparation

The challenge here is to have a slide/poster ready before the session and find a volunteer colleague who is willing to perform the activity with his/her students and then take the time to record their answers to the questions in Task sheet 3. You will then make one or two PowerPoint slides or posters presenting these answers. The room should be set up for a whole group activity.

Resources and equipment

Friendly School! script (Task sheet 1)

Questions for teachers (Task sheet 2*)*

Questions for students (Task sheet 3)

Tips and potential difficulties

Trainers should be aware that there is a risk that this activity could be counterproductive if the atmosphere in the group is very negative towards issues of immigration. In light of this risk, the trainer should assess the group's situation beforehand and if necessary, find more suitable activities geared towards encouraging empathy, decentring and tolerance.

FURTHER READING

Keast J. (ed.)(2007), *Religious diversity and intercultural education: a reference book for schools,* Council of Europe, Strasbourg.

Tatum B. D. (2003), *Why are all black kids sitting together in the cafeteria: and other conversations about race*, Basic Books, New York.

Universal Declaration on Cultural Diversity, 2 November 2001, UNESCO.

Friendly school!

At school a group of students are gathered round reading some graffiti on the wall and laughing. A teacher comes along.

Teacher: What's all this about?

Sam: Somebody's sprayed paint all over this wall.

Teacher: Do you think that's funny?

Maria: Not right is it, Sir, illegal immigrants coming to our country like this.

Tony: Yes and they're taking our houses and jobs too – that's what my dad says.

Alice: And bringing their strange ways with them!

Sam: Where do they come from?

Tony: Don't know, but the sooner they go back the better. That's what my dad says anyway.

Teacher: Now run along to your lessons and stop wasting time.

At school a few days later, a boy is playing ball by himself.

Maria: Do you know who that is? That's one of the illegals who arrived last week.

Sam: How do you know? Have you spoken to him?

Maria: You're joking. My mum said I should not have anything to do with him and to keep an eye on my things because you can't trust these black people.

Later that week the Head is speaking during assembly.

Head: By now you will all have noticed that a new boy has joined our school. His name is Hamsa. Now let's make this clear – he is not an illegal immigrant, as some of you are saying. He is an asylum seeker. His family has come here for one reason only – to get away from the threats and violence they were suffering in their country. So let's try and make him welcome.

Maria: Asylum seekers, illegal immigrants! What's the difference? They're all foreigners – that's what my dad says. *I'm* not making him welcome!

Head: Now don't be rude, Maria. Good morning everyone. Go to class quietly now.

TASK SHEET 2

Questions on Friendly school!

1. *Friendly School!* raises several issues regarding cultural diversity. Can you identify them?

2. What is the difference between illegal immigrants and asylum seekers?

3. Compare the term "illegal" in the following statement: "It is illegal to steal things from others" and in the text *Friendly school!* Do you agree with the term? (Consider what the Universal Declaration of Human Rights says about the issue.)

4. How can Hamsa be encouraged to engage with his schoolmates, especially during breaks?

5. Adults often undermine the intercultural work done in schools. What can be done to work on parental attitudes to cultural diversity?

6. It appears that both the teacher and the head missed opportunities to address the students' attitudes towards newly arrived students. How do you think the situations should have been dealt with?

7. How can we learn to really respect each other as unique individuals?

Friendly school!

Pre-reading (or dramatisation)

Look at the title and comment on it. What does it suggest about the school?

After reading (or dramatisation)

Discuss the title again and comment on it.

Compare the meaning of the word "illegal" in the following sentence:

"It is illegal to steal things from others"

and the term *"illegal"* in the passage *Friendly school!*

Do you agree with the use of this term? (Consider what the Universal Declaration of Human Rights says about the issue.)

What is the difference between illegal immigrants and asylum seekers?

How does Tony's father feel about immigrants?

How does Maria's mother feel about people who appear to be different?

Do you agree with Tony's father and Maria's mother? If you do, why? If you don't, what would you say to them?

If you were the teacher or the head in the passage, what would you do to teach the students to respect ALL people as unique individuals?

Follow-up activity

Imagine you were Hamsa. Write a paragraph about how you feel in this school.

Inclusive schools

DESCRIPTION

Original activity contributed by Filomena Cassis

Focus: this activity aims to raise participating teachers' awareness of their own pedagogical practices in order to build a repertoire of intervention clues, paving the way towards an intercultural pedagogy. Participants will identify opportunities of intercultural learning from the multifaceted and dynamic dimensions of different identities and cultures as they learn from each other.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction (10 minutes)

Introduce the concept of intercultural education. For an example see the description in Task sheet 1, and present the activity that the participants will be engaged in. (If the course or session allows for this, you may want to give them some optional reading as a pre-session task.)

Step 1 (individual – 10 minutes)

1. Participants read the intercultural school guide (Task sheet 3).

2. Ask them to record in the chart what they already do in their daily teaching.

Step 2 (group work – 20 minutes)

1. Participants form micro-groups of three or four and share and discuss intervention clues leading towards intercultural and more inclusive practices (e.g. the model put forward by James Banks).

2. Tell them to record their results on a poster and put it on the wall.

3. All participants go around the room and look at each other's posters.

4. Participants go back to their micro-groups to see if they wish to add/change anything on their posters.

Step 3 (plenary debriefing – 20 minutes)

1. Participants will again look at the whole exercise, trying to clarify some key questions.
    ► What can we conclude from this activity?
    ► What does it tell us about intercultural learning?
    ► How can we contribute to improving equal opportunity and intercultural communication in our classrooms?
    ► What can I do to open paths to an intercultural atmosphere?
    ► How can I contribute to a more inclusive and shared school organisation?

2. Summarise and complement the participants' comments.

Preparation

Make copies of the task sheets.

Resources and equipment

Task sheet 1 – Summary of the article/input

Task sheet 2 – Task sheet

Task sheet 3 – Intercultural school guide

Tips and potential difficulties

1. It is important that these groups be diverse regarding age, gender, geographical/ethnic origin, professional roles, etc., so that the range of experiences can be wide and participants can profit from one another's ideas. It might be useful to allocate roles in the group to make sure everyone is responsible for one or two aspects of the discussion process and the results (see Activity No. 6 to learn what roles group members can take for equal participation).

2. Depending on the group's size it is possible to fulfil more than one function. This will allow everyone active participation in the group and avoid one person dominating communication. In addition, it fosters participants' awareness of their own and others' resources, and promotes using these resources to build knowledge for all.

FURTHER READING

Banks J. (1994), *An introduction to multicultural education*, Allyn and Bacon, Boston.

Cohen E. (1994), *Designing group work: strategies for the heterogeneous classroom*, Teachers' College Press, New York.

Ouellet F. (1991), *L'Éducation Interculturelle: Essai sur le Contenu de la Formation des Maîtres*, Éditions Harmattan, Paris.

Rey-von Allmen M. (2004), "Towards an intercultural education", in Mesić M. (ed.), *Perspectives of multiculturalism – Western and transitional countries*, Faculty of Philosophy, Zagreb/Croatian Commission for UNESCO, Zagreb, pp. 103-11, available at http://unesdoc.unesco.org/images/0013/001375/137520e.pdf. Accessed 17 October 2017.

TASK SHEET 1

Approaches to intercultural education

According to Professor Banks' views, intercultural education can be approached in four ways:

- ▶ episodic (celebration of special dates, heroes, some cultural elements);
- ▶ additive (adding information and content without interfering with curriculum structure);
- ▶ transformative (e.g. questioning the curriculum structure and its basic assumptions, confronting other points of view, introducing a critical perspective);
- ▶ social action (having developed a critical awareness, which reflects on action, pupils participate in decision making and act accordingly).

Hence intercultural education can be implemented in a progressive way, corresponding to a deeper and critical insight into curriculum and knowledge construction, as well as school/social structure, equity pedagogy, teachers' roles, and materials production.

This model also applies in figuring out a personal pathway, a transformative process, in which we try to uncover our assumptions and perspectives, question reality and find "rationale", reframing our intervention and acting in a more sustained way.

Summing up, one can say intercultural education is about:

- ► transforming oneself;
- ► transforming the school project;
- ► transforming the intervention with the community.

In this process we have to stress three dimensions underlying any effective transformation, which are to know, to care and to act. This means that knowledge is not enough, we also have to "feel", to have empathy with the other, and then act on what is within our scope of action.

TASK SHEET 2

Following the presentation and/or your preparatory reading, you are invited to reflect on the following questions.

1. What does Professor Banks mean by saying intercultural education is for all? Do you agree? Why?

2. Comment on the statement: "Intercultural education should permeate the whole school curriculum."

3. In what terms should teachers "reconceptualise their roles"?

TASK SHEET 3

Intercultural school guide

Read the list below. For each of the practices check the ones you carry out.

Principles	Yes	No
To know the pupils		
1.1. I know where my pupils come from		
1.2. I monitor my pupils' progress		
1.3. I know my pupils' learning styles		
Development of an atmosphere to enhance communication		
2.1. I try to nurture a feeling of belonging		
2.2. I can identify and approach discriminatory behaviour in the classroom		
Awareness about the presence of pupils of different origins		
3.1. I try to recognise the contributions of different pupils		
3.2. I'm aware of the dynamic nature of culture/identity and see it as an ongoing change process		
3.3. I take action for the whole group of pupils to recognise cultural diversity		
3.4. I try to mobilise means to favouring all pupils' integration in school life and in society		
Classroom management		
4.1. I try to answer to pupils' different expressed needs, without risking their autonomy		
4.2. I try to ensure language support to pupils with a different mother language		
4.3. I try to guarantee the equitable participation of all students (discussions, exchanges, questions)		

Principles	Yes	No
4.4. I try to ensure an atmosphere of co-operation and solidarity, instead of individualism and competition		
4.5. I know and apply co-operative learning techniques		
4.6. I pay attention to the interaction among pupils and intervene to provide or maintain equal status		
Pedagogical interventions regarding cultural diversity		
5.1. I evaluate my pedagogical practices		
5.2. I try to approach themes and contents which reflect society's diversity (e.g. geographical, cultural, social)		
5.3. I try to help my pupils to be aware that knowledge is socially constructed and reflects personal experiences and social contexts		
5.4. I try to create opportunities for pupils to learn about stereotyping, prejudice and discrimination, by participating in live activities		
5.5. I examine the pedagogical materials I use in order to identify and refuse/denounce embedded cultural prejudices		
5.6. I write clear instructions about proposed activities, etc.		
5.7. Pupils know my assessment criteria		
5.8. Pupils know my correction criteria		
5.9. My demands concerning the work I propose are clear, understood and accepted by the pupils		
5.10. I check regularly pupils' progress and achievements		
5.11. I try to diversify my pedagogical practices and my work proposals		
5.12. I try to involve pupils in classroom management		
School organisation		
6.1. The school avoids tracking and rigid forms of student assignment		
6.2. The school accepts all the pupils of the surrounding area without discrimination		
6.3. The school affirms values such as justice, equality, freedom, peace, solidarity and co-operation and actively promotes them		
6.4. The school organisation provides extra services and co-curricular activities to the pupils who need them		
6.5. The school staff organises projects, or activities that provide co-operative work and contribute to developing a positive group identity		
6.6. The school organisation ensures that decision making is widely shared		
6.7. The school community tries to learn and develop collaborative skills		
6.8. Parents are involved in meaningful ways in school policy and decision making		
6.9. School staff training programmes are prepared in relation to school projects and discussions are widely participated in		

Inspired by:

Banks J. (ed.) (2001), *Diversity within unity: essential principles for teaching and learning in a multicultural society*, University of Washington, Center for Multicultural Education, Seattle.

LaFortune L. and Gaudet É. (2000), *Une Pédagogie Interculturelle : Pour une Éducation à la Citoyenneté*, Éditions du Renouveau Pédagogique, Québec, Canada.

The learning suitcase

Original activity contributed by Isadora Korac

Focus: this activity is a self-evaluation method that helps participants to be empowered in developing a specific area of their practice. The example here is classroom ethos. The method can be used for other areas of competence. The activity is also suitable for classroom work and all age groups.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Introductory/evaluation

PROCEDURE

Step 1 (recalling and compliance – whole group – 15 minutes)

1. The facilitator invites participants to recall words that remind them of the classroom ethos ("thought shower").

2. The entire group should discuss the list of recalled words and identify some possible working definitions of classroom ethos.

Step 2 (suitcase of self-confidence – individual work – 10 minutes)

1. Each participant receives paper and markers. The facilitator asks participants to draw a suitcase that represents "the suitcase you carry with you throughout the training session".

2. Suitcases should be filled up to the "level of self-confidence" participants have when developing and sustaining a positive classroom ethos. They should decide themselves how to draw and fill in the suitcase.

3. When the drawings are completed, the trainer asks the participants to consider and write beneath the suitcase what could be done in order to raise the level of their self-confidence, so as to fill up their suitcase, and what makes their suitcase empty out, in other words, what lowers their level of self-confidence.

Step 3 (Raising self-confidence – group work – 20 minutes)

1. Divide the participants into micro-groups of three. The facilitator asks each participant to write on the back of their paper answers to the questions.

2. What can be done in order to raise or strengthen the level of their self-confidence while developing and sustaining a positive classroom ethos?

3. What are the ways to strengthen those agents that raise their self-confidence and to weaken those that lower it?

4. Each in turn, participants present one idea to the other members of the group. Another member of the group then writes this idea down on an A4 sheet. One idea = one A4 sheet!

5. The group discusses what can be done in co-operation with others in the group to raise or strengthen members' levels of self-confidence:
   ▶ A4 papers are passed around and each member of the group writes his/her proposals on the A4 papers (their own and that of their colleagues).
   ▶ The group then discusses the result.

Step 4 (debriefing – 15 minutes)

1. The facilitator invites each group to suggest two strategies that raise the level of teachers' self-confidence and writes them on a poster titled, "Strategies for classroom ethos building".

2. The facilitator invites participants to share one self-confidence-raising strategy with the whole group. (If the group is big, participants can write these on cards and stick them on the wall for all to review.)

3. Reference to the suitcase can become part of a regular practice, whether within the training sessions (module) or outside sessions.

4. The facilitator can lead a discussion on a meta level.
   ► What do you think about the techniques?
   ► How might you adapt these techniques in your teaching?

PLANNING

Preparation

The room should be set up for whole group and micro-group work.

Resources and equipment

Flip chart, A4 papers, one marker per participant

Tips and potential difficulties

1. This method is easily adaptable to many diverse contexts of self-directed learning.

2. With more emphasis on Step 3 (increasing time) it can be a peer support and peer-evaluation activity.

What is education for democratic citizenship (EDC) for you?

DESCRIPTION

Original activity contributed by Pavel Alonov

Focus: this activity focuses on how to familiarise oneself with the main idea of education for democratic citizenship (EDC) and to start to identify different opportunities to support participatory democratic citizenship in schools.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Introductory

PROCEDURE

Step 1 (sharing representations of EDC – 10 minutes)

1. Display different pictures and ask each participant to select one picture that, in their opinion, best relates to EDC.

2. Ask participants to explain why they think their selections describe EDC best. Ask the next person to continue. Each member should not take more than 30 seconds to share with the whole group.

3. When you finish this exercise ask all participants to take one piece of coloured paper from a small bag. They have to group according to colours in groups of four.

Step 2 (gathering data – group work – 15 minutes)

1. Give every group one piece of paper (A3 format) and a marker.

2. Ask them to reflect on their experiences with democratic education and especially on good practices between schools and external partners.

3. During the conversation, give each group one of the next questions.
   ▶ Why it is useful for schools to co-operate with external partners?
   ▶ What can external partners offer students and school staff?
   ▶ What kind of co-operation could there be between schools and external partners?
   ▶ Who should be responsible for co-operation between schools and external partners?

Step 3 (gallery tour – whole group – 30 minutes)

1. Divide the micro-groups in two.

2. Two members will play the role of guides; the other two are visitors in the first round. Then they will switch roles and visitors will become guides, while guides will play visitors.

3. Put all the papers on the wall and present the setting as a gallery.

4. Two members of the groups, acting as guides, will present the contents of the gallery pictures while other members "visit".

5. Each presentation lasts 2 minutes. Visitors move from one picture to the next until all participants have seen all the pictures.

6. Change roles. Now guides become visitors and they stand by the pictures and present the content while the other members move around, until all participants have seen all the pictures.

Step 4 (debriefing – 10 minutes)

1. Make a summary or draw conclusions by comparing the pictures, e.g. similarities and differences, things everyone seems to agree on, other things that are missing.

2. Ask each group to decide on what they think is one of the most important reasons for co-operation between schools and external partners in the context of democratic education. Write the reasons on a flip chart.

3. Create an electronic version and e-mail it to participants so they can use it to discuss the subject with their colleagues and collaborators after the training.

PREPARATION AND PLANNING

Preparation

Set up the room with chairs in a circle. Place a table in one part of the room to display the pictures.

Resources and equipment

Different pictures: flower, bear, book, sun, rain, sweat, etc.

Paper and markers.

A bag and 12 pieces of coloured paper: 3 yellow, 3 green, 3 red and 3 blue.

A printed selection of images

Tips and potential difficulties

1. If the participants have difficulty answering the questions, the trainer should offer some guidance to the group.

2. Democratic and participatory decision-making processes should be promoted in the facilitation.

TASK SHEET

Ideas for pictures

Chess game	Hope
Handshake	Intergenerational scene
Sunshine	Pavlov's dog
Question mark	Crossroads
Road map	

Activity 20
Little experiments
for sustainable development

Original activity contributed by Elena Konnova

Focus: through this activity participants will raise their awareness of their individual responsibility to contribute to sustainable development. They will envision ways to contribute to ecological sustainability through multidisciplinary approaches and reflect on how to include the topic in their teaching. The activity is a game and is very versatile: it can be used as an introduction, evaluation or even as a main activity.

Target group: pre-/in-service teachers/students of age groups 6-10/10-14/14-18/adult learners

Type of activity: Introductory/ice-breaking; core/main activity; concluding/disbanding; evaluation

PROCEDURE

Introduction

Present this activity as a game.

Step 1 (setting the situation – whole group work – 20 minutes)

1. Divide the participants into micro-groups of four people. Let each participant pick a card. Make sure every group gets one card with a "second role". Let the participants read the card and ask them NOT TO SHARE their role with other participants.

2. State very clearly that every move matters in this game; ask the participants to make sure to act out all their actions clearly (e.g. putting clothes on, not walking through the doors but remembering to open them, making sure that the objects they handle, such as keys, do not disappear, but are put into a pocket/ bag and so on). Ask them to pay attention to details – as this is the only way to play the game well.

3. Participants will step over to the wall which is closer to them, and try not to move, when they are done with the first situation.

4. Start the activity by saying: "Close your eyes. You are asleep." Turn on the alarm. When it rings, say, "The morning has begun." After the first situation has been played out (you will see that everyone is close to the walls and the participants are not moving), ask the cashiers to choose their cash desks and go to the chosen place.

5. Turn your attention to the rest of the participants: now that they are in the store, they have the cashiers and they may start playing the second situation. Ask participants with the second role to come over and show their results.

Step 2 (first experiment – whole group – 10 minutes)

1. Count how many people turned off the water and bought plastic bags.

2. Provide some facts
   ► Around 3 million people die of thirst annually.
   ► To grow grain for a loaf of bread one ton of water is needed, but for a kilo of rice 1.5 tons of water are needed.
   ► According to the World Health Organization, about 55% of children's deaths are caused by hunger or malnutrition. Millions of people (including 6 million children) die of hunger every year.
   ► In some countries people are limited to water consumption of 3.5 litres per day (for drinking, cooking, washing).
   ► Turning off the water while brushing teeth may save up to 8 litres of water each time.

3. Multiply 8 litres by the number of participants who did not turn off the water in the second situation and see how much water you have wasted during this little experiment.

Step 3 (reflection – group work – 10 minutes)

1. Start a discussion about what can be done by every citizen to contribute to sustainable development; these are not only ecological issues, but also relate to the economy, society and other spheres. Ask the participants to reflect and share their ideas on the issue of global interdependence.
   ► Does it matter for a boy dying of thirst in Ethiopia that someone in Europe saves some water every morning?
   ► What does "think globally, act locally" mean?

2. In the whole group ask a few participants to share the ideas that have been discussed in groups.

Step 3 (second experiment – group work – 10 minutes)

1. Count how many people bought plastic bags.

2. Provide some facts
   ► Plastic bags take between 500 and 1 000 years to decompose.
   ► An estimated 4 billion plastic bags end up as litter each year. This is enough to circle the earth 63 times.
   ► It is estimated that 100 000 marine mammals die each year because of plastic litter in the North Pacific Ocean.
   ► Very few recycling centres accept plastic bags because they are of little recyclable value.
   ► A "plastic soup" of waste floating in the Pacific Ocean is growing at an alarming rate and now covers an area twice the size of the continental United States.

3. Ask the participants to get back to their groups and calculate what area the plastic bags they use would cover in a year. Compare the results of the groups to make sure they are correct.

4. Ask what other little experiments may be held in the classroom to show the students that their behaviour is also relevant to achieving sustainable development.

Step 4 (debriefing – 10 minutes)

1. Sum up and write down the key points of how awareness may be raised in the classroom of the significance of one's individual behaviour.

2. Discuss how teachers of different subjects may teach these issues in this way (e.g. mathematics, biology, chemistry, geography).

3. Ask participants to share their feelings about the activity.

4. Ask the participants what attitudes, skills and knowledge were touched upon by the activity.

Preparation

Make sure there is enough space for everyone to stand up and gather in micro-groups.

Choose desks that will be the cash desks.

Resources and equipment

One card per participant with roles on them (Task sheet 1)

Alarm clock (or mobile phone with an alarm function)

Tips and potential difficulties

1. Make sure the activity is not named in the programme of the training session. If the participants see the name of the activity, there will be no reason to do it, since it would then be very easy to guess what is expected of them!

2. The cashier desks should be quite far from each other, so that the "purchasers" do not hear the same question (about the bags) from every cashier.

Further reading

See more on the issue of plastic bags in Marks K. and Howden D. (2008), "The world's rubbish dump: a tip that stretches from Hawaii to Japan", *The Independent*, Tuesday 5 February 2008, available at www.independent. co.uk/environment/green-living/the-worlds-rubbish-dump-a-tip-that-stretches-from-hawaii-to-japan-778016. html. Accessed 17 October 2017.

Role cards

Role 1
Situation 1: (3 minutes) You wake up late in the morning. You have had enough sleep and feel very satisfied since it is your day off. You are hungry, but you have nothing you can eat for breakfast. You need to go to the store, so please get ready to go out.   Situation 2: (2 minutes) You are in the supermarket. You are still very hungry, so you want to buy something to eat and get back home.

Role 2
Situation 1: (3 minutes) Please do not show anyone your card. You wake up early in the morning. Everyone has the role of going out of his/her house in the morning. We expect everyone will brush his/her teeth. Please also remind the rest of the group that they need to do this. Do whatever you do in the mornings. But your main task is to see how many people in your group turn off the water while brushing their teeth. Please write down the number of people who do.   Situation 2: (2 minutes) You are a cashier. Before scanning the goods, ask every purchaser whether s/he needs a bag. Write down the number of bags sold.

Role 3
Situation 1: (3 minutes) You wake up early in the morning. You have not had enough sleep and you are very tired. However, you have to rush in order not to be late for work. Do everything you have to do, but remember, you may be late!   Situation 2: (2 minutes) You are in the supermarket. Your spouse has just called you and told you there is nothing in the fridge to eat. Do the shopping.

Role 4
Situation 1: (3 minutes) You wake up early in the morning. You have a long working day ahead, but you are in a good mood. You have had a good rest and now you want to look good when you go to work.   Situation 2: (2 minutes) You are in the supermarket. You are going to visit your friend in the hospital and you want to bring something with you.

Role 5
Situation 1: (3 minutes) You wake up early in the morning. It is a Saturday morning, and you are in a good mood. This morning you are going skiing with your friends and they have called to say they are to pick you up in five minutes! So hurry up with your morning toilet!   Situation 2: (2 minutes) You are in the supermarket. You are going to buy something for your mountain trip where you are going with your friends.

Activities 21-26
90 minutes

Activity 21

Understanding major transitions in life

DESCRIPTION

Original activity contributed by Elisabeth Furch

Focus: the main aims of this activity are to raise teachers' awareness of the existing barriers in our educational systems concerning cultural, linguistic, social, gender and religious diversity and their impact on teachers' decisions about young people who are dependent on this system, and to raise awareness of how important education is in our societies in order for us to have equal chances to get a good job and obtain full acceptance by society. Parts of this activity can be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Core/main activity; concluding/disbanding

PROCEDURE

Introduction (20 minutes)

Hold an input session, including a definition of "transition" and its significance in one's educational and professional life and in the private sphere. Examples from the trainer's life can be enlightening. For further ideas and references, see the list of publications at the end of this unit.

Step 1 (individual and pair work – 20 minutes)

1. Participants fill in the work sheet, indicating the starting point of their educational career as well as all the different changes/transitions they have gone through up to the present.

2. Participants discuss their educational timeline with a partner.

Step 2 (debriefing – 20 minutes)

Elicit some of the pairs' stories as a whole-class activity and hold a debriefing session using some of the questions below.

- ► What did you learn about yourself and your partner after having done this activity?
- ► How could you use this knowledge in your educational setting?
- ► Were you aware of the difficulties/important changes in the life of your partner before doing this activity?
- ► Could there be a relationship between powerful feelings resulting from transitions in a person's life and his/her behaviour?
- ► What would you like to change immediately in your educational context?
- ► Now that you have acquired this new knowledge about the people you are working with, what kind of training do you think you need, e.g. in-service training to handle transitions and react in a professional way, more knowledge about new methods, or a course in communication skills?

Step 3 (optional: repeating Steps 1 and 2 with a focus on participants' professional careers – 40 minutes)

1. Participants fill in another timeline, this time about their professional careers, indicating major changes/transitions they have gone through up to the present.

2. Participants discuss their professional timelines with a partner.

3. Listen to some of the stories and debrief the activity using some of the questions above.

Step 4 (optional – repeating Steps 1 and 2 with a focus on participants' private or emotional lives – 40 minutes)

1. Participants fill in another timeline for transitions in their private lives or in any other area that you feel is appropriate for your participants (emotional life, daily life, the lives of their children or parents, etc.).

2. Participants discuss their transitions in their private lives with a partner.

3. Listen to some of the stories and debrief the activity using the questions above.

Step 5 (evaluation – 15 minutes)

Participants fill in the evaluation sheet and share some of their answers if time allows.

PLANNING

Preparation

The trainer himself/herself has to be well informed about "transitions" and read extensively about the topic before starting this session. It also helps if the trainer fills in these work sheets about transitions in his/her own educational, professional and/or private life before the session.

It is useful to start the introduction with some input about transitions and clarifications about the aims of the session. It makes the follow-up easier if the trainer can present some examples during this introductory phase from his/her own educational or professional timeline.

In the training room, form a circle for the introductory phase but separate tables for individual work and pair work. Sit in a circle again for reflection and debriefing (or smaller circles of 4 to 6 if the whole group has more than 20 members).

Resources and equipment

Two or three A4 sheets per person – one per timeline (see example Task sheet 1)

Two or three pencils or markers in different colours – one for each timeline

Sample filled-in timelines to be projected (see example)

Copies of the evaluation sheet

Tips and potential difficulties

1. Talking about transitions in one's life can be a very personal and sensitive issue. As with every "inner journey", some very intimate reflections might surface, which can result in very difficult situations for the participants if they do not know each other well. Therefore, this activity is not appropriate as a warmer or ice-breaker with a new group.

2. For the same reason, it is not appropriate to collect the task sheets at the end of the session. Those should be regarded as pages in a very private diary.

3. It is probably not a good idea to do all the activities concerning transitions described here at once! Please select the most relevant one(s) according to your target group.

FURTHER READING

Furch E. (2006), "Transitionen – Bildungsbarrieren für Schülerinnen und Schüler mit Migrationshintergrund" [Transitions – Educational barriers for pupils with a migrant background], Erziehung und Unterricht, Österreichische Pädagogische Zeitschrift, Heft März/April 3 - 4/06, öbv & hpt VerlagsgmbH & Co. KG, Wien, pp. 330-7.

Mauro T., *Special-education pre-K to kindergarten*, available at http://specialchildren.about.com/od/specialeducation/a/transitioneipk_3.htm

TASK SHEET 1

In the two columns in the middle of the task sheet, you should mark the starting point of your educational/professional/private career and write down the stages in chronological order up to the present as in the example.

Kind of transitions:	
Name:	
Date:	
1. Facts, institu-tion:	
2. Year:	
3. Your age:	
My most successful transition / change / challenge (only one!):	
My least successful transition / change /challenge (only one!):	

Example of a filled-in task sheet

	Kind of transitions: **My educational career**								
	Name:								
	Date:								
1. Facts, institu-tion:	**Kinder-garten**		**Primary school 1**	**Primary school 2**	**Secon-dary school**	**Gymna-sium**	**Päda-gogische Aka-demie**	**Univer-sity – Diploma**	**Univer-sity – PhD**
2. Year:	**1960**		**1961**	**1962**	**1965**	**1967**	**1973**	**1992**	**1998**
3. Your age:	**5 years**	**6 years**	**7 years**	**10 years**	**12 years**	**18 years**		**37 years**	**43 years**
	My most successful transition / change / challenge (only one!):								
	My least successful transition / change /challenge (only one!):								

EVALUATION SHEET

Title of training session:					

Date of training:					

How useful was the training session for you?					
	Please mark:	--	-	+	++
1.	Do you know more about your colleagues / pupils / students / after having done this training session?				
2.	Could you use the knowledge about transitions in your daily job? If YES, in what way(s)?				
3.	Do you know exactly what "transition" means?				
4.	Were you aware of the difficulties / changes / barriers in the life of your colleagues / students / other participants before this training session?				
5.	Could there be a link between powerful feelings resulting from a certain transition in a person's life and his/her behaviour?				
6.	Would you like to have more such trainings?				
7.	If possible, what would you like to change in your professional context immediately as a result of your knowledge about transitions?				
8.	What kind of training would you personally need as a follow-up to this session (e.g. in-service workshops to acquire more knowledge about individual learning, training in communication skills, innovative ways of examining pupils, testing methods)?				
9.	Further comments:				
	Thank you for your co-operation!				

Activity 22

In a storm at sea

DESCRIPTION

Original activity contributed by Lovorka Zergollern-Miletic

Focus: this activity is designed to raise the participants' awareness of the existing differences among people – depending on their respective personalities and the cultures (in all senses of the word) that they belong to. The materials are based on participants' reactions to the footage of a sea storm. The activity can be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Step 1 (individual – 10 minutes)

1.   Show the footage of the sea storm with the sound turned off. Tell participants not to communicate with anyone in the group (2 minutes).

2.   Participants describe in writing the feelings they had when they were watching the footage.

Step 2 (group work – 30 minutes)

1.   Participants form groups of four or five.

2.   They read out aloud, one by one, what they have written down. They take notes of their peers' reactions to the footage so that they can later comment on them and discuss them.

3.   Participants comment on the reactions to the footage and discuss similarities and differences. They should also think of possible reasons for those reactions and comment on their peers' oral expressions (the language they used).

4.   The micro-groups prepare to give a report on their discussions to the whole class.

Step 3 (whole group – 15 minutes)

1.   Each small group reports to the whole group. The others take notes.

2.   Facilitate a discussion about similarities and differences in the group's reactions.

Step 4 (individual and pair work – 15 minutes)

1.   Individual work: participants have to imagine how different people would react to the same footage. They get different role cards: a sailor, a poet, an ecologist, a physicist, a child of eight, a teenager, a nomad from a desert, a person living in a big city. They write down how they think the person on their role card would react.

2.   Pair work: participants compare notes. They should also try to justify why a certain person would react in the way they envisaged.

Step 5 (debriefing – 20 minutes)

1. Every pair reports on their discussions to the whole group.

2. Discussion and debriefing can be based on some of the following questions.

    ► When you were asked to imagine you were a sailor, a child of eight, or a nomad from the desert, did you manage to discard clichés and stereotypes?

    ► Were your guesses about people's reactions relying on stereotypes based on superficial information or on extensive in-depth knowledge of the world?

    ► Do you think that this type of activity would raise your students' awareness regarding differences in people's perceptions, opinions, behaviour and emotions?

    ► Can you think of any adaptations of this activity for students at different age and proficiency levels?

PLANNING

Preparation

Video, role cards

Resources and equipment

Computer, projector or TV and recorded video, footage of a sea storm (see www.youtube.com/watch?v=yp44DbO8O5U or www.youtube.com/watch?v=c20b8RuOmBU&feature=related), pictures for the additional activity (see variation below). Both links accessed 17 October 2017.

Tips and potential difficulties

1. It is important that the participants do not communicate with one another while watching the footage and writing their own comments.

2. Try to pair up students so that they work with partners that they are not necessarily good friends with. You may also want to regroup participants for the second part of the activity.

3. It is also very important to maintain peace and order and a friendly and tolerant atmosphere during discussions. Consequently, the trainer's facilitating and time-keeping skills play an important role.

4. A variation: a simpler and shorter version of this activity could be conducted with the help of photographs. Show a large picture of an overcast sky with dark clouds and see what this might mean to your participants. Ask them to imagine what the same view might mean to a farmer, a homeless person, a couple on the beach, a bus driver, etc. Then proceed the same way as above. (Other good conversation starters include photographs of a family at home, people "in action" in the street or at work, or children at a school.)

Further reading

Carroll J. B., Levinson S. C. and Lee P. (eds.)(1989), *Language, thought, and reality – Selected writings of Benjamin Lee Whorf*, M.I.T. Press, Cambridge, MA.

Sapir E. (1921), *Language*, Harcourt, Brace & World, Inc., New York.

Wierzbicka A. (1992), *Semantics, culture, and cognition (universal human concepts in culture-specific configurations)*, Oxford University Press, New York/Oxford.

Activity 23
Tell me your story

Focus: this activity intends to explore intercultural understanding and misunderstanding by means of philosophical, critical and creative thinking. It is based on the belief that each person's point of view becomes richer and more comprehensive when it is seen in the context of many other points of view. It aims to enrich the inquiry focusing on improving relations among people of different backgrounds and different mentalities. It can be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction (5 minutes)

It has to be stressed that this activity is principally aimed at the exploration of intercultural understanding and misunderstanding by means of philosophical, critical and creative thinking. The school curriculum should contribute to the development of students' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of diverse societies and through acquiring the knowledge, skills and attitudes necessary for the interpretation of the local, national, European and global dimensions of their lives.

Step 1 (individual – 15 minutes)

1. Give a copy of the same work of art to each participant. Ask them to reflect on the painting, the extract you selected from a text, the fragment of a novel, the movie scene or the newspaper article you chose for them (see samples attached). Ask them to be prepared to tell a story about the painting, text, movie, newspaper or novel, interpreting the situation, emphasising rightness or wrongness of action, intention and outcome.

2. Working individually, the participants should prepare to tell their story about the work of art (Antonello da Messina's St Sebastian in the example here), interpreting the situation, emphasising rightness or wrongness of action, intention or outcome. They should think about or write down what the story is: what happened, who was responsible for what (right or wrong) action, what were their intentions (positive or negative), and what kind of outcomes they discover. Are these outcomes positive or negative?

Step 2 (pair work – 20 minutes)

1. Participants present their story to their partner and listen to his/her version. They compare any similarities and differences in rightness or wrongness of action, intention and outcome.

2. Participants retell or rewrite the same story together using some of their previous ideas but this time from a different cultural, social or linguistic perspective, changing the interpretation of rightness or wrongness of action, intention or outcome.

Step 3 (plenary discussion – 20 minutes)

1. Some pairs read out their newly created stories. If time allows, ask the whole group to read out what they have written in pairs.

2. Then present the scheme (see task sheet) and discuss the different interpretations made on the basis of different cultural and social backgrounds (prejudices, education, traditions, religion, politics, etc.). Stress the idea of intercultural dialogue extended to the dialogue about differences. Two aspects of "similarities" and "differences" should be regarded not as alternatives, but as aspects of the same process of cultural diversity and dialogue. During the debriefing discussion stress the social profit of intercultural co-operation and collaboration using some of the questions suggested below.

   ► Any action may be treated as right or wrong – depending on the interpretation, which, in turn, depends on the speaker's cultural and social background (prejudices, education, traditions, religion, politics, etc.).

   ► Any intention may be treated as right or wrong – depending on the interpretation, which, in turn, depends on the speaker's cultural and social background (prejudices, education, traditions, religion, politics, etc.).

   ► Any outcome may be treated as right or wrong – depending on the interpretation, which, in turn, depends on the speaker's cultural and social background (prejudices, education, traditions, religion, politics, etc.).

   ► All these interpretations may lead us to an intercultural dialogue. Intercultural dialogues must be encouraged and fostered.

   ► An intercultural dialogue should not be limited to the dialogue about convergence, but should be extended to the dialogue about differences. Two things that seem similar in one culture may be seen as different in another culture. We may interpret the very same things as similar or different depending on our perspective.

   ► The intercultural society model is based on the principle of equality among cultures. Efforts should be made to look for multiple ways of expressing diversity. Cultural diversity should be regarded as synonymous with exchange, should be promoted to increase awareness of the richness of that diversity, and should stress the social profit of intercultural co-operation and collaboration.

   ► These situations should be explored in order to start a dialogue and to identify solutions that enable the prevention of intercultural conflicts and the promotion of cultural diversity.

Step 4 (debriefing and evaluation – 30 minutes)

Use the guiding questions below for debriefing and evaluation.

   ► What did you learn from this activity? What would your students learn from an activity like this?

   ► Does the interpretation of a work of art give us the chance to practise looking at things from different, often opposing, points of view? If yes, how? If no, why not?

   ► Do interpretations of and discussions about a work of art provide opportunities for students to learn how to overcome cultural stereotypes? If yes, how? If no, why not?

PLANNING

Preparation

Make copies of the work of art chosen and the scheme (Task sheet 1)

Resources and equipment

Pictures of works of art and/or texts, passages from novels, newspapers, etc.

Scheme (Task sheet 1)

Tips and potential difficulties

1. Be ready to reflect on and discuss various situations as well as to make quick on-the-spot decisions with all the moral responsibility that these decisions require.

2. Groups which are too large may interfere with the aims and destroy the dialogical nature of the activity because it is impossible for all the participants to articulate their views and justify them.

TASK SHEET 1

Scheme

Telling stories in intercultural dialogue

Action	**Right**		**Wrong**	
↓	↓	↓	↓	
Intention	Positive	Negative	Positive	Negative
	(Good)	(Evil)	(Good)	(Evil)
	↓ ↓	↓ ↓	↓ ↓	↓ ↓
Result	Positive Negative	Positive Negative	Positive Negative	Positive Negative
(Outcome)	good bad	good bad	good bad	good bad

Tell the story anticipating eight versions of possible actions, intentions and various outcomes. Collect examples of "good practice" based on different interpretations from different cultural mentalities.

1. The right action, based on a positive intention, leads to a positive outcome.
2. The right action, based on a positive intention, leads to a negative outcome.
3. The right action, based on a negative intention, leads to a negative outcome.
4. The right action, based on a negative intention, leads to a positive outcome.
5. The wrong action, based on a positive intention, leads to a positive outcome.
6. The wrong action, based on a positive intention, leads to a negative outcome.
7. The wrong action, based on a negative intention, leads to a positive outcome.
8. The wrong action, based on a negative intention, leads to a negative outcome.

Sample picture

Antonello da Messina: *St Sebastian*, © Gemäldegalerie Dresden
(available at http://commons.wikimedia.org/wiki/Antonello_da_Messina)

Sample story

The dilemma of the taxi driver

A taxi driver finds a suitcase full of money in his car. His father is ill and he has got no resources to save him. Should he return the money? Should he keep the money in the hope of saving his father's life?

Sample text and explanation

Telling stories in intercultural dialogue

On the prohibition of the exposure of religious symbols in public functions

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, and that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed".

American Declaration of Independence (1776)
www.ushistory.org/declaration/document/index.htm. Accessed 17 October 2017.

Examples

The action denying the prohibition of the exposure of religious symbols in public functions may be interpreted as right and may be based on different intentions. On the one hand, it can be based on a positive (good) intention. On the other hand, it can also be based on a negative (evil) intention. In the interpretation of this story in an intercultural dialogue it is possible to explain the positive intention of denying the prohibition of exposure of religious symbols in public functions by referring to the freedom of religion. The negative (evil) intention in the other interpretation of this right action will be indifference towards others and a relativistic attitude towards different opinions and beliefs. These two different intentions may then, in their turn, lead to four different results or outcomes.

The positive intention of this interpretation of the prohibition of the exposure of religious symbols in public functions is based on the principle of freedom of religion. It is the freedom of an individual or community, in public or private life, to manifest religion or belief in teaching, practice, worship and observance. It is generally recognised to include the freedom to change religion or not to follow any religion. Freedom of religion is considered by many nations and people to be a fundamental human right and it is recognised as such in the Universal Declaration of Human Rights.[8]

The positive (good) intention may lead to two different results, namely a positive and a negative outcome. The positive result may be diversity and pluralism. As a result of the freedom of religion, different convictions and a variety of different lifestyles are recognised. The action denying the prohibition of the exposure of religious symbols in public functions that is based on the positive intention of freedom of religion leads to the diversity of a society that is subscribed to and is coloured by different cultures and religions. It leads to an open-minded view towards cultural diversity and the world that we live in. On the other hand, it is also possible that the action denying the prohibition of the exposure of religious symbols, based on the positive intention of ensuring freedom of religion, leads in the case of civil servants to the negative result of fostering prejudices against those people seen to be flaunting their religion during working hours. It may also lead to the strengthening of conservative thoughts in a multicultural society. It can lead to thoughts of "us" against the "others". Unfortunately, it can lead to partiality and discrimination towards people applying for the job of a civil servant.

The prohibition of religious symbols in public functions may be interpreted as a "wrong" action. Again, it is possible to elaborate four different stories based on four different interpretations. The positive intention of the prohibition of the exposure of religious symbols in public functions may rely on the argument that the neutrality of the state has to be ensured and the separation of Church and State has to be guaranteed. The negative intention of the "wrong" action will be discrimination and intolerance towards the other. These two intentions will lead again to four different results.

The prohibition of the exposure of religious symbols by civil servants on the job, based on the need to separate Church and State and based on the guarantee of the neutrality of the state, can lead to the positive result that there is no longer partiality in public functions, and that no one will be unduly partial when confronted with a civil servant. It leads to the outcome that the representatives of the state and the state itself act as a neutral institution vis-à-vis the diverse opinions, religions, beliefs or convictions of the people. The prohibition of the exposure of religious symbols in public functions, based on this positive intention, also seeks the promotion of and respect for cultural diversity and pluralism, despite the fact that the action appears contradictory. On

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8. See Article 18 of the Universal Declaration of Human Rights, available at www.un.org/en/universal-declaration-human-rights/index.html, accessed 17 October 2017.

the other hand, the action of the state, regarding interference between the state and religion, based on the need to separate Church and State and the neutrality of the state, can also lead to a negative result if the state no longer supports the development of personal identity and the right to freedom of religion in public and private life. In this case the state does not support the values of the liberal point of view any more, it does not cherish freedom any more. Neither does it try to fight and get rid of oppression, discrimination and petrifaction. In this case it attacks the liberal state.

Let's take a look at the results that surfaced, telling two more stories by transforming the positive intention to guarantee the neutrality of the state and the separation of Church and State into the negative intention of discrimination and intolerance towards others who have different beliefs and convictions.

The positive result that will arise if there is a prohibition of the exposure of religious symbols in public functions, based on the negative intention of discrimination and intolerance towards different religious lifestyles, is that there will probably be no prejudices any more against civil servants of different religions simply because of the fact that nobody will know any more to which religion someone belongs. In this case it would lead to the positive outcome that everybody would be treated as equal, without partiality based on religious beliefs. There is no doubt that this would also be a positive result although it would derive from a "wrong" action that it is based on a "negative" or "evil" intention. On the other hand, based on the negative intention of discrimination and intolerance against different religions, the problem of increased aversion towards and the repression of others' beliefs and convictions will probably arise as a negative outcome.

Activity 24
What are humans' basic needs?

DESCRIPTION

Original activity contributed by Rasa Askinyte-Degesiene

Focus: the aim of this activity is to promote reflection about basic human needs and to develop the skills of analogical reasoning, comparing and drawing conclusions with the help of tasks built around a poem. The activity can be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Introduce the idea of an analogy to the group by giving examples:

A is to B as C is to D.

Rain is to plants as love is to humans.

Explain that in analogies we are not comparing things but setting up relationships between things. See more examples and explanations in the optional follow-up activity (Task sheet 4).

Step 1 (individual and plenary – 15 minutes)

1.   Distribute copies of the poem (one per participant).

2.   Have the group read the poem, and then allow some time for them to reflect on its meaning.

3.   As the poem's main theme is what birds need "to live and to have a good life", engage the group in a discussion on how the birds' needs are referred to in the poem.

Step 2 (pair work – 35 minutes)

1.   Ask the group to gather in pairs of their choice or form pairs randomly by distributing the halves of postcards to each participant who will then have to find their "other half".

2.   Each pair receives their task description. You can also read the task aloud to the whole group.

   "Write a new, analogical poem, based on Jacques Prévert's poem 'To paint the portrait of a bird'. The title of this new poem will be

   To paint the portrait of a human

   Your poem will describe what humans need 'to live and to have a good life'. Try to follow the structure and the main theme of the original poem."

3.   Have each pair pick a card from the choice of cards you present (see sample cards in Task sheet 3). Tell pairs to keep their card a secret. Explain that pairs now have to write the poem as "representatives" of the group on the card; their poem should be about what the needs of this group are in order "to live and have a good life".

4.   The pairs need to look for a quiet corner and have about 20 minutes to write their poems.

Step 3 (plenary – 30 minutes)

1. Ask pairs to come back to the circle and read out the new poems. Pairs should agree on how they share the reading of the poem so that they both get to recite a few lines/verses.

2. Analyse each poem, trying to find what they convey on the main theme: what do humans need to live and to live a good life? Write the ideas on posters as the discussion takes place.

3. Compare the ideas on the posters: do certain needs appear on every poster? Are there basic needs that concern all human beings regardless of their social status?

Step 4 (debriefing – 15 minutes)

Moderate a discussion to help the group draw conclusions from the activity. You can use the following questions.

- ► Do all people need the same basic things, or do their needs differ according to their position in society?
- ► If all people need the same basic things, why it is so difficult to understand each other?
- ► If we know we need the same basic things, why do conflicts among people still exist? Because of a lack of what everybody needs? For other reasons?
- ► Do you agree that the Universal Declaration of Human Rights is based on the basic needs each of us have? Could you give an example?

Step 5 (evaluation – 15 minutes)

Moderate a group discussion or have participants give their evaluation in writing based on the following questions.

- ► What did you learn from this activity?
- ► What other questions/issues are raised by this activity?
- ► Could you use this activity in your classroom?
- ► What are the implications for your teaching?
- ► What may be some of the challenges or anticipated difficulties if you want to use this activity with your classes?
- ► How might you follow up this work in your teaching?

PLANNING

Preparation

Arrange tables and chairs so that the pairs do not disturb each other in the creative writing process.

Resources and equipment

Copies of Jacques Prévert's poem (Task sheet 1a – English version, Task sheet 1b – Original version in French)

Task description (Task sheet 2) – one for each pair

Role cards (Task sheet 3) – one card for each pair

Optional follow-up activity (Task sheet 4)

Flip charts or posters, markers

Tips and potential difficulties

1. Make sure that when writing their poem, participants do not write "about" their role/character on the card, but about the needs of this group "to live and have a good life".

2. Creative writing with a partner can be a challenging task. Help pairs collaborate effectively and respectfully.

3. Analogies do not help us understand separate elements, but rather processes, complicated systems or constellations of relationships. The skill needed in analogies is present in all cognitive processes we engage in, and certainly when exploring questions of identity and culture. See Task sheet 4 for a follow-up activity on analogies.

To paint the portrait of a bird

First of all, paint a cage
with an opened little door
then paint something attractive
something simple
something beautiful
something of benefit for the bird
Put the picture on a tree
in a garden
in a wood
or in a forest
hide yourself behind the tree
silent
immovable...

Sometimes the bird arrives quickly
but sometimes it takes years
Don't be discouraged
wait
wait for years if necessary
the rapidity or the slowness of the arrival
doesn't have any relationship
with the result of the picture
When the bird comes
if it comes
keep the deepest silence
wait until the bird enters the cage
and once it has
close the door softly with the brush
then remove one by one all the bars
taking care not to touch any feather of the bird

Then draw the portrait of the tree
choosing the most beautiful branch
for the bird
paint also the green foliage and the coolness
of the beasts of the grass in the summer's heat
and then, wait until the bird decides to sing

If the bird doesn't sing
it's a bad sign
it means that the picture is wrong
but if it sings it's a good sign
it means that you can sign
so you tear with sweetness
a feather from the bird
and write your name in a corner of the painting.

Jacques Prévert

Pour faire le portrait d'un oiseau

Peindre d'abord une cage
avec une porte ouverte
peindre ensuite
quelque chose de joli
quelque chose de simple
quelque chose de beau
quelque chose d'utile
pour l'oiseau
placer ensuite la toile contre un arbre
dans un jardin
dans un bois
ou dans une forêt
se cacher derrière l'arbre
sans rien dire
sans bouger …

Parfois l'oiseau arrive vite
mais il peut aussi bien mettre de longues années
avant de se décider
Ne pas se décourager
attendre
attendre s'il le faut pendant des années
la vitesse ou la lenteur de l'arrivée de l'oiseau
n'ayant aucun rapport
avec la réussite du tableau
Quand l'oiseau arrive
s'il arrive
observer le plus profond silence
attendre que l'oiseau entre dans la cage
et quand il est entré
fermer doucement la porte avec le pinceau
puis
effacer un à un tous les barreaux
en ayant soin de ne toucher aucune des plumes de l'oiseau

Faire ensuite le portrait de l'arbre
en choisissant la plus belle de ses branches
pour l'oiseau
peindre aussi le vert feuillage et la fraîcheur du vent
la poussière du soleil
et le bruit des bêtes de l'herbe dans la chaleur de l'été
et puis attendre que l'oiseau se décide à chanter

Si l'oiseau ne chante pas
c'est mauvais signe
signe que le tableau est mauvais
mais s'il chante c'est bon signe
signe que vous pouvez signer
Alors vous arrachez tout doucement
une des plumes de l'oiseau
et vous écrivez votre nom dans un coin du tableau.

Jacques Prévert

Write a new, analogical poem, based on Jacques Prévert's poem *To paint the portrait of a bird*.

The title of this new poem will be *To paint the portrait of a human*.

Your poem will describe what humans need "to live and to have a good life". Try to follow the structure and the main theme of the original poem.

TASK SHEET 3

Sample cards for pairs that will write a new version of Prévert's poem

Women in an Islamic republic	**African-American men**
Children of a Roma community	**Refugees in a refugee camp**
Gay men in a European country	**Indian tribes in the Amazon forest**
Mentally ill adolescents in a psychiatric hospital	**Male convicts in prison**
Illegal immigrants in your country	**Female convicts in prison**
Muslim women living in a pre-dominantly Christian country	**Families living in poverty**
Wealthy men living in a big capital	**Gay and lesbian children in a school**

TASK SHEET 4

Optional follow-up activity

In analogies we are not comparing things but setting up relationships between things.

The most important element is not the analogy itself (the things) but the idea this relationship helps to clarify.

For example,

The analogy **"money is to a human as a sail is to a boat"** means that a sail helps movement, and money helps movement. This analogy emphasises the idea or feature of *moving*.

The analogy **"money is to a human as a bone is to a dog"** emphasises a feature or an idea of *desire*.

The analogy **"money is to a human as rain is to plants"** expresses an idea of *necessity*.

Which analogy we choose as correct depends on our experience, attitudes and values.

Task

Complete some of the following sentence fragments and finish the analogy.

A teacher is to society as ………………………………....…... is to ……………………………….……….…

A politician is to society as …………………………………….. is to ……………………………………………………

An immigrant is to society as ………………………….....…. is to ……………………………………………………

A homosexual is to society as ………………………………….. is to ………………………………………………..…

What does your analogy say?

In your analogy, what ideas do those relationships help to clarify?

Did other people in the group complete the sentences the same way as you?

What discoveries can you make on the basis of the similarities and differences between your analogies?

Activity 25
Dream school

DESCRIPTION

Original activity contributed by Ildikó Lázár, inspired by ideas in activities by Aleksandra Birkova, Louise Cutajar-Davis and Pascale Mompoint-Gaillard

Focus: this activity encourages reflection about the ideal school that participants imagine for themselves and for their learners. It helps to raise awareness of what we need for all students to benefit equally from school. It also promotes the development of empathy, acceptance, tolerance and readiness for action. It makes teachers experiment with task-based co-operative techniques and model a democratic school culture.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Tell participants that in the next activity they will be encouraged to imagine the dream school they would like to work for.

Step 1 (individual and group work – 30 minutes)

1. Ask participants to imagine their dream school. They may want to close their eyes and think about these questions.
   - ► What's your dream school like?
   - ► What does it look like? Which is your favourite room/space in it?
   - ► What traditions would you like to establish in your school?
   - ► What rules would you like people to observe?
   - ► How would you welcome newcomers at your school?

2. Tell the group to write down their own ideas individually and circle the two or three most important ones on their own lists.

3. Ask participants to form micro-groups of about four or five (you can decide who is working with whom or you can group them randomly with colour cards, pens, etc.).

4. Participants put together and discuss the features they collected individually to draw the dream school they would all be happy with. They take turns in presenting their most important ideas to their micro-group, one idea per person, which has to be drawn on the poster by the person sitting on his/her right. They can do two or three rounds, ensuring that every member's most important ideas are discussed and accepted by the others in the micro-group. If one of the member's ideas is not accepted by the micro-group, then the person has the right to present another idea. Once an idea is accepted by all members as important, the person on the right of the speaker has to draw this idea on the poster. No words can be written on the poster at this stage.

5. The micro-groups present their posters of the dream school they have created.

Step 2 (group work and plenary – 30 minutes)

1. Once all the dream schools have been presented, tell the groups that unfortunately, some students are unhappy in these dream schools so the posters need to be changed to ensure that all youngsters enjoy going to this school.

2. Give out stories of conflicts (see task sheets) and explain that these are true stories collected from all over Europe. Depending on how much time there is, the stories can be processed in jigsaw reading style in the same micro-groups: everyone is in charge of reading a different story and then they all relate their own conflict story to their micro-group. Alternatively, if you are short of time, you can just give one story to each group to read and discuss.

3. Ask participants to complete their posters (with further drawings, or text on Post-its) to make sure their school is a dream school for everyone.

4. Ask the micro-groups to report what changes they have made to their posters.

Step 3 (debriefing – 20 minutes)

Hold a debriefing session based on some of the following questions.

- ► Is your school a dream school for you? Is it a dream school for everyone?
- ► What kind of experience was it to imagine your dream school?
- ► How did you feel when you had to draw other participants' ideas on the poster?
- ► How did you feel when you read about the unhappy children?
- ► Has anything changed in your thinking after reading about them?
- ► What did you add to the poster in the second round of drawing?
- ► Do you see any resemblance to life at your school?
- ► Would teachers in your school react the same way as the teachers in the stories below?
- ► Is there anything you could do to help solve similar problems? Are there any risks involved in your drawing attention to these problems?
- ► To what extent do you think the co-operative learning techniques we used here can help prevent similar conflicts at schools?
- ► What does this activity do to promote a democratic school culture?

Step 4 (evaluation – 10 minutes)

Participants write down (for example in their learning diaries) whether they would use this activity and how they could adapt it for classroom use with their own learners. They could consider the following questions.

- ► Can you use this activity or parts of it with your students? How would you adapt it? What would you change in it?
- ► What learning outcomes would you expect (linguistic, educational, group dynamics)?
- ► What could you do to raise awareness of issues of bullying and discrimination at your own school?

PLANNING

Preparation

Tables need to be arranged so that both small group work and whole group plenary presentations can be easily managed.

If you decide to have the groups read the stories in jigsaw style, then you need enough copies of the stories in each micro-group.

Resources and equipment

Enough A3 or larger posters and felt-tip pens, Post-its

Tips and potential difficulties

Insist on the rules during micro-group work: members take turns to share their ideas, and it is always the person on the right of the speaker who draws on the poster if the group accepts the idea presented as important for their dream school.

Stories of conflicts in schools (from the Pestalozzi Online Community of Practice and from Friendly school, Activity No. 16)

1) Adam, aged 13, was always fairly open about his mixed Christian-Jewish background in his class. He had already been on the receiving end of racist remarks from some of his classmates but one day a boy in his class started bullying him by showing swastikas to him on his phone and playing one of Hitler's speeches into his ears during the break. After about 10 minutes of this Adam, who had never been in a fight with anyone before, was so upset that he tried to punch the boy two or three times. The boy started giggling and Adam, realising that he was not cut out to fight, sat down at his desk and started crying. This was when the teacher stepped into the classroom and asked the other students what had happened.

Having heard the story, the teacher took Adam and the bully to the principal's office without saying anything to the class. In the principal's office the boys were made to sit down and they had to listen to the principal's speech about all the good Jews she knew. The bully had to apologise. Finally, as a punishment, the bully was made to do research about Judaism for a presentation for his classmates. The presentation was never held and the conflict was never really discussed in class.

2) At school a group of students aged 10 are gathered round reading some graffiti on the wall and laughing. **Hamsa** is alone a little further away.

Teacher:	What's all this about?
Sam:	Somebody's sprayed paint all over this wall.
Teacher:	Do you think that's funny?
Maria:	Not right is it, Sir, illegal immigrants coming to our country like this.
Tony:	And they're taking our houses and jobs too, that's what my dad says.
Alice:	And bringing their strange ways with them!
Sam:	Where do they come from?
Tony:	Don't know, but the sooner they go back the better. That's what my dad says anyway.
Teacher:	Now run along to your lessons and stop wasting time.

In the schoolyard, a few weeks later, Hamsa is playing ball by himself.

Maria:	Do you know him? That's one of the illegals who arrived last week.
Sam:	How do you know? Have you spoken to him?
Maria:	You're joking. My mum said I should not have anything to do with him and to keep an eye on my things because you can't trust these people.
Teacher:	Don't be rude, Maria, go to your class quietly now.

3) Fabiana has always felt "different" from her girlfriends. She is now a pre-adolescent and she is gradually coming to understand that she is sexually attracted to girls, not boys. She has spoken to her friends about this but not to her family.

A group of the very popular girls of her class have recently heard about Fabiana and her sexual orientation. They make fun of her, have started a campaign against her and spread embarrassing rumours. Although adults seem aware of tensions, as there has been quite a bit of bad talk about homosexuals in the schoolyard, they have not intervened.

A new member of staff has joined the school recently. He interviewed really well but within a few days he started exhibiting very strong homophobic behaviour. He is constantly making reference to homophobic

issues, making derogatory comments about Fabiana. The mockery is constant and Fabiana appears very sad and lonely, and is sometimes afraid in school. Her grades are going down…and she is isolating herself more and more.

4) Peter, aged 15, belongs to a distinct cultural group and has joined your dream school recently. He comes from a low-income single-parent family. He is very good at sports, singing, drawing and storytelling but very weak in science. Parents of the children in his class have started complaining that the new arrival is a bad influence on their children because he seems to be very poor and is claimed to have bad morals and hyperactive behaviour. Very few students speak to Peter at school.

This goes on for months and Peter's willingness to follow rules and to co-operate seems to be decreasing. The only lesson he enjoys is his English class where he is often asked to tell stories or act something out. But as soon as he is (often rightfully) reprimanded for his behaviour and low achievement by some of the teachers, he becomes defensive and accuses everyone that they are picking on him because he comes from a minority. Recently he has started playing truant. This has been going on for some time and some of the parents have just threatened to take legal action against the school.

Activity 26
Starting a literary blog

Activity contributed by Ingebjorg Tonne

Focus: the aim of this activity is to connect "media literacy" to the broader notion of "literacy", that is to combine blogging with other types of literacy in school subjects such as reading (literature) and writing (book reviews, recommendations, discussions of all kinds on the blog) in order to bridge the gap between students' use of media at home and at school with special attention to human rights issues.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Give a short introduction about the aims, content, philosophy and human rights issues behind the training.

Step 1 (individual and pair work – 15 minutes)

1. Ask participants to read the introductory text (Task sheet 1).

2. Then they should reflect on their answers to the questions with a partner (Task sheet 2).

Step 2 (plenary and group work – 10 minutes)

1. With a show of hands, participants answer the following questions.
   ► How many of you have already seen/read other people's blogs?
   ► How many of you have made comments on or responded to comments on others' blogs?
   ► How many of you have your own blogs?

2. Participants exchange information about their first impressions of/or experiences with blogs in groups of three or four and then present some of the most interesting outcomes of their discussion to the whole group.

Step 2 (plenary and pair work – 20 minutes)

1. Show the blog to be used by the group with the help of a computer and a projector.

2. Explain the aims and organisation of the session: in this particular blogging project, the blog will be the sole way of sending questions to the trainer. In addition, in order to be allowed to ask one or more questions, the participants must contribute a comment or raise an issue in connection with the novel being discussed.

3. Show the first post in the blog, setting the stage for blogging.

4. Explain how participants can respond or make comments and raise questions on the blog.

5. Give participants the following information about the blog and their role in the activity.

   ▶ The blog is found at this url: … (for an example see: http://spraakliv.blogspot.com). Accessed 17 October 2017.

   ▶ You will have to read my initial message in connection with the novel and then post a comment to it.

   ▶ Your comment should consist of an interesting observation or a piece of information you want to share with the group about the novel.

   ▶ Then you may ask one or two questions.

   ▶ I will respond by answering your questions and posting a new comment on the blog.

   ▶ After the practice session, there will be no other way of asking questions about the novel.

6. In order to gain some practice in posting comments, participants form pairs and reflect about what they could post as a first comment. When they have finished, the pairs add their comments to the blog.

7. You show on the projected screen how these appear and how you will respond to comments and questions.

Step 3 (debriefing – 20 minutes)

1. Initiate a discussion about how a blogging project may promote a critical perspective in students on aspects of social networking. Discuss with the participating (pre-service) teachers how such a project may be interesting with regard to bridging the gap between home and school use of media. You may want to use these questions for the discussion.

   ▶ To what extent does such school-initiated blogging reflect your own normal way of communication, your media habits and needs?

   ▶ In what way does such a blog project in the school setting differ from your private use of blogs or other Web 2.0 applications, and in what way is it similar?

   ▶ How or to what extent could a similar type of blog project in a primary or secondary class reflect the students' own normal way of communication, their media habits and needs?

   ▶ What are some implications if the home and school settings are very different and the school does not address these issues (e.g. when socio-economic background influences the level of media literacy)?

   ▶ What human rights issues need to be discussed with a class of learners when using blogs in a course?

   ▶ How is a teacher supposed to handle very different levels of knowledge about Web 2.0 applications in a class (from no knowledge to more knowledge than the teacher's)?

2. To close this face-to-face session, explain what participants will have to do as an assignment at home: read a longer post uploaded by the trainer and respond to the questions (e.g. the blog post on the novel *Ett öga rött* [One Eye Red] – a post by Ingebjørg where the post is in red, the comments in black, with some information in English: www.khemiri.se/english/one-eye-red). Accessed 17 October 2017.

Step 4 (evaluation – 5 minutes in class and/or 15 minutes at home)

1. Ask participants to write a one-sentence summary of the session and a question about blogging in general on a piece of paper. Collect these and use them to inform your further planning of the online blogging phase and any subsequent face-to-face sessions. Compile the participants' summaries.

2. The second, more detailed evaluation activity may take the form of a discussion or a written questionnaire administered electronically a few weeks after the session, where some of the following aspects could be dealt with. Select from the ideas below.

   ▶ Were you more hesitant asking questions openly on the blog than by way of mail or in class? If yes, what do you think the reasons are?

   ▶ Were there any practical or technical problems that occurred when you posted your contribution and question(s)?

   ▶ What other purposes of blogging can you think of in a school?

   ▶ Are you planning to try a similar blogging project with your students? If yes, how? If not, why not?

   ▶ Would other Web 2.0 applications serve your purposes better? Which ones?

   ▶ What are some of the most important things you learned in this session?

Preparation

Select a literary piece in accordance with the participants' interests, create the blog, and post a starting message well in advance for use in the practice session.

Try out the computer, projector and blog before showing them to the participants.

Resources and equipment

A novel (or short story)

A computer and a projector for the trainer

One computer per two or three participants

Text (Task sheet 1)

Questions for reflection (Task sheet 2)

One blog post written prior to the training session

Tips and potential difficulties

1. It probably raises the number and motivation of participants if the trainer connects the blogging to an activity that the teachers are carrying out anyway (questions, discussions, etc. about a topic that is relevant in a course, or before an exam), or the task could be made a compulsory part of a course or a longer training event.

2. Trainee teachers and in-service teachers would probably participate more easily and more actively if blogging in class were incorporated in the training sessions with computers available for all.

3. The starting post may be a picture or a short quote from the novel and the participants have to guess how the passage continues.

4. *Ett öga rött* [One Eye Red] – post by Ingebjørg, http://spraakliv.blogspot.com/2009/01/et-ye-rdt-innlegg-av-ingebjrg.html. Accessed 17 October 2017.

Further reading

Fowler R. M. (1994), "How the secondary orality of the electronic age can awaken us to the primary orality of antiquity or what hypertext can teach us about the Bible with reflections on the ethical and political issues of the electronic frontier", *Interpersonal Computing and Technology Journal* Vol. 2, No. 3, pp. 12-46, available at www.helsinki.fi/science/optek/1994/n3/fowler.txt. For a later version, see http://homepages.bw.edu/~rfowler/pubs/secondoral. Accessed 17 October 2017.

Mediappro/European Commission (2006), *The appropriation of new media by youth.*

Tonne I. et al. (2009), *Exploring the intersection between literary and digital literacy in school. ICERI-proceedings*, International Association for Technology, Education and Development (from a project with three classes of 5th grade students in a Norwegian school, which has served as an inspiration for the blogging project described in this training session for the Pestalozzi Programme).

Now we're talking – in writing

In earlier societies, where most communication was based on oral speech and dialogue, that is where there was little writing and reading, each bit of language use was placed in a situation. A feature of oral communication then and now is that speech proceeds in time as one thinks of what to say, or it proceeds according to a memorised plan. The speech situation, that is the people and objects that are present, the topological features of the room or the natural environment in and around the speaker, affect what is said and how it is said. People and objects may be pointed to as further explication of who or what is meant by the words, gestures may emphasise certain utterances, etc. In earlier times, the form of a formal speech was also influenced by the fact that it had to be memorised, often yielding a chronological structure.

Some say (e.g. Eric Havelock in *Preface to Plato*, 1963) that in the historic transition from orality to literacy, a shift which can be observed in Greek culture at the end of the 5th century, there was also a shift in the way of thinking. Writing does not require memorisation; a written text does not need the memorising help that a chronological structure may provide. Hence writing is often organised by way of other principles than time. It is often structured by way of dichotomies (e.g. pro/contra), or by way of a subordinating structure (e.g. general point/examples, general point/arguments), all of which are static ways of organising thoughts, not temporal. Importantly, too, written texts are much less dependent on the situation of the writing act. In fact, writing requires that the writer is able to lift the form and the content of the text out of the particular act of writing, so that the text can be understood outside of that particular situation. It requires of the writer to take a step aside and look at the text from the outside, from a potential reader's viewpoint, and to adapt the text accordingly.

The shift from orality to literacy – writing and reading – promoted a distanced, non-situated, static way of thinking. It also promoted one-way "communication" – corresponding to the monologue in orality – in the way that it is not possible to interrupt the text, that is readers who are impatient or who disagree can stop reading, but the text is still there, as a whole. And the author of the text does not expect immediate responses (see Skjeveland 2009 for more on these aspects).

Today in a wide variety of writing acts, an immediate reply is exactly what one expects, for example, when emailing, SMS-ing, chatting or participating in other forms of social networking. The texts of such communication may be accompanied by photos, pictures, videos, etc., explicating and situating the written text in ways that resemble orality. Obama did it, and it worked for him. Now every politician wants to communicate through new media. But some politicians are still stuck in the old ways of thinking when it comes to literacy, which is why they write non-situated, static monologues on the Internet. They do not open up and explain their situation to the people out there so they can recognise it and respond to it.

Most young people in the West, on the other hand, are small Obamas in this respect. They use new media and social networking applications more or less all the time. They know how to create a shared situation for text-sender and text-receiver, they know how to make the communication situation dynamic and not static, and they expect, encourage, prepare for and handle responses. Still, communication consists of a lot of writing. This is then what we call the new literacy.

Most young people are like Obama, yes, but not all. This is where teachers and schools come in. The "spreading" from teachers to students of practice with Web 2.0 applications such as the blog is one (small, but feasible) step towards obtaining better media literacy for all, which in turn is a prerequisite for Article 10 of the European Convention on Human Rights on freedom of expression. The problem is that some teachers and trainee teachers are a bit like the old literacy politicians mentioned above; they are not aware of the differences between old literacy and new literacy. Also they do not understand the technicalities of new media and therefore try to avoid the whole issue.

Questions to think about

1. How may a project like using a blog or other Web 2.0 applications in school somewhat even out the differences in students' use of this kind of media? This variation in experience and use of new media (see Mediappro 2006) is usually connected to socio-economic differences in the student population.

2. Such school-initiated Web 2.0 projects may therefore be seen as enhancing Article No. 10 in underprivileged groups of the student population. What are your thoughts about this?

3. Also, one must be aware of concrete human rights to be heeded when using Web 2.0 applications – in school with the teacher present and at home when the students are left more to themselves. Some such human rights enshrined in the European Convention on Human Rights are Article 6 – Right to a fair trial, Article 8 – Right to respect for private and family life, Article 14 – Prohibition of discrimination, and Article 1 of Protocol No. 1 – Protection of property. Do you have any ideas how a teacher should approach these issues in a school setting?

Activities 27-36
120 minutes

From dream house to dream town

DESCRIPTION

Original activity contributed by Aleksandra Birkova

Focus: the main aim of this activity is to help promote co-operation, critical thinking and respectful communication. Participants will try out and reflect on activities that they can later use with their classes. While drawing their dream houses participants should evaluate their socio-cultural background – the traditions, values and beliefs they grew up with. After making comparisons within their group, they will have to design their dream town together. Some of the steps are adaptable to classroom use with teenagers.

Target group: pre- or in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Step 1 (individual work – 20 minutes)

1. Ask participants to draw their dream house from the outside (only the house, without surroundings).

2. Give participants the questions (Task sheet 1) and ask them to think about their answers while drawing the house.

3. Participants should cut out their houses from the sheet.

Step 2 (pair work – 20 minutes)

1. Ask participants to stand in one line – the person who lives furthest from school should be the first; the person who lives closest to school should be the last one. Then pair participants with the person who comes right next to them in line.

2. Ask them to compare their houses and discuss the questions (Task sheet 1) and then find similarities and differences with the help of the grid on Task sheet 2.

Step 3 (group work – 30 minutes)

1. Put participants into groups of four to six by giving each pair one half or third of the town plan (they have to find the missing pieces and form a group).

2. Participants discuss how they allocate some or all of the following roles in their group – organiser (group leader), secretary, graphic artist (two if the group is big), presenter and timekeeper. Alternatively, the trainer gives out the role cards to the members of each group to save time.

3. On the basis of Task sheet 3, participants discuss what their dream town will be like.

4. Participants draw their dream town on A2 flip chart paper and glue their own dream houses onto the poster.

5. Participants name their town.

Step 4 (plenary presentation and debriefing – 40 minutes)

1. Groups put the posters on the wall, present their towns and justify their decisions – four minutes for each group.

2. Hold a debriefing discussion based on some of the following questions.
   ► What are your favourite places in this dream town? Why?
   ► Which of your initial ideas have been used in the dream town?
   ► How did you feel during this activity?
   ► How do you think you could use this activity with your learners?
   ► How does the use of students' personal experience develop their understanding of their own culture?
   ► How can teachers encourage students to use their personal experience?
   ► How can this activity help to develop students' critical thinking?
   ► How can the teacher ensure that everybody's voice is heard in the group discussion and negotiation process?
   ► How can teachers encourage male students to talk about their feelings? Is it necessary to make special efforts with male students at all?
   ► What can you do if students concentrate on what is good/bad instead of objectively talking about similarities and differences in their dream houses?
   ► How can students be encouraged to speak not only about facts but also about values, emotions, attitudes, etc.?
   ► How can critical and creative thinking help to overcome stereotypes of different cultures?
   ► How can we encourage students with different backgrounds to break stereotypes, accept other viewpoints and come to a joint decision? What roles does a teacher have in this process?

Step 5 (evaluation – 10 minutes)

Have participants fill in the evaluation sheet. If time allows, discuss their answers and take note of their responses to the question on critical thinking so you can respond later at another session or online.

PLANNING

Preparation

Paper, coloured pencils, glue and scissors are put on the trainer's table, and participants can go and take what they need.

It is best to have moveable desks and chairs in the room so they can be easily rearranged for individual, pair and group work as well as the final plenary discussion.

Resources and equipment

A4 sheets, coloured pencils, markers, scissors, glue, flip charts, three maps cut into pieces, handouts, evaluation sheet. Enough copies for between 12 and 24 participants.

Tips and potential difficulties

1. Be prepared to encourage participants to use their personal experiences to explore and understand their cultural richness and to share this with other participants.

2. Encourage participants to find similarities and differences without evaluating traditions, values and beliefs as good or bad.

3. In the debriefing session it is essential to discuss participants' anticipated worries and difficulties as they reflect on the implementation of the activities in their own classrooms.

Think about and be ready to discuss the following questions

1.   Describe your dream house.

2.   What could be your favourite place in your dream house? Could you describe your feelings in that spot? When would you like to stay there?

3.   Would you like to observe any traditions in your dream house? If yes – what traditions would you like to observe? If no – why?

4.   Would you like to invite guests to your house? How would you entertain them? Which rooms would you show to your guests?

5.   Would you like to have any rules in your house? If yes – what rules would you like to follow in your home? If no – why?

Criteria	Participant A	Participant B
The house from outside		
Favourite place at home		
Traditions at home		
Guests in your home		
Rules in your home		

Before drawing your dream town, decide what will make your town's people friendly and secure.

1.   Draw the streets in your town and name them (give reasons why).

2.   Draw the institutions in your town and discuss why people need them.

3.   Discuss entertainment possibilities in your town and discuss why you need them and what atmosphere you would like to create there.

4.   Decide upon traditions/festivals in your town and what atmosphere you would like to have there.

5.   Discuss the rules that should be followed in your town and why you need them.

Evaluation sheet

1. What I most like about our project is ....
....
....
....

2. What I least like about our project is ....
....
....
....

3. I'm not quite sure about ....
....
....
....

4. I found the following very useful and applicable in my classes ....
....
....
....

5. I found the following surprising ....
....
....
....

6. I used/did not use my own experience to make the project more interesting because
....
....
....

7. I'd like to ask if ....
....
....
....

Activity 28

The black sheep

Original activity contributed by Hilal Akyüz

Focus: this activity raises teachers' awareness of diversity, helps one experience exclusion, and promotes the viewing of people and their behaviour from multiple perspectives through the use of a video, acting, creative illustrations and a debriefing discussion. Some of the steps can also be adapted to classroom use.

Target group: pre- or in-service teachers of age groups 6-10/10-14/14-18

Type of activity: Core/main activity

PROCEDURE

Introduction

Tell your participants briefly that in the next session(s) they will watch a very short video, and then they will be expected to act something out, discuss their feelings and impressions and then illustrate the discussion.

Step 1 (watching a short video – 10 minutes)

1. Do not tell your participants what they are going to watch and why.

2. Make sure that every participant has a pen and paper.

3. Ask them not to talk until the activity is over.

4. Watch the video.

5. Wait for 20 seconds in silence.

6. Watch the video again.

7. Ask them to write down the feelings they had when they saw the video.

Step 2 (acting – 30 minutes)

1. Without talking about the video, ask your participants to form micro-groups of three or four.

2. Ask each group to form a monument with their own bodies, giving the monument a name or title which will summarise what they have seen.

3. When the groups are ready to show their monument, ask them to do so one by one for the whole class to see.

4. The others watching the monument should try to guess the name of the monument.

5. The group stops being a monument and reveals its name.

6. The next group presents its monument to the whole class, the others guess what the title might be, and so on.

7. The activity goes on until every group has shown their monument to the whole class.

8. Finally, ask each participant to write again about the feelings they had when they formed the monument. They should write on the same sheet they used in Step 1.

Step 3 (debriefing/reflecting – 20 minutes)

1. After having finished Steps 1 and 2 you can start reflecting by asking each participant to tell the whole class what feelings they described after watching the video, and while forming the monuments, using some of the following questions.
   - ► What would you have called the monument if you had to name it yourself?
   - ► Have you have felt this way before in your life?
   - ► Do you have students who might feel the same way in your classrooms?
   - ► How would you react and what would you do if someone in your class was excluded?
2. Before finishing the activity warn them that this video may not be suitable for very young learners.

Step 4 (creative illustrations – 30 minutes)

1. Ask participants to form groups of three or four or if you know them well, then group them yourself as you see fit from a team-building point of view.
2. Give each group a flip chart sheet with a picture showing an unpleasant scene where someone is different and sticks out from a group.
3. Ask them to change the unhappy situation in the picture. In other words, each group should turn the picture into a happy situation by drawing, colouring or using any other creative method on the poster. They can also do this by writing on the posters. Allow them 15 minutes.
4. You can walk around while the groups are working and give ideas if they cannot get started by themselves.
5. When the time is up, ask the groups to show their posters and explain how they turned the sad world into a happy one.
6. Then you can show on screen, or as a printout, some more pleasant pictures depicting inclusion and diversity.
7. Allow participants to enjoy the happy side of inclusion.

Step 5 (debriefing/reflecting – 20 minutes)

Hold a whole group discussion based on some of the following questions.
- ► Do you have similarly unhappy situations in your classrooms?
- ► How can you use these pictures in the classroom? (e.g. they could show these pictures to children, post them on the walls, and ask them to go to the pictures they like most. Then the children could explain why they chose a certain picture and could perhaps also talk about similar personal experiences.)
- ► Could your pupils do the activity then as a follow-up act out the story? (e.g. a black duckling is played by one student, three students play the role of yellow ducklings, and they change the scene by helping the black duckling to climb the chair, all hand in hand in the end. Of course, it is best if children find their own solutions to turn black to white.)
- ► How can pictures of animals be used in the classroom as examples of how creatures manage to be friends despite their differences? (e.g. pupils can be asked to find a similar story to tell from a movie they have seen, a book they have read, or they can relate something based on their own experiences of making friends.)

Note that this activity becomes more difficult and demanding if instead of turning the pictures into happy ones, you explicitly ask your participants to "draw solutions to include what is excluded" in their pictures.

Step 6 (evaluation – 10 minutes)

Ask your participants to complete the following questions individually and assure them that their papers will be treated confidentially.

1. Before we talked about diversity today, I had not been not aware of the following ……………………… ………

2. During the training I remembered an event where I felt different/excluded ………………………………
    ………

3. Having attended this session, I feel that there is a need to deal with diversity in school/no need to deal with diversity because ……………………………………

4. If I have a chance to apply some of these activities in my classroom, I will try out the following activities …………………………………………………………………………because………………………
    ………

5. Further comments you would like to add ……………………………………………………………………

PLANNING

Preparation

Download the video and prepare some colourful pictures. Before you start, you should have the unpleasant scenes (used in Step 4) printed and each picture should be glued or pinned to the middle of a flip chart poster.

If you have a camera you can take pictures of the monuments in Step 2, and later use them for different activities, for group sharing, reflecting, etc.

Resources and equipment

Pen and paper for each participant, a computer, a projector, the video: available at www.youtube.com/watch?v=RLj1kboVhz8, accessed 17 October 2017, flip charts, markers, pictures (on paper and projected), camera (optional)

Tips and potential difficulties

1. Give participants time to remember and reflect as it takes time to recall and talk about past experiences, but do not force participants to share possibly unpleasant experiences.

2. Please warn trainee teachers after Step 2 that this video may not be suitable for the lower primary school classroom, as it may affect very young children negatively.

3. Step 4 becomes more difficult and demanding if instead of turning the pictures into happy ones, you explicitly ask your participants to "draw solutions to include what is excluded" in their pictures.

4. For classroom implementation do not limit yourself to the materials suggested here; you can explore the same topic using relevant movies, books, music, ads, etc.

Further reading

Maley A. and Duff A. (1978), *Drama techniques in language learning: a resource book of communication activities*, Cambridge University Press, Cambridge.

Rinvolucri M. (2007), *Grammar games: cognitive, affective and drama activities for EFL students*, Cambridge University Press, Cambridge.

Scrivener J. (1994), *Learning teaching: a guidebook for English language teachers*. Macmillan/Heinemann, Hong Kong.

Activity 29

Experts' views on Web 2.0 tools

Original activity contributed by Agathi Erotokritou

Focus: the aim of this session is for teachers to learn about different aspects of Web 2.0 tools in depth and to raise their awareness of the powerful possibilities as well as the risks and limitations of these tools in education. By learning about the personal but also the social and legal impact of using Web 2.0 tools, teachers investigate whether their students usually respect or disregard human rights when they use these tools at school and at home in their everyday life.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

Introduction (30 minutes)

1. A short introduction about the aims of the session is provided.

2. Mind-mapping the results of the questionnaire filled in by the participants' students prior to the session is done. Impressions are gathered, put on a poster and discussed.

Step 1 (reading and/or viewing – 30 minutes)

1. Participants read and/or view three experts' opinions on the risks of Web 2.0 tools for students.

2. While they do this, they have to take notes to be able to answer the following questions.
    ► What is the focus of the experts' activity?
    ► Which particular points of Web 2.0 are under investigation?
    ► What kind of illegal and harmful activities are students able to follow on the Internet?
    ► The three suggested passages/videos should be the following.
    ► A text or a short video with a police expert who specialises in investigations on the Internet could be about Internet crime.
    ► Another text/video/audio should present the legal aspects, the rights and the duties of Internet users, and ideally the text/presentation will include global issues concerning the Internet and Web 2.0 linked to fundamental human rights.
    ► A third point of view presented could be a psychologist and/or a sociologist: explanations of teenagers' habits, the impact of the Internet and Web 2.0 on young people and their way of life, the consequences of staying in front of a screen for long hours, the most common thoughts and feelings about law and human rights in general in this age group, and the effect all this has on society and young people's social skills.

Step 2 (group work – 30 minutes)

1. Groups of five or six teachers will take part in a roundtable discussion. Each participant in every small group takes their notes with them and also receives a role card (e.g. police, lawyer, psychologist or sociologist, and two or three teacher roles). Participants with the teacher role are encouraged to address questions about the risks of Web 2.0 tools to the panel of "experts" in their group and give comments about what they have read or heard.

2. When the roundtable discussions have finished, participants (including the ones who played the roles of police, lawyers, psychologists, etc.) will have to come up with five important suggestions about what could be or should be done at schools to ensure that students respect human rights when using the Internet.

3. The five most important suggestions should be written (and possibly illustrated) on a poster in each group. Posters are pinned to the wall.

Step 3 (debriefing and evaluation – 30 minutes)

1. Participants walk around and read the other groups' posters.

2. Encourage participants to express their comments about the suggestions on the posters and what they found important. Also, they can be asked to add ideas about what is necessary in order to develop strategies for teaching media literacy and calling their students' attention to human rights in using Web 2.0 programmes.

3. Participants are given stickers or colour markers to indicate on the posters the three most important ideas/suggestions that they are taking away from the session to help their own students in their own contexts.

PLANNING

Preparation

Participants will have to have a questionnaire (see Task sheet 1) filled in by their students prior to the training, and will bring the results and the conclusions they drew from their students' answers.

Short texts or audio/video material with specialists will be read or viewed in order to analyse the risks of Web 2.0 tools from the experts' point of view (as lawyers, psychologists, etc.), so these have to be prepared by the trainer.

Parents and students can be invited to take part in the roundtable discussion at the end (optional).

Resources and equipment

Mind-mapping software such as FreeMind

Laptop and video projector with Internet connection

(Interactive) white board

Short texts or video recordings of interviews with lawyers, psychologists, etc. speaking about the risks of Web 2.0 tools

Role cards

Tips and potential difficulties

1. Check the links to the videos and/or bring enough copies of the experts' texts.

2. Prepare the roundtable discussion so that everybody gets involved and contributes to the discussion (e.g. six people at a roundtable: a "lawyer", a "psychologist", a "policewoman" and three or four teachers being themselves. Depending on the number of your participants, repeat the same set-up at the next roundtable).

Questionnaire on Web 2.0 for students

Instruction: Please tick (√) where necessary or answer the questions according to your knowledge or experience.

Sex: Male ☐   Female ☐

Age Group: 10-12 ☐   13-14 ☐   15-16 ☐   17-18 ☐

1. Where do you most frequently use the Internet?

 At school ☐   At home ☐   Other: _____

2. How long do you use the Internet during the day?

 Less than 1 hour ☐   1-2 hours ☐   3-4 hours ☐

  More than _____   I do not use it every day ☐

3. The purpose(s) you mainly use the Internet for?

Research ☐   Entertainment ☐   Education ☐   Communication ☐

4. Do you believe that the Internet helps you to improve your personal life? If, yes, in what way?

....

....

5. Do you use programs on the Internet in order to stay connected with your friends? If yes, which programs?

....

....

6. Do you have a personal profile on the Internet such as a blog or a Facebook or MySpace profile? If yes, explain why.

....

....

7. Do you participate in forums/chats on the Internet? Do you use your name or a nickname in this kind of communication? Explain why.

....

....

8. Do you have many identities on the Internet?

....

....

9. Do you use fake information about yourself when you communicate with others?

....

....

10. Do you watch or download films on the Internet? How many during a month?

....

....

11. Do you listen to or download music/songs on the Internet? How many during a month?

....

....

12. Do you provide any personal information about you and/or your family on the Internet?

....

....

13. Are you a member of any virtual community? If yes, write what your actions there are.

....

....

14. Do you play interactive games with other people on the Internet?

....

....

15. How would you describe your life without the Internet?

....

....

Thank you for your time and for completing this questionnaire.

Activity 30
Deconstructing stereotypes

Original activity contributed by Gudrun Ragnarsdóttir

Focus: how do we create stereotypes and what impact do they have on our community? In this activity, participants engage in a "thought shower" followed by a role game to explore their own stereotypes and prejudices and in a collaborative research activity.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Main activity

PROCEDURE

Introduction – 5 minutes

Introduce the activity and its aim.

Step 1 ("thought shower" – whole group – 15 minutes)

1. Lead the group through a thought shower: participants should describe four stereotypes typical of upper secondary students (for example: Goth, nerd, hippy, etc.).

2. The trainer writes the information on a flip chart or white board.

3. Ask the group to offer a description of the personal and social characteristics, lifestyle, personality traits, appearance, dress, etc. that belong to the chosen stereotypes and write these "clichés" on the blackboard.

4. Help participants to be precise and creative.

Step 2 (illustrating – group work – 20 minutes)

1. Divide the whole group into groups of four.

2. Each group should draw a life-size picture illustrating one of the stereotypes that has been discussed, on a large sheet of paper. The drawings should illustrate all the items of the stereotypes that have been recorded on the board in the previous step.

Step 3 (conceptualisation – whole group – 40 minutes)

1. Create an exhibit with the "picture people". Each group should talk about the picture for 3 minutes, maximum.

2. With the group, stand in front of the "picture people" and find as many arguments as you can to "break down" this classification. For example: "Some computer nerds are good at sports"; "Some hippies are good at maths".

3. Engage learners in a discussion, using questions such as:
   ► Can we classify individuals into stereotypes?
   ► Is this classification reasonable and fair?
   ► What kind of prejudice lies in each classification here?
   ► How does it impact your relationships with others?

Step 4 (debriefing – whole group – 15 minutes)

Discuss the following questions.
   ► What are the implications for your teaching?
   ► What will be the challenges for your classroom?
   ► How might you follow up these issues in your teaching?
   ► What other questions are raised by this activity?

Step 5 (evaluation – pairs – 15 minutes)

1. Introduce the peer-evaluation questionnaire (see Task sheet 1)

2. Divide the group in pairs and ask each participant to evaluate his/her peer using the form.

3. Discuss the evaluation method: is it useful to evaluate learners?

PLANNING

Preparation

The life-size posters take space; prepare the room with adequate free floor space. Research for yourself the different "fashion" stereotypes that are trendy at the moment.

Resources and equipment

Big sheets of paper (preferably recycled paper!)

Thick markers of different colours

Tips and potential difficulties

1. When discussing with participants, encourage the use of terms such as "some" "many" "a few" (e.g. "Some nerds …", "Some Goths…"). This is useful to avoid generalisation and stereotyping.

2. Invite teachers to reflect on how they will deal with the situation if one or more participants in the classroom appear to correspond to one of the types being described.

Peer evaluation

Name of the person who is being evaluated: _____

Name of the person who is doing the evaluation:_____

Product:_____

Date:_____

You should let the learner know that you are evaluating her/him with a score on a scale of 1 to 10, with 10 being high and 1 being low. The number you give indicates what s/he deserves, for work in the group for this project.

Proactive and engaged with the task:

1	2	3	4	5	6	7	8	9	10

Teamwork and behaviour:

1	2	3	4	5	6	7	8	9	10

Productivity (focused on getting the task done):

1	2	3	4	5	6	7	8	9	10

End product:

1	2	3	4	5	6	7	8	9	10

Calculate:

	Calculate:	Results:
Proactive and engaged with the task:	_____ × 0.25 =	
Teamwork and behaviour:	_____ × 0.25 =	
Productivity:	_____ × 0.25 =	
End product:	_____ × 0.25 =	
	Grade:	

Comments:

....
....
....
....
....
....

Choosing what I can do: approaches to education for democratic citizenship and human rights education (EDC/HRE)

DESCRIPTION

Original activity contributed by Maria José Neves

Focus: through an examination of the curriculum, participants will start thinking of different ways to approach implementation of EDC/HRE in their teaching and as a team teaching approach. The activity targets trainees who are already familiar with the content of EDC/HRE.

Target group: in-service teachers of adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

The facilitator introduces the notion of whole school and cross-curricular approaches to EDC.

Step 1 (contexts for implementation – individual work – 10 minutes)

1. Ask the participants to think about questions for assessing the different implementation contexts of EDC/HRE in their school; they should focus on their subject-specific curriculum as well as the whole school climate and the school in the wider community.

2. Each question should be written on a Post-it.

Step 2 (sharing – group work – 20 minutes)

1. Group the participants into four groups and ask them to organise their group structure by choosing the co-ordinator, the timekeeper, the writer and the reporter.

2. Give each group a copy of the text "Main areas of school life relevant to developing a whole school approach to EDC/HRE" (Task sheet 1).

3. Ask the participants to stick their Post-its on the text to correspond broadly with the four areas and respective questions in it.

Step 3 (comparing – group work – 30 minutes)

1. Ask participants to look at the other groups' Post-its.
2. Launch the discussion in each group based on the following issues:
    ► similarities and differences between the participants' questions and those of the text
    ► the need for new areas for any unmatched Post-its (additional questions)
    ► the relevance of those questions to help in further understanding of the different possible contexts of EDC/HRE implementation
3. Ask each group to arrange a final presentation for the whole group.

Step 4 (Identifying areas of action – group + whole group – 45 minutes)

1. Discuss which of the questions in the group members' school:
    ► are already being positively answered
    ► should be strengthened
2. Record the answers on a flip chart.
3. Ask each group to choose one suggestion made to strengthen a question and discuss how it could be achieved. Ask each group to record their answers on an A3 sheet for further sharing with other groups' colleagues.
4. Group presentation: each group presents their paper (each member of the group presents a part of it) and gets feedback from the other groups.

Step 5 (debriefing – whole group – 15 minutes)

Debrief with participants on the decision-making process they have just followed. You may guide this discussion with questions.
    ► What do you think of the process by which the group decided to choose the point?
    ► Do you agree with the group choice? Could it have been achieved differently?
    ► To what extent did this activity help you to reflect on guidelines for a strategy of action in your school?

PLANNING

Preparation

The room should be set up for group work. Ample wall space will be needed to allow for presentation of the groups' posters.

Resources and equipment

A3 and A4 paper, colour markers, Task sheet 1 printed on an A3 sheet

Tips and potential difficulties

If the participants have difficulty understanding the meaning of "different implementation contexts of EDC/HRE", the trainer should provide some tips (see task sheet).

Further reading

The activity is adapted from "Developing a whole school policy for Citizenship Education", Citizenship Foundation, February 2000.

Main areas of school life relevant to developing a whole school approach to EDC/HRE

Guidelines for assessing the school EDC/HRE

Policy/Planning

► To what extent are the principles of citizenship/human rights (e.g. fairness, justice, equality, rights, responsibilities, co-operation, respect, democracy, negotiation) embedded in your existing school policies, e.g. through policies for equal opportunities, behaviour and anti-racism?

► To what extent do students take part in school policy making through class/school councils, questionnaires, discussion groups, etc.?

► Is the implementation of EDC/HRE built into the School Educational Plan?

► Is there a member of the staff (teacher/non-teacher) responsible for co-ordinating EDC/HRE?

Curriculum

► To what extent does the curriculum explicitly help students make sense of the key concepts of citizenship and human rights, e.g. fairness, democracy, justice, rights, responsibilities, participation, free choice?

► Are there opportunities for students to develop the skills of participation, critical thinking, voting and responsibility, e.g. through debates, elections, mock trials, youth parliaments and other simulations and role plays?

► Are students encouraged to research/reflect on and contribute their personal opinions in relation to topical events and issues?

► Are students encouraged to develop an awareness of and knowledge about their own culture and to appreciate the diversity of national, regional, religious and ethnic identities as well to consider themselves as global citizens?

Ethos

► Does the school ethos promote positive relationships based on respect and fairness among all members of the school community?

► Does the ethos of the school promote attitudes which challenge stereotypes, particularly regarding culture, ethnicity, gender, sexuality and disability?

► Are students involved in shaping the rules of the class/school and do they understand why rules are important?

► Is there a participatory ethos which allows students to be involved in decisions relevant to their lives and to develop competences of negotiation?

► Are all students given opportunities to take responsibility at various times, e.g. by helping to manage conflict/bullying and through peer mediation?

► Are students encouraged to take responsibility for their own actions and face the consequences of their own behaviour?

► How far does the school reflect a concern for the environment and sustainable development?

► Are there special events related to EDC/HRE (e.g. Human Rights Day)?

Parental and community involvement

► Are parents invited to share in decision making within the school?

► To what extent are parents involved in developing school activities?

► Do students have an opportunity to learn in and about the local community and make a positive and practical contribution towards community life?

► Are students involved in the selection and invitation of visitors from the community and do they have an opportunity to be involved in all aspects of the visits?

► Are you involved in any local community life activities regarding EDC/HRE?

Activity 32
Maps: describing our reality

Original activity contributed by Tahany Shemeis

Focus: in this activity, participants will go into a hands-on experience in evaluating sources based on a set of agreed-upon criteria. Teachers will evaluate how these sources are suitable for a given learning objective. It should guide teachers in selecting diverse and attractive sources that support the content of their teaching, reflect multiple perspectives of a targeted topic, and thus promote classroom activities that are engaging and present a balanced perspective on learners' (historical, social, economic) environment.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Step 1 (identifying representations – whole group work – 20 minutes)

1. Project a slide showcasing different types of historical, geographical and media sources to help participants engage in a "thought shower" on different types of sources used in educational settings.

2. Ask the participants, "What sources can a teacher use in the classroom to work on a 'real-life topic' with students?"

3. The thought shower should follow the following specific rules.
    ► Define the issue clearly, and lay out any criteria to be met.
    ► Ask participants to individually write their ideas on a sheet of paper.
    ► Each in turn, the participants read their ideas aloud.
    ► Keep the session focused on the issue.
    ► Ensure that no one criticises or evaluates the ideas expressed during the session. (Criticism introduces an element of risk for group members when putting forward an idea. It stifles creativity and cripples the free running nature of a good brainstorming session.) Encourage an enthusiastic, uncritical attitude among members of the group.
    ► Try to get everyone to contribute and develop ideas, including the quietest members of the group.
    ► Let people have fun. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity!
    ► Ensure that no train of thought is followed for too long. Encourage people to develop other people's ideas, or to use other ideas to create new ones.
    ► Appoint one person to note down ideas that come out of the session (use a flip chart).
    ► ALL ideas go on the flip chart, no selection!
    ► The results should be studied and evaluated after the session.

4. With participants, prioritise the list on the flip chart according to importance and relevance to the goals of the session.

5.   Wrap up the discussion with a summing up of how teachers use sources. For example:
     ► What is the source's explicit content?
     ► What is the source's implicit content?
     ► What does it emphasise?
     ► What does it leave out?

Step 2 (map analysis – group work – 50 minutes)

1.   Explain that you are now going to work on an example of a source: maps.

2.   Distribute the map analysis task sheet (Task sheet 1) to the participants. Provide a map to each group of participants for analysis using the task sheet.

3.   In their groups, participants discuss their answers and prepare to share them with other groups.

4.   Give each group time to present their map and the outcome of their analysis to other groups.

Step 3 (application – group work – 20 minutes)

1.   Ask the groups to list different classroom activities where they can use a similar source. They should describe two or three examples and write them each on an A4 sheet.

2.   Post the A4s on a wall. Groups go around and read the proposals silently. Invite participants to add some comments on the A4s if they have any.

3.   Allow for a second round of reading if necessary.

4.   The facilitator and participant can highlight some of the results.

Step 4 (debriefing – 10 minutes)

1.   Go back to the flip chart and compare the answers with the preconceptions the participants voiced at the beginning of the activity (thought shower).

2.   Help teachers think of similar ideas that they can use in the classroom. For example:
     ► Show a map without a legend or title and give students the chance to make up their own.
     ► Compare with the actual legend or title.
     ► Elaborate on differences and similarities.

Step 5 (evaluation – 10 minutes)

Ask participants to share what they have learned during the exercise.
     ► What are the implications for your teaching?
     ► How might you follow up these issues in your teaching?
     ► What other questions are raised by this type of activity?

PLANNING

Preparation

Arrange the room for small group work (groups of four to five participants)

Resources and equipment

Task sheet 1: map

Maps (all accessed 17 October 2017)
     ► www.lib.utexas.edu/maps/historical
     ► www.euratlas.com/index.html

- ► www.reisenett.no/map_collection/historical/history_europe.html
- ► www.educationworld.com/a_lesson/lesson287.shtml
- ► Dorling D., Newman M. and Bradford A. (2008), Atlas of the real world: mapping the way we live, Thames & Hudson, London.
- ► The Atlas of the Real World uses software to depict the nations of the world, not by their physical size, but by their demographic importance on a range of subjects. The size of each territory represents its scale in proportion to that of the others, giving a strikingly different perspective from the Mercator projection most commonly used.

Tips and potential difficulties

1. One of the criteria in selecting maps that will be used in this activity should be that they reflect multiple perspectives.

2. For implementing this activity in diverse contexts a trainer can select four maps that represent historical, geographical, etc. data that their teachers deal with in their curriculum.

3. While discussing the questions participants will tackle the issues of both the nature of the source and the purpose behind the map and how these can affect the way things are represented, thus reflecting its designer's point view.

4. Working with maps can be very challenging. It is easy for teachers to access geographical and other types of maps with country borders for recent times, but it may be harder to find maps that present historical eras with trustworthy references. We have added references for such maps in the resources section.

TASK SHEETS

Map analysis task sheet

1. Type of map: ....
....

2. Date of the map: ....
....

3. Source of the map (with the name of the publisher if available): ....
....

4. Why do you think this map was drawn? (Support your answer with evidence) ....
....
....
....

5. List three things in this map that you think are important.
....
....
....

6. What type of information is missing in this map? ....
....
....
....

7. What information does this map add to the textbook's content concerning this event?

    ....

    ....

    ....

    ....

8. Does the information in this map support or contradict information and perceptions that you have? Explain.

    ....

    ....

    ....

    ....

Communication breakdown?

Original activity contributed by Olena Styslavska

Focus: when teachers give young people the possibility to experience communication based on mutual respect they not only promote students' welfare, education and development, but also support the changes that involve whole societies and make them fairer and truly democratic. This activity offers the opportunity to reflect on the meaning of effective interpersonal communication in the context of EDC/HRE.

Target group: pre-/in-service teachers

Type of activity: Core/main activity

PROCEDURE

Step 1 (role play – whole group – 10 minutes)

1. Ask participants to divide in three groups. One group stands at one side of the room, another at the opposite side and the third one in the middle of the room.

2. Give tasks to each group (Task sheet 1) and underline that it is important to not know the tasks of the other groups and stick to the instructions.

3. Ask the groups to read their task and agree how they will do it (2 minutes).

4. Inform the groups that they have 3 minutes for the task and signal to them to start.

5. Check the results. Discuss the experience with the participants. Ask questions such as:
   ▶ Did you manage to do the task?
   ▶ Are you satisfied with the result?
   ▶ What was difficult? How could it be done better?

6. Tell the participants that what they have just experienced may be used as a rough (and of course, exaggerated) illustration of a communication process, in which Group A is a sender of information, Group B is a receiver and Group C represents different barriers to communication. Provide a short description of the communication process (Task sheet 2).

Step 2 (whole group/ group work – 30 minutes)

1. Ask the whole group to give examples of communication barriers in a short open discussion. Write down the examples on a flip chart. The aim of this session is to consider what kind of barriers are the most disruptive in the context of building a positive ethos at school. Explain why.

2. The following step will follow a "jigsaw" structure of co-operative learning. Divide into groups of four (Group A, B, C and D). Distribute Task sheet 3 with the description of one type of barrier. (The members of the same group all get the same handout). Participants read individually first and then reflect on and express opinions about the text in groups. They jot down aspects they agree on and some they disagree on.

Step 3 (group work – 60 minutes)

1. Form new groups of four by gathering one member of each initial group A, B, C, D, as follows:
    - ► A1, B1, C1, D1
    - ► A2, B2, C2, D2
    - ► A3, B3, C3, D3
    - ► A4, B4, C4, D4

2. Now, ask each specialist (a member of the group who has worked on a specific barrier), to present his/her findings to the other members of the group. This way all members of the group gain some knowledge on different types of barriers (10 minutes).

3. The task of this group is to decide what kinds of barriers are more disruptive in the context of developing a democratic culture in school. They should offer suggestions to overcome these barriers. Give each group a flip chart, markers, and copies of Task sheet 5. Inform the groups that they will have 25 minutes to discuss, make suggestions and prepare their feedback (5 minutes).

4. Each group gives their feedback. For this purpose the groups may decide to delegate one representative or they may do it together (20 minutes).

Step 4 (debriefing – 20 minutes)

1. To sum up the activity ask participants to reflect on their experience at school and provide real examples of communication barriers that were discussed during this activity.

2. Tell the participants that every person uses his/her own "favourite" communication barriers. Give them some time to reflect and find their communication barriers in such interactions as: Teacher – Teacher, Teacher – Student, Teacher – Parent. Ask them to write their reflections down and keep them for themselves.

PLANNING

Preparation

Set up the chairs in a circle close to the walls. There should be the possibility to set up the room for small group work as well.

Resources and equipment

Task sheet 1: Instructions for three groups

Task sheet 2: Communication process – a short description

Task sheet 3: Barriers to communication in the context of EDC/HRE

Task sheet 4: Handouts for four groups – "Barriers to communication – description"

Task sheet 5: Chart for discussion in groups

Flip charts and markers for four groups

Tips and potential difficulties

1. The role play will work if you take care to ensure that the middle group has a few more participants than the other two.

2. While describing the communication process (Task sheet 1), it should be said that words comprise only 7% of communication, so equal attention should be paid to other components, such as body language, expression of emotions, etc. One should also point out that the awareness of barriers is halfway to overcoming them.

3. It can be useful to use slides to introduce the communication process (Task sheet 2) and barriers to communication (Task sheet 3).

4. The technique with four initial groups and four expert groups is called a "jigsaw puzzle". While using this technique it is essential to explain the whole task at the beginning.

5. It is important to inform the participants that three groups ("Judgments", "Control", "Avoidance") will have a more reflective task, while the fourth group ("Other barriers") will have more information to study and relay.

6. There is a rectangle in the right upper corner of each page in Task sheet 4. It will help to avoid confusion while the initial groups recompose into the mixed groups. For that purpose, when you prepare copies for each member of the four initial groups, mark the rectangles with different colours. That means that each member of one group gets the same text, but the rectangles are different: red, yellow, blue and green. When the groups reconstitute themselves, the only instruction you have to give is, "Now make new groups according to the colour you have in the right upper corner of your handout".

7. The ideal number of participants in the training group for the "jigsaw puzzle" activity is 16. Use your creativity if the number is different (e.g. some participants may share one role).

TASK SHEET 1

Instructions for three groups

Group A
Today during the break there will a possibility to choose between two options: coffee and cakes or water and fruit. Together with Group B you can order one of the options. But there's one condition – both Groups A and B have to agree on it. Arrange it with Group B. Remember that you must not leave the place where you are standing.

Group B
Listen to what Group A wants to tell you and respond. Remember that you must not leave the place where you are standing.

Group C
Your task is to not let Group A and Group B communicate. You can use everything you wish for this purpose: your voice, your bodies, additional materials you can find in the room. Remember that you must not leave the place where you are standing.

Communication process – a short description
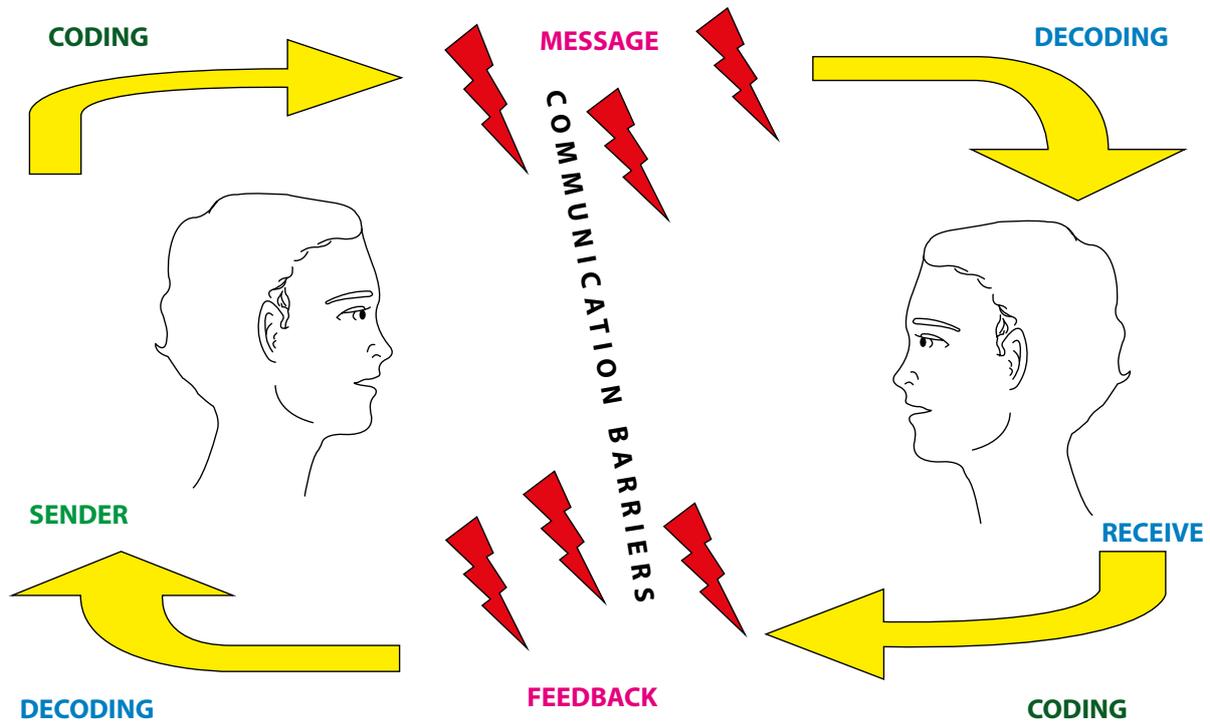
Communication process

This simplified version of a complex process can be a powerful tool for thinking about one's communication skills, diagnosing communication problems and developing plans for improvement of communication.

1. A person (**SENDER**) conveys a **MESSAGE** to someone or a group of people (**RECEIVER**). Each **SENDER** **CODES** the **MESSAGE** in the form of words, sounds, movements, behaviour, etc. It travels to the **RECEIVER** through one or more channels chosen by the **SENDER**. The channels may be verbal or non-verbal. They may involve only one of the senses, hearing for example, or they may involve all five of the senses: hearing, sight, touch, smell and taste. Non-verbal communication, popularly referred to as body language, relies primarily on seeing rather than hearing.

2. The **CODED MESSAGE** reaches the **RECEIVER** who tries to **DECODE** it, in other words to understand what the **SENDER** means, and what the intentions of the **SENDER** are.

3. This activates thinking as to what to answer/how to behave (**FEEDBACK**) in the given situation. After sending the message, the **SENDER** becomes a **RECEIVER** and the **RECEIVER** becomes a **SENDER** through the process of **FEEDBACK**. **FEEDBACK** is the **RECEIVER's** response to the attempt by the **SENDER** to send the **MESSAGE**. The effect on the **RECEIVER** completes the communication process.

▶ If the message is conveyed clearly and unambiguously, then it is known as **effective communication**. In effective communication, the **MESSAGE** the **SENDER** has sent will reach the **RECEIVER** with very little distortion. However, a communication becomes successful only if the **RECEIVER** understands what the **SENDER** is trying to convey. Effective communication is the original **SENDER** having the desired effect on the **RECEIVER**.

▶ When you send a **MESSAGE**, you intend to communicate meaning, but the **MESSAGE** itself does not contain meaning. The meaning exists in your mind and in the mind of your **RECEIVER**. To understand one another, you and your **RECEIVER** must share similar meanings for words, gestures, tone of voice, and other symbols.

- ► Communication at its best minimises misunderstanding between **SENDER** and **RECEIVER**. The **SENDER** cannot transplant a **MESSAGE** or idea. **Ineffective communication** means there was no effect on the **RECEIVER** or the effect was unexpected, undesired and/or unknown to the **SENDER**.
- ► **FEEDBACK** is the key to determination by the **SENDER** of whether or not the **MESSAGE** has been received in the intended form. **FEEDBACK** involves choice of channel by the **RECEIVER** of the original **MESSAGE**. The channel for **FEEDBACK** may be quite different from the original channel chosen by the **SENDER**. A puzzled look may be the **FEEDBACK** to what the **SENDER** considered a perfectly clear oral instruction.
- ► When the **MESSAGE** is not clearly understood, we are facing **BARRIERS TO COMMUNICATION.** Problems with any one of the components of the communication model can become a **BARRIER TO COMMUNICATION. These BARRIERS** suggest opportunities for improving communication.

The good news about communication is that improvement is usually possible. The bad news is that perfection in communication escapes everyone.

TASK SHEET 3

Barriers to communication in the context of EDC/HRE

There are many different barriers to communication and approaches to classify them. This is a proposition of barriers to communication that are most disruptive in the context of EDC/HRE implementation and building a positive ethos at school.

Barriers to communication that are most disrupting to building a positive ethos at school			
Judgments	**Control**	**Avoidance**	**Other**
which means:	which means:	which means:	such as:
► criticism	► orders	► distracting attention from the problem	► stereotyping
► insults	► demands	► logical argumentation to the situation	► lack of feedback
► put-downs	► threats	► changing the subject and cheering up instead of focusing on the problem	► poor listening skills
► labels	► moralising		► irony and sarcasm
► diagnoses	► prying		► muddled messages
► stigmatising	► imposing advice		► language
► praise with judgment			► physical distractions
► blame			

TASK SHEET 4

Barriers to communication – Description

Group A

Judgment

When do we "judge"?

When we criticise, insult, put down, give labels, diagnose, stigmatise, praise with judgment, blame[8]

Reflections

When we speak this language, we think and communicate in terms of what is wrong with others for behaving in certain ways. Our attention is focused on classifying, analysing and determining the levels of wrongness rather

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9. See Rosenberg M. B. (2003), "Nonviolent communication: a language of life", A PuddleDancer Press Book, Encinitas, CA.

than on what we and others need and are not getting. Example: if my colleague is more concerned about details that I am, s/he is "picky and compulsive". On the other hand, if I am more concerned about details than s/he is, then s/he is "sloppy and disorganised". **Judgments** are the wrong form to express our values and needs because they increase defensiveness and resistance to them among the people whose behaviour are of concern to us. Or, if they do agree to act in harmony with our values, they will likely do so out of fear, guilt or shame.

Classifying and judging people promotes violence. The relationship between language and violence is the subject of psychology professor O. J. Harvey's research at the University of Colorado. He took random samples of pieces of literature from many countries over the world and tabulated the frequency of words that classify and judge people. His study shows a high correlation between the frequent use of such words and incidents of violence. There is less violence in cultures where people think in terms of human needs than in cultures where people label one another as "good" or "bad" and believe that the "bad" ones deserve to be punished. How many TV programmes and films for children and young people promote the hero who either kills or punishes people, films in which violence constitutes the "climax"? Viewers, having been taught that bad guys deserve to be punished, take pleasure in watching this violence.

Instead of "violence is bad", we might say "I am fearful of the use of violence to resolve conflicts; I value the resolution of conflicts through other means."

Group B

Control

> When do we "control"?
>
> When we give orders, demand, threaten, moralise, pry, impose advice[9]

Reflections

Communicating our needs as demands explicitly or implicitly threatens listeners with punishment if they fail to comply. Some people believe that, because they are parents, teachers or managers, their job is to change people and make them behave. This thinking is associated with the concept that certain actions deserve reward while others deserve punishment. The word "deserve" assumes "badness" on the part of people who behave in certain ways, and calls for punishment to make them repent and change their behaviour. However, we can never make people do anything. We can only make them wish they had complied by punishing them. It is in everyone's interest that people change not in order to avoid punishment, but because they see the change as benefiting themselves.

Control is rooted in views of human nature that have exerted their influence for several centuries. These views stress our innate evil and deficiency, and a need for education to control our inherently undesirable nature. Such education often leaves us questioning whether there is something wrong with whatever feelings and needs we may be experiencing. We learn early to cut ourselves off from what is going on within ourselves. Such communication both stems from and supports societies that are hierarchical or based on domination, where large populations are controlled by a small number of individuals for their own benefit. The language of wrongness, "should" and "have to", is perfectly suited for this purpose: the more people are trained to think in such a way, the more they are being prepared to look outside themselves – to external authorities – for the definition of what constitutes right, wrong, good and bad.

Group C

Avoidance

> When do we "avoid"?
>
> When we distract attention from the problem, give logical argumentation to the situation, change the subject or cheer up instead of focusing on the problem[10]

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10. Ibid.
11. Ibid.

Reflections

What is behind avoidance? Indifference? Fear of rejection? Fear of loss of control? Is it a way to shift the subject away from oneself to enter a comfort zone? What does a group do to avoid doing what it needs to do? Do group norms facilitate avoidance?

Avoidance is frequently present when a person feels unsafe or wishes to deny responsibility for his/her own feelings, thoughts and actions. The use of the common expression "have to" as in "there are some things you have to do, whether you like it or not" illustrates how personal responsibility for our actions is obscured by such speech. We can replace language that implies lack of choice with language that acknowledges choice. If a teacher says, "I hate giving grades. I don't think they are helpful and they create a lot of anxiety on the part of students. But I have to give grades: it's the school policy", s/he rejects responsibility for this aspect. But if s/he reformulates this message into "I choose to give grades because I want to keep my job", s/he assumes responsibilityfor her/his actions.

We can be dangerous when we are not conscious of our responsibility for how we behave, think and feel. The French novelist and journalist George Bernanos has said: "The horrors that we have seen, the still greater horrors we shall presently see, are not sights that rebels, insubordinate, untameable men are increasing in number throughout the world, but rather that there is a constant increase in the number of obedient, docile men."

Group D

Other[12]

Stereotyping

Stereotyping causes us to typify a person, a group, an event or a thing according to oversimplified conceptions, beliefs or opinions. Stereotyping is a barrier to communication when it causes people to act as if they already know the message that is coming from the sender or worse, as if no message is necessary because "everybody already knows". Both senders and receivers should continuously look for and address thinking, conclusions and actions based on stereotypes.

Lack of feedback

Feedback is the mirror of communication. Feedback is the receiver sending back to the sender the message as perceived. Without feedback, communication is one-way. Both sender and receiver can play an active role in using feedback to make communication truly two-way.

Feedback should be helpful rather than hurtful. Prompt feedback is more effective than feedback saved up until the "right" moment. Feedback should deal in specifics rather than generalities.

Poor listening skills

Listening is difficult. A typical speaker says about 125 words per minute. The typical listener can receive 400 to 600 words per minute. Thus, about 75% of listening time is free time. The free time often sidetracks the listener. The solution is to be an active rather than passive listener.

Be prepared to listen. Tune out thoughts about other people and other problems. Avoid interrupting the speaker. A listener's premature frown, shaking of the head, or bored look can easily discourage the speaker. Ask questions. Nod in agreement. Look the person straight in the eye. Lean forward. Focus on what the other person is saying. Repeat key points.

Irony and sarcasm

This is a disparity of expression and intention: when a speaker says one thing but means another, or when a literal meaning is contrary to its intended effect.

In many situations it causes misunderstanding, as some people might not decode it in the message, while others might feel hurt and become defensive.

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12. Various Internet resources.

Muddled messages

Effective communication starts with a clear message. Compare these two messages: "Please be here **around** 9:00 tomorrow morning" and "Please be here **at** 9:00 tomorrow morning". The one-word difference makes the first message muddled and the second message clear. Muddled messages are a barrier to communication because the sender leaves the receiver unclear about the intent of the sender. Clarifying muddled messages is the responsibility of the sender. The sender hoping the receiver will figure out the message does little to remove this barrier to communication.

Language

This can be described by a real example from a classroom. A young and ambitious teacher planned a lesson about the decision-making process in her country. When she finished her presentation she asked her students if everything was clear. The answer was positive. Still, she had concerns. To check her suspicions, she handed each student the handouts with her presentation and asked them to highlight the words they did not understand in red. When she collected the feedback she was stunned – almost half of the text was in red.

Physical distractions

Physical distractions are the physical things that get in the way of communication. Examples of such things include the telephone, a desk, an uncomfortable meeting place, noise, a meeting room with uncomfortable chairs that soon cause people to want to stand and leave even if it means cutting short the discussion.

TASK SHEET 5

Chart for discussion in groups

Barriers to communication

There are many different barriers to communication and approaches to classify them.

This is the opinion of **MY GROUP** about barriers to communication that are most disruptive in the context of EDC/HRE implementation and building a positive ethos at school.

Aspects of school ethos that interfere with EDC/HRE implementation	How to overcome barriers

Step 3 (individual reflection – 15 minutes)

1. Divide the group in micro-groups of four and distribute roles using the method described in Activity No. 6, "Pieces of a puzzle".

2. Participants are asked to prepare two "placemats" per group: they should draw lines on A3 paper as shown below.
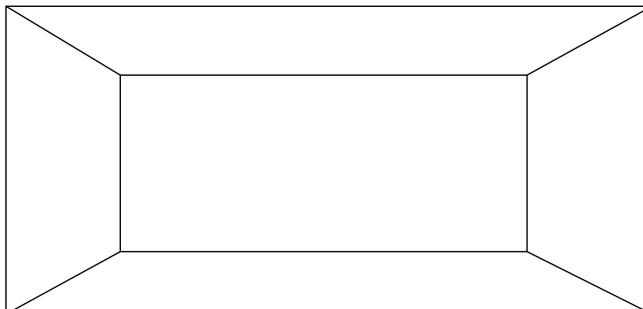
3. *First placemat*: ask participants to individually write, on their own corner of the first placemat, a list of four statements answering this question.

4. Which attitudes and actions were helpful in solving the task successfully? (Possible answers could be: negotiating, convincing, asking questions, listening, etc.) Each participant writes down his/her answer.

5. *Second placemat*: ask participants to individually write, on their own corner of the second placemat, two statements answering this question.

How did you choose your values? What was your idea of a "best hand"?

Step 3 (group reflection in word rotation – 50 minutes)

1. Explain that the group will share their individual reflections using a co-operative learning structure.
   ► Each participant should take the first placemat and read a statement written by the member to his right, one statement at a time: member 1 reads statement 1, then member 2 reads statement 2, and so on, rotating until all statements have been shared in the group.
   ► Invite the groups to now negotiate what they will write in the middle of the placemat: they should write four sentences that represent the group consensus deriving from their individual findings. All four colours appear in the centre of the placemat: each member of the group has a marker of a different colour and writes down one of the four sentences.

2. They do the same with the second placemat.

Step 4 (debriefing – 15 minutes)

1. Post the placemats on the wall.

2. Groups go to their placemats and take turns in explaining their results (attitudes/placemat 1, and choice/placemat 2) to the other groups: each member reads his/her sentences aloud.

3. Ask participants to say something about the consensus building.
   ► Did you use compromise or consensus?
   ► Did you practise active listening?

Step 5 (evaluation – 20 minutes)

1. Hold a debriefing discussion based on some of the following questions – leave aside any questions that have been discussed in Step 4.
   ► What kind of values did you end with? Can you classify your values?
   ► Can we change values? Is there something in our experience that causes our values to change?
   ► Is it possible to force values on individuals?
   ► What was the main purpose of this activity?

- ► Do you think that your values are reflected in your work in the classroom?
- ► How should we work with values in the classroom?
- ► What is right and what is wrong?
- ► How might you follow up these issues in your teaching?
- ► What other questions are raised by this activity?
- ► What are the implications for your teaching?
- ► What will be the challenges for your classroom?

2. Ask participants to write individually their answers to the following questions.
   - ► What has been the key point you have learned?
   - ► Name one thing that has stimulated, interested or surprised you.

PLANNING

Preparation

Make the values cards according to your needs and learning goals for your target group.

Resources and equipment

A3 paper, markers in four colours, cards (Task sheet 1)

Tips and potential difficulties

1. Participants may feel disgruntled if they fail to obtain a hand of cards they are satisfied with. To alleviate this frustration, make sure the humour is flowing during the game.

2. This co-operative structure is very effective but a bit complex for beginners. You may want to try the structure with a group that already has some experience of co-operative learning techniques and is somewhat accustomed to working in co-operative settings.

TASK SHEET

Freedom	**iPad**
Happiness	**Health**
Respect	**Rich school**
Flat screen TV	**Democracy**
Creativity	**High salary**
Beautiful body	**Gifted student**
Disabled student	**Love**
Smart board	**Student with ADHD**

Supportive school head	New education reform
Time	Nice clothes
Disabled student	Love
Smart board	Student with ADHD
Supportive school head	New education reform
Time	Nice clothes

Activity 35
Change the rules!

Original activity contributed by Rasa Askinyte, Ferenc Arató and Pascale Mompoint-Gaillard

Focus: some of us live in democracies, some of us do not. Whether or not we do, our societies are often plagued with anti-democratic behaviour: corruption, unlawful policing, covert and overt discrimination, prejudice, unsanctioned and/or institutional violence. Through this creative board game and activity participants will reflect on how the rule of law can protect citizens from blatant infringement of their human rights. The processes they will experience through the game will also raise participants' awareness of the violence within themselves and each and every person's propensity to engage in violent and discriminatory behaviour. The activity can be shortened: the game is 30 minutes, with a shorter debriefing than the one proposed here.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Very succinctly explain to participants that they will be invited to play a game and that after that the group will debrief on the experience.

Step 1 (board game – 20 minutes)

1. Explain the rules.

    ► Players, one after the other, roll one dice and go as many steps (from 1 to 6) as the dice shows.

    ► If you stop on a red flower you have to go one step back.

    ► If you stop on a green flower you have to go one step forward.

    ► The aim is to win the game and get the chocolate.

    ► The most important part of this game is "Change the Rules". If you stop on this square, you have the right to change the rules of the game. All rules are acceptable, except:

    – a player cannot eliminate the other players from the game or stop them entirely (e.g. such rules as "everybody has to leave the game", or "everybody is paralysed, only I may play" are prohibited).
    – a player cannot set a rule that results in the whole game not being played (e.g. such a rule such as "I skip all charts and go straight to the finish").

    ► Remind the players that they may set different rules not only for separate persons, but also for groups. For example, one rule for women/another for men, one rule for one kind of characteristic (e.g. race, age, social or economic status, disabled person)/and another for a different characteristic, and so on.

2. Approximately six players play. Right behind each of the six players, an "expert consultant committee" composed of a group of the other participants counsels the players how to play throughout the game. Other participants can be chosen as mere observers.

3. Play until one of the players wins. The winning player gets the big piece of chocolate.

Step 2 (individual reflection – 40 minutes)

1. Divide the group in micro-groups of four and distribute roles using the method described in Activity No. 6, "Pieces of a puzzle".

2. Participants are asked to prepare a "placemat" per group: they should draw lines on A3 paper as shown below.
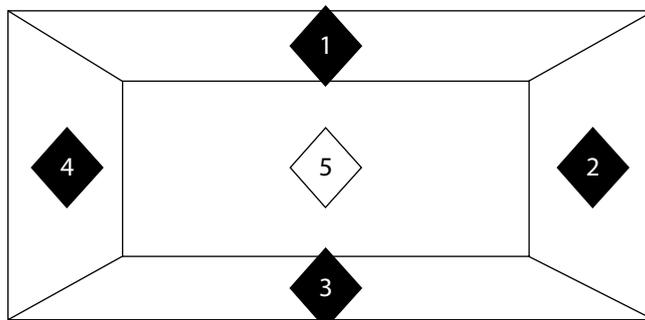
3. Ask participants to individually write, on A4 paper, a list of statements answering these questions.
   ► How did you feel during the game?
   ► What strategies were displayed?
   ► What parallels can you draw with our societies?

Step 3 (group reflection in word rotation – 50 minutes)

1. Explain that the group will now share their individual reflections using a co-operative learning structure.
   ► Each participant should read one of his/her statements. The member to his/her right asks the other members if they have written something similar. Counting the occurrences of this statement in the group, he/she writes it down with his/her own marker in the corresponding section of the placemat: 1, 2, 3 or 4 if all members of the group have made a similar statement on their individual A4 sheets. In this way, members go through all the statements one by one, taking turns. It is important that they go one after the other, one statement at a time: member 1 reads statement 1, then member 2 asks the groups and writes, then member 2 reads statement 2 and member 3 asks and writes, etc., rotating until all statements have been shared in the group. This method ensures that the co-operative principle is followed and it increases active listening of the other members of the group.
   ► Rotate the placemats in the groups. Group 1 gives the placemat to Group 2, Group 2 to Group 3 and so on.

2. Give each group a different coloured set of Post-its. Ask participants to now comment on the placemats they get from the other groups. They can comment, question, agree, disagree, elaborate on ideas, etc.

3. Continue rotating the placemats until each group gets their placemat back. Groups then read all the comments they have received.

4. Ask each group to say a few words about their placemat. They should share what they have in section 4 and some words on the comments/Post-its they got from the other groups. Keep this presentation short: 3 to 5 minutes maximum.

Step 4 (debriefing – 20 minutes)

Discuss with participants what has not yet been previously discussed. You can use the following prompts.

1. Discuss the feelings and behaviour of players and observers.
   ► How did you feel, when you were chosen to play, or left among the observers/consultants (discuss how people feel and behave when they are chosen – privileged, favoured – and when they are not)?

2. Discuss how the players behaved.
   ► In the beginning – did players agree on who would start the game, or did they quarrel?
   ► In the middle of the game – did players argue among themselves, or were they friendly, did they try to push each other to set certain rules?

► At the end – did the winner share the chocolate with the others or not?

3. Discuss how the expert consultants and observers behaved.

    ► Did they try to impose their rules?

    ► Did they give advice to the players?

4. Discuss the strategy of the game (did players change their tactics during the game, and how?).

    ► Usually at first players set very selfish rules (for example, I stay where I am, all the others go back to the beginning). After such rules have been repeated a few times, players see that nobody will ever win if everybody remains too selfish. Did you observe the same situation in this game?

    ► Ask the observers what strategies they would have used if they had been players.

5. Discuss the analogical level of this game. What does this make you think of if you compare it to real-life situations?

    ► In the game you win if you are first to finish. What does it mean to win in life? What is the aim of winning in life? To be first? Or to find ways to live together? Would you be satisfied if you won but the others around you were unhappy?

    ► In this game the main prize is chocolate. What is "a chocolate" for you – an expensive car, good position, family, happy people around you, etc.?

    ► Even the people who do not like chocolate want to win this game. Why? What is it we like about winning?

    ► Does the winner share the chocolate? Why? Why is sharing sometimes pleasant?

    ► This game is also about democracy. Who sets rules and how are they set in democratic and authoritarian societies? What would happen if somebody could change the rules in society in an authoritarian way?

    ► Is it possible to play (live), if everybody suggests very selfish rules, without taking others into consideration? How do people feel when they are discriminated against? (For example, sent back to the beginning of the chart.) How do they change the rules, when they have the right to do so? What conclusions can you draw?

    ► This game is also about stability. Would it be possible to live in a society where every day may have a set of different rules?

    ► What other parallels can you draw with real societies (corruption, unlawful policing, discrimination, violence, etc.)?

Step 5 (evaluation – 15 minutes)

1. Ask participants to write individually their answers to the following questions.

    ► What has been the key point you have learned?

    ► If you were to use this activity in the classroom, how would you adapt it?

PLANNING

Preparation

1. Prepare the board game.

2. This game is for approximately six players (the others observe the game).

3. You may place the charts on the table or on the floor, make them as big as it is comfortable in your classroom for players to move and for the observers to be able to see everything.

Resources and equipment

Large room

A4 papers to construct the board game (big size) (Task sheet 1)

Big dice

Paper figures or pawns (6 different colours)

A few small pieces and one big piece of chocolate

Tips and potential difficulties

Because only six players play, make sure others have a chance to actively participate in the expert consultations.

Start	19 Change the rules	20
1	18	21 Small prize: chocolate
2 Change the rules	17 *	22 Change the rules
3 *	16 Small prize: chocolate	23
4	15 Change the rules	24 *
5 Small prize: chocolate	14 *	25 *
6 Change the rules s	13	26 Small prize: chocolate
7	12	27 *
8	11 Change the rules	28 Change the rules
9 *	10	You won! Big chocolate
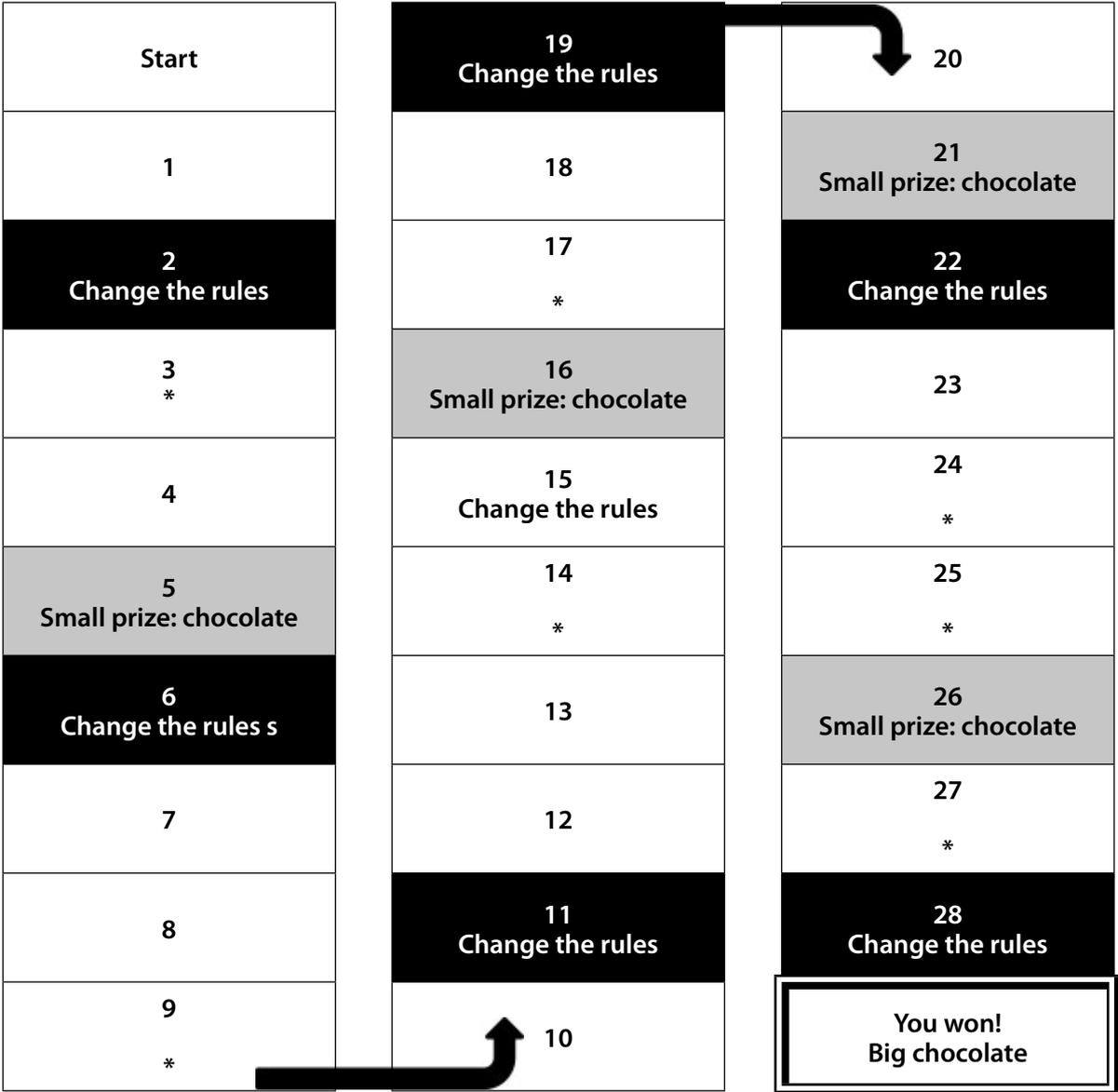
Activity 36
Fostering understanding and tolerance

DESCRIPTION

Original activity contributed by Katrin Traeger

Focus: after an activity where participants experience being "in others' shoes", the group will analyse theory related to prejudice, xenophobia and discrimination and reflect on possible actions to promote understanding and prevention of discrimination. This activity can be used in the context of training as well as in the classroom, and with younger children with adapted cartoons.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

1. Divide the whole group into groups of four. Distribute two cartoons to each group.

2. If using the annexed cartoon, introduce the following situation.

    "Anja wants to introduce her boyfriend to her parents. The first part of the cartoon shows the parents in their home with a calendar on the wall proclaiming 'all are equal', etc. The parents are on the phone with their daughter who explains that she is bringing home her new boyfriend to meet them. The parents are delighted. The next day, Anja arrives with her boyfriend. There is an expression of shock on her parents' faces as they open the door and discover that Anja's boyfriend is from an ethnic minority" (10 minutes).

Step 1 (group work – discussion – 20 minutes)

1. The groups should consider what they think the cartoon is about. Allow 3 minutes for the initial discussion.

2. Ask participants to briefly share their discussion with the whole group.

3. Introduce the following statement: "I believe in equality but I want my daughter to marry someone of her own race."

4. Ask each group to discuss this statement using the following questions. Write the questions on the whiteboard.
    ► What values are behind this statement?
    ► What possible suggestions could we make to help the family in this situation right now (short-term help)?
    ► What are the possible long-term suggestions for this family?
    ► Does race exist? Is it a cultural, political, economic, social construct? A biological, genetic fact?

Step 2 (whole group – 20 minutes)

1. Take feedback from each group.

2. You may use one of the feedback techniques described in the manual.

Step 3 (whole group – 45 minutes)

1. Ask participants to consider in turn the thoughts and feelings of each of the characters in the cartoon. What would each person think and feel as the door opened?

2. Prepare for a role play which focuses on the evening after the arrival of the two characters. The role play should involve Anja, her friend and her parents, so that each person in the group has a part to play.

3. The role play should be short (maximum 5 minutes) and should show how the conflict can be eased.

Step 4 (debriefing – 25 minutes)

1. Each group presents their role play.

2. Moderate a discussion in groups about the different solutions offered. Ask the groups to come up with four results on one A3 sheet.

3. Write solutions on the whiteboard and summarise.

Step 5 (individual and pair work – evaluation – 15 minutes)

1. Individually and then sharing in pairs, participants are asked to reflect on their experience. Here are some questions that might be useful.
    ► What did we learn from this cartoon about people's feelings and actions?
    ► What did we learn about the concepts that lie behind the situation?
    ► What did we learn from the role play about how conflicts can be resolved?
    ► What did we learn about tolerance and understanding?
    ► Do you think we need any changes in our community? In our country?
    ► What are the implications for you as a person and how you treat others?

Step 6 (group work – implementation – 15 minutes)

1. Gather the pairs from Step 5 to make groups of four.

2. Have groups discuss the following questions.
    ► What would be the challenges when using this in your class?
    ► What would your pupils gain from such an exercise?
    ► What follow-up work might you be able to do?

PLANNING

Preparation

Take the time to choose a cartoon that fits the needs of the participants in terms of age, focus and discriminatory activity you wish to refer to.

Resources and equipment

One cartoon task sheet per pair of participants

See the example below or go to www.tolerance.org/activity/editorial-cartoons-introduction. Accessed 17 October 2017.

Tips and potential difficulties

The topic of the cartoon can be adapted to reflect other discriminatory situations, real-life situations or something occurring in the school at the moment, e.g. to do with sexual orientation, political opinions, disability or religious beliefs.

Activities 37-41
150 minutes

Activity 37

How well equipped are you to deal with propaganda?

DESCRIPTION

Original activity contributed by: Pierre Hella

Focus: The activity is based on a study of propaganda from the Second World War. In the example below, it involves the analysis of cartoon films from that era. Through work on denotation and connotation, the participants are asked to think about propaganda mechanisms and our "receptiveness" to propaganda. The method may be used in the classroom.

PROCEDURE

Step 1 (Individual and groups / Identify representations – 20 minutes)

1. The trainer asks each participant individually to complete the three sentences in the following exercise.

    Complete the following sentences.

    a. At home, young people watch cartoon films to …

    b. The media use cartoon films for the purpose of …

    c. In history classes, my pupils could use cartoon films to …

2. In groups of four, each participant reads what he/she has written. The differences and similarities are noted. Different replies are presented.

3. Each group presents four completed sentences to the whole group. Discussion identifies points which can be taken up later.

Step 2 (Work in groups of four / Analysis – 50 minutes)

1. The whole group watches the film for the first time (approximately 10 minutes) without any instructions. The film is *The Story of One of "Hitler's Children" (Education for death)* produced by Walt Disney in 1942.

2. Show the film a second time with the instructions. Hand out the instruction sheet from Appendix 3 and ask the participants to work individually.

    ▶ Classify in the table below the elements of denotation (what I see and/or hear) and connotation (what I interpret).

    – What I see
    – What I hear
    – What I interpret

    ▶ What was Walt Disney's intention with this film?

....

....

....

....

Step 3 (Groups / comparison of replies – 50 minutes)

1. Comparison of the replies in groups of four will lead the participants to negotiate which information should be given precedence. The verbal exchange consists of a deliberation: the four participants must draw up a new table with three proposals per box (see/hear/interpret and intention).

2. The participants must reach an agreement either, ideally, through argumentation or "by mutual consent" or, failing that, by majority vote. That is a democratic process in itself.

3. The participants are asked to follow the procedure proposed here. Distribute the four roles described below between the group members.

4. You may adopt the following method:

5. Go round the participants: presentation of each member's choice. The group records the points on which there is agreement, or almost. For each item, they note what they consider to be the best or most convincing reason, that is the one most likely to persuade the whole group.

6. Go round the participants again: deliberation. Each participant defends the part of his/her choice on which there was no agreement.

7. Go round the participants a final time: decision. Either an individual participant withdraws part of his/her choice voluntarily for the benefit of another option or the participants negotiate or, as a last resort, a vote is held.

8. Give each team 20 minutes to agree on a poster presenting the table.

9. Sharing: a randomly selected member of each group presents the posters.

10. Engage the whole group in a discussion on the different posters presented.
    ► Do you see recurring elements in the various sources which you selected?
    ► What were the key points of agreement and disagreement?
    ► What is the purpose of this activity?

11. Hold a further discussion, for instance on the basis of the following questions.
    ► In your opinion, can this activity be carried out easily in the classroom?
    ► What would the main difficulties be?

PLANNING

The cartoon films proposed here are very specific. Depending on your needs, you can apply the method to other historical propaganda situations.

Resources and material

Computer(s), projector and screen (optional) with Internet access

Material for posters, marker pens, scissors, etc.

Tips and potential difficulties

This learning sequence is based on an analysis of *The Story of One of "Hitler's Children".* Disney Studios have re-released some of their propaganda films under the heading *Walt Disney Treasures – On the Frontlines*. They can be found online.

It is important to differentiate the three notions to be considered with the participants. You can work together with the participants on a brief excerpt or sequence from the film to get the exercise going and give them an example.

The concepts of denotation and connotation are sometimes hard for learners to understand. They are, however, a requirement for analysing the images (first still, then moving). Particular attention has to be paid to sound (music, voices, noises), which has a strong influence on connotations as perceived by viewers.

The task will be easier if the methodology of analysing still images has already been addressed with the participants. If it is the first time the participants are dealing with this type of document, it may be necessary to help them more by proposing some avenues for reflection.

If you wish, you may make a link with more contemporary events.

Further reading

Roffat S. (2006), *Animation et propagande*, L'Harmattan, Paris.

TASK SHEET

► **You can easily start the sequence with another cartoon film from that era**. Dozens of propaganda cartoons were produced with figures including Donald Duck, Bugs Bunny, Daffy Duck, Popeye and, for instance, Tex Avery's Wolf.

► **Many propaganda posters** from the Second World War are easily accessible online, for all the countries involved in the conflict.

► **You can also make a link with more contemporary events**. For instance, in April 2008, the Hamas movement's television station, Hamas TV, broadcast a children's puppet show in which the hero, a young boy, stabbed the American president to death. It showed him stabbing the president and shouting: "You're impure and I've turned the White House into a mosque".

► In November 1993, the American television station, Fox, broadcast *Baghdad Café* as part of Warner Bros. Corporation's *Animaniacs* series. It showed cartoon stars stuffing sticks of dynamite into Saddam Hussein's trousers (he was renamed "So Darn Insane" for the occasion).

► **American anti-Communist propaganda is also full of examples**.

Activity 38

Dealing with difficult knowledge

Original activity contributed by Anne Reinersten

Focus: this activity uses creative writing as a means of reflection to explore the tensions within our "difficult knowledge" to generate new insights that foster critical thinking, protect individuals from easy manipulation by others, and promote ways of thinking, feeling and acting that will help prevent future crimes against humanity. Here, the context is provided by the topic of crimes against humanity but it can be adapted to other topics such as discrimination or violence. This activity can be used in the classroom. The introductions can be used as a stand-alone activity (1 hour).

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Main activity

PROCEDURE

Step 1 (Introductory discussion – group work – 60 minutes)

1. Give four different coloured markers to each member of the group.

2. Use the stories "Pippi Thing Searcher" and the Knut Rød case-history of the fate of Norwegian Jews during the Second World War. (Most of them were shipped to Auschwitz in October 1942 on MS Donau. Very few survived. Examples here include statistical facts and biographical information about two central persons taking part in the shipment: the Head of Oslo Police, Knut Rød, and the single policeman who did not go to work that day.)

3. Participants read and discuss the Pippi Longstocking story together. Each member should read a part of the text. In groups, they discuss the importance of words and non-words and what this does to help us understand our reality.

4. The group reads the Knut Rød case in the same way.

5. Participants individually invent a non-word related to difficult knowledge. They should be ready to explain why they created this word.

6. Handout, or show on a slide this question: "How does this activity raise our awareness of the relation between 'lovely' and 'difficult' knowledge?"

7. Each member in turn does three things:
   ► offers his/her non-word
   ► explains why this particular word was chosen
   ► offers a perspective on the proposed question

8. In turn, each member to the speaker's right will make notes on the answers to the question on a flip chart using his/her coloured marker.

9. Groups complete the poster by sticking their non-words on it. Encourage them to find a rationale for where they are putting the non-words, and classifying, grouping, etc.

10. End with a debriefing using the posters: how did this help us open up and discover more about ourselves?

Step 2 (writing exercise – individual work – 20 minutes)

1. Participants are asked to write about whatever they want, as long as it is related to the topic, which here is "crimes against humanity". They should use the guiding questions provided below as a way to structure thinking and as prompts for writing their stories.

2. The trainer must be mentor or guide. One can expect many questions and some participants might be a bit worried at this point.

3. Participants may want to discuss questions with others and this should be encouraged.

4. It is important that, by now, participants have something to take away and work with during the next activity, which also can be seen as a debriefing of Step 2.

Step 3 (discussion – pair and whole group work – 30 minutes)

1. One member of the pair should read the text for the other and chose two things that s/he wants the other to respond to. S/he should then ask for a comment in addition.

2. Change roles and repeat the activity.

Step 4 (debriefing – 20 minutes)

1. Have the participants sit in a circle.

2. Hopefully one has by now managed to trigger practical philosophical questions and at this stage one might therefore touch on questions about how difficult is difficult. Ask participants to share some of their interactions in pairs.

3. End with a discussion about how the concept and action of writing can help us get closer to an understanding of the theme of education for the prevention of crimes against humanity.

Step 5 (evaluation – 10 minutes)

1. Participants are asked to write a paragraph on the most significant thing they have learned.

2. Many follow-up activities can be planned online: writing joint texts, combining the individual productions, etc. One could ask participants to conduct a performance of some sort instead of writing one. In general, stories might be recreated as letters, jokes, short stories, role plays, poetry, music, etc.

PLANNING

Preparation

Two texts are proposed here, but you may use many types of resources. A list of websites is provided to help your search.

The set-up has to be flexible with space for a whole group circle, group work, pair work and individual work.

Resources and equipment

Task sheet 1, participants' own material, Task sheet 2: list of questions about "difficult knowledge"

Tips and potential difficulties

1. Non-words can help us open up and discover more. We can use them when we do not know something or when we want to create something new.

2. The concept of difficult knowledge might not be easily grasped and could thus need special attention. The facilitator should make sure to talk to every participant. It is important for the facilitator to be familiar with the background articles and materials.

3. It is easy to think that you might do the "right" thing if you found yourself confronted by or caught up in a crime against humanity, but in reality what you actually do may be very different. This is the tension between "lovely" and "difficult" knowledge, that is knowledge that you are comfortable with and knowledge you are uncomfortable with.

4. Writing is difficult, especially when writing about difficult knowledge. Hopefully, writing can be a way for participants to "see oneself and others". The facilitator is an important discussion partner all the way.

5. If needed, use other materials from the list of articles/websites and/or the participants' own stories.

TASK SHEET 1

Pippi as thing-searcher

In Scandinavia we have been blessed with authors who have devoted their professional lives to creating fantastic literature for children and thus for parents/teachers/adults. Wonderful stories and wonderful characters have been created. One of these authors is the late Astrid Lindgren and one of her characters is Pippi Longstocking. Pippi is the strongest and most courageous girl in the world and she has a vivid imagination. One morning when her friends Tommy and Annika come along she is sitting on her kitchen table (yes, not on the chair) dreaming about a new invention of hers. Tommy and Annika are not surprised because Pippi invents things all the time. Still they would like to know what it is *this* time. "I have invented a new word," says Pippi, "a brand new word." Of course Tommy and Annika want to know what word, and Pippi tells them that the word is VERVESPIRIT [*Spunk* in the original]. "It is a very good word; one of the best I have ever heard", says Pippi. "VERVESPIRIT," asks Tommy, "what does that mean?" "If only I knew," Pippi answers longingly, "the only thing I know is that it does not mean vacuum cleaner." Tommy and Annika think about this for some time and finally Annika says: "But if it does not mean anything, then it is not useful, is it?" "That is exactly what bothers me, so now we have to find out," Pippi says.

The kids start searching for the meaning of the word. First they think that it may be a colour or a sound, but decide against it; they think they already have words for this. As they continue to search, everything seems mysterious in a way, and they decide to go to town with money because VERVESPIRIT might be something that can be bought and it might even be expensive. Pippi and her friends decide to ask for VERVESPIRIT in the candy store because maybe it is something lovely and sweet. The lady in the store first says that she does not think that they have VERVESPIRIT, but Pippi insists: "Any good store must have VERVESPIRIT!" The lady then says that they are sold out (because she does not want to admit that she does not know what it is). Pippi is both intrigued and happy about this answer and therefore asks the lady to describe VERVESPIRIT for her. But as we might now expect, the lady has to admit that she does not know, or at least that they do not have VERVESPIRIT in her store. Pippi is very disappointed, but she decides to go on hunting for it. "I am not going home without VERVESPIRIT," she says. The children ask in the hardware store. The man behind the counter looks foxy and he tries to tell them that VERVESPIRIT is a garden tool, but Pippi knows the particular tool and has another name for it too: "You should not try to fool an innocent child," she says. Before they leave the hardware store, the man suggests that they ask for VERVESPIRIT in the neighbouring store selling sewing equipment, but Pippi rejects this: "I know that much. I will not find it there". (I do not think Pippi likes sewing very much.)

VERVESPIRIT appears to be very difficult to find, but suddenly Pippi has a bright idea: "Maybe, after all, it is an illness! Let us ask the doctor." But again as we might expect, the doctor tells Pippi that there is no such illness called VERVESPIRIT, and that even if there were he doubts that Pippi has caught anything because she is healthier than most people. To give it a last chance Pippi climbs a wall on a three-storey building to look through a window for VERVESPIRIT. In the room inside, two ladies are having tea when Pippi suddenly, through the window, asks them if they have seen VERVESPIRIT? The ladies scream in fear and ask if someone has escaped. "That is exactly what I also want to know," says an eager Pippi. The two ladies continue screaming: "Maybe it is under the bed? Does it bite?" "One should think so. It seems to have big teeth," Pippi answers. Pippi looks around, but again she is disappointed. There is not so much as a hair in the room that can serve as a trace of VERVESPIRIT. Tommy, Annika and Pippi now decide to go home because there is obviously no VERVESPIRIT in the whole of the town. As they come home, Tommy almost treads on an insect that lies in front of the porch. "Take care," says Pippi. All three bend down and study the insect. It is green, glittering, and it has wings. "It is beautiful. I wonder what kind of insect it is," says Annika. The children compare it to all the other insects they know, but have no answer. Suddenly, Pippi smiles: "I know what it is. It is VERVESPIRIT. Is it not funny that we have been

looking for it all over town without finding it, and all the time it was just outside our house!" (Lindgren 1992, my free retelling and invention of another word!)

Vervespiriting and a true story

When Hans Blix, the former head of the international group of weapon inspectors to Iraq, was interviewed by the Norwegian Broadcasting Corporation on 31 August 2004 in connection with the publication of his new book, he was asked by the interviewer what could have been done differently in Iraq to avoid the war. Hans Blix (a Swede and well-acquainted with Lindgren's book) smiled and answered: "VERVESPIRIT. I do not know. I think we would have had to invent new words, but we did not have them then so the war is unfortunately a fact."

An unpleasant story

Knut Rød was the policeman who led and co-ordinated the deportation of Norwegian Jews during the Second World War. The action was described as very well organised and exceptionally efficient: 532 Norwegian Jews were shipped on the MS Donau to Auschwitz on 26 October 1942; 403 belonged to Rød's own police district. Eleven survived.

Rød was charged with treason in 1948 but was acquitted because (according to the judgment):

> "The isolated actions of facilitating the deportation of Norwegian Jews was undoubtedly of minor importance compared to the risky work he also did against the interests of the enemy [Germany]" (My translation).

The story touches on both the unpleasantness of a Norwegian having contributed to the Holocaust and simultaneously having been acquitted for what he did.

One policeman chose not go to work this day. What if others had done the same thing?

TASK SHEET 2

Difficult knowledge

Describe and narrate your difficulties with knowledge.

- ► What counts for you as difficult knowledge?
- ► What happens to knowledge in times of difficulty?
- ► What makes knowledge difficult in teaching and learning?

Narrate or describe times when meaning broke down during learning and teaching and times when you attempted some sort of repair in making meaning.

Here are some "prompts" to help you think. Select and respond to whatever prompt allows you to narrate experiences on difficult knowledge.

1. **Thinking about breakdowns in encounters with others.**
   - ► Times when you felt misunderstood in the classroom
   - ► Times when you felt let down or disappointed by others
   - ► Times when someone's response felt disappointing
   - ► Times when you tried to persuade others and were not successful

2. **Thinking about fighting with knowledge.**
   - ► Times when you encountered ideas that initially and perhaps still bother you
   - ► Times when you worried about knowledge
   - ► Times when your ideas and your feelings were at odds with each other
   - ► Times when you could not separate the good from the bad in knowledge

3. **Thinking about reconsidering knowledge.**
   - ► Times when an idea or viewpoint prompted you to reconsider previous views
   - ► Times when you questioned the ways you were seeing things
   - ► Times when you fell out of love with an idea or theory

- ▶ Times when your identity as teacher or student became irrelevant
- ▶ Times when you created new conditions for learning and teaching

4. **Thinking about experiences of influence.**
   - ▶ Times when you misunderstood others
   - ▶ Times when empathy was tried and failed
   - ▶ Times when the advice of others felt meaningless
   - ▶ Times when you decided you needed to ask for help
   - ▶ Times when you wanted to explain something but words failed you or you could not find the right words
   - ▶ Times when you received criticism that was difficult to listen to
   - ▶ Times when you felt overly susceptible to the influence of others
   - ▶ Times when you tried to help others
   - ▶ Times when your intuitive response failed
   - ▶ Times when the help you gave proved unhelpful

5. **Thinking about experiencing isolation.**
   - ▶ Times when you felt alienated in the classroom
   - ▶ Times when you needed help but could not ask
   - ▶ Times when you felt lonely in the classroom or in learning
   - ▶ Times when you felt like a stranger in the classroom

6. **Thinking about experiences of confusion.**
   - ▶ Times when you realised you were mistaken but could not turn back
   - ▶ Times when you felt lost or were falling behind
   - ▶ Times when learning about the world seemed to ask a great deal from you
   - ▶ Times when you worked through confusion
   - ▶ Times when you felt you were on the wrong track
   - ▶ Times when knowledge felt too exciting
   - ▶ Times when you felt ambivalent about knowledge
   - ▶ Times when knowledge overwhelmed you

7. **Thinking about encounters with insufficient knowledge.**
   - ▶ Times when knowledge felt insufficient
   - ▶ Times when knowledge seemed suspicious
   - ▶ Times when knowledge seemed absurd
   - ▶ Times when knowledge betrayed you
   - ▶ Times when knowledge felt empty
   - ▶ Times when knowledge did not seem to count
   - ▶ Times when the purposes of your knowledge lost focus
   - ▶ Times when you had difficulty using knowledge
   - ▶ Times when an idea felt threatening or incomprehensible
   - ▶ Times when you were bored by knowledge

8. **Thinking about encounters with promise of knowledge.**
   - ▶ Times when you returned to read a book and found something unexpected in the second reading
   - ▶ Times when you fell in love with an idea or theory
   - ▶ Times when knowledge felt promising
   - ▶ Times when you felt represented in learning and teaching
   - ▶ Times when you did not care whether you were represented
   - ▶ Times when you discovered you were deceiving yourself
   - ▶ Times when you were asked a question that surprised you and pushed you to consider something about yourself that you had not previously considered

9. **Thinking about encounters with the promise of learning.**
   ► Times when difficulties could be tolerated and learned from
   ► Times when you were excited in the classroom
   ► Times when you felt the force of surprise in learning and teaching
   ► Times when you dramatically changed your mind
   ► Times when your practices of learning dramatically changed
   ► Times when you rethought your own self-knowledge

10. **Thinking about experiences of hostility.**
    ► Times when you felt attacked or when you wished you could express hostility
    ► Times when you used knowledge to shock others
    ► Times when you refused to read a particular text or participate in a particular discussion
    ► Times when you wished for a teacher's or student's removal
    ► Times when the present felt repetitious
    ► Times when you could not attach yourself to ideas
    ► Times when books made you angry
    ► Times when you became defensive towards ideas or others
    ► Times when you had nothing to say

11. **Thinking about encounters with authority.**
    ► Times when you recognised the constraints of the institution upon your learning and teaching
    ► Times when you became aware of the history of your learning practices
    ► Times when your identity as student and/or teacher became irrelevant
    ► Times when authority could not be located
    ► Times when you questioned authority
    ► Times when your own authority was questioned by others
    ► Times when evaluation felt meaningless or inadequate

12. **Thinking about encounters with anxiety.**
    ► Times when you felt remorse in teaching and learning
    ► Times when you disappointed yourself
    ► Times when knowledge embarrassed you
    ► Times when an encounter with knowledge made you feel ashamed
    ► Times when an encounter with knowledge made you feel guilty
    ► Times when an encounter with knowledge made you feel fearful

13. **Thinking about encounters with relevance.**
    ► Times when it was difficult to distinguish the important from the unimportant
    ► Times when theory and practice seemed in profound conflict
    ► Times when you noticed that your ideas were irrelevant
    ► Times when what you thought was important was considered trivial
    ► Times when something you learned altered other knowledge you held
    ► Times when you discovered you had been deceived by the absence of knowledge
    ► Times when you became dissatisfied with school knowledge

14. **Thinking about experiences of time in learning and teaching.**
    ► Times when you felt as if your response in the present was really about something that had happened in the past
    ► Times when your learning occurred much later than the lesson
    ► Times when your fantasies or rehearsals about teaching or learning failed you
    ► Times when you began to question what you were learning
    ► Times when you began to question why you were learning

    ► Times when teaching or learning felt fragmented

15. **Thinking about encounters with obstacles.**
    ► Times when your writing was blocked
    ► Times when your reading was blocked
    ► Times when your communication with others was blocked
    ► Times when you lost interest

A different kind of question

Thinking about your story, how would you describe the qualities of knowledge and where would you place the difficulty?

Adapted from *Difficult Knowledge in Teaching and Learning: A Psychoanalytic Inquiry* (designed by Professors Deborah Britzman and Alice Pitt, Faculty of Education, York University.)

Activity 39

Imagining possible outcomes

Original activity contributed by Marie-Pierre Grosjean

Focus: "Short tales" are case studies presented very briefly and directly in which the problem situation is one-dimensional and obvious and through which a whole range of possible outcomes opens up to readers. With this activity, teachers familiarise themselves with "short-tale" teaching and look at its use from the angle of education for democratic citizenship. This method can be used to develop what are sometimes referred to as "natural" or "non-teachable" competences, such as "being a good listener", "questioning the obvious and thinking critically" and "addressing differences without violence", etc., which are all practical skills related to inclusive democratic citizenship.

Introduction

Briefly present the short-tale method. Continue by explaining the objective of the activity.

Optional: the participants are asked to do preparatory reading (see resources). If appropriate, discuss any notes which they have brought with them.

Step 1 (Familiarisation with the method / individual – 10 minutes)

1. Give each participant time to read the short tale (2 minutes).

2. Ask the participants to think individually about ways of helping pupils to come up with other possible *endings* and encourage them to express ways in which *democratic citizenship* could be defended (examples: referendum, dialogue with the authorities, taking part in politics, public awareness-raising, etc.) (5 minutes).

Step 2 (Sharing / group work – 40 minutes)

1. Divide the group into groups of two or three. Each participant shares their thoughts from the above stage in these groups (10 minutes).

2. Discuss the proposals in the full group (15 minutes).

3. Ask the groups to draw up lists of competences which they would seek to develop among learners through this case study (15 minutes).

4. Each group presents its list. The trainer notes *all* the competences on the board (8 minutes).

Step 3 (Further exploration / groups – 50 minutes)

1. Hand out the "Steps for conceptualising a competence".

2. Ask the participants to change the list of competences using the proposed method. The learners must draw up a new list of possible competences for pupils in classes doing the "short-tale" activity: three per group (15 minutes).

3. Ask the groups to present their results to the full group. With the group, choose (by a democratic method!) a number of competences to be used in the next stage: one per group (15 minutes).

4. Hand out the "Table of criteria and indicators" and ask the teachers to identify criteria and indicators that can be used to assess the competence for which they are responsible (20 minutes).

Step 4 (Debriefing – 10 minutes)

1. Can short-tale teaching contribute to EDC? How?

2. What do you think of the tools presented when it comes to conceptualising and assessing an EDC competence?

3. What possible changes should be made?

4. What are the limitations and disadvantages of the approach?

Step 5 (Evaluation – 30 minutes)

1. What was the key aspect of the training session for you? Ask some participants to select an aspect which they found particularly stimulating, interesting or surprising and to tell the others (3 minutes).

2. What would you have done differently? Ask the participants to share what they liked least and what they intend to do differently (2 minutes).

3. Group work: "How do you intend to adapt what you learned today to your class/school? Ask the participants to think briefly about possible uses of the short-tale method for EDC in their class/school (5 minutes).

4. Individual work: "Write a short tale, identify the competences which you are seeking to develop among pupils and then identify criteria and indicators by which to assess them (20 minutes).

PLANNING

Preparation

The room must be large enough for work in groups of three. If you opt for preparatory reading, send the link (see resources) to the participants at least a week before the training session and ask them to make notes to bring to the session.

Further reading

Bailleux M., Bertrand D., Dufour B., Grootaers D., Maniet M. A., Miche P., Romao A., Tilman F., Hespel B. & Fourez G. (2006), *La méthode des mini-récits. Les compétences négligées : leur enseignement et leur évaluation. Document de synthèse d'une recherche en éducation commanditée par la Communauté Française. Available at: www.ensei-gnement.be/download.php?do_id=2404&do_check=*

TASK SHEET 1

Short tale

Here is a short tale. Read it carefully.

Shopkeepers and, above all, customers in the town of Comet are complaining more and more about how hard it is to park when doing one's shopping. The municipal authority has therefore just decided to turn the park in the shopping street into a car park.

When the plan is announced, some local residents come together and agree to hold a peaceful demonstration in the park on the weekly market day, Thursday. They do not want a car park and want to keep the park as a place for walks and leisure where children can play and adults can jog.

The next Thursday morning arrives and they all turn up; some have made banners and others hand out leaflets. An hour later, however, the police intervene and tell the demonstrators that they have no right to be there and should go home. The demonstrators refuse to obey the police officers and continue demonstrating.

Instructions for class work

1. All pupils read the text carefully on their own.

2. Start a discussion with the class with questions such as: Who would you be in in this story? Why? Give your own solution to this problem.

3. The pupils divide up into small groups (maximum four people) to conduct a dialogue (or a role-playing exercise) about the situation with the ending that they want.

4. Address the different situations experienced by the different people in the story.

5. The pupils present their points of view.

TASK SHEET 2

Steps for conceptualising a competence

The method for **conceptualising a competence** with a short tale can be presented in simplified form with the following steps.

First name a competence (for instance, "being a good listener").

▶ Step 1: Produce an initial definition of the competence chosen after having identified various representations by going round the participants.

▶ Step 2: Note several key aspects of the definition on the basis of the representations formulated.

▶ Step 3: Identify contexts for application and assess the relevance of application.

▶ Step 4: Flesh out the definition of the competence by linking the key aspects to a particular context and ranking them by order of importance.

▶ Step 5: Test the relevance of the conceptualisation (the definition) by checking whether the characteristics developed (the aspects) remain valid in similar situations.

▶ Step 6: Broaden the definition and compare it with daily life.

▶ Step 7: Formatively assess the acquisition of a competence.

▶ Step 8: Develop metacognition of the learning process. Definition of metacognition, from Doudin and Martin (1992):

First of all, this term refers to what a subject knows about his own cognitive processes and those of others and the way he can recognise this and account for it; more recently, it has also come to mean the mechanisms for regulating or monitoring cognitive processes. These mechanisms refer to activities which guide and regulate learning and cognitive processes in problem-solving situations.

▶ Step 9: Certify.

A pupil is deemed to be competent when he/she shows evidence of satisfying competence-development indicators. The criteria and indicators may be presented in a table which serves as a tool for assessing the competence.

Table of criteria and indicators

Competence:		
Criteria	*Indicators*	
	positive	*negative*

FOR TRAINERS ONLY

This table is an example of an assessment tool.

Competence: envisaging possible scenarios	
Criteria	*Indicators (positive/negative)*
Be flexible with interpretations	Find a synonym/stick to a meaning
Examine what is already known	Draw up a list of existing contacts/ignore other people's experience
Use one's imagination	Consider the future/only consider the problem as it is presented
Translate aspirations into goals	Express a desire/constantly hesitate
Negotiate with people and manage constraints	Consider the possibility of compromise/respect authorities unconditionally
Be able to give up	Get over a bad mood/sulk for a long time

Activity 40
Participatory communities: looking at the horizon

Original activity contributed by Madalena Mendes

Focus: this activity's key feature is to explore the nature, the philosophy and principles of EDC/HRE in order to develop the construction of democratic and learning communities by involving all educational communities (inside and beyond the school – intra and extra-mural). It deals with the question: how can all teachers support citizenship and human rights education in order to create and develop democratic and educational communities?

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Introduce the activity and its sequence. Explain that there will be no theoretical input because participants will develop their own conceptual model through the activity (10 minutes).

Step 1 (setting up the group structure – group work – 10 minutes)

1. The participants receive a card representing two regions, a country and a continent (Task sheet 1).

2. Each participant has to form a group by finding the other participants with corresponding cards in order to constitute a global map representing two regions, a country and a continent.

Step 2 (conceptual frame – group work – 40 minutes)

1. After joining together according to each map, each group has to distribute group roles (as described in Activity No. 6, "Pieces of a puzzle").

2. The participants are asked to discuss the concept of "community".

3. After the discussion they will draw a conceptual map expressing the semantic field of the concept of community. The map is displayed for everyone to see.

4. Visiting the maps

Step 3 (main production – micro-group and whole group – 50 minutes)

1. The groups draw an ideal EDC/HRE school community.

2. The groups join together in a bigger area and draw a complete map in order to link their school community and institutions to that of the others, and create a global community made of micro, meso and macro-levels.

Step 4 (debriefing – 20 minutes)

1. Ask participants to recognise that communities are socially constructed.

2. Ask participants to share experiences, impressions and difficulties in their work in groups.

3   Discuss the results: stress the new forms of community in the "global village" (e.g. virtual, geographical and non-geographical).

Step 5 (evaluation – 20 minutes)

1. Participants receive a logbook (Task sheet 5) and are invited to fill in the following items.

    ► Summing up the session in three key words

    ► Today, I have learned…

    ► From this session I take with me …

    ► I would like to learn more about…

2. Ask participants to fill in their individual evaluation sheet (Task sheet 6).

PLANNING

Preparation

Make sure you prepare all the materials in advance, including the handouts. The room should be set up for small group work and should also provide a big empty space for the global community activity.

Resources and equipment

Task sheets 1-7, flip chart paper

Tips and potential difficulties

1. It is essential to explain each phase of group work and the roles of the members of the group – facilitator, recorder, reporter, timekeeper.

2. Drawing an ideal community should result from a spontaneous process, so do not give more than 10 minutes to participants to complete this task.

3. Possible follow-up activity: preparation for implementation – participants have to represent and write down common answers, e.g. barriers/constraints and opportunities/possibilities, which have emerged from the group discussion (Task sheets 2 and 3). After that, each group's reporter will present and explain the findings to the entire group. The session ends with:

    ► a whole group debate. Optional: you can hand out Task sheet 4, and have participants read the guidelines, "How to develop community work to build active and critical citizenship?"

   ► an exploration of what can be done concretely, and designing (individual action plans) (Task sheet 7)

Further reading

Council of Europe (2000), *Sites of citizenship*, Council of Europe Publishing, Strasbourg. www.coe.int/t/dg4/highereducation/completedactivities/unisitescitizenship_EN.asp. Accessed 17 October 2017.

Nuffield Foundation (2000), *Developing a whole school policy for Citizenship Education*, available at www.nuffieldfoundation.org/nuffield-citizenship.

Images of different geographical places

School community – A sense of belonging

Horizontally distribute the rights and responsibilities of all

Strengthen individual and collective capacity for change

Autonomy, decentralisation and transparency in the decision-making process

Offer multiple opportunities for learning and personal growth

SCHOOLS AS DEMOCRATIC AND OPEN COMMUNITIES

Promote teacher-student, student-administration, teacher-administration and school-parent relationships

Promote inclusion and social cohesion

Strengthen participation, responsibility and accountability

Involve local forces in school management

Develop co-operation and partnerships

Source: adapted from Duerr K., Spajic-Vkras V. and Ferreira Martins I. (2000), *Strategies for learning democratic citizenship*, DECS/EDU/CIT 16, Council of Europe Publishing, Strasbourg.

Mapping barriers/constraints – opportunities/challenges

Opportunities/Challenges

Barriers/Constraints
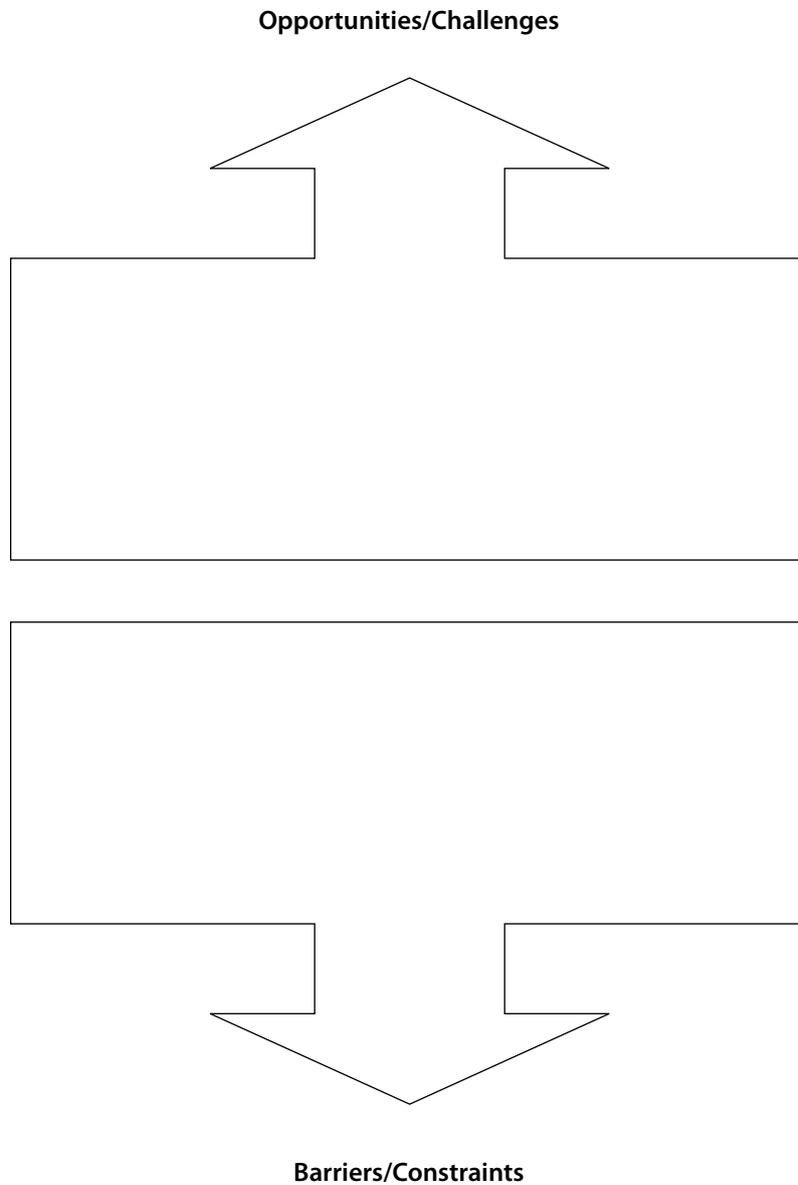
How to develop community work to build active and critical citizenship?

Guidelines

1. Focus on a collective or group of persons, not individuals.

2. Pursue objectives of enhancement and human development (or prevention of the problem), and not merely therapeutic or care.

3. Conduct in the community or context that generates the problem to be solved (or closer geographically, socially and culturally to it), not in a separate institutional environment.

4. Work from the bottom (from the needs and resources of the group in question).

5. Use a conceptual and supra-individual explanatory model: ecological, adaptive, systemic, interactive or transactional, action and social change, etc.

6. Maximise the participation of the collective.

7. Be integrated and multidisciplinary, not non-dimensional and unidisciplinary.

8. Promote community and social integration, not isolation and disintegration.

9. Use an interventionist proactive style (acting before and since the cause) to search for requirements of personal and social resources based on more egalitarian relationships, in contrast to a retroactive style (act after and from the consequences) of passive waiting, pathology and deficits based on hierarchical relationships.

10. Plan and organise comprehensive (and territorial) evaluation and intervention.

Adapted from Peres A. N. and Freitas O. P., *Proposal for a new citizenship for social development from the local and the community*.

TASK SHEET 5

Logbook

1. Summing up in three key words

....

....

....

....

2. Today, I have learned

....

....

....

....

3. From this session I take with me

....

....

....

....

4. I would like to learn more about

....

....

....

....

Questionnaire – Participants' evaluation of the session

We would be very pleased if you could fill in this questionnaire. Thank you for your co-operation.

A – Items	Poor	Fair	Good	Very good
Fulfilment of aims				
Relevance of content				
Methodology of activities				
Documentation delivered				
Length of the activities				
Opportunities to participate and discuss in-group work				
Interaction between participants and facilitators				
Contribution to improve EDC/HRE work with students				
B – Overall evaluation of the workshop				
C – Aspects I liked more				
D – Aspects I liked less				
E – Contribution of the workshop to self-reflection of teacher's role in the promotion of EDC/HRE				
F – Contribution of the workshop to educational change				
Comments/Suggestions				

Example of an action plan template

Action	Description	Peer feedback
What will I do? Why do I choose this action? What for?		
What are the challenges? What are my assets?		
With whom will I do it?		
Step 1: preparation		
Step 2: specific expected outcomes		
Step 3: When? Where? With what resources?		
Step 4: Methods of outcome evaluation and impact		

Teaching difficult issues

Original activity contributed by Richard Harris

Focus: this activity describes a sequence of learning activities for teachers to help them explore the problems related to teaching difficult issues and to make judgments about the effectiveness of different approaches to teaching topics like the Holocaust. The activity underlines the need to work with teachers' experience, understanding and knowledge, to help them to recognise what makes an issue difficult and to make judgments about a range of teaching approaches and evaluate their effectiveness.

Target group: pre-/in-service teachers of adult learners

Type of activity: Main activity

PROCEDURE

Introduction

Introduce the activity by explaining the different steps.

Step 1 (Identifying representations – pairs – 40 minutes)

1. Ask each participant to individually make a list of ideas about what makes a topic "difficult".

2. Option: the facilitator can provide stimulus material that presents a one-sided and potentially controversial view of a historical event/period (e.g. the Arab-Israeli conflict, the Crusades, colonisation) and discuss whether teachers should use such sensitive material and in what context they might use it.

3. Have participants share their lists in pairs.

4. Ask each pair to give a summary of their ideas to the whole group.

5. Record all the ideas on a board or flip chart.

6. While allowing for questions and clarifications, the trainer should avoid a discussion on the issues in this session. Give time to participants to express what they felt while doing this exercise.

Step 2 (reflection on objectives – individual/pairs/groups – 70 minutes)

1. Ask participants: "What are we trying to achieve by teaching difficult issues? List three aims." (If you have opted for the pre-reading exercise exposing drastically different approaches to teaching the Holocaust, invite participants to use their notes for this step on the activity) (10 minutes).

2. Have participants discuss their ideas with a partner. Repeat: "You should focus on what we are trying to achieve by teaching such topics." They are to come up with a list of three common aims (10 minutes).

3. Each pair meets another pair. Together they come to a consensus on four main aims. Each group posts their aims on the wall (20 minutes).

4. The groups and the facilitator silently read the answers and the facilitator leads a discussion with the whole group (30 minutes).
    ▶ Clarify key points.
    ▶ Play the "devil's advocate" if you feel there is a need to stimulate interaction or to ensure alternative ideas are aired to allow participants to consider that there may be alternative stances.

Step 4 (debriefing – 15 minutes)

Go back to the flip chart from Step 1.

- ► How do our findings relate to the ideas we have posted here?
- ► In your opinion what is the best way to select the difficult issues you wish to tackle with your students? Why? To achieve what?
- ► How did you feel while discussing ideas with your partner? How did you feel during the group discussion? What did each exercise achieve for you as a learner?

Step 5 (evaluation – 10 minutes)

1. What are the most important things a teacher needs to address in order to teach difficult topics properly?

2. How could you use some of the approaches to teaching difficult topics in your classroom?

3. How important is your own level of comfort with the approach you choose?

4. What changes would you make?

5. What difficulties can you foresee?

PLANNING

Preparation

1. Optional: two weeks prior to the session, ask participants to go through the pre-reading exercise and bring their notes with them. Ask the group to share their professional backgrounds (participants work in pairs then join with another pair to explain what they have achieved, and to compare).

2. The room is set up for a small group discussion or in a "horseshoe" shape.

Resources and equipment

Flip chart or whiteboard

Optional: stimulus material that presents a one-sided view of a historical event/period

Optional: pre-reading materials (see Task sheet 1)

Tips and potential difficulties

1. The two pre-reading articles offer very different views to teaching difficult issues (here, the Holocaust): Illingworth argues that we need to focus on the moral issues arising from the Holocaust, whereas Kinloch argues that we need to focus on the historical value of the topic and study it as a piece of history and not as a unique event with particular moral lessons. The views are opposing and in the past this has resulted in fierce debate between trainee teachers and teachers.

2. Entering this highly controversial debate is a very good way to explore the purposes of teaching "difficult" issues and the problems of teaching events like the Holocaust: the aim here is not to impose a view on the participants, but to get them to identify their own view. This is unlikely to be achieved immediately and participants may feel confused, but reassure them that this is acceptable. Part of becoming a teacher is to figure out your own stance and philosophy towards teaching, but this requires ideas/views to be challenged, which may result in some initial "discomfort".

3. The idea is not to challenge preconceptions from the start (Step 1), but to allow them to emerge so that they can be challenged later. These preconceptions may already be quite strong and the process of challenging them may in fact reaffirm them if done too soon and without identifying their shortcomings collaboratively.

4. From these activities the participants and teachers should appreciate the need to avoid stereotyping, that is the need to present alternative perspectives from a range of people involved so that the complexity of the past emerges.

Possible follow-up activity (role play – 90 minutes)

1. The facilitator takes on the role of teacher and participants take on the role of students.

2. You should work through a number of different approaches to teaching a difficult issue (see Task sheet 2, teaching the Holocaust).

3. Participants work their way through the different activities as if they were students.

4. Participants record:
    ► What information is included in the approach?
    ► What information is not there?
    ► What sources are used?
    ► What context is presented for the events?
    ► Whose perspective is looked at?
    ► Do you like the approach in the textbook? Be explicit.
    ► What do you dislike? Be explicit.

5. Consider how well these approaches address the issues identified during the previous activities. The approaches discussed have all been used in the classroom. They all achieve different things, they can be used in combination with each other or with other ideas, but they are not meant to be perfect. The point of the exercise is to get participants and teachers to identify what these activities do and what is missing.

TASK SHEET 1

Pre-reading

Kinloch N. (2001), "Parallel catastrophes? Uniqueness, redemption and the Shoah", *Teaching History* Vol. 104, pp. 8-14.

Illingworth S. (2000), "Hearts, minds and souls: exploring values through history", *Teaching History* Vol. 100, pp. 20-24.

These two articles present different reasons for teaching the Holocaust. They present very different views and should stimulate debate.

Kinloch argues that the Holocaust is not a unique event and we should not try to draw any moral lessons from it, rather it should be studied historically, asking such questions as "how", "why", "what" and so forth.

Illingworth argues that we must study the Holocaust for its moral value.

Approaches to teaching the Holocaust

Below are a range of ideas for teaching about the Holocaust; it is not an exhaustive list, but is designed to get trainee teachers and teachers thinking about what they do, why and how. The ideas can equally be used directly with pupils.

Approach 1

Expected results

► to provide an accessible way for participants to understand what happened and suggestions as to why the Holocaust was possible

► to provide a starting point for further work

Time: 20 minutes

Instructions for trainers

1. Write this question on the board: "How do humans mistreat animals?", and give the participants 2 minutes to get as many ideas down as possible, working on their own.

2. Write the next question on the board: "Why do humans mistreat animals?", and repeat the process.

3. Gather feedback without comment from the class and write down the responses on the board.

4. Alter the wording of the questions on the board so that they now read "How did the Nazis mistreat the Jews?" and "Why did the Nazis mistreat the Jews?" and see whether the answers about animals still apply in the context of the Nazi persecution of the Jews (many points will apply).

Instructions for teachers/participants

1. Answer the following question by jotting down ideas on your own – "How do humans mistreat animals?"

2. Answer the following question by jotting down ideas on your own – "Why do humans mistreat animals?"

3. Feed your ideas back to the teacher.

Explanations and comments

The point here is to get trainee teachers discussing the activity and what it does and does not do. For example, there are shortcomings to the approach, especially with the association of Jews and animals, as this can serve to reinforce particular views of the Jews. But it provides a way for pupils to gain a first step in understanding, which potentially could be developed further. A similar discussion could be held with pupils in school about the need for more context and alternative perspectives to avoid stereotyping.

Approach 2

Expected results

► to provide an overview of the persecution of the Jews and the Holocaust for contextual knowledge

► to consolidate knowledge and understanding/get pupils to ask questions (this depends at what point in the sequence of lessons this activity is to be used)

► to get pupils to justify their choice of images

Time: 30 minutes

Instructions for trainers

1. Decide where you will use this activity – at the start of a sequence of lessons, it would lead into more research for the pupils. Later on, it would act as a consolidation exercise.

2. Show images and discuss the story being told and what type of story is being told, e.g. does it show all events and the different perspectives of the people involved? The following links will take you to websites with images you can use (accessed 17 October 2017.):

   ▶ www.yadvashem.org.il

   ▶ www.historyplace.com/worldwar2/holocaust/timeline.html#1938

3. Explain that the task is to choose a limited number of images to use in a museum display and that they must explain what the images show and justify their choice of images (the pupils could identify their own criteria for choosing images or this could be set by the teacher).

Instructions for teachers/participants

Having listened to the presentation about the Holocaust, the participants' job is to choose a limited number of images for use in a museum display. They should write an explanation for visitors to show what is happening in the image and explain why this is an important image to use.

Explanations and comments

This activity could be used towards the start of a sequence of lessons or as a consolidation activity. The pupils are presented with a series of images that tell certain parts of the story of the Holocaust; they then have to choose a limited number of images that they would use in a museum display and have to explain what is being shown and why they think it is important to use this particular image (this may be because it reveals some important aspect of the Holocaust, deals with stereotypes, etc.). The limits you set are important and are open to the teacher to decide, e.g. you could say they can only use three images and none must show people being killed, or that one of the images must show something positive, etc. It is important that teachers realise this, as the limits that are set will have a big impact on the way the pupils look at the topic.

Approach 3

Expected results

   ▶ to engage pupils with the story of the Holocaust by personalising it
   ▶ to get pupils to ask follow-up questions

Time: 30 minutes

Instructions for trainers

1. Show the image above.

2. Ask pupils to say what they see, what they think is happening and to write down any questions it raises.

3. Discuss the image shown and the questions that arise.

4. Read "Erika's story" by Ruth Vander Zee and Roberto Innocenti.

5. Ask pupils to think of any more questions they might have.

Instructions for teachers/participants

1. Look at the image and say what you see, what you think is happening and what questions you might want to ask.

2. Listen to the story linked to the image.

3. List any further questions you have.

Explanations and comments

The image is very emotive, and shows a baby being thrown from a train by its mother, and though the story has been written for younger pupils it has a big impact on older pupils as well. Read the pupils the story once the image has been discussed and ask the pupils to think of further questions. The discussion around the questions is important as it is designed to lead to further work and the teacher needs to ensure that stereotypes and alternative perspectives are dealt with.

Approach 4

Expected results

- ► to provide a context for anti-Semitism and a chronology of persecution
- ► to develop pupil understanding of the meaning and nature of persecution
- ► to engage pupils by "humanising" the events of the Holocaust
- ► to challenge stereotypes about the involvement of German people in the Holocaust

Time: 60 minutes

Instructions for trainers

1. This approach is divided into several steps and is likely to be spread over two to three lessons.

2. This sequence of activities requires participants to work using "think, pair, share" a lot of the time.

It uses resources from two articles in *Teaching History* 104 (published by the Historical Association and available from their website at www.history.org.uk). One article by Kate Hammond provides the first card sort activity, and the article by Alison Kitson provides the other two card sort activities.

Using the first set of cards, participants arrange them in three ways: chronologically, then by racial/religious persecution and major/minor persecution. At each stage discuss what issues/patterns emerge.

Provide participants with character cards, which give brief details about people who were involved in the Holocaust.

Use the second set of cards to categorise the ways that the Nazis persecuted the Jews. Then ask participants to consider how their character might have been affected by these steps.

The third set of cards is used with a graph to look at how ordinary Germans responded to the Jews. This probably needs to be modelled first of all, and will require plenty of discussion afterwards. It can also be used for a discussion of the Nazi state to provide a context to explain people's responses to the Jews.

At the end tell participants what happened to their character in the Holocaust.

Instructions for teachers/participants

1. Brainstorm knowledge about persecution of the Jews – use "think, pair, share".

2.   Organise the first set of cards chronologically – what patterns, issues emerge?

3.   Use the cards and arrange them on a "washing line" to show examples of racial persecution at one end and religious persecution at the other.

4.   Use the same cards and rearrange them on the "washing line" to show major persecution to minor persecution.

5.   Read your character card (you will return to them later).

6.   Use the second set of cards, which gives details of steps the Nazis took against the Jews. Look at the different ways you could group them. Work in pairs on these. Discuss how your character may have been affected by these actions.

7.   Using the third set of cards, place them on a graph; one axis runs from "Very sympathetic to the Jews" to "Very unsympathetic to the Jews", while the other axis runs from "No acceptance of Nazi policies against Jews" to "Total acceptance of Nazi policies against Jews". Discuss how the German people reacted to the Jews and Nazi policies.

Explanations and comments

This is a lengthy set of activities; each requires careful setting up and explanation, as well as a proper discussion afterwards to go through the issues that are raised. The point is to provide an overview of Jewish persecution to show that it is not simply a "German" problem; it is also getting pupils to think about the nature of persecution so they can understand whether the Holocaust was something different. The main part looks at how the Jews were persecuted but focuses on the extent to which ordinary German people sympathised with the Jews and yet carried out Nazi policies; this activity should counter many potential stereotypes.

Approach 5

Expected results

▶   to identify pupil preconceptions about the Holocaust

▶   to introduce the idea of "victims", 'perpetrators" and "rescuers"

▶   to challenge preconceptions about people in the Holocaust

Time: 40 minutes

Instructions for trainers

1.   This activity uses materials from the "Reflections" pack published by the Imperial War Museum, *Reflections – The Holocaust Exhibition: A Cross-curricular Resource Pack for Teaching about the Holocaust*, 2000, London.

2.   Start with a brainstorm of ideas. Pupils say what they think they know about the Holocaust.

3.   Record all ideas without comment but as you write them group them into words that relate to victims, perpetrators and rescuers.

4.   At the end, explain what you have done and ask the pupils to come up with words that would describe a hero, victim or perpetrator (or alternatively have a set of words ready for pupils to use). Explain that this makes it easy to tell the story of the Holocaust, namely that poor, weak, helpless Jews were destroyed by nasty, evil people, and some were rescued by gallant and brave individuals.

5.   Use the line drawings from the "Reflections" pack (or other cartoons that you feel would work) and ask pupils to say whether the person is a victim, perpetrator or rescuer, explaining why.

6.   For the next activity (20 to 30 minutes), you need to lay out photos of people associated with the Holocaust around the room (again there is a set in the "Reflections" pack) and have a blank piece of paper next to each. Pupils should move around the room and write comments next to the pictures. After 10 to 15 minutes of this, as a class, discuss what has been said about individual people in the photos, before revealing what the people actually did. Then, discuss what this reveals about the pupils' preconceptions and the Holocaust itself.

7.   Having done this, pupils are invited to read out all the words that have been used to describe an individual in a picture and are asked to then decide whether that person is likely to have been a victim, perpetrator or rescuer. After this, the teacher or a pupil can read out the real story behind the person in the picture.

Instructions for teachers/participants

1. Brainstorm ideas about the Holocaust.

2. Identify words to describe "heroes", "victims" and "perpetrators".

3. Look at the cartoon images of people and decide whether they are a hero, victim or perpetrator.

4. Walk round the room and look at the images of people laid out. On the piece of paper next to them, write down words that describe them.

Explanations and comments

This is an elaborate exercise that initially seems to work by reinforcing participants' stereotypes about people generally and those involved in the Holocaust. The final activity though is designed to show that this is far more complex and the stories revealed by the photos actually cover a huge range of people and perspectives in the Holocaust.

Activities 42-50
180 minutes

Activity 42

How far can we rely on textbooks?

DESCRIPTION

Original activity contributed by Salomeja Bitlieriute

Focus: giving the opportunity to teachers to question textbooks and evaluate them according to their teaching goals and methodologies should be one of the democratic attributes of every educational system. This activity engages teachers in an analytical and comparative exercise to help them identify what criteria they should use to evaluate textbooks and how to choose their materials. Catering to the diversity of students' needs is a matter of intercultural competence. Although the focus is on history teaching, the activity can be adapted to other subject matter.

Target group: pre-/in-service teachers

Type of activity: Core/main activity

PROCEDURE

Step 1 (Identifying representations – group work – 45 minutes)

1. Divide the group into micro-groups of three or four participants. Ask participants to discuss and identify the most important attributes of a "good" history textbook. They should work individually for 5 to 10 minutes and then pool their findings. Each group chooses a moderator and a rapporteur and writes the results on a flip chart or large sheet.

2. Groups present their work to the whole group, and the results are discussed.

Step 2 (evaluating – group work – 45 minutes)

1. Invite groups to change moderators and rapporteurs. Distribute Task sheet 1 to the moderators only.

2. In their groups, ask participants to compare the criteria developed during the session with the rubrics you just handed out and together find the similarities and differences.

3. Ask the rapporteurs to present their conclusions to the whole group (40 minutes).

Step 3 (group work – 50 minutes)

1. Give each group a sample of history textbooks (OR have them research textbook materials on the Internet). Participants review the materials (20 minutes).

2. Ask participants to highlight positive and negative elements in the materials (20 minutes).

3. The rapporteur co-ordinates the creation of a poster that will be used to present the findings after the reflection. Groups visit the posters (5 minutes).

4. Moderate a discussion on the findings (10 minutes).

Step 4 (debriefing – 15 minutes)

Lead a whole group discussion using the following prompts.

- ► Present your own experience using official criteria on history textbooks.
- ► What latitude do you have in choosing textbooks?
- ► How can you alleviate the deficiencies in textbooks that are imposed?
- ► Can you think of any learning outcomes that you would like to reach with your students that the textbooks cannot develop? If so, how could you remedy this?
- ► How will this activity help you to choose the textbooks you wish to use? OR How will this activity help you to adapt the use you make of the mandatory textbooks that you use?
- ► How much independence from the textbook can you handle?
- ► What other impact will it have on your practice?

Step 5 (evaluation – 20 minutes)

1. End the session with an informal discussion with the whole group.
   - ► Did you feel comfortable with this activity?
   - ► What would you say about the phrase: "a good teacher can teach with nothing more than a stick to write with in the dirt"?
2. Invite participants to write down the three most important things they learned during the activity.

PLANNING

Preparation

Set up the room for group work.

Prior to the session you will need to gather, or ask participants to bring, a large sample of textbooks so that a comparative critical approach is possible.

Resources and equipment

Large sheets of paper (A3), or flip chart and markers

A large sample of textbooks

Requirements for textbooks by country

Rubrics for requirements for textbooks (Task sheet 1)

Tips and potential difficulties

This activity is centred on pedagogical criteria for evaluating textbooks. It does not approach the issue of curricular content. For example, it does not question European textbooks' general disregard for "global history", inclusive of the Asian, African, and South American continents and large parts of the Far East, etc. regarding the happenings, culture and the rich human development occurring there.

Further reading

Pingel F. (2000), *The European home: representations of 20th century European history textbooks*, Council of Europe with the Georg Eckert Institute for International Textbook Research, Braunschweig, available at www.coe.int/t/dg4/education/historyteaching/Source/Projects/DocumentsTwentyCentury/EuropeanHome_en.pdf. Accessed 17 October 2017.

Center for Democracy and Reconciliation in Southeast Europe, publications available at www.cdsee.org/publications/books.

Franco/German initiative: *Histoire/Geschichte Franco-German High School History Book*; Ernst Klett Verlag, 2006-2007, available at http://en.wikipedia.org/wiki/Histoire/Geschichte

Guidelines for history textbook authors: http://unesdoc.unesco.org/images/0022/002270/227041e.pdf.

TASK SHEET 1

Rubric	0	1	2	Achieved
Requirements for textbooks 1: Subject matter				
1.1. Subject accuracy				
1.2. Using modern concepts, theories and interpretations				
1.3. Clear concepts, theories, legal descriptions				
1.4. Selection validity of the materials, presenting in textbooks				
1.5. Tolerant assessment of gender, age groups, minorities				
Requirements for textbooks 2: Pedagogical				
2.1. Coherence with curricula				
2.2. Age appropriate				
2.3. Respect for diversity: teaching and learning				
2.4. Methodological approaches for different learning styles				
2.5. Project learning for students to work independently				
2.6. Developing creativity				
2.7. Variety of visual material				
Requirements for textbooks 3: Psychological				
3.1. Language style and readability for different student age groups				
3.2. Materials oriented to students' life experience and context				
3.3. Reasonable and universal use of visual materials				
3.4. Coherence with other textbooks in the same contexts and age groups				

A shoebox full of memories

Original activity contributed by Hugo Verkest

Focus: in this activity, teachers explore objects collected within different environments and supplement them with personal stories and biographies. The benefit of these explorations is the discovery of the group's cultural heritage. During the presentations the participants will become aware of their own and others' interests and profiles through discussions about personalised objects, images and narratives in connection with daily activities, rituals and values. The activity can easily be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 6-10/10-14/14-18/adult learners

Type of activity: Introductory/ice-breaking; core/main activity; concluding/disbanding

PROCEDURE

Introduction

(to be given during the session before the main activity – 15 minutes)

1. The trainer announces the activity and gives out the handouts with the description of the task (Task sheets 1 and 2).

2. Each participant will have to select six objects at home and will place them in a shoebox to be brought into class for the following session.

3. The six objects will include at least two old-fashioned objects and two objects that they got for free, linked to their living room, their family or friends, their neighbourhood, their city, their country and Europe.

4. The box will contain objects, short stories, poems, reflections and the outside of the box can be illustrated with graffiti, pictures, stamps and newspaper items, again related to the participant's home, family or friends, neighbourhood, city, country and Europe or the world (see worksheet below).

5. The trainer can either just talk the participants through the worksheet, explaining what sort of objects, news items, photos they can collect, or s/he can show her/his own shoebox during the introduction to provide a few concrete examples and theoretical insights about the meaning of symbols and emotions. It is usually a pleasant surprise for the class to listen to the trainer's or teacher's story either in this introductory phase or during the show and tell session.

Step 1 (show and tell – 10 minutes per person)

1. The boxes are presented one by one. The participants have about 5 to 6 minutes to do their presentations. Their task is to explain why they brought the selected objects and how these fit the criteria. They should prepare their stories in advance and they are invited to also present a poster that informs others of the contents of their shoebox.

2. Each presentation is followed by a short discussion. The others can ask questions about the presentation. The owner of the box has the right to pass if s/he thinks that the question is too difficult to answer.

Step 2 (individual work – 15 minutes)

The owner selects one object and s/he has to write a monologue on a Post-it or label from the point of view of the selected object. (It is important for the trainer to give an example before the participants start this exercise. It is useful if s/he uses one of the objects from her/his box and explains that the monologue can contain elements of the past, the present and the future. It is not necessary to give a lot of details. A monologue can go like this: "I am the ring of ... Most of the time I am on her right index finger. Her friend gave me to her when she was 24 years old. I was bought in a shop when my giver was on holiday..."

1. The participants present the short monologues one by one.

2. If time is short, it is possible to make a "silent exhibition" with some tables on which the selected objects with their labels/monologues are displayed.

Step 3 (shoebox exhibit – 20 minutes+ as session time allows)

1. Create an exhibition of the boxes and the Post-its, labels or posters in which you find a short description of the contents.

2. Participants walk around, take a look at two or three other boxes and ask questions to the owners of these boxes.

3. Participants should be encouraged to express and record their perceptions of their own work in this project.

Step 4 (debriefing and evaluation – 30 minutes)

1. Discuss the following questions with your participants.
    ▶ What did you learn about the others' "background"?
    ▶ What did you learn about the way they express themselves, especially their emotions and memories?
    ▶ What kind of cultural diversity did you discover?
    ▶ Did you enjoy the activities? Why? Why not?
    ▶ Which part of the activity was the most attractive and exciting?
    ▶ What feelings did the activity evoke in you?
    ▶ Did you make any discoveries about yourself?
    ▶ Did you learn any new words or expressions during the activity?
    ▶ In your own words, say (or write down) what the contribution of this activity is to diversity.

2. Discuss with your participants how this activity can be used with their (future) students in the classroom.
    ▶ Would you use this activity in your classes? If yes, how would you incorporate it in your teaching?
    ▶ Can you think of variations on this activity that would be more appropriate for your students? What would you change? When would you use it?
    ▶ What would be your overall aims when introducing this activity?
    ▶ If you have worries or reservations about using this type of activity, why do you think it might not work well in your classes?

Step 5 (trainer's evaluation of the session)

Many trainers/teachers feel that the best way in which they can record participants' progress in this exercise is to make notes during or right after the end of the session. These could be done quite quickly while activities are still fresh in the mind. Useful headings under which such notes could be recorded include the following:
    ▶ participants' comments: what they revealed about conceptual development, curiosity, general interest, or empathy towards the material introduced during the presentation of the boxes
    ▶ participants' statements: a record of statements providing insights into ways of thinking

- ► creative/imaginative work: notes on how the participants can contribute imaginative, creative ideas to discussions
- ► levels of reasoning: the ability to reason about the roots or the influence of the objects on personal life
- ► evidence of conceptual development: the ability to think of their objects as symbols of or metaphors for concepts
- ► records of any outstanding responses to a particular stimulus: it is important to note these responses as starting points to reflect in depth about circumstances or topics which some participants find exciting and meaningful

PLANNING

Preparation

You may want to create a sample box with your own selected objects to provide an example at the start or during the exhibit.

You will need a classroom with tables and one or two desks in front of the blackboard. The participants can come to the front of the class or tell their story from where they are sitting if the tables are arranged in a circle or U-shape.

You need to have enough copies of the worksheets and a chart to record your comments and reflections.

Resources and equipment

Participants need shoeboxes to be filled with their selected objects and A3 or A2 size paper to create posters.

Tips and potential difficulties

1. If you have more than 10 participants in your group, then it is advisable to do this activity over two or more consecutive sessions.

2. It is valuable if the teacher/trainer can take some digital pictures of the boxes (in the presence of the owner). These pictures can be useful for the final exhibition, and can also be part of a subsequent introduction to this activity with a new group.

3. During the session it is useful for the trainer to take notes in order to keep track of the comments and reflections of the participants.

4. During the presentations the teacher/trainer may want to use some of these questions to facilitate the activity.
   - ► Have you ever lost this object? Are you afraid of losing it?
   - ► What does it mean to you? A souvenir or a present? Or something else?
   - ► What value does it have for you?
   - ► Do you keep it in a secret place or hidden somewhere?
   - ► Do you show it to everyone?
   - ► Where is it situated in your room or house?
   - ► Is it unique and irreplaceable for you?
   - ► Is it conceivable that you will give it to someone else?
   - ► Is it easy for you to talk about it? Why? Why not?
   - ► Do you take it with you when you go abroad?
   - ► What kind of emotions does this object evoke?
   - ► Did you inherit it?
   - ► Can you wear it?

Further reading

For the trainer

Bage G. (1999), *Teaching and learning history through story*, Falmer Press, London.

Havel V. (1995), *Selected speeches and writings 1990-1994*, Lidove Noviny, Prague.

Howes G. (2007), *The art of the sacred*, Ibtauris, London.

Klippert H. (2004), *Lehrerbildung. Unterrichtsentwicklung und der Aufbau neuer Routinen*, Beltz, Basel.

Konijn S. (1987), *Symbolen leren zien Hilversum*, Gooi en Sticht.

Lavaud L. (1999), *L' image*, Flammarion, Paris.

Meyor C. (2002), *L'affectivité en éducation. Pour une pensée de la sensibilité*, De Boeck, Brussels.

Ricoeur P. (1991), *Temps et récit 1*, Seuil, Paris.

Verkest H. (2001), "A picture says more than a thousand words", *CiCe proceedings*, London.

TASK SHEET 1

Selecting objects

1. Choose a small object connected to your personal interest and which could usually be found in your room or house. Place it in a shoebox. If you like, mark a colour on one side of the outside of the box.

2. A second object is related to your flat or house or the friends or family you live with. You can take a picture and paste it on one of the sides of the shoebox. Examples: a digital photo of your family, a family tree, a representation of a belief held by people in the house.

3. The third object to be placed into the box should be related to your neighbourhood. It can refer to the environment and be linked with a colour or a local story or a name of a street in your neighbourhood.

4. The fourth object refers to the village/town/city you live in. Try to find an object, a photo, a newspaper item to express the activities in the city or bring something from your home that is related to the wider community. The newspaper item can be pasted on the outside of the shoebox.

5. The fifth object should refer to your national identity, or rather your "national branding", so look for a stamp, a historical person or one or two products and write down words for the colours (e.g. white refers to…/red refers to…).

6. The last object is the shape of a star in which you should write a question about Europe or the world.

TASK SHEET 2

Checklist

A checklist may be useful when preparing the boxes for the exhibition.

1. What kind of text on the poster will be linked with the objects in the box? Is there a balance between words and pictures?

2. Will you use only words or short stories to justify the contents of the box?

3. What will be in front/highlighted and in the background when you present your box as an installation?

4. Is one allowed to touch the objects? Is one allowed to write comments on the margins of the poster?

5. Will you use an eye-opener or an eye-catcher? In what other ways can you make your exhibition "attractive"?

For the exhibition the participants must think over the content of their boxes and posters.

1. Is there a "main" message, a theme that you want to emphasise?

2. Will you include in your presentation a lot of information to read and to discover?

3. Will you include some questions for reflection?

4. Will you give visitors the possibility to write to you? How will you arrange this?

5. Do you want to refer to other boxes that were presented?

Activity 44
Students on the Internet

DESCRIPTION

Original activity contributed by Agathi Erotokritou

Focus: this training session is focused on secondary school students and the ways they exploit the possibilities provided by Web 2.0. The aim is for participating teachers to better understand teenagers' habits when it comes to the powerful tools provided by the Internet. Students' use of Web 2.0 will be examined in order to determine methods to introduce media literacy at school and to propose media education tools adapted to the students' needs and interests, especially with regard to human rights.

Target group: pre-/in-service teachers of age groups 10-14/14-18

Type of activity: Core/main activity

PROCEDURE

Introduction (15 minutes)

1.	Provide a general introduction about the aims of the training session.

2.	Ask participants to fill in a questionnaire (see Task sheet 1) to assess their general knowledge regarding Web 2.0 and also more specifically how people use or can use Web 2.0 tools.

Step 1 (individual and group work – 60 minutes)

1	Introduce the theme and philosophy of Web 2.0 through a comparison with Web 1.0.

2.	Working individually, participants become familiar with the tools of Web 2.0 by using a WebQuest (see Task sheet 3).

3.	Through a scenario they will have to use programs in approximately 10 categories including: 1. Social networks: Myspace; 2. Chat: Skype; 3. Bookmarking: Delicious; 4. Wiki: Wikipedia; 5. Media sharing: a) Videos – YouTube, b) Photos – Flickr; 6. Blogs: Blogger; 7. Games: AA; 8. Shopping: eBay.

4.	Working in micro-groups, participants will comment on the use of the above programs in everyday life and also at school. Teachers will have the opportunity to share with the others any personal experience in using Web 2.0 tools.

5.	A whole group discussion will follow during which all the important points will be noted on a white board, interactive board or a projected PowerPoint slide for all to see.

Step 2 (individual and group work – 90 minutes)

1.	Writings by students (see questionnaire to help collect samples in Task sheet 2) from secondary schools will be shown to illustrate the way they are using Web 2.0 in their everyday life so teachers can understand what the real uses of computers are among teenagers. What do they like and what difficulties or worries do they have?

2. Have a discussion with the participants about the way teens use Web 2.0 to consider if they show respect towards human rights and laws.

   ► Do they have good habits?

   ► Do they know what is right and what is wrong?

   ► What is legal and illegal (e.g. freedom of opinion, copyright, responsibility)?

3. Participants analyse texts on human rights and laws (see links in Resources) individually and then compare their findings to the situation on the World Wide Web, evaluating to what extent the curriculum is efficient in preparing students for respectful communication on the Internet. Participants can share ideas in micro-groups of two or three and give suggestions to the whole group.

4. At the end of the session every participant should have a list of Web 2.0 tools secondary students often use and a short description of how they use them and what the risks are.

Step 3 (debriefing and evaluation – 30 minutes)

1. Participating teachers can be asked to discuss what surprised them most and what they feel is important about what the students expressed in their writings.

2. Participants in pairs can discuss any similarities they find between the sample student writings and their own students' experiences.

3. As a follow-up participants could create a similar questionnaire (or just adapt the one the trainer has used) to take home and find out how their own students might respond. This will also help the trainer to understand what the participants gained from the session.

PLANNING

Preparation

This training requires some careful preparation on the part of the trainer in terms of having a questionnaire filled out by a group of teenagers and copying or summarising the results.

Resources and equipment

Questionnaire for participating teachers (Task sheet 1)

Questionnaire for students (Task sheet 2) to help collect sample writings by secondary school students about the Web 2.0 tools they use and what they use them for

Task sheet (Task sheet 3)

Web 2.0 tools:

1. www.myspace.com

2. www.skype.com

3. https://en.wikipedia.org/wiki/Delicious_(website)

4. www.wikipedia.org

5. www.youtube.com

6. www.blogger.com

7. www.flickr.com

8. www.ebay.com

Texts on human rights linked to media, e.g. Anderson P. (2007), *What is Web 2.0? Ideas, technologies and implications for education*, Technical report, JISC, available at www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf; Council of Europe "The European Convention on Human Rights" (Starting Points for Teachers), available at www.echr.coe.int/ECHR/EN/Header/Basic+Texts/The+Convention+and+additional+protocols/The+European+Convention+on+Human+Rights

Copies of students' writings about their use of Web 2.0 tools

Practical arrangements

Computer room with video projector and a laptop to present what skilful students do on Web 2.0

A platform where all the participants will have the opportunity to communicate and ask questions after the session

Tips and potential difficulties

1. Bring extracts from or summaries of the students' writings with you on paper so that the participants can take a break from looking at screens.

2. Have your notes ready about the different Web 2.0 programs to make sure you can easily answer any odd questions.

3. Make sure that the links on WebQuest work.

4. Make sure that you do not only stress the disadvantages or risks of Web 2.0 but also highlight its advantages.

Further reading

Gee J. P. (2003), *What video games have to teach us about learning and literacy*, Palgrave Macmillan, New York.

Richardson W. (2009), *Blogs, wikis, podcasts, and other powerful web tools for classrooms*, Corwin Press, Thousand Oaks, CA.

Solomon G. and Schrum L. (2007), *Web 2.0: new tools, new schools*, International Society for Technology in Education, Eugene, OR.

TASK SHEET 1

Questionnaire on Web 2.0 for Teachers

Instructions: Please tick (√) where necessary or answer the questions according to your knowledge or experience

School: Gymnasium ☐   Lyceum ☐

Sex: Male ☐   Female ☐

Age Group (years):   21-25 ☐   26-30 ☐   31-35 ☐   36-40 ☐
                         41-45 ☐   46+ ☐

Academic qualifications:

....

1. How long have you been using the Internet?

   Less than 1 year ☐   3 years ☐

   More than 4 years ☐

2. Do you have a personal Web page?

   Yes ☐   No ☐

3. The only way for you to communicate via the Internet is through e-mail

   Yes ☐   No ☐

4. Have you ever heard the word Web 2.0? If yes, write **where** and **when**

   Yes ☐   No ☐

....

....

....

5. What kind of websites do you use and why?

....

....

....

6. Are there any new programs that you have heard of that other people use?

....

....

....

7. Do you know what programs teenagers use?

....

....

....

8. Are you a "visitor" on the Internet or a "participant"?

....

....

....

9. Do you publish or express your opinion on the Internet and how?

....

....

....

10. Can somebody find information about you on the Internet?

....

....

....

<div align="center">Thank you for your time and for completing this questionnaire.</div>

Questionnaire on Web 2.0 for students

Instructions: Please tick (√) where necessary or answer the questions according to your knowledge or experience

Sex: Male ☐   Female ☐

Age Group: 10-12 ☐   13-14 ☐   15-16 ☐   17-18 ☐

16. Where do you most frequently use the Internet?

At school ☐   At home ☐   Other: _____

17. How long do you use the Internet during the day?

Less than 1 hour ☐   1-2 hours ☐   3-4 hours ☐

More than _____   I do not use it every day ☐

18. The purpose(s) you mainly use the Internet for?

Research ☐   Entertainment ☐   Education ☐   Communication ☐

19. Do you believe that the Internet helps you to improve your personal life? If, yes, in what way?

....

....

....

20. Do you use programs on the Internet in order to stay connected with your friends? If yes, which programs?

....

....

....

21. Do you have a personal profile on the Internet like a blog or a Facebook or MySpace account? If yes, explain why.

....

....

....

22. Do you participate in forums/chats on the Internet? Do you use your name or a nickname in this kind of communication? Explain why.

....

....

....

23. Do you have many identities on the Internet?

....

....

....

24. Do you use fake information about yourself when you communicate with others?

....
....
....

25. Do you watch or download films on the Internet? How many in a month?

....
....
....

26. Do you listen to or download songs on the Internet? How many in a month?

....
....
....

27. Do you give any personal information about yourself and your family on the Internet?

....
....
....

28. Are you a member of any virtual community? If yes, write what your actions there are.

....
....
....

29. Do you play interactive games with other people on the Internet?

....
....
....

30. How can you describe your life without the Internet?

....
....
....

Thank you for your time and for completing this questionnaire.

Task sheet for WebQuest

Introduction

There is a new philosophy of programs now on the Internet. Their use has changed the way of life of all users. As a teacher you must find out what the philosophy of the programs known as Web 2.0 is.

- ► What is Web 2.0?
- ► What can you now do?
- ► What are the new opportunities?
- ► How can they be used by people of different ages?

Task

1. In order to build this new knowledge you must investigate the use of Web 2.0 through a scenario based on the habits of a family whose members use the Internet in many different ways.

2. You are going to work in four groups and each one will follow the steps of one member of the family. You are asked to track the use of five programs: two of them are in common with those used by other groups but they are used differently.

In order to organise the presentation you have to find out and explain:

- ► how the program works
- ► what the use of the program is
- ► what the advantages/disadvantages of the program are

3. For each program on the Internet that the family uses, there are links that will help you to explore the different ways in which they use them. Print the questions below to help your group stay organised and help you for your presentation.

Choose the person whose use of the Internet you are going to explore.
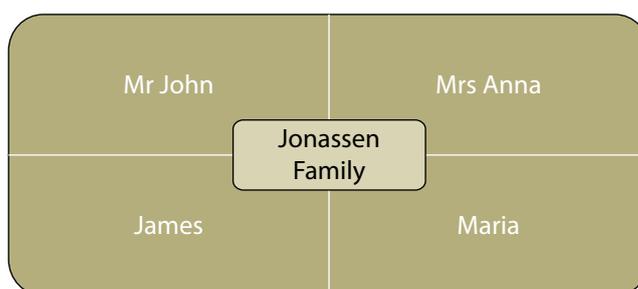
Mr John Jonassen

Profile: He works for a big company and he is responsible for communications. He is 50 years old and he is married to Anna. They have two children.

At work he uses the Internet in many ways.

- ► He has to go to the facebook page of his company to check if anybody has visited the page, if anybody has asked questions and also to post announcements for new products and events his company is planning.

  What is Facebook?

  http://en.wikipedia.org/wiki/Facebook;

  Statistical information: www.facebook.com/press/info.php?statistics

▶ He has to visit **Skype** for a video conference with his boss, who is abroad, and they must talk about a problem they have to deal with at work.

What is Skype?

www.youtube.com/watch?v=m1mflr-kQlk

www.youtube.com/watch?v=zWq7n4w3cq4&feature=related

http://en.wikipedia.org/wiki/Skype

When he returns home he also uses the Internet in other ways.

▶ He goes to the **ebay** website to see if his old laptop has been sold or if any good deals have come up.

What is eBay?

http://ebay.about.com/od/gettingstarted/a/gs_whatisebay.htm

▶ Then he visits some blogs to read about football and he adds some comments.

What is a blog?

www.youtube.com/watch?v=NN2I1pWXjXI

▶ He checks on **flickr** to see if there are some new pictures about football.

What is Flickr?

www.flickr.com/new

Mrs Anna Jonassen

Profile: She is a doctor and she uses the Internet for work but also for pleasure.

▶ She uses **Skype** in order to speak to her older son who studies in London.

What is Skype?

http://www.youtube.com/watch?v=m1mflr-kQlk

http://www.youtube.com/watch?v=zWq7n4w3cq4&feature=related

http://en.wikipedia.org/wiki/Skype

▶ She has her own blog and she writes a professional diary there everyday. She looks at the comments others write on her blog.

What is a blog? http://www.youtube.com/watch?v=NN2I1pWXjXI

▶ She has just come back from a conference in Italy and she is going to publish some photos on **flickr**.

What is Flickr?

www.flickr.com/tour/

▶ She is going to **del.icio.us** to find new recipes. In the past she has published her favourite web-page on cooking.

What is Delicious?

http://websearch.about.com/od/dailywebsearchtips/qt/dnt0412.htm

Visit Delicious http://delicious.com/popular/food

James Jonassen

Profile: He is a 13-year-old schoolboy.

He is an Internet addict and he has just come back from a trip to London with his school!

▶ He is going to **facebook** to add some new friends that he met on his trip.

What is Facebook?

http://en.wikipedia.org/wiki/Facebook

Meeting people online: http://personalweb.about.com/od/easyblogsandwebpages/ss/facebook.htm

- ▶ He is publishing a new song which he wrote on ![myspace - a place for friends]

  What is Myspace?

  www.myspace.com/kois87

- ▶ He plays online with others. The game is called AA.

  What is AA?

  http://en.wikipedia.org/wiki/America's_Army

  www.youtube.com/americasarmy

  www.youtube.com/americasarmy#p/c/A86462FEB869D7E9/0/EG95LxW6RaE

- ▶ He is going to upload some videos he took with his camera on ![YouTube]

  What is YouTube?

  http://en.wikipedia.org/wiki/YouTube

- ▶ He has to finish a project and he is going to search online for information on a historical figure. That's why he is visiting

  ![WIKIPEDIA The Free Encyclopedia]

  What is Wikipedia?

  http://en.wikipedia.org/wiki/Wikipedia

Maria Jonassen

Profile: She is 16 and her computer is never disconnected from the Internet.

She loves music and fashion.

- ▶ She is going to check up on her friends on ![twitter]

  What is Twitter?

  http://en.wikipedia.org/wiki/Twitter

  www.youtube.com/watch?v=ddO9idmax0o&feature=fvw

- ▶ She is going to chat with her best friend on ![icon] Yahoo Messenger.

  What is Yahoo Messenger?

  http://en.wikipedia.org/wiki/Yahoo!_Messenger

- ▶ She wants to make some changes in her appearance and she is going to upload a photo of herself on TAAZ.

  What is TAAZ?

  http://static.taaz.com/taaz-18feb-1144/

  www.squidoo.com/taaz

- ▶ She will download a fashion show that she wants to watch using ![YouTube]

  What is YouTube: http://en.wikipedia.org/wiki/YouTube

  www.youtube.com/watch?v=d2PbdIzAVKs

Activity 45

Media literacy and human rights

Original activity contributed by Ivo Piperkov

Focus: the development of media literacy based on the recognition of human rights can help prevent the risks inherent in students' use of the Internet. Helping teachers learn about, design and use good multimedia educational products is essential, and this training activity will be a step in this direction.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Present the aims and methods of the session, including the use of a Moodle platform for assignments and any follow-up projects.

Step 1 (whole group – 15 minutes – optional)

1.   If the participants do not know each other, a 5-minute ice-breaker could be used for everyone to say their first name and a multimedia-related word that they do not fully understand. Everyone has to memorise at least three names and the mysterious multimedia words associated with them.

2.   Take notes so the group can later become clear about the meanings of these words.

Step 2 (whole group – 45 minutes)

1.   Ask participants if they know of online educational projects. The group should listen to participants' short accounts of these.

2.   Give examples of online educational multimedia projects (see an example in Task sheet/slide 1).

3.   Inform participants about the aims and the timeline of the training, and the scheme to eventually create their own individual multimedia educational projects (Task sheet/slide 2).

4.   Present the Moodle platform, where the participants will have the opportunity to communicate, ask questions and share materials.

5.   The participants register on the Moodle platform and post a comment or question to the trainer.

Step 3 (individual and group work – 45 minutes)

1.   Present the major topics of human rights education.

2.   Participants work in a "challenge cycle" (Task sheet/slide 3 – see explanation under "Tips and potential difficulties" below) where they can individually gather information from previously prepared resources (hyperlinks to the European Convention on Human Rights: Starting Points for Teachers; COMPASS, etc.).

3.   Participants choose one of the human rights and write down their initial thoughts on how they might use multimedia tools to present this human right to their students at school.

4. Participants get together in micro-groups of four or five, discuss the results and write their most important ideas into a Word document on their computers.

5. The micro-groups take turns to present the results of their discussions.

6. Encourage participants to ask questions for clarification.

Step 4 (individual and group work – 45 minutes)

1. Show the challenge movie for one of the social sites

2. The participants choose different Web 2.0 tools (Publish, Share, Discuss, etc.) and with the help of the hyperlinks they surf individually for their social media applications (Task sheet/slide 5).

3. Participants note down their initial thoughts individually and discuss (in micro-groups) the possible uses of social networking in education.

4. Then they present the results of their group discussion in plenary.

5. Show the next challenge movie, which participants can view individually, noting down their initial thoughts for methods that can be used to understand which Web 2.0 tools their students are familiar with and how to organise a discussion with them about the potential dangers.

6. Help participants to organise the role play for understanding which Web 2.0 tools their students use and for organising discussions with them.

7. The participants note (individually) any new reflections they may have and then discuss these (in micro-groups).

8. For follow-up activities, see "Tips and potential difficulties".

Step 5 (debriefing and evaluation – 30 minutes)

1. Hold a debriefing discussion with the whole group either after each step or at the end of the session based on some of the following questions as appropriate to the needs of the group:
   ► What do you think young people primarily use the Internet for these days?
   ► To what extent do you think your students are concerned about human rights issues?
   ► What do you understand by human rights education?
   ► What type of knowledge is necessary for young people to gain a deeper understanding of human rights issues?
   ► Which skills and attitudes will be essential for them to help in the defence of human rights?
   ► Where do you recognise violations of human rights in using the Internet? How many types of Web 2.0 tools do you know well?
   ► How many of these do you use in education?
   ► Which Web 2.0 tools are new to you and what is your first impression about their possible use in education?
   ► What methods can we use to learn which Web 2.0 tools our students use and how they use them?
   ► How can we organise a discussion with our students about the potential dangers of using new media?

2. For a written evaluation of the session, you may want to use the questions below and ask participants to answer on the Moodle platform.
   ► Write down something you found particularly useful in this session.
   ► Write down something you learned about or learned to do while you were attending the face-to-face sessions.
   ► Write down an interesting idea or reflection you had while you were learning about multimedia projects (or planning your own).
   ► Please comment on anything that seemed unclear or was missing from the session.
   ► Write down in a few words what you would like to use/change in your own teaching on the basis of what you experienced in this session.

Preparation

The training has to take place in a multimedia lab with computers with an Internet connection for the whole group (and also for individual work).

You need to upload educational materials and presentations for the participants on the Moodle platform in advance.

Resources and equipment

A projector and a laptop for the trainer to show PowerPoint slides and demonstrate the use of the Moodle platform

Computers (with an Internet connection and multimedia capability) for individual work

A Moodle platform (created before the first meeting) where participants will have the opportunity to communicate, ask questions and share materials, available at http://demo.moodle.net. Accessed 17 October 2017.

Presentation materials organised in a challenge cycle (see for example Task sheet/slide 3, part of an educational product created for this course before the meeting)

Added materials for participants on the Moodle platform.

The European Convention on Human Rights: starting points for teachers, available at http://book.coe.int/EN/index.php?PAGEID=165&lang=EN

Council of Europe (2002), *COMPASS – A manual on human rights education with young people*, Council of Europe Publishing, Strasbourg, available at http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=1326

See also:

www.eycb.coe.int/compass/en/contents.html

www.eycb.coe.int/compass/en/chapter_2/2_1.html

www.fredcavazza.net/2008/06/09/social-media-landscape

Tips and potential difficulties

1. Inform the group that the training will combine theory and practice and will gradually go from a preliminary design of a multimedia project to its implementation (Task sheet/slide 3).

2. Inform participants that new educational materials will become available on the Moodle platform after this initial training session.

3. The concept of the "challenge cycle" is demonstrated in handout/slide 1. It starts with a short movie with instructions about what to look out for. Task sheet/slide 3 illustrates four types of "challenge cycle". They all begin with a "challenge movie" to activate participants. In "initial thoughts" participants must write down their first ideas in a Word document. After some group discussions and reading resource materials, participants revise their initial ideas. All the necessary files can be uploaded on each computer in Moodle in advance. In the "conclusion" stage all the groups present their results for feedback and listen to comments from others. The structure is flexible as we can always put the latest and most appropriate documents – new texts, new movies, or clips from local TV into "resources". We can also include links to useful websites.

4. Follow-up idea: participants plan a simple structure for a multimedia project of their own by brainstorming ideas about the topic, the key audiovisual and static and dynamic components, and the necessary software for producing and editing these components. Participants discuss how they can use these components for the presentation of the problems of human rights and Web 2.0 opportunities to their students.

theory   practice

Defining the topic of the multimedia project. Potential consumers
of the project. Major goals and tasks of the project

Text scenario of the project. The selection of leading components in the
project's content

Defining the structure of the multimedia project. Creating the modular
structure in terms of the type of the project

Expressive audio-visual, static and dynamic components

**Preliminary design of
the multimedia**

Building up a communication model in the multimedia
project

Forming the overall layout of the multimedia project

Structuring the presentation of information by modules. Spatial and
temporal structuring of the multimedia presentation

**Implementing the
multimedia project**

Testing the modules, preliminary assessment and corrections

Testing the complete multimedia project. Assessment
of the means of navigation and interaction

Drawing up the project's documentation
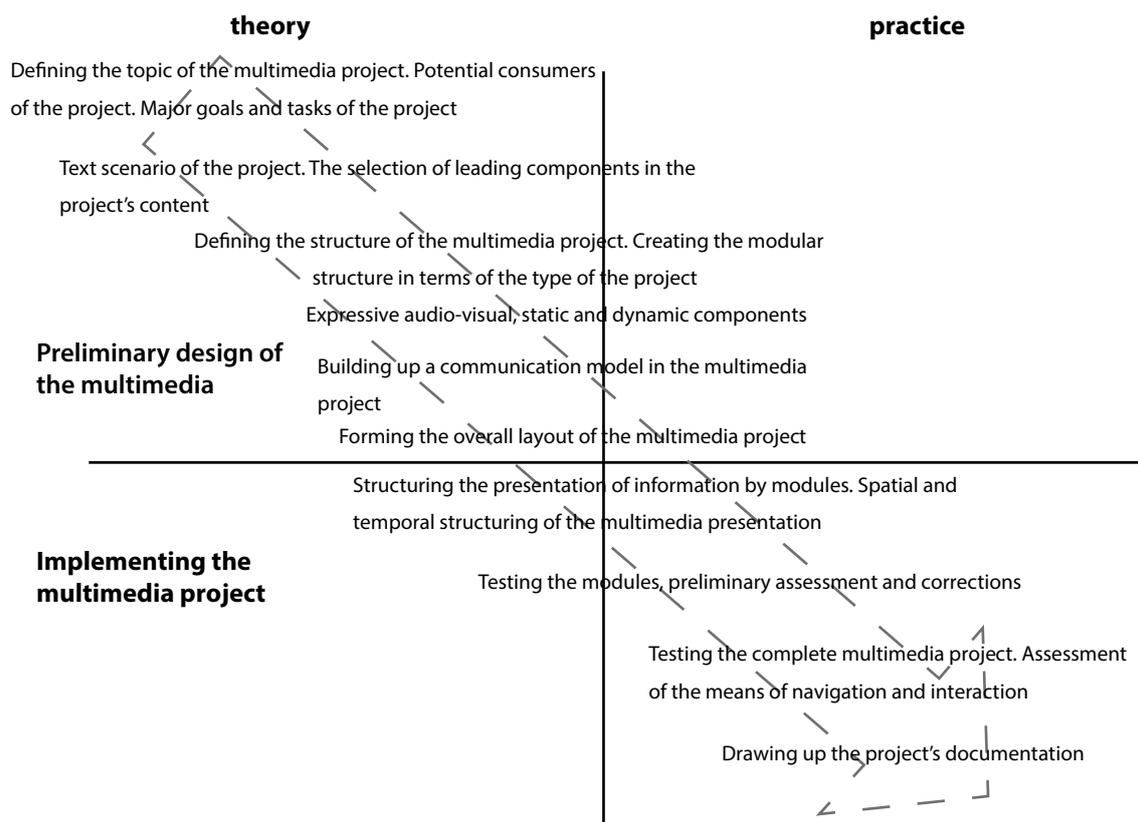
TASK SHEET 3

Social media landscape

Examples of links you can use for practical work (note: links become obsolete. The reader may use this resource as a guide to research newer tools).

- ▶ **Publication tools** with blogs (Typepad, Blogger), wikis (Wikipedia, Wikia, Wetpaint) and citizen journalism portals (Digg, Newsvine)
- ▶ **Sharing tools** for videos (YouTube), pictures (Flickr), links (del.icio.us, Ma.gnolia), music (Last.fm, iLike), slideshows (Slideshare), product reviews (Crowdstorm, Stylehive) or product feedback (Feedback 2.0, GetSatisfaction)
- ▶ **Discussions tools** like forums (PHPbb, vBulletin, Phorum), video forums (Seesmic), instant messaging tools (Yahoo! Messenger, Windows Live Messenger, Meebo) and VoIP (Skype, Google Talk)
- ▶ **Social networks** (Facebook, MySpace, Bebo, Hi5, Orkut), niche social networks (LinkedIn, Boompa) and tools for creating social networks (Ning)
- ▶ **Micro-publication tools** (Twitter, Pownce, Jaiku, Plurk, Adocu) and alike (twitxr, tweetpeek)
- ▶ **Social aggregation tools** (FriendFeed, Socializr, Socialthing!, lifestrea.ms, Profilactic)
- ▶ Platforms for **livecast** hosting (Justin.tv, BlogTV, Yahoo! Live, UStream) and their mobile equivalents (Qik, Flixwagon, Kyte, LiveCastr)
- ▶ **Virtual worlds** (Second Life, Entropia Universe, There), **3D chats** (Habbo, IMVU) and teen-dedicated virtual universes (Stardoll, Club Penguin)
- ▶ **Social gaming platforms** (ImInLikeWithYou, Doof), **casual gaming portals** (Pogo, Cafe, Kongregate) and social network-enabled games (Three Rings, SGN)
- ▶ **MMO** (Neopets, Gaia Online, Kart Rider, Drift City, Maple Story) and **MMORPG** (World of Warcraft, Age of Conan)

Displacement and digital storytelling

Original activity contributed by Ana Boa Ventura

Focus: individuals are often confronted with relocation and feel the need to develop a sense of belonging. This activity helps to learn how to document a place through digital storytelling to stimulate one's identification with a new location and to create an opportunity to claim shared ownership and responsibility for it. Working on documents about Roma communities, among others, will be particularly relevant to the reflection on new media and human rights to counterbalance phenomena of social exclusion and discrimination. This activity can be adapted to classroom use.

Target group: pre-/in-service teachers of age groups 10-14/14-18/adult learners

Type of activity: Core/main activity

PROCEDURE

Introduction

Present the session, its aims, processes and expected learning outcomes and show participants the online platform that they will be working on.

Step 1 (individual and pair work – 30 minutes)

1. Participants read the pre-reading individually (Task sheets/slides 1 and 2) on storytelling, story mapping, Internally Displaced People (IDP), mobility and locative media.

2. Participants form pairs and extract the gist of the argument of these sources.

Step 2 (group work and plenary – 60 minutes)

1. In micro-groups, based on Documents 1 and 2 (Task sheet/slide 2), as well as on-site self-guided online research, participants identify cases of IDPs in Europe.

2. Participants should link this to their own experience and add information accordingly.

3. The micro-groups present their findings in plenary.

4. In the whole group, overview the possible causes of internal displacement and human rights that are under threat for IDPs.

Step 3 (group work and plenary – 60 minutes)

1. In micro-groups, based on Document 3, participants discuss the redefinitions of sense of "place" and "displacement" in the context of job mobility in Europe today.

2. In plenary, discuss the possible civic and political rights under threat, namely through disengagement with political life and social responsibility, due to "displacement".

3. Start mapping concepts around three main areas – Global Positioning System (GPS), storytelling, sense of place/displacement. Any participant can take the floor and add elements. The result will be three clusters around the three nodes (which coincide with the three main areas of this topic). The facilitator can use visual mind-mapping software (such as Inspiration Software) on the main computer with a projector or, if unavailable, a flip chart.

4. Discuss the material on the online platform. Participants are encouraged to login and explore the platform (before moving on to the next session if applicable). For follow-up ideas, see "Tips and potential difficulties".

Step 4 (debriefing – 30 minutes)

Facilitate a debriefing discussion based on some of the questions below.
- ► How is a "sense of place" being renegotiated in Europe today?
- ► What relationship could there be between displacement and disengagement with the social and political lives of the community?
- ► How do mobile technologies affect the sense of place and/or displacement?
- ► Can storytelling constitute a type of ownership of a place – and hence promote a sense of belonging?
- ► How can this counteract discrimination and promote social inclusion?
- ► Can you think of innovative ways to represent a place in which you personally have a story/history and that you would like to share with others? Can you give some examples based on today's session?

Step 5 (evaluation – 10 minutes)

Discuss or have the participants answer the following questions on the platform.
- ► What is the most exciting idea that you are taking away from this session?
- ► Would you be interested in a follow-up fieldwork project to try out digital storytelling? Why? Why not?
- ► What can you use from these activities in your teaching? How do you need to adapt it to your students' needs and interests?

PLANNING

Preparation

The room should be set up for group work with one computer per three participants and one computer for the trainers.

Resources and equipment

Online platform

Sufficient broadband Internet connection

Websites on story mapping, mobile storytelling and GPS drawing (Task sheet/slide 1)

Links to documents: IDPs, mobility and locative media (Task sheet/slide 2)

Flip chart or mind-mapping software on main computer and projector

Tips and potential difficulties

1. Mobility in Europe, as one of the causes of young people's renegotiation of a sense of place, should be framed from the point of view of the teacher/parent/professional.

2. Some of the topics are politically sensitive – such as the existence of high numbers of IDPs in Europe – and should be dealt with tactfully.

3. Document 1 on the Roma communities will be particularly relevant to the reflection on new media and human rights.

4. Follow-up idea: familiarise participants with geotagging (through Flickr, Google Earth, Picasa or iPhoto – see also handout/slide 3). In light of the technologies discussed, participants form pairs and choose from three main directions: an exploratory fieldwork project with GPS drawing, using Google Earth, and/or a photo sharing service. Independently of the locative medium chosen, there will be a story to be told about the chosen place. This story can be told through photos or video (cell phone or digital camera) and supplemented with text. Production is only part of the work. The participants' learning process is important but the work is not concluded until it is disseminated by uploading to the Web. Therefore, the way they present data should not be ignored. Both substance and form are key elements. Aesthetics is important as it may facilitate legibility. Insist on publication and distribution.

Further reading

All links accessed 17 October 2017.

Brocklehurst M. (2003), *Self and place: a critique of the "boundaryless career", stream 1: identity: constructed, consumed and politicised*, The Business School, Imperial College, London, available at www.mngt.waikato.ac.nz/ejrot/cmsconference/2003/proceedings/identity/brocklehurst.pdf.

Chang J. (2008), *Learning the limits of locative media*, available at http://mediashift.org/2008/05/learning-the-limits-of-locative-media136/.

International Crisis Group (2002), Return to uncertainty: Kosovo's internally displaced and the return process, Europe Report No. 139, available at www.crisisgroup.org/europe-central-asia/balkans/kosovo/return-uncertainty-kosovos-internally-displaced-and-return-process.

Van House N. et al. (2005), *The uses of personal networked digital imaging: an empirical study of cameraphone photos and sharing*, University of California at Berkeley and School of Information Management Systems, Berkeley, CA.

UNDP Regional Bureau for Europe/CIS (2006), "At risk: Roma and the displaced in Southeast Europe", Report available at http://europeandcis.undp.org/uploads/public/File/rbec_web/vgr/vuln_rep_all.pdf.

TASK SHEET 1

Websites on storytelling

GPS + storytelling	www.bootchec.com/gps/about.php
Mobile storytelling	How the world sees America
	http://newsweek.washingtonpost.com/postglobal/america/england
GPS drawing	www.gpsdrawing.com/gallery.html

All links accessed 17 October 2017.

TASK SHEET 2

Documents

On Internally Displaced People (IDPs)

Document 1

UNDP Regional Bureau for Europe/CIS (2006), "At risk: Roma and the displaced in Southeast Europe", Report available at www.eurasia.undp.org/content/rbec/en/home/library/roma/At-risk-Roma-displaced-Southeast-Europe.html

Document 2

International Crisis Group (2002), Return to uncertainty: Kosovo's internally displaced and the return process, Europe Report No. 139, available at www.crisisgroup.org/europe-central-asia/balkans/kosovo/return-uncertainty-kosovos-internally-displaced-and-return-process.

On job mobility

Document 3

Brocklehurst M. (2003), *Self and place: a critique of the "boundaryless career", stream 1: identity: constructed, consumed and politicised*, The Business School, Imperial College, London, available at www.mngt.waikato.ac.nz/ejrot/cmsconference/2003/proceedings/identity/brocklehurst.pdf.

Excerpt:

> Drawing on evidence from a group of middle managers who had experienced a wide variety in terms of geographical and job mobility, the paper indicates that career is not up to the task of providing a source of meaning and that the boundaries provided by a sense of place are assuming an increasing significance.

On locative media

Document 4

Chang J. (2008), *Learning the limits of locative media*, available at www.pbs.org/mediashift/2008/05/learning-the-limits-of-locative-media136.html#.

On the social uses of imaging and personal photography

Virtually everyone is in some way affected by personal photography – as photographer, subject or viewer. Personal photography is of great importance to many: as a record of important life events, of children growing up, and of daily life. Among the few things that people rush to save when their houses burn are their photos.

Understanding the social uses of personal photography is of paramount importance today. This includes understanding how people may use digital images when they have a camera, and identifying how ubiquitous networked digital image-capture and sharing may substantially change the ways that people use personal photography. We can examine diverse social uses in the context of networked photo sharing: creating and maintaining social relationships; constructing personal and group memory; developing self presentation (influencing others' view of oneself) and self-expression (Kindberg et al., 2005), among others.

Analysing the comfort level of different individuals with imaging involves the potential risks implied (e.g. respect of privacy, legal implications), as well as risks involved with identification in the context of citizenship and legally documented residency (in the case of illegal immigration).

Adapted from: http://infolab.stanford.edu/~mor/research/chi2007-Ames-whyWeTag.pdf Van House N. et al. (2005), *The uses of personal networked digital imaging: an empirical study of cameraphone photos and sharing*, University of California at Berkeley and School of Information Management Systems, Berkeley, CA.

Modelling a democratic culture through co-operative learning

Modelling a democratic culture through co-operative learning

Step 2 (exploring – group work – 60 minutes)

1. Group finding and contact activity: ask the participants to be silent for the next exercise. Tell them to line up randomly. Once they're done, explain that their task will now be to line up according to their birthdays. They may communicate only with gestures, silently, and may never leave the line completely, that is at least one foot has to have contact with the line. Make it clear that any breach of rules will prevent the group from succeeding: if one person fails the whole group fails and will have to start from the beginning again.

2. Once they're done every foursome is a new group. Hand each participant their number, assign them their role and give them the next contact activity, "Two truths one lie":
   ► Think about three facts about your life, two of which are true and one of which is a lie. Have your group guess the lie.
   ► Think (2 minutes)
   ► Share (1 minute/participant)

3. Orally give the groups three tasks (one after the other), each of which represents a typical learning environment:
   ► Individual learning – Write down eight things that would change in your life if you didn't have a TV (2 minutes).
   ► Competitive learning – Write down eight things which are soft and blue (60 seconds).
   ► Co-operative learning – Write down eight ways to bathe a dog (2 minutes).
   ► After every task ask the groups how they were feeling during the exercise and collect the results on the flip chart. You can use the following prompts:
     – In the group-finding activity: how was positive interdependence established? How is this realised in principle in CL activities?
     – How did the structure ensure learner accountability?
     – What impact does it have on learners' accountability and responsibility towards the group?
     – Where does positive interdependence and accountability play a role in community life/school life/society? What other typical problems of group work can be tackled by co-operative learning structures? (see the results of Step 1)
   ► Let them reflect on how CL set-ups can overcome the shortcomings of traditional forms of group work.

Step 3 (building our village – whole group – 50 minutes)

1. Prompt participants to imagine what their favourite place in the world would be like. What makes it so special?
   ► Think (1 minute)
   ► Share (1 minute/participant)

2. Tell the whole group that they will now draw "Their village" together on the big poster that is in the middle of the room.

3. They should make a village that is closest to their "ideal" community.

Step 4 (debriefing / plenary – 20 minutes)

1. Divide the whole group in two groups.

2. In teams of three or four:
   ► Let one half reflect on what kind of group behaviour would have led to a better result, that is one where everyone would have felt represented. Ideally they should come up with "active participation", debating (communicating and listening), cohesion, etc.
     – Think individually and note: what behaviour of participants would have led to a better result (e.g. everybody is content with the design, feels represented by their ideas) (5 minutes)?
     – Summarise your group's result (5 minutes).
     – Exchange results with other groups (one to three) (5 minutes).
     – Present the groups' results on a poster in plenary.

- ► Let the second half reflect on what this exercise has to do with democratic behaviour and what behaviour would have been "more" democratic.
  - – Think individually and note down: What has this activity got to do with democracy? What behaviour of participants would have been more democratic and would have led to a more satisfying result (5 minutes)?
  - – Summarise your group's result (5 minutes).
  - – Exchange results with other groups (four to six) (5 minutes).
  - – Present the groups' results on a poster in plenary.
3. Have the groups of three or four get together in two big groups and share their results.
4. In plenary ask the groups if they all feel that their ideas have been represented in their drawing and if they are all happy with the result of the "group work". Ask them what difficulties they faced and how they dealt with them.
   - ► Are you all content with the result?
   - ► Are all your ideas represented in the drawing?
   - ► What was difficult?
   - ► How did you deal with difficulties?
   - ► Was this "traditional group work"?
   - ► How could we have done it differently?
5. Let the teams present their results on posters in plenary. Complement the discussion by sharing the behaviour you have noted during the group activity.

Step 5 (evaluation – 15 minutes)

1. Go back to the results from Step 1 and Step 2. Compare the debriefing comments to what is there and identify with participants some issues that can be addressed through the implementation of CL structures.

2. Let participants reflect on how we can model a democratic environment with CL. What social skills are trained in pupils in CL classrooms?

3. Ask participants to share the most significant thing they have learned during the session.

PLANNING

Preparation

1. Arrange tables so that five to six groups of three or four can work simultaneously.

2. For Step 3, make space in the room for a big poster so that participants can sit/kneel around and draw on it.

3. Prepare the big poster: four to eight flip charts can be used, depending on available space and the number of participants.

Resources and equipment

The "square wheel" slide (see Task sheet 1)

Pens, markers and plain sheets of A4 paper

Flip charts

Tips and potential difficulties

1. This training unit follows the hands-on approach that is learning by doing, without too much theoretical input in the beginning. However, some learners need to "see" where they are going or what they can expect. So to avoid frustration, start with a broad outline of the day and then ask the participants to just

embark on the "CL adventure" with open minds and see what happens, and tell them that the discussion about the "what and why" will come after every activity.

2. In Step 3, do not interfere in the process unless it is absolutely necessary (e.g. people are being forceful, not listening, disagreeing). Observe the behaviour of individual group members. Who are the ones in the front row? Where does interaction take place? Are any participants being left out? How do they agree on different points of view? Take notes for use in the debriefing.
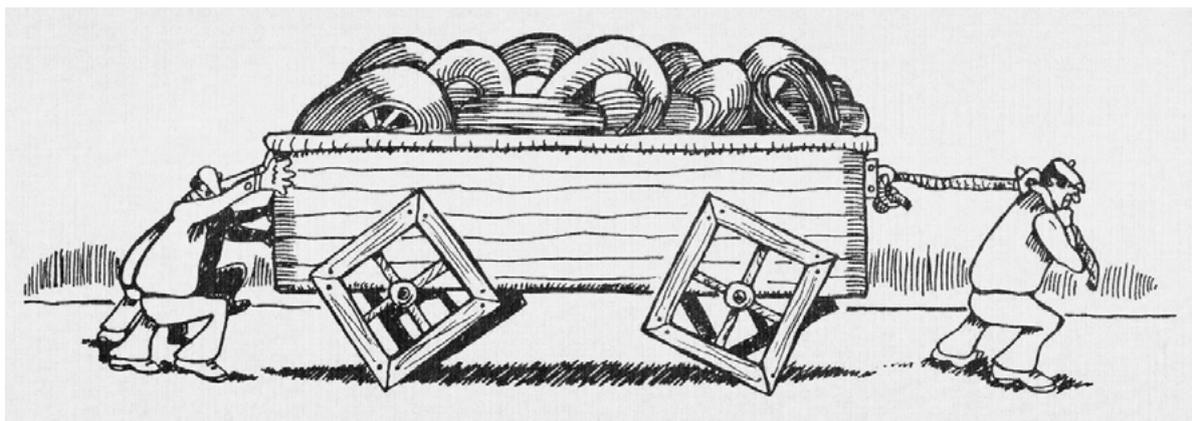
Square wheels

Slide provided by Peggy Fehily during the Council of Europe 123rd Pestalozzi seminar in Bad Wildbad, available at www.squarewheels.com. Accessed 17 October 2017.

A fresco for tolerance

DESCRIPTION

Original activity contributed by Hiba Yaghi

Focus: The activities proposed are a collaborative undertaking involving a holistic approach, aimed at developing young people's competences in terms of dialogue, conflict resolution, self-control and the practice of tolerance. They encourage them to listen in a friendly manner to the other party in a conflict, through dynamic and creative strategies which get the young people to think together about the consequences of conflicts.

Type of activity: Core/main activity; evaluation

PROCEDURE

Introduction (15 minutes)

Briefly present the session using the information in this document. Optional: take up the questions in line with the preparatory reading provided here.

Step 1 (Situating the conflict – groups of three – 10 minutes)

1. Each group will have to take on an opposing group with which it recreates a conflict situation.

    Examples:
    ► two groups comprising participants with two different religions and who have a negative image of the other group's religion;
    ► two groups, each composed of participants who either belong to opposing political parties or are merely supporters (not party members) but sympathise with the conflicting political ideologies;
    ► two other groups, one representing foreign workers experiencing insecure social and economic conditions and the other representing the host country's population;
    ► etc.

2. Instruct the participants (referring to the preparatory reading text, Task sheet 1), addressing the opposing groups alternately, in the following manner:

3. "For religious, political, social or other reasons,
    ► you will advocate the 'culture of life', and
    ► you will advocate the 'culture of death and individual and collective suicide'."

Step 2 (Silent debate – group work – 40 minutes)

1. Each group meets with another group in a corner of the room and they start a silent debate, in line with the following procedure (10 minutes).

2. The members of each group begin by indicating on a sheet of paper all their views about the opposing group, both positive and negative, taking care to note what they believe to be the source of the conflicts between them, their differences and their prejudices concerning that group (10 minutes).

3. The groups exchange papers. The members of each group indicate in red on the opposing group's sheet of paper all their comments and replies to what the other group wrote (10 minutes).

4. The sheets are placed on the tables. The participants then move between their group and the opposing group, adding an idea, a reply, a question or a comment every time (10 minutes).

Step 3 (Dialogue – full group – 40 minutes)

1. Ask the participants to stop moving around and to sit down in a circle.

2. Chair a discussion on what they saw on the cards. From time to time, highlight key concepts (stereotypes, prejudices, discrimination, exclusion, etc.) to make the participants more aware of the phenomenon of intolerance and its causes. The document in Appendix 2 can help (15 minutes).

3. Ask a volunteer from each group to post an invitation on the wall to a dialogue in his corner. The invitation will be open to all members of all groups. During the discussions, the participants in conflict will have to engage in dialogue and devise together an action plan to improve the situation (15 minutes).

4. The members of each group will indicate on a sheet of paper of a different colour alongside their respective sheets their action plans for resolving the conflict, and all the participants will be asked to move around the room and briefly discuss the proposed action plans among the participants (5 minutes).

Step 4 (Debriefing – 15 minutes)

Lead a discussion on the following points.

- ► What do you think of the method we have just used?
- ► Is this type of approach easy to implement in the classroom with your pupils?
- ► What are its advantages/disadvantages? (for example, does the silent debate give a clear picture of the aspects of the conflict?)
- ► Is there a risk of the exercise reinforcing stereotypes?
- ► How should this question be addressed?

Step 5 (Assessment – individual work, pairs, full group – 60 minutes)

1. Ask the participants to choose one or more secretaries. The secretary must sit down at a table on which there are four piles of closed envelopes.

   Content of the envelopes:

   a. Each envelope in the first pile contains a question which a participant has to answer.

   b. The envelopes in the second pile contain photos of political and religious leaders or any other personalities whose activities are related to the topics which the teacher wishes to address.

   c. The envelopes in the third pile contain satirical cartoons.

   d. The envelopes in the fourth and last pile contain cuttings from newspapers and magazines which sharply criticise a given situation or a political or religious leader.

2. Ask each participant to go to the secretary and randomly choose an envelope from each pile (2 minutes).

3. The participants return to their places, open the envelopes and consider their contents. Ask the participants to write their replies and reactions on cards: they should stick the document chosen on the cards and write their reactions next to it (15 minutes).

   a. Reply to the question in the envelope chosen.

   b. React to the document which sharply criticises beliefs or convictions.

   c. Write a comment about the photo, indicating what they would say or do if they met the personality or leader.

   d. React to the satirical cartoon.

4. The secretary collects the cards, reads them quickly and divides them into two piles: those with violent or negative reactions in one and those with peaceful or positive reactions in the other (10 minutes).

5. Link the results to what the group learned during the activity. Get the participants to discuss the issues in pairs and then in the full group: "Have we developed our capacity for tolerance, respect and dialogue?"

Follow-up activity ("The dialogue wall newspaper" – school community – one month)

Objective

The purpose of this activity is to get participants from groups in conflict to think about the causes of the conflict, establish silent communication (written) and, ultimately, begin dialogue so as jointly to work out an action plan to resolve the conflict.

Team work with colleagues: The trainers, teachers and co-ordinators must work in a team to carry out the activity properly. They must therefore arrange a plenary meeting to agree the work plan.

Instructions

The aim is to devise and produce a classroom wall newspaper to resolve possible conflicts between pupils.

To this end, the teachers will come together with their co-ordinators to devise an overall layout for the wall newspaper. Once the practical arrangements have been agreed, the teachers explain how to make a wall newspaper to the pupils in each class. With them, they appoint an editor-in-chief, an illustrator and a layout artist, and explain their respective roles.

Explain to the pupils that the wall newspaper will be a weekly paper in which they can freely express their views and react to the views of others, and that they will be able to talk about things they have in common and also about their differences (differences in political opinions, ideology, religious beliefs, etc.).

With the teachers' help, the pupils decide on the sections to be included in their newspaper and produce the first issue.

As from the day when the newspaper is displayed on the wall, pupils will be asked to respond to the various articles, ask questions about the various topics and propose articles themselves.

Every day, the pupils will post all the results of their work on the wall (replies to articles, satirical cartoons, criticisms, reactions, questions, etc.), taking care to indicate the date and their names. They will be told that it is strictly forbidden for the time being to talk about the contents of the newspaper and that they can record all their ideas in writing in a dignified and respectful manner.

Draw up a code of conduct with the pupils to ensure that the project runs smoothly.

At the start of the following week, the pupils come together with one of their teachers and discuss the first issue in the light of the reactions gathered in the course of the week.

The pupils then prepare the next issue together.

Note on the specific objectives of this activity: as a silent debate between the pupils, the wall newspaper helps them to develop self-control when dealing with criticism or a point of view opposed to their own, while enabling them to engage in indirect dialogue about their conflicts, which they sometimes refuse to do verbally, or do with a violent or provocative tone. This approach also enables the pupils to externalise their thoughts and familiarises them with objective and reasoned criticism, while at the same time allowing them to develop their potential and to learn to respect others and their differences.

PLANNING

Preparation

Activity 1-4: set up the room so that the chairs are in groups as far away from one another as possible. Prepare the roles and the "examples of conflicts" for step 1.

Assessment: Set up the room to enable the group to move about. Set one table aside. Allow time to prepare the envelopes.

Material and equipment

- ► Black and red marker pens
- ► Index cards
- ► Envelopes containing the resources for the topics chosen

Tips and potential difficulties

► This activity involves work on images of the other. A preparatory activity focusing on the identification of conflict situations, for instance, could help the teachers to adapt the activity to their working environment.

► The written word is important here. The written method makes for detachment, increases the time for thought before views are expressed and helps the teacher to keep control of potentially explosive situations.

► It is absolutely vital for silence to be maintained during the writing phase.

► The discussion time in the full group is essential: it enables in-depth thought to be given to stereotypes so as not to reinforce the images of the other that emerge from what is written.

► Keep on repeating the rules of the game: respecting what other people say, sharing speaking time, no insults, no raising voices, etc.

► The trainer will move round the groups to make sure that everything takes place in a spirit of dialogue.

► Encourage the use of "I" instead of "you" in the dialogue phase.

► Take care to choose documents that will provoke relatively strong reactions among the participants because they do not tally with their beliefs, convictions or ideologies.

► The trainer will be very vigilant with regard to any escalation in emotions brought on by the activity. Advice on dealing with controversial issues is given below.

► The fact that the documents are distributed randomly increases the possible number of different situations and makes the exercise more like role-playing: the participants can discard the envelopes that upset them to a greater or lesser degree. Peaceful reactions are, of course, more likely if the contents of the envelopes are in line with the recipients' views.

TASK SHEET 1

Preparatory reading

Learning to love life

"Why am I saying this to you as a young mother? And does the apocalypse strategy concern you personally? Yes it does, in fact! War has ceased to be a matter only for men, and adult men. It no longer makes any distinction between the sexes or between age groups … and the son you are holding on your knees is already its recruit.

I repeat, your son has inherited the capacity for collective suicide, and it was you who passed it on to him. At the same time, however, and in exchange, you passed on a new and marvellous dignity to him; he is and will be responsible for life. Responsible for life … who gave me that idea? Memory.

'Some people are responsible for life; that's us. The others are responsible for death and they should be our only enemies.' (Paul Eluard)

So prepare your son to exercise this greatest of responsibilities. You alone can teach him, straight away, while he is still babbling and discovering the world, to love what he must look after; you alone can teach him, before he studies anything, to love life ...

Before he knows that men kill others, teach him respect for all human faces and friendship for all human hands.

Children begin by imitating. In their presence, you should never show any boredom, disgust or contempt towards anything that lives or any act useful to life. You did not give birth to your son so that he would die, but so that he would pass on a message. Not giving him the joy of living in the midst of human nature, is to disown yourself, disown your function in the species and disown the act by which you gave life to this future man."

Maurice Druon, *Lettres d'un Européen*

Maurice Druon, *Lettres d'un Européen*, essay, Charlot, Paris 1944. With Joseph Kessel, he wrote the *Chant des partisans*, which, set to music by Anna Marly, became the anthem of the Resistance movement during the Second World War.

After reading, think about the following questions.

1. What do you think about the expression "responsible for life"? In your opinion, are there people today who are "responsible for death"? Who are they?

2. What role can adults and parents play in the process of education for peace and non-violence?

3. Do you think that teachers should join together with parents to draw up a strategy for education for peace and non-violence?

4. Do you believe that present-day terrorism is the result of education for collective suicide and a culture of death?

The participants will bring their reading notes to the training session.

Advice on teaching controversial issues

Ground rules

Throughout these activities and, above all, before launching into them, the teacher should indicate the ground rules for the group. The rules may be drawn up with the group so that participants stick to them.

Some examples of ground rules:

- ► Only one person speaks at a time.
- ► No interrupting.
- ► Show respect for the views of others.
- ► Challenge the ideas, not the person.
- ► Use appropriate language – no racist or discriminatory comments allowed.
- ► Allow everyone to express his/her view.
- ► Give reasons for views.

Role of the teacher

The teacher plays a key role. At some points, which are up to you to choose, you will have to:

- ► express your own views and opinions;
- ► play the devil's advocate;
- ► transmit information and objective facts to inform the discussion;
- ► make sure that all points of view are presented.

Adapted from: Oxfam, 2006, Teaching Controversial Issues, *Global Citizenship Guides*.

Education for prevention of crimes against humanity in primary school

DESCRIPTION

Original activity contributed by Charlot Cassar

Focus: this activity helps primary school teachers to recognise incidents that occur in the primary school context as opportunities for education for the prevention of violence and crimes against humanity and to explore ways in which these can be extended to create basic awareness and education for prevention. It develops opportunities to explore teachers' own knowledge and values, and challenges the notion that primary school children are perhaps too young to understand or too vulnerable to be exposed to the subject of crimes against humanity.

Target group: pre-/in-service teachers of age groups 3-5/6-10

Type of activity: Core/main activity

PROCEDURE

Introduction

Introduce the activity, its aim and, briefly, the procedure.

Step 1 (Identifying representations – group work – 15 minutes)

1. Ask the participants to form groups of four (or three) depending on the total number of participants.

2. Give one image to each group without any information (Task sheet 1). Ask participants to discuss the image and to try and determine what it represents (10 minutes).

3. Ask participants to identify the victims in the photo (5 minutes).

Step 2 (confronting representations – plenary/group work – 15 minutes)

1. Provide participants with details about the photo, namely that it shows members of the Belgian resistance shaving the head of women who collaborated with the Germans during the occupation.

2. Ask participants to discuss their initial choices and to revise these in the light of the information that they have received about the photo. Refer to the information collected earlier (10 minutes).

3. The facilitator challenges the participants to think beyond the obvious. The activity should challenge participants' beliefs about their own values. It ought to create mixed feelings in terms of the values that the participants uphold, and should encourage them to think about context and help them identify subjectivity. Here are some prompts you may use.

    ► Who and what is each person in the photo doing/thinking?

    ► What would they have done?

    ► Where would they have been?

Step 3 (linking with the school context – group work – 60 minutes)

1. Give a pack of cards to each group. Ask each group of participants to divide the cards into two groups. One group of cards should contain those cards that depict a crime against humanity and the other group of cards should depict incidents that could occur in a primary school context (10 minutes).

2. Ask whether this was a straightforward exercise and clear up any doubts that there might be, recognising that some cards depicting crimes against humanity could also describe incidents in the classroom.

3. Next, ask the participants to try and link, if possible, crimes against humanity from the group of cards with incidents that occur in the school context from the other group of cards (15 minutes).

4. Give blank cards to groups and ask participants to add other incidents that occur in the primary classroom that could be linked to crimes against humanity (10 minutes).

5. Ask a member of each group to report back one example to the whole group, focusing on the reasons why specific crimes against humanity have been linked with particular incidents in the classroom (20 minutes).

6. The facilitator summarises the findings and highlights the links that the groups have established (5 minutes).

Step 4 (exploring enquiry approaches – group work – 60 minutes)

1. Ask each group to choose one primary school scenario from those presented in Step 2 (if the group is having difficulties with the task in Step 3, the facilitator can start with the example from Annex 6: a chart for discussion in groups, above, to support the thinking of the group: this will take an extra 15 minutes) (20 minutes).

2. Each group is to discuss how a discussion with children could be generated around the incident they have chosen. Participants should think of ways in which to pursue an "issue enquiry approach" (20 minutes).

3. Ask a member of each group to report back to the general group in terms of how the crime against humanity is to be presented to children (20 minutes).

Step 5 (debriefing – 15 minutes)

1. Ask participants for feedback about the process.

2. Encourage participants to link this with episodes from their own context.

3. Discuss subjectivity and its implications, particularly in the classroom.
    ► How can crimes against humanity be presented to primary school children?
    ► How can we educate for the prevention of crimes against humanity? Is talking about it enough? If not, what do we need to do?

Step 6 (evaluation – 15 minutes)

1. Lead a discussion on the following issues.
    ► How has this experience affected you as a person and professional?
    ► Do you feel there is space for education for the prevention of crimes against humanity in the primary school context?
    ► How much do you need to know about crimes against humanity to educate for the prevention of crimes against humanity?
    ► Has your perception of your role as educator in the primary school context been changed by your reflection in this activity?
    ► Would you feel comfortable introducing the subject of crimes against humanity to children in a primary school?
    ► What can you concretely do in the classroom to contribute to education for the prevention of crimes against humanity?

Preparation

Participants should have read about the definition of "crimes against humanity" and the Rome Statute of the International Criminal Court (Article 7) prior to the session.

Resources and equipment

Task sheets and set of cards

Tips and potential difficulties

1. If teachers are to be able to educate students about prevention of crimes against humanity, the teachers themselves have to explore their own values, attitudes and actions. This may result in some uncomfortable discussions, but is a necessary step for teachers to explore, if they are to support their own students.

2. The activity engages the participants in the drama of crimes against humanity and it raises pertinent questions that will push them (very carefully) beyond their comfort zone. This might prove to be uncomfortable for some and the trainer has to allow for participants who choose not to commit themselves.

3. Participants may argue that some links are not tenable. This may be the case but it should be left to participants to explore.

4. Participants may disagree on how much factual information to present to the children. This will obviously vary depending on the children and context within which participants are working, but participants should be encouraged to explore whether factual information itself is enough to educate for the prevention of crimes against humanity, or whether there is a need to focus explicitly on values, attitudes and actions.

5. As a possible follow-up activity, participants could be asked to sit in a circle to discuss a particular scenario, enacting a possible discussion as it might occur in the classroom (role play).

Date: 15 September 1944

Locale: Lanaken [Limburg], Belgium

Photographer: Barth

Credit: United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park

Copyright: public domain

Available at http://digitalassets.ushmm.org/photoarchives/detail.aspx?id=1040316

Cards

Murder and extermination	Deportation
Acts intentionally causing great suffering, or serious injury to body or to mental or physical health	Enslavement
Imprisonment or other severe deprivation of physical liberty	Torture
Persecution against any identifiable group or on political, racial, national, ethnic, cultural, religious, gender or other grounds	Rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilisation and other forms of sexual violence
Enforced disappearance of persons	The crime of apartheid

TASK SHEET 3

Example of an "issue enquiry approach"

Context

A child in the classroom is told s/he is not part of the group because s/he is different.

Possible links

Illegal immigration; asylum seekers; deportation; torture; apartheid.

Possible questions

► Do all children have a right to education? Why?
► Should all children living in the same community be educated in the same local school? Why?
► If there were a European/American/African/Asian family living in the community, should their children be educated in our school?
► If there were a British/Italian/Chinese/Somali/Eritrean family living in the community, should their children be educated in our school?

- ► Should all the foreign students be grouped in one class rather than being mixed with the local children? Why would one want to do this?
- ► If a foreign student is not allowed to join a local class, would you then allow the same student, who is very good at football, to join the school football team, even if this means that a local child has to make space on the team?
- ► How would you feel if you were the local child?
- ► How would you feel if you were the foreign child?
- ► Why would a "different" person choose to live somewhere where s/he is going to be regarded as "different"?
- ► Is that person different?
- ► Why would s/he feel different?
- ► Is it wrong to be different? Why?
- ► What if you are forced to go to a different school because you are different?
- ► Did you know that for a long time, if you were a coloured person, you could not travel on the same bus as a white person? Did you know you could not go to the same school as a white person?
- ► How would you feel if you were told you had to use a different bus because you were different?
- ► What can we do to prevent this from happening?

Activity 50
Living together in diversity

DESCRIPTION

Original activity contributed by Sylvia Jindra and Robert Etlinger

Focus: this activity focuses on rules for living together. It proposes various experiences though which learners will discuss controversial statements and consider their attitudes toward minorities.

Target group: pre-/in-service teachers of age groups 14-18/adult learners

Type of activity: Main activity

PROCEDURE

Step 1 (defining concepts – individual and group work – optional)

1. Learners work with the text individually, and start to create their own mind map to illustrate what we mean by minorities (10 minutes).

2. Group work: split the learners into groups. Each group creates a mind map (on a flip chart or a poster) to illustrate a common understanding (20 minutes).

3. Group presentation: each group presents their mind map (each member of the group presents a part of it) (20 minutes).

4. Have the whole group discuss the commonalities and differences among the different mind maps.

Step 2 (developing an understanding – group work – 60 minutes)

1. Distribute the biographies, each about a person from a minority group. These should be read individually, after which participants create a set of five key points (background and current situation). Each group of participants becomes an expert on their particular minority group (10 minutes).

2. Group the participants so that those with the same biography are seated together. In their groups participants find common ground on the five key points. This will be the basis for their presentation in the next step (15 minutes).

3. Mix up the groups so that each new group contains one member or "expert" representing each member of a minority. These experts then each present the five key points about their minority so that each student learns something about the other. Each group should come up with three points for the whole group to provide feedback on (15 minutes).

4. Use the following questions to moderate a plenary discussion: feedback from each group and drawing together the common issues affecting minority groups (15 minutes).
   ► What are the key issues faced by members of minority groups?
   ► What do they have in common/what is different when we look at their stories?
   ► What were the difficulties you encountered in choosing five key points?

5. End by asking: "As citizens, what can we do to support members of minorities? This question introduces Step 3."

Step 3 (establishing rules – group work – 45 minutes)

1. Each participant writes down three suggestions which would help minorities and the majority live in harmony (5 minutes).

2. Each group should come up with five rules or suggestions and list them in order of importance. Each suggestion should be on a separate piece of paper/cardstock written in thick marker in capital letters (10 minutes).

3. All the rules/suggestions are gathered on one wall representing the whole class. Participants roam around and read the suggestions (10 minutes).

4. Moderate a final plenary discussion (20 minutes).
   ► What did we propose in common?
   ► Which do you think would be easiest to implement?
   ► Are there any you disagree with? Why?

Step 4 (stepping into others' shoes – group work – 45 minutes)

1. Come back to the initial group of "experts".

2. Participants should refer to the poster with the rules from Step 3 and say whether the rules of the poster apply to the person they represent (10 minutes). They should reflect on why they do or do not apply.

3. Using the fishbowl method (one circle in the middle and observers in the outer ring) organise a discussion about the situation of minorities in the country. The people in the outside ring can interrupt to comment or ask questions (20 minutes).

The roles are:
   ► five represent members of the minority groups (using the biographies)
   ► two represent the majority group
   ► one is a representative of the government
   ► one chairperson

Some of the following questions could be discussed (15 minutes).
   ► As a representative of a minority do you suffer from any injustice?
   ► Have you experienced any unfair treatment in your personal situation, e.g. in your job, at your school, when trying to find accommodation or access medical facilities? In what ways?
   ► Do you think people are prejudiced against your minority group? If yes, in what ways?
   ► What positive examples of friendship and welcoming have you had?
   ► What should the government do to improve the situation of resident minorities?
   ► Is there anything you could do, yourself?
   ► Is there anything your local community, school or workplace could do?

Step 4 (debriefing – 20 minutes)
   ► Which arguments were well made?
   ► Were any key issues left out?
   ► How could you use this with your students?
   ► What will be the challenges for your classroom?
   ► How might you follow up these issues in your teaching?
   ► What other questions are raised by this activity?
   ► Ask participants to compare the rights of the minorities in their own country with the rights of minorities as expressed by the Council of Europe (using Task sheet 2).
      – Are there parallels?
      – Have important rights been denied or overlooked?

Step 5 (evaluation – 10 minutes)

Ask participants to write one thing that they have learned.

PLANNING

Preparation

Facilitators should prepare materials relevant to minorities present in the country, that is relevant to the student population of the country (see Task sheet 1).

Resources and equipment

Materials relevant to the student population (minorities) of the country (according to the plan in Task sheet 1)

Task sheet 2: Council of Europe Recommendation 1134 (1990) on the rights of minorities

Tips and potential difficulties

1. The issue of "minorities" should be treated skilfully as it is a very sensitive area, emotional for many.

2. During discussions teachers must set clear rules to prevent any outburst of racist and insulting comments. If this happens the teacher must intervene immediately and explain the reasons for the intervention.

TASK SHEET 1

Example of the distribution of minorities in Austria

Groups A to F (Austria)

Resource A text
German minority 1

Resource B text
German minority 2

Resource C text
Hungarian minority

Resource D text
Roma minority

Resource E text
Jewish minority

Resource F text
Russian and Ukrainian minorities after 1945

Six groups of participants: A to F

(copies for each participant: in Group A, copies of Resource A, etc.)

TASK SHEET 2

Recommendation 1134 (1990) on the rights of minorities

Assembly debate on 1 October 1990 (14th Sitting) (see Doc. 6294, report of the Committee on Legal Affairs and Human Rights, Rapporteur: Mr Brincat; and Doc. 6302, opinion of the Political Affairs Committee, Rapporteur: Mr Baumel). *Text adopted by the Assembly* on 1 October 1990 (14th Sitting).

On the rights of minorities

General observations on minorities

1. There are many kinds of minorities in Europe. They have certain characteristics which may be ethnic, linguistic, religious or other which distinguish them from the majority in a given area or country.

2. Minorities greatly contribute to the pluriformity and cultural variety in Council of Europe member states, which have frequently adopted specific legislation with the interests of certain minorities in mind.

3. Yet one cannot deny that certain very difficult and serious problems continue to exist within the Europe of the Twenty-three.

4. Respect for the rights of minorities and persons belonging to them is an essential factor for peace, justice, stability and democracy.

5. The revival of minority languages and cultures is a sign of the richness and vitality of European civilisations.

6. With the change towards democracy in Central and Eastern European states, grave minority problems also come to light in these countries. These problems have been ignored and neglected for many years by authoritarian rule.

7. It is obvious that the Council of Europe must have the interests of minorities at heart – one of the main assignments given to this organisation being the maintenance and further realisation of human rights and fundamental freedoms. "Minorities" is one of the major subjects for co-operation and consultation with the countries of Central and Eastern Europe.

8. Among the work at present going on in the Council of Europe in the field of minorities one may list:

    i. the drafting of a European charter of regional and minority languages;

    ii. the work of the Commission for Democracy through Law.

9. Adequate legal protection of minorities requires certain minimum standards.

Basic principles on the rights of minorities

10. The Assembly therefore considers the following principles on the rights of minorities as a minimum:

    i. every citizen must have equal access to the courts and be afforded the rights safeguarded by the European Convention on Human Rights including the right of individual petition set forth in Article 25;

ii.   introduction of a general non-discrimination clause in the European Convention on Human Rights;

iii. the special situation of a given minority may justify special measures in its favour;

iv. minorities shall be allowed to have free and unimpeded peaceful contacts with citizens of other states with which they share a common origin or heritage, without, however, infringing the principle of the territorial integrity of states.

National minorities

11.   In respect of national minorities – that is to say, separate or distinct groups, well defined and established on the territory of a state, the members of which are nationals of that state and have certain religious, linguistic, cultural or other characteristics which distinguish them from the majority of the population – the following principles should apply:

i.   national minorities shall have the right to be recognised as such by the states in which they live;

ii.   national minorities shall have the right to maintain and develop their culture;

iii. national minorities shall have the right to maintain their own educational, religious and cultural institutions. For this purpose, they shall also have the right to solicit voluntary financial and other contributions including public assistance;

iv. national minorities shall have the right to participate fully in decision making about matters which affect the preservation and development of their identity and in the implementation of those decisions;

v.   every person belonging to a national minority is required to comply with the obligations resulting from his citizenship or residence in a European state.

Linguistic minorities

12.   Furthermore, in respect of linguistic minorities, the Assembly adopts the following two principles:

i.   persons belonging to a linguistic minority shall have access to adequate types and levels of public education in their mother tongue;

ii.   linguistic minorities shall have the right to obtain, provide, possess, reproduce, distribute and exchange information in their mother tongue regardless of frontiers.

Obligations for the states

13.   As far as the European states are concerned they should:

i.   commit themselves to guarantee the protection as well as the possibility of the effective exercise of the rights of national minorities and persons belonging to them;

ii.   take all the necessary legislative, administrative, judicial and other measures to create favourable conditions to enable minorities to express their identity, to develop their education, culture, language, traditions and customs;

iii. take the necessary measures, on the one hand, to eliminate prejudices and foster mutual knowledge and understanding in a climate of tolerance and mutual respect among persons belonging and persons not belonging to minorities, and, on the other, to develop active, solidarity-based civic participation by all nationals of European states and their genuine integration into joint citizenship;

iv. abstain from pursuing policies aimed at forced assimilation of national minorities, from taking administrative measures affecting the composition of the population in areas inhabited by national minorities, and from compelling such minorities to remain confined in geographical and cultural "ghettos";

v.   fully implement the provision of Article 27 of the International Covenant on Civil and Political Rights which reads as follows:

"In those states in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language."

14.   The Assembly reaffirms the need for the full implementation of the commitments contained in the Helsinki Final Act, the Madrid concluding document and the Vienna concluding document concerning national minorities as well as the one adopted in Copenhagen in June 1990.

15. In addition, it draws attention to the obligations contained in the international instruments relating to national, ethnic, religious and linguistic minorities, by which the states participating in the CSCE process are bound.

16 Given its experience in the field of human rights, the parliamentary and intergovernmental work it has carried out concerning minorities, and its current work, the Council of Europe is the appropriate organisation for the elaboration of a legal instrument in this field.

Recommendation to the Committee of Ministers

17. The Assembly therefore recommends that the Committee of Ministers draw up a Protocol to the European Convention on Human Rights or a special Council of Europe convention to protect the rights of minorities in the light of the principles stated above.

Activities 51-54
Session evaluation activities

Activity 51
The rainbow tree

20 minutes

Original activity contributed by Pascale Mompoint-Gaillard

Focus: this visual activity is a versatile method to help trainers/teachers evaluate an activity, a session, a workshop or a lesson, using a "tree" with leaves or flowers. It is adapted from a method developed in the *Intercultural Learning T-Kit 4* (Council of Europe and European Commission, November 2000) to support the expression and evolution of opinions in a group, showing quickly where consensus exists and where opinions diverge in the group. Here the method is adapted as an outcome-oriented evaluation tool.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Concluding/disbanding; evaluation
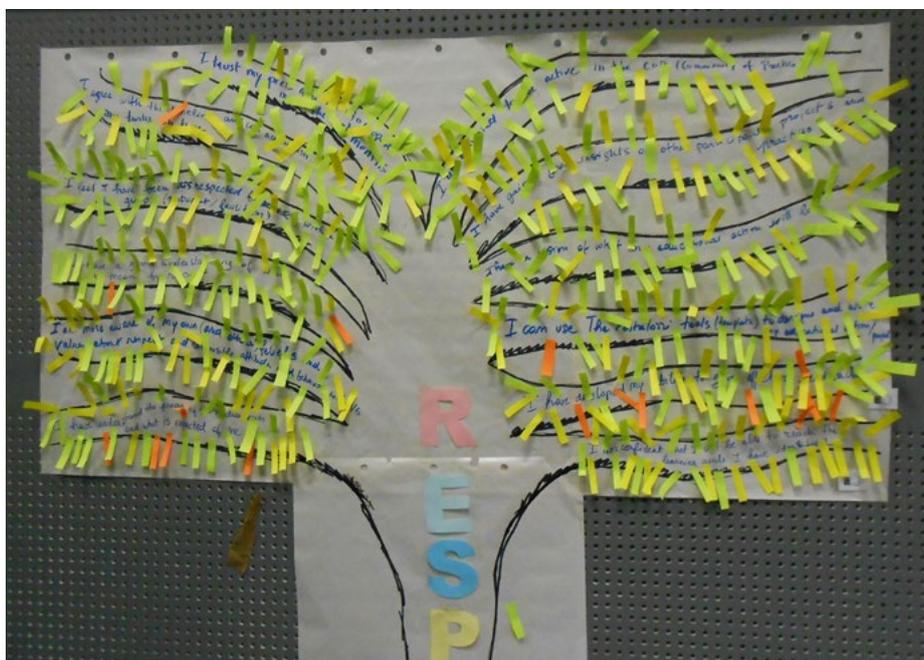
PROCEDURE

Introduction

Present activity (aims and procedure) to participants. Explain that they should use the tree at any moment and all through the training session. Show the tree and its "leaves" (Post-its) or the markers if you are using them and invite participants to use them freely.

Step 1 (survey – 10 minutes)

1. The facilitator brings out the large sheets of paper (one with the drawing of tree and one with the scale) and Post-its.

2. Explain the rules of the game: one by one participants go and select and stick a Post-it, according to the scale, which illustrates their degree of agreement or disagreement with the statements in the branches.

3. The group waits for the task to be completed by everyone.

Step 2 (debriefing – 10 minutes)

1. Summarise the result for the whole group.
   - ► What is "blooming"?
   - ► What still needs to be improved?
   - ► How does the facilitator plan to address these issues in the next sessions?

2. Remind participants that at any moment of the session they can change their "leaf" on any of the branches.

3. Take a picture of the tree so you can compare it with the next version of the tree. Regular debriefing of the tree is scheduled throughout the sessions. If you are using an online tool with participants make the evolving "rainbow tree" pictures available to all.

Step 3 (evaluation)

The activity is an evaluation activity in itself. The facilitator can hold a discussion aimed at analysing the activity at a meta level.
   - ► What do you think of this activity (method)?
   - ► What other contexts can you imagine adapting it to?
   - ► Why? What for?
   - ► What type of learning does it facilitate?

PLANNING

Preparation

Prepare the tree and the statements. Gather and display the "leaves" (coloured Post-its) for participants to use throughout the training session.

Resources and equipment

One large sheet of paper: draw a tree with branches, without leaves – as many as there are activities for evaluation, or questions asked about the session – and write the statements or question on the branches you wish to evaluate.

Many small Post-its in three colours (if you do not have Post-its, you may use three markers of each colour – green, blue, red – and tell participants to draw leaves).

A scale drawn on an A4 sheet with different colours, e.g. "no" = blue; "almost, not quite" = green; "yes" =red.

Tips and potential difficulties

1 If the room permits have participants complete the tree relatively anonymously.

2 Check that everyone knows what to do.

3. If the tree is not in the room, remember to check that all participants have completed the task before debriefing.

Activity 52
Letters to the next generation

30 to 45 minutes depending on the size of the group

Original activity contributed by Ildikó Lázár

Focus: this activity aims to make participants evaluate a training course, session or a series of activities that they were involved in. Participants will better internalise the content and methodology of the activities or training course if they are made to discuss and write down what they have learned and what they think they can use in their own teaching.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Concluding/evaluation

PROCEDURE

Introduction

Explain why it is important to review what has been done and discussed in the previous activities or sessions. Tell participants that their evaluation will take the form of a letter to the next set of participants.

Step 1 (pair work – 15 minutes)

1. Participants form pairs or you pair them up randomly with pictures or cards with expressions on them cut into two. The two halves have to find each other in order to form a whole and complement each other. If you have an odd number of participants, it is better to have a group of three rather than to have someone work alone.

2. You may provide a few ideas on what to write about and how to organise the writing into a letter. Project the relevant bullet points or write them on the board. For example:
   ▶ aims of the activity/session/course
   ▶ atmosphere
   ▶ content
   ▶ understanding of terminology
   ▶ activities and assignments
   ▶ timing and pacing
   ▶ achieved learning outcomes
   ▶ participants' evaluation of their own progress, effort and commitment
   ▶ participants' plans for using the knowledge, skills and attitudes that have been developed
   ▶ participants' plans for using concrete activities or materials
   ▶ problems, risks, dangers
   ▶ general advice for future participants

3. Participants discuss their ideas in pairs and write their letters together to the next set of participants so that they know what to expect.

4. While they write their letters, you may also want to write a similar letter to yourself or to the next trainer.

Step 2 (peer reading – 15 minutes)

1. When the time is up, the letters are passed around. If possible, everybody reads everybody else's letters.

2. Everybody should take notes to be able to quote one or two interesting points from some of the letters.

Step 3 (debriefing and evaluation – 15 minutes)

1. A discussion follows with questions for clarification, and suggestions for action and/or improvement based on the bullet points on the board and the quotes you and the participants want to read out from some of the letters.

2. Make your criteria for evaluating their comments very clear and explicit.

3. Letters should be pinned to a board for future participants to read and later they can actually be used as an introductory activity with the next group of participants.

PLANNING

Preparation

Think about the evaluation criteria you would like your participants to keep in mind as they write their letters.

Resources and equipment

A blank A4 sheet for each pair of participants

Pictures or cards cut into two for pairing

Tips and potential difficulties

1. Warn participants that they can use their sense of humour but they should write letters that truly reflect their evaluation of the session and of their own learning.

2. In addition, perhaps it is useful to remind them that this should not turn into a round of compliments but into the kind of letter we all expect to receive from a critical but supportive friend or colleague.

Activity 53
Montage and mirror

DESCRIPTION

30 to 45 minutes depending on the size of the group

Original activity contributed by Ildikó Lázár

Focus: the goal of this activity is to evaluate a session or course together in order to learn as much from the experience as possible and to trace where there is room for improvement. Participants will better internalise the content of the activities or training session if they are made to discuss and write down what they have learned and what they think they can use in their own teaching.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Concluding/evaluation

PROCEDURE

Step 1 (individual – 10 minutes)

1. Participants write a short evaluation/reaction/suggestion on four or five coloured cards of different shapes individually.
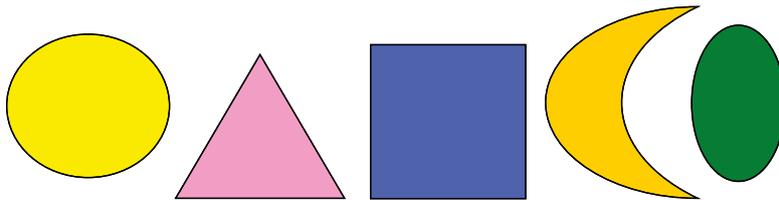
2. You may provide a few ideas on what to write about: aims, outcomes, atmosphere, techniques, pacing, their own effort and progress, difficulties, plans for the future relating to the outcomes of the session, etc.

3. Alternatively, you may want to give sentence starters that the participants have to finish and copy on the cards. For example:

    Something important I learned about inclusive schools today...

    Something I enjoyed very much in this session...

    Something I did not really like in this session...

    Something I need to learn more about to benefit from diversity...

    Something I would definitely like to try out in my own teaching...

    Something I would like to show to my students...

Step 2 (group work – 10 minutes)

1. Participants get together in groups of four or five, discuss their sentences and use the cards that the group considers the most important on a pin board to form something meaningful. Alternatively, they can also glue them on A4 sheets.
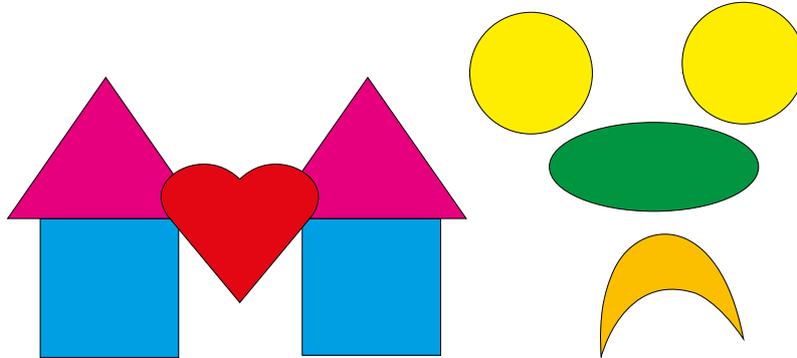
2. Stress that it is important that they discuss what they wrote and why and how they can together make a meaningful picture out of the cards.

3. Participants walk around to check what the other groups have created.

Step 3 (debriefing – 20 minutes)

1   A spokesperson from each group presents their collage and explains their evaluation of the session, justifying the group's plans for action. The whole group can comment or ask questions.

2. React to both positive and negative remarks as objectively and gratefully as possible and insist that participants also talk about what they will do with the materials/thoughts/ideas that they are taking away from the session.

PLANNING

Preparation

Blank coloured cards, magnetic or pin board

Desks and chairs arranged for group work

Resources and equipment

Cards, felt-tip pens, board

Activity 54
The patchwork of our learning

DESCRIPTION

45 minutes

Original activity contributed by Pascale Mompoint-Gaillard

Focus: this activity is a participatory group evaluation activity. Through a process of enquiry, reflection and organisation and rephrasing, participants and facilitators will be able to get a "picture" of what has been achieved in the session in terms of learning and development.

Target group: pre-/in-service teachers of age groups 3-5/6-10/10-14/14-18/adult learners

Type of activity: Evaluation; concluding/disbanding

PROCEDURE

Step 1 (individual work – time depends on the number of questions)

1. Show participants a series of questions.

2. Ask participants to write their answers on a Post-it note and then stick all the answers to a given question on a section of the wall.

3. Ensure all questions are processed in this way.

Step 2 (roundtable – time depends on the number of questions)

Option 1

1. Divide the group into micro-groups (no larger than four).

2. Allocate the questions to the groups. Each group has a question different from that of the other groups. For example if you chose to give four questions (1, 2, 3, 4) and you have four groups (A, B, C, D), Group 1 has Question 1, Group 2 has Question 2, etc.

3. The members of the group must now read ALL the responses for the question they have been assigned.

4. Let the groups discuss the answers and reformulate them into a short text. Encourage participants to be thorough but concise. The text has to be true to the answers and highlight the key ideas and issues that are addressed.

Option 2

1. Divide the group into micro-groups (no larger than four).

2. Allocate the questions to the groups. Each group has a question different from that of the other groups. For example if you chose to give four questions (1, 2, 3, 4) and you have four groups (A, B, C, D), Group 1 has Question 1, Group 2 has Question 2, etc.

3. Each group places the Post-its in a pile in the middle of the table.

4. Ask participants, each in turn, to take one Post-it, read it to the group and suggest a categorisation of the answer. Each category becomes one "pile" of Post-its. At the end, there are several piles on the table.

5. Ask each member to take one pile and write on an A5 card ONE sentence that summarises the pile of Post-its.

Step 4 (debriefing – time depends on the number of questions)

1. Ask participants either to read the sentences from the A5 cards aloud to the whole group or to post them on the wall for all to read.

2. Participants may react to the summaries and develop the arguments further.

Step 5 (evaluation – 15 minutes)

The activity is an evaluation activity in itself. The facilitator can hold a discussion aimed at analysing the activity at meta level.

> ► What do you think of this activity (method)?
> ► What other contexts can you imagine adapting it to?
> ► Why? What for?
> ► What type of learning does it facilitate?

PLANNING

Preparation

Prepare the questions either beforehand or as you go along (as the training session progresses).

Resources and equipment

List of questions

Post-it notes

A5 cards and sufficient wall space if this option is chosen

Tips and potential difficulties

1. Check that everyone knows what to do.

2. Check that all participants complete the task.

Re-Learn

Activities for recognising learning with regard to developing democratic competences

Pascale Mompoint-Gaillard

The following six units aim to respond to the need for learners to recognise "where they are at" concerning values and TASKs – transversal attitudes, skills and knowledge – for democracy. The activities in these units involve learners in self and peer reflection to help recognise their learning in the field of TASKs. This is why we have named them "Re-Learn", for "recognising learning". They are not assessment activities per se. They cannot be used for testing for example and they rely mainly on a diagnostic approach (what has been reached and what has not), a formative approach geared to improvement in a forward-looking manner as opposed to backward-facing as most outcome-oriented assessment and testing procedures tend to be. The present activities emphasise process and promote reflection instead of focusing on measurable outcomes.

The Re-Learn units were developed within a one-year project with members of the Pestalozzi Programme community. Authors are cited on the first page of each. Feedback on drafts was provided by a sounding board – those involved are acknowledged at the beginning of this book.

There is a growing need for research and development in the field of assessment of soft skills and often implicit knowledge related to TASKs for democracy. This is an unavoidable stepping-stone if we want formal education systems to start, or continue, to include such developments in their curricula and competence-based approaches. The impact of tests and examinations that incorporate TASKs for democracy and the components of intercultural competence will be crucial in enabling learners, parents and teachers to pay solid attention to the development of these competences. Only then can we expect that teachers will include these important components in an efficient way in their planning and implementation of the curriculum and their classroom management procedures. Even if the activities presented here cannot immediately be used as a basis for testing and examinations, we hope that they can be used as alternative methods of assessment and will also contribute to the further development of useful assessment tools in the future.

This chapter comprises six Re-Learn units:

- ▶ Building empathy;
- ▶ My backpack;
- ▶ Multicultural self;
- ▶ Negotiating co-operation;
- ▶ Stimulated recall;
- ▶ What has changed?

Unit 1
Building empathy

Originally submitted by Leah Davcheva and Martyn Barrett

BRIEF DESCRIPTION OF THE UNIT

Expected outcomes

- ► Participants go through a process of guided reflection on their own life experiences with regard to using empathy.
- ► Participants reconstruct their own experiences and generate stories.
- ► Participants recognise their own learning and distinct accomplishments in building empathy.

Target group

Education	Age/level
Formal/non-formal	11 and up

Summary

Through this set of interrelated activities, the learner will be able to reflect on where s/he stands regarding a particular TASK for acting as a responsible, active citizen who supports a sustainable democratic society. The particular skill which is targeted in these activities is **empathy**. Empathy is a complex skill which enables us to understand, relate and respond to other people's thoughts, beliefs, values and feelings. It has several different aspects. These include:

- ► cognitive perspective-taking: the ability to adopt the psychological point of view of other people in an attempt to see the world as they see it;
- ► affective perspective-taking, sometimes called "emotional contagion": the ability to personally experience the same or similar emotions that other people are experiencing;
- ► empathetic concern, sometimes called "sympathy": affective feelings of warmth, compassion and concern for other people based on apprehension of their feelings;
- ► personal distress: feelings of personal anxiety, unease or distress in response to difficult, awkward or embarrassing situations which are encountered by other people;
- ► fantasy: the ability to project oneself imaginatively into the thoughts, feelings and actions of fictitious characters in books, photographs, pictures, videos, films, plays, etc.

The following set of activities engages the participants in a process of careful and structured reflection through which they can make their way into recognising their own successes in using empathy as a desired behaviour. They discover evidence of "what is there" and what is happening already in the empathy zone, and how they can build on it to develop even further. Participants make sense of their own lived experience and learn from it.

Tips for trainers

This is a set of four activities designed for supported self-reflection and learning about empathy.

Time: 3 hours 40 minutes

Introduction	10 minutes
Activity 1	30 minutes
Activity 2	45 minutes
Activity 3	30 minutes
Activity 4	90 minutes

Introduction – 10 minutes

The facilitator and participants briefly warm themselves up to the significance of empathy for living harmoniously within diverse and globalising societies. Think about how empathy is relevant when interacting with other people or when observing other people interacting with each other.

ACTIVITY 1 "EMPATHY – SELF-ASSESSMENT" – 30 MINUTES

Resources

► A sheet of A4 per person featuring a blank three-column table (see handout), pens and/or pencils
► Alternatively, the facilitator may want to draw the table on the white board/flip chart by way of indicating what participants need to do on their own writing sheet

Practical arrangements

Participants need space and some quiet time to concentrate and scan the various people they interact with.

Procedure

1. In the table provided below, write down a list of people you meet on a regular basis, or have met at some point face-to-face, or have seen images of in the media – and who you think might have experienced stereotyping, prejudice or discrimination.

2. Next to each person put a number between 1 and 7 (where 1 is the least and 7 is the most) to characterise the degree to which you care about or feel empathy for this person.

3. No one will be looking at or checking your answers, so be as introspective as you can. It is unlikely that you care about every person to the same degree.

4. In the next column, next to any person with a rating of 5 or more, describe what is on your mind when you are empathising with that person.

5. For example, are you trying to imagine what their thoughts are, how they are feeling, do you feel protective towards them, do you feel sensitive to their needs, etc.?

6. Next to any person with a rating of 4 or less, in the final column write down a strategy for how you could increase your care or empathy for that person.

Name	Level of empathy (1-7)	What is on your mind?	Strategy

Tips and potential difficulties

► Empathy and strategies for action have been grouped together because it is important to stimulate willingness to undertake some activity as a consequence of reflection, with the aim of making a positive contribution.

► Most of the time, empathy and care for the people one interacts with, as well as intentions for action, are neutral. Becoming aware of one's own level of empathy and moving it in positive directions will improve the baseline capacity to use empathy.

Debriefing/reflecting

► Could you easily think of people to list in the table? Did you easily move your attention away from yourself and your own attributes?

► Did your interest in others increase as a result of this activity?

ACTIVITY 2 "JOURNALING: STRENGTHS AND POSITIVE ATTRIBUTES" – 45 MINUTES

Resources

► A small notepad
► A sheet of A4 with a table to guide reflection
► Pens and/or pencils

Practical arrangements

Participants need space and a stretch of quiet time to do this exercise.

Procedure

1. Begin a journal. Try writing down your recollections of the past three to four months. What experiences stand out in your mind? What were the highs in terms of using empathy to help or benefit other people, including to reduce stereotyping, prejudice and discrimination?

2. Referring to a calendar and jotting down any words or experiences for some of the days will help you remember.

3. In the table provided below, write down what your strengths and positive attributes are in terms of being sensitive to other people's needs, listening and speaking to them, and/or speaking out and acting in their defence if necessary.

Area	Strengths	What happened? When? What did you do? How?
Things I do well in terms of trying to understand other people better	For example, did you ask them about how things look from their perspective?	
Disagreeing with someone	For example, could you see the situation from their point of view?	
Criticising somebody	For example, did you speak to them to find out how they think and feel?	
Seeing someone hurt or insulted	For example, did you speak out and act in their defence?	
Seeing someone is successful in what they are doing	For example, are you happy for them?	
Seeing someone being taken advantage of	For example, do you try to protect them?	
Someone is less fortunate than me	For example, are you sensitive to their needs?	

Tips and potential difficulties

► Draw attention to the resources and skills that participants already have and how they have already been helpful.
► Assure participants that they are of value. Resources and skills count.

Debriefing/reflecting

► Reflect on what is already working well.
► Note that it makes a big difference to describe yourself well and think about your empathetic skills as already being used.

ACTIVITY 3 "HOT BUTTONS/HOT SPOTS" – 30 MINUTES

Resources

► A sheet of A4 paper with a pre-drawn table to guide reflection
► Pens and/or pencils

Practical arrangements

Participants need space and a stretch of quiet time to do this exercise.

Procedure

It is important to know what your sensitivities are. Are there any things that people can say or do which cause you to feel or act in certain ways? Take a moment and reflect on some of the things which may be "hot buttons" for you. Write down a description of each and the response it elicits from you.

SELF	Description	Response
Hot button 1		
Hot button 2		

Now do the same for somebody who you know closely. What are his/her "hot buttons"?

OTHER PERSON	Description	Response
Hot button 1		
Hot button 2		

Compare the two tables. Reflect on the similarities and differences between them.

Tips and potential difficulties

Sensitivities are about how participants direct their attention. It is important to know and monitor these.

Debriefing/reflecting

How did this exercise help you to understand your own sensitivities and those of other people?

ACTIVITY 4 "DEVELOPING EMPATHY" – 90 MINUTES

Resources

- ► Writing paper
- ► A handout with a pre-drawn table for guiding reflection
- ► Pens and pencils

Practical arrangements

Participants need space and a stretch of quiet time to collect their thoughts and create their verbal and visual representations.

Procedure

1. In this exercise you want to create both visual and verbal representations of how you learned to understand other people better, to see a situation from their point of view, to show your happiness for them, or to speak out and act in their defence when they were hurt or insulted.

2. Think back upon the years of your life and start scanning them for memories that stand out. What types of choices and decisions have you made that led to the building up of empathetic behaviour on your part?

3. You may want to use the following table as a start:

4.	Now write or draw any experiences that may have influenced your development, e.g. important relation-ships, critical events, activities, organisations, travel, literature, art, media, educational activities.

5.	Try to bring to the surface all the details surrounding your memory. This will transform your memory into a story.

6.	Examine your story for themes. These are the things you have learned and you need to make yourself aware of these experiences by focusing on them.

Story	Description – "This happened in (month, year)"
1. Major event	Did anything significant happen?
2. Influence	What things/people had a formative effect?
3. Decision	Did you make any decisions that had an impact on your life or the lives of others?
4. Change	What changes occurred?
5. Success	What were your strong points?
6. Significant people	Who were the key people who affected you?

Tips and potential difficulties

We are interested in how individuals develop empathetic behaviour. It is important that participants transform their memories into stories so that their richness is retained.

Debriefing/reflecting

How did this exercise help you to learn more about the way you have managed to build your empathetic skills and behaviour?

FURTHER READING

This set of activities is inspired by and in part adapted from:

Gargiulo T. L. (2006), *Stories at work: using stories to improve communication and build relationships*, Praeger, Westport, CT.

The view of empathy outlined in the "Brief description of the unit" derives from Davis M. H. (1983), "Measuring individual differences in empathy: evidence for a multidimensional approach", *Journal of Personality and Social Psychology* Vol. 44, pp. 13-126.

Unit 2

My backpack for learning, a self-learning tool to recognise learning of TASKs

Originally submitted by Pascale Mompoint-Gaillard.

BRIEF DESCRIPTION OF THE UNIT

Expected outcomes

▶ Participants will develop an understanding of TASKs.
▶ Participants will recognise "where they are at" concerning specific TASKs.

Target group

Education	Age
Formal/non-formal	14 and up

Summary

Through this activity the learner will be able to reflect on where s/he stands regarding a particular TASK for acting as a responsible, active citizen who supports a sustainable democratic society.

Time 75 minutes

Activity 1 (three steps)	60 minutes
Debriefing/reflecting	15 minutes, and over a period of 18 months

ACTIVITY 1 "MY BACKPACK FOR LEARNING" – 90 MINUTES

Resources

▶ List of TASKs and actions for the chosen TASK (you may choose actions for all or actions for teachers)
▶ Set of markers of different colours
▶ A4 sheets with pictures of a hiker with a backpack
▶ Picture 1 and Picture 2
▶ SPIDER WEB

Procedure

1. What is important to me?
    - ► Read the list of TASKs.
    - ► Choose ONE component from the list that you are particularly interested in.
    - ► Write it down at the top of Picture 1.

2. Where am I "at"?
    - ► Write, in the bubbles of Picture 1, five things that you DO that reflect *where you feel you are at* with this TASK.
    - ► Read the description of the actions that exemplify the chosen component, and select a few more things that you DO and had not thought of.
    - ► Add them to the picture with another colour marker.

3. Re-constr-Action!
    - ► Create Picture 2 now by writing (or drawing!) in the bubbles *where you would like to be at* 12 to 18 months from now. You may use the TASKs as a helper.
    - ► Answer the following questions.
        - – How will I bridge Pictures 1 and 2?
        - – How does being Person 2 affect my choices? My life? Others' lives? My environment?
        - – What actions can I take to develop towards Picture 2? Think of many actions and do not forget that small is beautiful!
        - – What challenges do I expect to encounter? What are my assets to face these challenges?
        - – What can I put in the backpack?
    - ► Choose up to seven of these actions and add them to the SPIDER WEB.
    - ► As you feel that you are making progress, over the coming months, you can colour the web accordingly and jot down notes as to why you are adding colour, at each phase.

Debriefing/reflecting

- ► Reflect on what you have learned while doing this exercise. Some questions you might want to go over:
    - – Why did you choose this particular TASK?
    - – Why did you choose these specific elements in Picture 2?
    - – Think of two things that you learned about yourself while doing this activity.
- ► Optional: you may use the following A4 to take notes on your reflection!

Further reading

Pictures 1 and 2 by Marc A. Hicks, available at http://school.discoveryeducation.com/clipart/clip/stk-fgr4.html. Accessed 17 October 2017.

SPIDER WEB inspired by Askinyte R. et al., Kosovo Pestalozzi Modules 2008 to 2010.

Picture 1

Why did I choose this particular TASK?

- Why did I choose these specific elements in Picture 2?

- Two things that I learned about myself while doing this activity
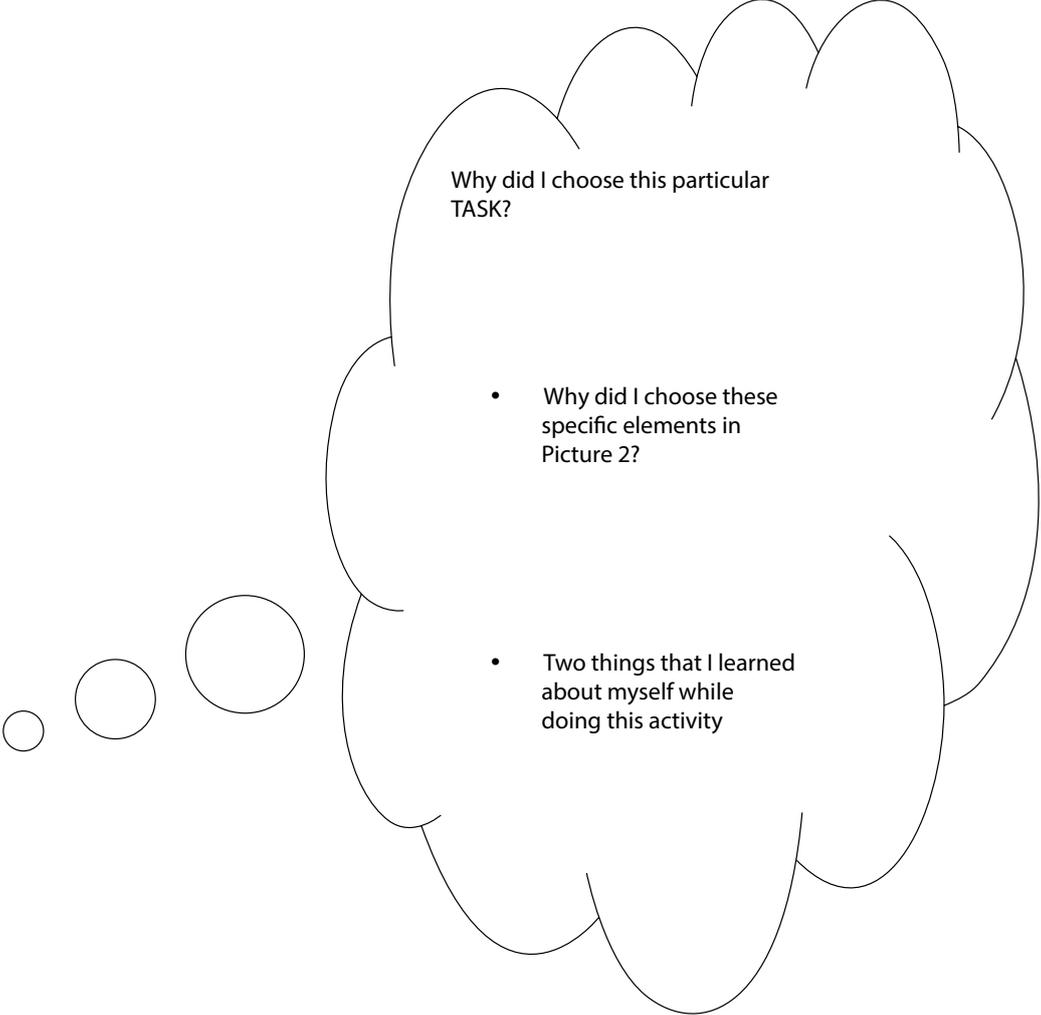
Picture 2

Spider web – deconstruction – re-constr-Action

1

7

6

2

5

3

4
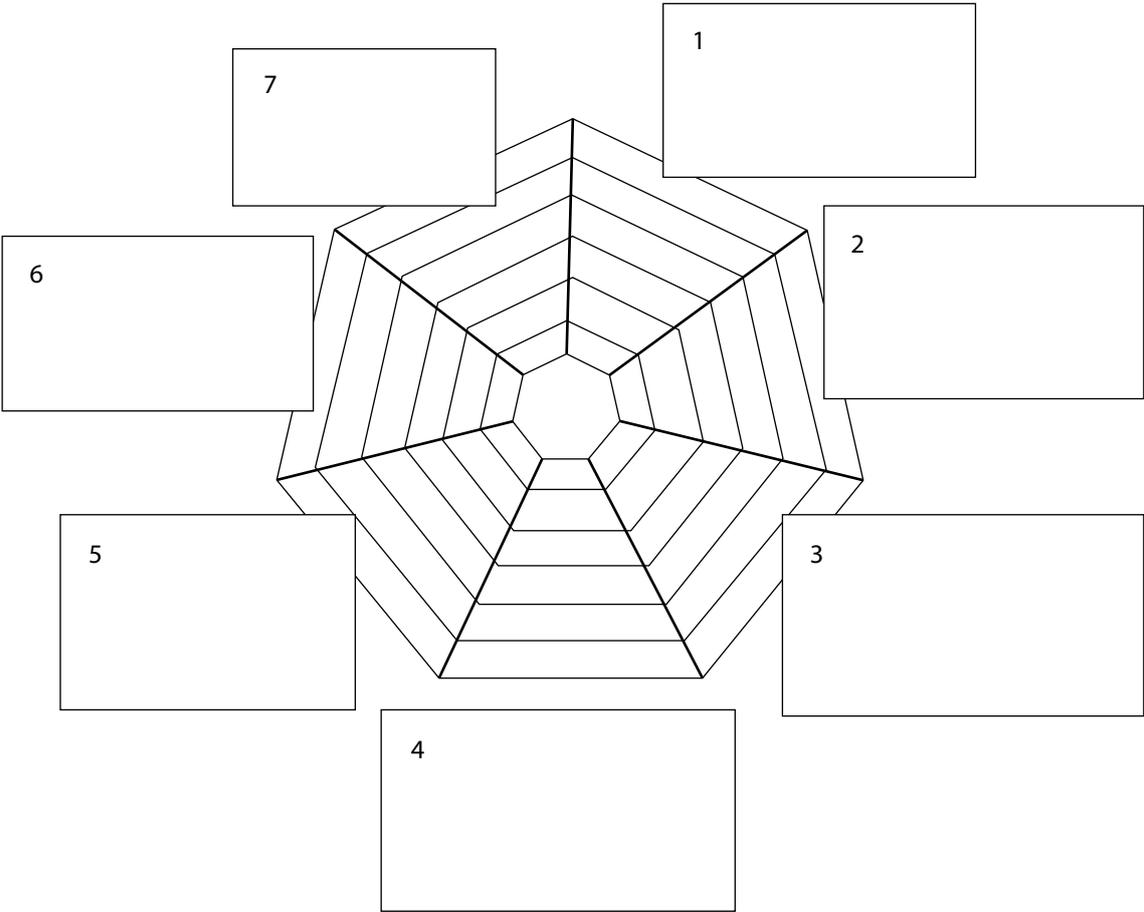
Unit 3
Negotiating co-operation

Originally submitted by Pascale Mompoint-Gaillard

BRIEF DESCRIPTION OF THE UNIT

Expected outcomes

► Participants will experience negotiating with others.
► Participants will get an idea of their own attitudes when engaging in negotiation.

Target group

Education	Age/level
Formal/non-formal/informal	10 and up

Summary

Through this activity the learner will be able to reflect on where s/he stands regarding a particular TASK for acting as a responsible, active citizen who supports a sustainable democratic society.

Time 90 minutes

Introduction	10 minutes
Activity 1	50 minutes
Debriefing	30 minutes

Tips for trainers

► The activity is designed as an individual and collective self-reflection and learning process.
► Facilitators will have to decide the most efficient way to organise the groups for acting and observing. The example here is for two teams and 12 participants.

Introduction – 10 minutes

This activity is a role play. Read out the following scenario.

> We are preparing for an international art exhibition, which is being organised by two teams. The two teams are meeting in order to decide how 12 pieces of art will be arranged and displayed within the three designated exhibition rooms.

Resources

- ► Cards with the chosen organising principle for the exhibit: type of art, shape, colour, emotion, etc.
- ► Checklist of observable behaviour

Practical arrangements

The room should be set up with a central space for the role play and two tables that seat six each for preparation and debriefing.

Procedure

1. Preparation

- ► When teams gather to start, the facilitator presents the art (pictures or paintings) and gives instructions about the organising principle for the exhibit: the art should be displayed following criteria such as categories of type, shape, colour or emotion (chose as many criteria as you have groups; e.g. if the role play is played by two groups, then two criteria should be selected).
- ► *Important*: The teams are privately instructed to pursue one of the categories as the "natural" leading thread for the arrangement of the exhibition. The groups are given different criteria, but participants are not aware of this.
- ► The teams work separately and come up with a proposal. Two participants per group are designated to be observers and take notes as the group works out the proposal and finalises their exhibit plan.

2. The role play

- ► The teams meet and act out the scene: their task is to organise the exhibit *all together* now.
- ► They continue until they have agreed on the organisation of the exhibition.
- ► The facilitator observes the negotiations among members and takes notes for use during the debriefing session.

3. Observation results and analysis

- ► Participants go back into their teams. They work individually to fill in the CHECKLIST provided below and assess their own performance.
- ► The facilitator now pairs participants. Each member of a pair now uses the same checklist to assess the other's performance.
- ► Once this is done pairs discuss their results and compare how they see themselves and how the other perceives their behaviour. They agree on a final checklist (what the observer and the observed can agree on).
- ► Participants now regroup in their initial teams to discuss the experience and the difference between their self and peer assessments.

Tips and potential difficulties

- ► This role play models a situation of conflict. The challenge or conflict occurs in the "collision" of divergent forms of classification (induced by the diverging – and secret – organising principles on the cards) and hence dissimilar conceptions of the arrangement of the pieces of art.
- ► If the group does not manage to agree on a common organising principle to create an exhibit, the facilitator may interrupt the role play (20 to 30 minutes of role play should be enough for a group of 24 participants), and thank the participants.

Debriefing/reflecting

▶ The groups discuss how the activity works and how it models real-life situations.

▶ The facilitator shares some of the observations s/he made during the role play (using the notes taken).

▶ A whole group debriefing then sums up the learning that has taken place.

    – Participants reflect individually on how to use the learning in future negotiation situations and list the three most important actions and attitudes they want to develop.

    – They post their actions/attitudes on a wall. Participants get acquainted with each other's actions.

Further reading

The scenario is inspired by:

Hiller G. G. and Woźniak M. (2009), "Developing an intercultural competence program at an international cross-border university in intercultural education", *Intercultural Education* Vol. 20 Supp. 1, pp. 113-24.

Observation sheet

Attitudes	☺	😐	☹
1. I give space to others to express themselves and I listen and react to their arguments			
2. I pay attention to how my choice of words and body language expresses my beliefs, thoughts and feelings			
3. I deal calmly with uncertainty, ambiguity or innovation			
4. I am sensitive to other people's needs and feelings and help when I can			
5. I show openness towards and understanding of behaviour, attitudes and opinions which are different from my own			

Skills	☺	😐	☹
1. I can doubt, learn from problematic situations, tolerate uncertainty and understand that there is no one correct (unambiguous) answer to complex questions			
2. I reformulate and express the ideas, opinions and viewpoints of other people to verify understanding			
3. I initiate attempts to solve problems			
4. I encourage debating, discussing, listening and asking questions, to build assertiveness based on constructive argument			

Knowledge	☺	😐	☹
1. I ask questions to find out why and how people change the way they behave across situations and contexts			
2. I clarify meanings to avoid misunderstandings			

Unit 4
Stimulated recall

Originally submitted by Claudia Lenz

BRIEF DESCRIPTION OF THE UNIT

Expected outcomes

Learners will reflect about their learning process (individually or in pairs).

Target group

Education	Age/level
Formal/non-formal	10 and up

Summary

This activity is complementary to another activity. The facilitator who chooses to conduct an activity from this book, or any other learning sequence that develops competences for democracy, will then complement it with this unit to help learners become aware of their learning. The facilitator makes use of the documentation (e.g. visual, audio) of the learning unit in order to trigger learners' reflections on how they have developed and how they want to develop further. To that end, some part of the learning unit, ideally a group discussion that is recorded on audio or videotape, is displayed to the learning group at the end.

Time 90 minutes + the time imparted to a chosen activity

Introduction	10 minutes
Activity 1	30 minutes
Activity 2	45 minutes

Tips for trainers

The trainer is responsible for producing either an audio or video recording during the learning process. The activity thus needs to be introduced accordingly, and participants need to agree to the recording. In preparing, the facilitator should also set aside time to edit the recording for display for the reflection activity at the end of the unit. The activity can be used either for self-evaluation or feedback in pairs. In the latter case, a combination with learning diaries is recommended.

Introduction – 10 minutes

During the introduction, the facilitator informs the group that part of the working process will be audio/videotaped so the documentation can be used for a reflection/feedback activity at the end of the learning unit.

ACTIVITY 1 "DOCUMENTING LEARNING" – 30 MINUTES

Resources

▶ Audio/video equipment
▶ TASK list

Practical arrangements

The group needs to be arranged in such a way that all learners are visible and/or audible in the video recording.

Procedure

1. The facilitator asks the members of the group to choose which components of the TASK list they want to focus on during reflection/feedback. Individually, participants choose one or two components that they wish to focus on. (See alternative method in "Tips" below.)

2. The facilitator leads an interactive activity – from this book or another chosen activity. During the activity, a sequence of the learning process, ideally a discussion with the whole group, is recorded. (Note: the timing of this step is not included in this unit, as it will depend on the facilitator's choice of activity.)

Tips and potential difficulties

▶ This unit is best employed for an activity that is true to co-operative principles, that is an activity that features thorough co-operative learning structures, in which equal access to participation is ensured though the structure itself.

▶ If, nonetheless, not all members of the group take active part in the group discussions, the facilitator should gently encourage everyone to take part, while refraining from calling upon individuals. For the self-reflection/feedback part, the fact of having been a "silent observer" might be a relevant starting point. Non-participation is a form of participation.

▶ Alternatively, the facilitator may choose the component(s) which s/he deems most relevant for the chosen activity. This (these) component(s) may be either used exclusively or added to the components participants have chosen.

Debriefing/reflecting

At the end of the learning unit, the facilitator asks how everyone felt being recorded.

▶ Did it change their participation, their style?
▶ Did it undermine or enhance their experience?

ACTIVITY 2 " USING AUDIO/VIDEO RECORDINGS AS A STARTING POINT FOR REFLECTION OR FEEDBACK" – 45 MINUTES

Resources

▶ The audio/video recording of the learning session (maximum 10 minutes)
▶ TASK list and the selected components
▶ Paper/pencils

Practical arrangements

▶ The facilities to display the audio/video recording should be installed in such a way that everyone is able to follow the demonstration. Participants should have their TASK list, and know the component(s) they are focusing on for self-reflection, for themselves as well as for their peers, who will receive feedback.

▶ After the demonstration, all learners or pairs should have a place to work/exchange thoughts without disturbance.

Procedures

1. Displaying the audio/videotaped material
   - ► The facilitator asks participants to form pairs.
   - ► All members of the learning group receive the instructions for the self-reflection/feedback activity.
       - – Observe the recording of the learning situation carefully and focus on your own behaviour as well as your peer's behaviour

Tips and potential difficulties

- ► The method is useful in learning processes that last for some days or weeks. In the case of shorter learning units, the method in itself might be too time-consuming. In longer learning processes, it can even be repeated.
- ► You may plan on playing the recording twice, asking participants to view and/or listen, without taking notes, for the first round, but taking notes in the second round.
- ► Help the pair make sure they are sharing the time equally for their mutual feedback.

Debriefing/reflecting

- ► The group is gathered again. The facilitator asks the group members to raise their hands:
    - – high, if the activity was experienced as helpful for self-reflection
    - – low, if the activity was experienced as not very helpful
    - – halfway, if the participant is undecided or evaluates the activity somewhere in between
- ► The facilitator invites participants to share why they have evaluated the activity this way and encourages more comments on the activity.
    - – As follow-up to this experience, participants should take some time to write about the activity in their learning diaries. Make notes, using the TASKs.
- ► The audio/video recording is displayed.
- ► After the demonstration, all group members have about 5 minutes to take notes, before the group dissolves.

2. Self-reflection/feedback
   - ► Self-reflection focus: all learners work with the TASK list. They note down for each of the relevant actions whether this could be recognised "rather strongly" or "weakly" and come up with ideas for further development.
   - ► Feedback/work in pairs: based on the notes made during the demonstration, each partner gives feedback to her/his peer: which of the observable behaviour could s/he recognise and how strongly? The person receiving feedback may ask questions (10 to 15 minutes for each partner).

Further reading

Gass S. M. and Mackey A. (2000), *Stimulated recall. Methodology in second language research*, Lawrence Erlbaum Associates, Mahaw, NJ.

O'Brien J. (1993), "Action research through stimulated recall", *Research in Science Education* Vol. 23, pp. 214-21.

Reitano P. (2006), "The value of video stimulated recall in reflective teaching practices", Paper presented to the ACSPRI Social Science Methodology Conference, University of Sydney, available at http://old.acspri.org.au/conference2006//proceedings/streams/Retino_Paul_Full%20Paper.pdf. Accessed 17 October 2017.

Someren M. van et al. (1994), *The think aloud method. A practical guide to modelling cognitive processes*, Academic Press, London/Boston/San Diego/New York/Sydney/Tokyo.

Unit 5
What has changed?

Originally submitted by Josef Huber

BRIEF DESCRIPTION OF THE UNIT

Expected outcomes

► Participants will reflect on the learning processes they went through in the recent past with regard to a given learning objective.

► Participants will identify the most significant individual changes with regard to a given learning objective.

► Participants will identify further learning with regard to a given learning objective.

► Participants will exchange and analyse changes amongst peers with regard to a given learning objective.

Target group

Education	Age/level
Formal/non-formal/informal	all

Summary

Through this activity, the participant will be able to reflect on where s/he stands regarding a particular TASK for acting as a responsible, active citizen who supports a sustainable democratic society. It will also allow all the people involved in the learning process to gain a clear picture of the outcome of the learning at a given moment in time and offer information that will be useful for continuing the learning process effectively.

The activity involves the collection of significant change stories emanating from participants, and the systematic selection of the most significant of these stories. The kernel of the "most significant change" process is a question along the lines of: "Looking back over the last month, what do you think was the most significant change [in a particular domain of change]?" A similar question is posed when the answers to the first question are examined by another group of participants: "From among all these significant changes, what do you think was the most significant change of all?"

This process provides a simple means of making sense of a large amount of complex information collected from many participants across a range of settings.

Time: 5 hours 10 minutes

Introduction	30 minutes
Activity 1	55 minutes
Activity 2	90 minutes
Activity 3	75 minutes
Activity 4	60 minutes

Tips for trainers

► This is an activity for individual and group self-reflection and learning. It can be done by one teacher with a class of pupils, or it can be done by a team of teachers with all their pupils as well as by the whole school. The more levels are involved the longer the activity will last, but at the same time, it will also produce more pertinent results. The scheme below describes one cycle. If it is repeated several times over a longer period it will result in a more beneficial and stronger impact on the learning processes.

► Telling each level about the choice of significant changes made at the other levels is an essential component of the whole process. This helps readjust the focus of searches for significant change in each subsequent reporting period.

Introduction – 30 minutes

All the people involved in the learning process (e.g. a teacher and a class) gather for 30 minutes and are introduced to the different phases of this recognition activity. The introduction should at least include the following items:

► Background of the technique

► Aims and expected outcome of the technique

► Nature of the tasks to be carried out (writing narratives, exchanging and discussing narratives, analysing narratives, drawing conclusions)

► Overview of the phases

ACTIVITY 1 "WHAT HAS CHANGED FOR ME?" – 55 MINUTES

Resources

► One sheet of A4 paper per person, writing implements

► Alternatively, computers and online working spaces

Practical arrangements

The participants need to be able to concentrate on writing and the spatial arrangements should allow for quiet thinking and working. This may necessitate splitting the group up across several rooms. If computers are used it is imperative that each participant be able to use them simultaneously.

Instructions

1. Answer the following question in writing.

   "Looking back over the last [month, weeks, days], what was the most significant change *for you* with regard to [a particular domain of change/overall learning aim]?"

2. You have 45 minutes for this task.

3. After 45 minutes please return to this room with your text (alternatively, with the text uploaded).

Tips and potential difficulties

► You might have to explain what a significant change is. Stress that it will probably be different for different people since the question is what each individual feels is significant for them, not for the group as a whole and not for the outside world. This part comes later through a process of collaborative work.

► Be very clear as to the domain/learning aim the change refers to and make sure that everyone understands this.

Debriefing/reflecting

▶ How did you feel during this activity? Was it easy? Difficult? What was easy/difficult in particular?

This should be a brief open exchange of feelings and impressions, without necessarily going into much depth.

ACTIVITY 2 "WHAT HAS CHANGED FOR US?" – 90 MINUTES

Resources

▶ A piece of paper, poster size or bigger (one per group). This should be divided into three to five sections (one per group member) and one central space (see appendix)

▶ Different coloured markers (one marker per person, different colours for each group member)

Practical arrangements

▶ A working room for each group – or a big room where working with the number of groups formed is possible

▶ One big table per group

Procedures

1. Form groups of equal size (four to five people, any grouping method you prefer) and give the instructions for group work (15 minutes).

2. Instructions for group work
   ▶ Go to your working table.
   ▶ Each of you reads the narrative of your neighbour on the left and underlines what seems significant to you (15 minutes).
   ▶ Each of you writes into your part of the poster the three most significant items you took from your neighbour's narrative (5 minutes).
   ▶ The authors of the narratives can comment on the choice of their peers and replace one of the items and/or add one more item to the list (15 minutes).
   ▶ The group selects up to six most significant items and writes them in the common space of the poster (25 minutes).
   ▶ The group prepares the poster for presentation and distributes the roles for the following activity (15 minutes).

ACTIVITY 3 "WHAT HAS CHANGED FOR THEM?" – 75 MINUTES

Resources

▶ Pin walls or other means to pin posters on the wall

Practical arrangements

A big room, which allows also for moving around from poster to poster. An extra, empty poster is pinned on the wall apart from the other posters.

Procedures

1. Pin your posters on the wall in the space foreseen for this (10 minutes). Two members of the group stay with the group poster to discuss and exchange views with passing visitors. One group member initiates the discussion, the other member takes notes.

2. The remaining group members (in groups of two or three) circulate from one poster to the next at regular intervals to learn about the outcomes of the other groups (20 to 25 minutes). The intervals are marked by the facilitator (5 minutes per poster); the groups circulate and discuss the recurring issues related to the posters.

3. The facilitator writes the first recurring issue on the empty poster.
   ► The participants count the occurrences and note the number on the poster (10 minutes).
   ► The participants continue for all the issues the facilitator has identified; the issues are numbered in order of frequency.

4. The facilitator holds an open debate on the most significant changes as they appear on the poster (30 minutes).
   ► Participants are invited to express their opinions and feelings about the listed items and whether they would like to add on another issue even if it has only occurred once or twice, if it seems particularly important to them.

Tips and potential difficulties

► In Step 2 make sure that the instructions are followed and that the steps are properly timed to avoid chaotic moves and loss of discussion and exchange time.

ACTIVITY 4 "DEBRIEFING – WHAT DID WE LEARN AND WHY?" – 60 MINUTES

Resources

► Pin walls or other means to pin posters on the wall

Practical arrangements

A big room which allows participants to move around from poster to poster. An extra, empty poster is pinned on the wall apart from the other posters.

Procedures

Participants are invited to reflect on the learning process which has led to this result and identify the next steps in their learning.

1. Individual reflection (15 minutes)
   ► Link at least three specific significant changes as listed on the common poster (present) to specific parts of the learning process (past) and to relevant next steps in the learning process (future).
   ► Draw the three chains on paper.

2. Small group discussion (30 minutes)
   ► In groups of four to five share and discuss the results of your individual reflection.
   ► Reach a consensus about the five most important next steps in the learning process.
   ► Write the five steps on a poster and pin the poster on the wall.

3. Whole group (15 minutes)
   ► Participants take a quiet gallery tour to read and reflect on the content of all the posters.

Further reading

This activity is adapted from the "most significant change" technique developed by Rick Davies and Jess Dart in 2004. More information on this and other methods can be found on the website http://mande.co.uk. Accessed 17 October 2017.

Appendix
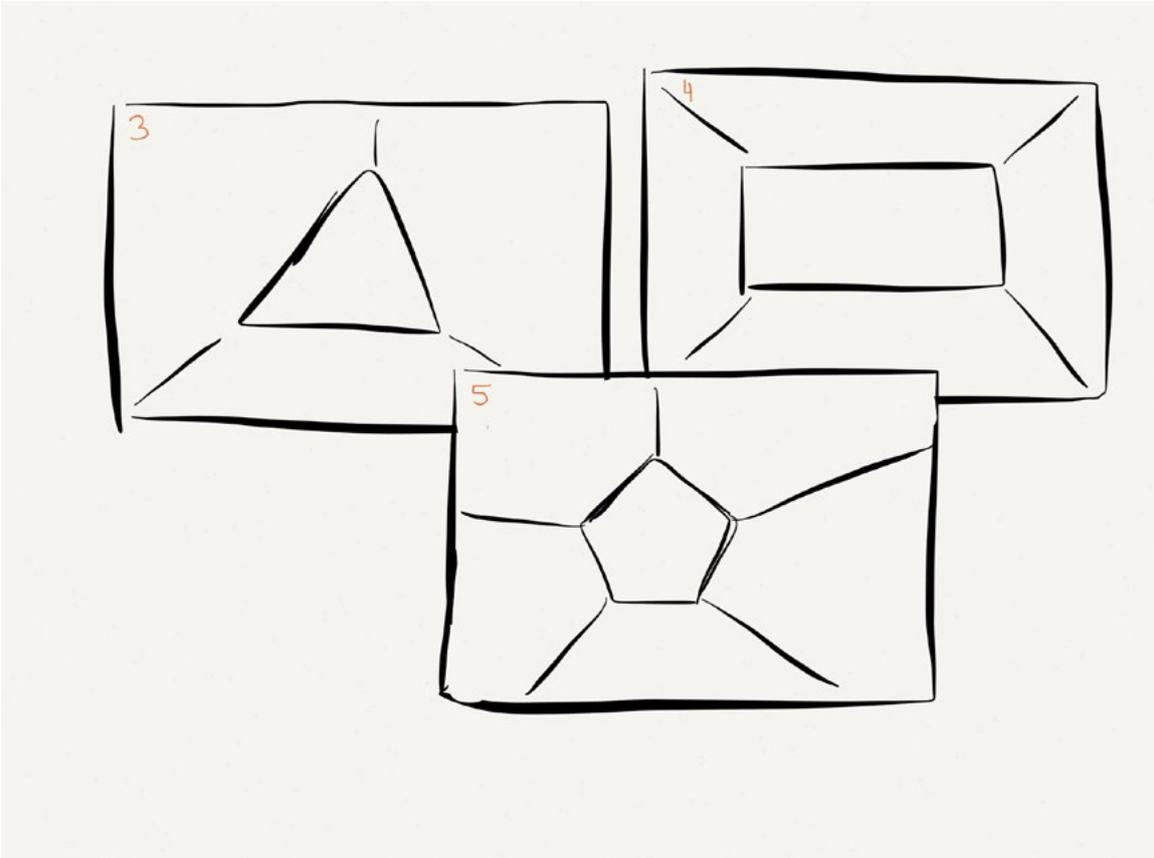
My pluri-cultural self

Originally submitted by Mercè Bernaus

BRIEF DESCRIPTION OF THE UNIT

Expected outcomes
- ▶ Participants will develop an understanding of the multiple dimensions of their identities.
- ▶ Participants will find commonalities and explain differences in order to understand the multiple dimensions of the identities of group members.

Target group

Education	Age/level
Formal/non-formal/informal	12 and up

Summary

Through this activity, the learners will be able to reflect on the multiple dimensions of their identities individually and co-operatively. Looking at their numerous identities, they will be able to define their priorities in life and also to understand the identities of their family members, colleagues and co-citizens, and consequently avoid stereotypes in perceiving people coming from different environments. Analysis of identities will lead to better understanding and tolerance.

Time: 1 hour

Activity 1 – My identities	45 minutes
Debriefing/reflecting	15 minutes

Tips for trainers

- ▶ Explain that the purpose of the activity is to learn to be more critical about all information we hear or read about cultural identities and stereotypes and to be open to all reactions relating to our own culture.
- ▶ We are not always conscious of the sources of our stereotyping of people of different social status, nationalities, religious or cultural affiliations, and our resulting prejudices. The activity aims to realise our subconscious prejudices and stereotypes, analysing them and thus eliminating or minimising them.

ACTIVITY 1 "MY IDENTITIES" – 45 MINUTES

Resources

- ► Set of different coloured markers
- ► PICTURE 1 *My identities*

Practical arrangements

Tables and/or chairs to work in groups of four

Procedures

1. My identities

- ► Take PICTURE 1 *My identities*.
- ► Write your name in the centre star of the picture.
- ► Write an important aspect of your identity in each of the satellite stars – an identifier or descriptor that you feel is important in defining you. (You can add more stars if necessary.)

2. Interaction

- ► Exchange information about your identities with members of your group.
- ► Select the common traits that identify your group.
- ► Identify the differences and discuss them.
- ► Present and discuss in plenary the results of your group discussion.

3. Sharing information

- ► Share a story about a time when you were especially proud to identify yourself with one of the descriptors you used in the picture.
- ► Now share a story about a time when you were especially pained or upset to be identified with one of the descriptors you used in the picture.
- ► Finally name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. For example, if one of the identifiers is "a Mexican", and you feel a stereotype is that all Mexicans are always late, you might say: I am a Mexican, but I am NOT always late.
- ► Share this information with your group.

Debriefing/reflecting

- ► Reflect on the following questions.
    - From where do you obtain information about individuals and groups relating to ethnicity, gender, social class, nationality and other social and cultural identities?
    - How do you process information that you obtain from these sources? Is your understanding of the information supported by your own experiences or worldview?
- ► How can misinformation about these issues contribute to stereotyping and oppression?

Further reading

Language Educator Awareness: see http://archive.ecml.at/mtp2/lea/results. Accessed 17 October 2017.

My identities
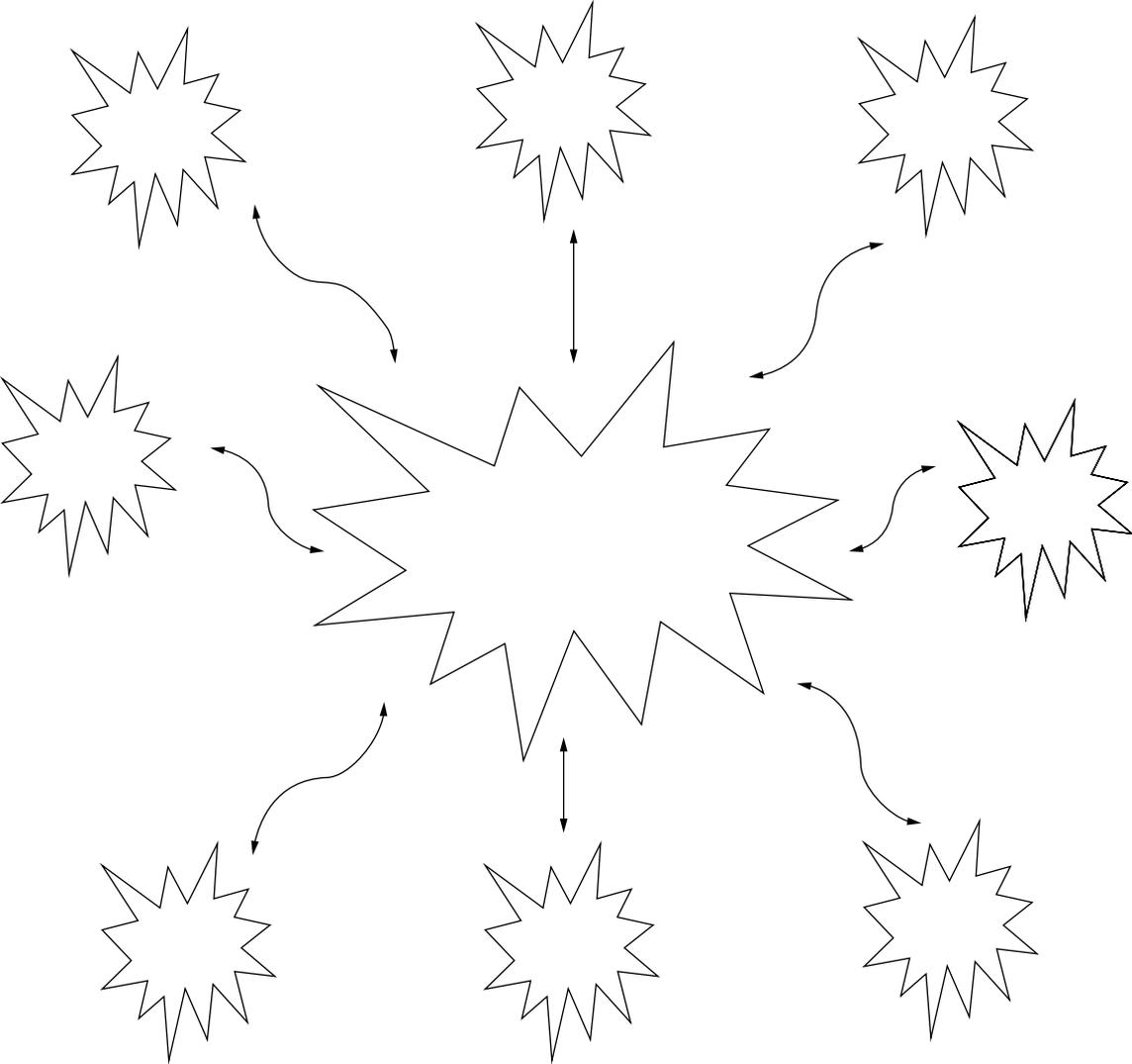
Further reading and resources

All links accessed 17 October 2017

Pestalozzi Programme Training units

www.coe.int/t/dg4/education/pestalozzi/home/training_units/Tu_en.asp

Frameworks

Tool for Quality Assurance of Education for Democratic Citizenship in Schools (2005)

Democratic governance of schools (2007)

How all teachers can support citizenship and human rights education: a framework for the development of competences (2009)

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education – Recommendation CM/Rec(2010)7 and explanatory memorandum (2010)

Strategic support for decision makers – Policy tool for education for democratic citizenship and human rights (2010)

School-community-university partnerships for a sustainable democracy: Education for democratic citizenship in Europe and the United States of America (2010)

Teaching resources

Educating for democracy (2011) *EDC/HRE Volume I*

Growing up in democracy (2010) *EDC/HRE Volume II*

Living in democracy (2008) *EDC/HRE Volume III*

Taking part in democracy (2010) *EDC/HRE Volume IV*

Exploring children's rights (2007) *EDC/HRE Volume V*

Teaching democracy (2009) *EDC/HRE Volume VI*

EDC/HRE pack

www.coe.int/t/dg4/education/edc/Resources/EDCPACK_EN.asp

Youth resources

www.eycb.coe.int/compass/

Compass, a manual on human rights education with young people (2002)

Compasito, a manual on human rights education with young people (2007)

All equal all different, www.eycb.coe.int/edupack/

About the authors

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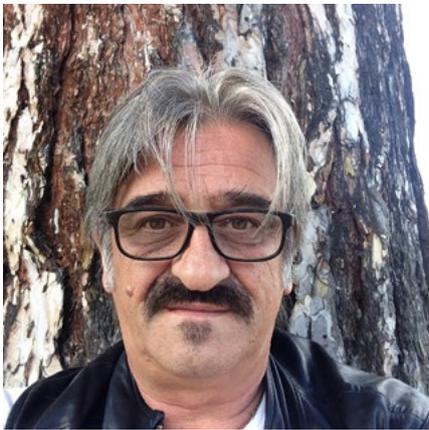
Josef Huber works in the Education Department, Directorate of Democratic Citizenship and Participation of the Council of Europe, where he is currently responsible for the Pestalozzi Programme, the Council of Europe programme for the training of education professionals and for activities in the field of media and information literacy. Until July 2006, he was involved in the Council of Europe's Higher Education and Research Division and was responsible for the organisation of two Higher Education fora on higher education governance (2005) and on the responsibility of higher education for a democratic culture (2006), and he was co-editor of the ensuing publications. From 1998 to 2004, as Head of Programmes and Deputy Executive Director of the European Centre for Modern Languages, he was responsible for the latter's programme of activities and research and development projects as well as its publications series on language learning and teaching, intercultural communication and language education policy. He was involved in language education policy development by the Austrian Ministry of Education between 1992 and 1998 and prior to this was a language teacher in schools and at universities in Austria and abroad.

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Pascale Mompoint-Gaillard has worked in the field of intercultural communication, education and leadership training for the past 25 years. Her professional activities in France and the USA have been geared towards community leadership training and capacity building mostly in education and literacy projects, giving voice to marginalised communities so they can organise and have their dignity restored through active democratic participation. Since 2006, she has been involved in international teacher education programmes and consultancies on educational issues related to living together in mutual understanding and promoting education for democracy. Presently Director of Studies for the Pestalozzi Programme, she is involved in diverse projects and works with the Council of Europe, the European Wergeland Centre and the Anna Lindh Foundation, to name a few. She lectures in universities as well as in national training institutions for teachers and social workers.

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Ildikó Lázár has been working in teacher education at Eötvös Loránd University in Budapest since 1996. She offers courses in cultural studies, the methodology of teaching English as a foreign language and the development of intercultural competence to pre- and in-service English teachers. Her PhD research focused on the perceived role and current status of intercultural competence development in teacher education. For the past 15 years Ms Lázár has also been involved in international projects at the Council of Europe's European Centre for Modern Languages, in the Pestalozzi Programme and in a Comenius Multilateral Project as a researcher and trainer. She has published a number of books and articles in language pedagogy and intercultural competence development in English, French and Hungarian.

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Ferenc Arató – Hungary

Ferenc studied literature, aesthetics, and sociology of education at Faculty of Humanities, University of Pécs, Hungary. He holds a PhD under the theme "A Paradigmatic Model of Co-operative Learning". He graduated from the SuliNova KHT (Budapest, Hungary) in Inclusive System of Education and got a certification of ISE developer, trainer, mentor and trainer of trainers. Sensitive to arts, Ferenc worked the field of human development for 23 years and studied the area of co-operative and inclusive structures of human development for almost 20 years.

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TASKs for democracy is a handbook of 60 activities, developed within the Council of Europe Pestalozzi Programme Community of Practice, for practitioners in formal and non-formal educational settings to learn and assess the attitudes, skills, values and knowledge needed to support democratic culture.

Democratic culture is more than institutions, laws and procedures. While essential elements of democracy, they do not in themselves make societies democratic: they only work when rooted in what we call "democratic culture" or "a culture of democracy", the set of attitudes and behaviours required to make democratic institutions and democratic laws function in practice.

Competences for democratic culture are therefore essential for building the kind of society in which we would like to live.

This 2nd edition of *TASKs for democracy* supports the Reference Framework of Competences for Democratic Culture endorsed by the Council of Europe Standing Conference of Ministers of Education in April 2016.

This publication aims to help build European societies characterised by a culture of democracy and human rights. This is a formidable task and it can only be achieved if European teachers and trainers rise to the challenge with competence and enthusiasm. The collection of learning and "re-learning" activities will support them to promote the development of competences for a democratic culture in their day-to-day educational practice.

ENG

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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