



Pestalozzi

Training Resources

Education for Democratic Citizenship (EDC)
Are you really who I think you are?

by

Author: Guðrún Ragnarsdóttir - Iceland

Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

Education for democratic citizenship (EDC)

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Deconstructing stereotypes and prejudice

Expected outcome

- ➔ To foster a sense of empathy and respect for the opinions and values of others regardless of matters of religion, nationality, gender, race, physical aspect and mental abilities.
- ➔ To enable teachers to have rich and productive interactions with diverse students.
- ➔ To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

Target group /age / level

Type of training	School level	Subject area
Initial and in-service training	Upper secondary school	Civic education, language

Brief description of the unit

After preparatory reading, learners are invited to reflect on the aims, concepts and methodology of the unit (this can be considered as an optional or separate activity). They will then engage in a modeling exercise through one preparatory task and 2 class activities: one role play and one collaborative research activity. The session ends with a debriefing exercise on the unit: sum up, key learning; impact on practice.

Methods used

Co-operative learning; 4 stage Kolb model; role play; reflective and experiential approach, interpretive (anthropological) approach.

Time 2 hours and 20 minutes

1 Power point presentation, internet research (optional) and discussion	▶ 40 minutes
Activity 1 game: "Step forward" - starter activity	▶ 20 minutes
Activity 2, part I (Drawing stereotypes)	▶ 30 minutes
Activity 2, part II (Breaking the stereotype)	▶ 40 minutes
Debriefing session	▶ 10 minutes

Tips for trainers:

The preparatory activity can be taken out and transformed in a separate session geared toward highlighting the theoretical underpinning and guiding a reflection on methodology with the trainees.

Resources

Summary of Kolb's model	Appendix 1
PowerPoint separate file "Stereotype and prejudice-Leikur að lífa"	Appendix 2
Peer evaluation sheet	Appendix 3
Debriefing and evaluation questions	Appendix 4
Materials: Large sheets of paper, markers	

Preparatory activity

Learners are invited to reflect on the aims, concepts and methodology of the unit by reading selected documents, researching resources and answering questions in annex 1. This activity can be dropped and used a separate session focusing on methodology issues with trainees.

Activity 1 “Step forward”, a role play.¹



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To raise awareness about the inequality of opportunities in society by placing oneself “in other people’s shoes”. ➢ To help learners foster a sense of empathy and respect for the opinions and values of others. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To foster an understanding of possible personal consequences of belonging to certain social minority or cultural group. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Role play, reflective and experiential approach. 	

¹ This activity is adapted “Compass, A manual on HRE with young people”, chap.2-38, CoE, Strasbourg, 2002 – freely available at http://www.eycb.coe.int/Compass/en/chapter_2/2_38.asp

► **Resources**

Role cards: (12 cards to be multiplied if more than 12 participants)

I am an immigrant	I am deaf
I am a male	I am a President
I am gay	I have one leg
I have a mental illness	I am 10 years old
I am a teenager	I am an old age pensioner
I have Down's syndrome	I am a woman

► **Practical arrangements:**

- It is important to clear the floor and have a lot of space.

► **Instructions/procedure:**

- Each learner takes one card with one of the roles below. The learner is not allowed to show others which role he/she has drawn. Some learners can have the same role.
- Each learner then plays the role. Once everyone has a role to play and has had time to reflect on it they should go to one end of the room.
- The teacher/trainer will then call out each of the statements below and the students should take a big step forward, a small step or stay still according to how they feel the statement fits their role. The goal is to consider the position of different individuals in society.

Statements:

- I have been in preschool.
- I can learn whatever I want.
- I can dress as I want.
- I can do what I want every day.
- I can rest every day.
- I can live with my parents.
- I can be with my friends.
- I can criticize the authorities whenever I want.
- I have enough to eat.
- I have the same salary as others doing the same job.
- I have same opportunity for jobs as others.
- I can travel on the bus.
- I can learn my own native language in school.
- I can learn what I need.
- I can go to doctors whenever I am ill.
- I can marry whoever I want.
- I can join any union that I want.
- I live in a healthy environment.

- After this the learners will end up in different positions - even those who have the same roles. The teacher/trainer then asks the learners the following questions, going round each one in turn:

► **Tips to trainers/anticipated difficulties**

- A brief questionnaire may be helpful to find out about the overall attitudes toward EDC in the room before starting the unit.
 - Who are you?
 - Why are you at this place?
 - How did you feel when you were taking the steps? Or standing still when others were moving?
 - How did you feel when you were left alone/not moving?

<ul style="list-style-type: none"> ▪ What are the main obstacles that people go through during their lives? ▪ Is someone with the same role? ▪ Why are two of you not in the same place? ▪ Does your attitude matter? 	
<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➢ Some learners can have same role: it is a good way to show learners that individuals experience things differently. The teacher needs to discuss the difference between each individual at the end of the activity. ➢ It is possible that some learners are in the situation of one of the roles used here. We therefore encourage teachers to reflect before hand on how they will deal with the situation. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➢ 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? 	

Activity 2 “Stereotypes”



40 minutes

	<p>Notes</p>
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To promote respect for others, regardless of matters of religion, nationality, gender, race, physical aspect and mental abilities. ➢ To enable learners to have rich and productive interactions with diverse individuals. 	

<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Interpretive (anthropological) approach; Co-operative learning 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Big sheets of paper (preferably recycled paper!) ➤ Thick markers of different colors 	
<p>▶ Practical arrangements:</p> <p>The room should be set up so as to offer enough floor space to set down large sheets of paper and groups of learners around them.</p>	
<p>▶ Instructions/procedure</p> <p><u>Part I</u></p> <ul style="list-style-type: none"> ➤ The group should describe four stereotypes typical of upper secondary students (for example: Goth, nerd, hippie, etc.). The teacher/trainer writes the information on the board. ➤ The teacher/trainer then asks 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 writes these “clichés” on the blackboard. ➤ Learners are then divided into groups of four. Each group should draw a life size picture of one of the stereotypes that have been discussed, on a large sheet of paper. ➤ The drawing should illustrate all the items of the stereotypes that have been consigned on the board. 	

Part II

- 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 math...”
- Engage learners in a discussion: “Can we classify individuals in to stereotypes?”; “Is this classification reasonable and fair?”; “What kind of prejudice is in each classification?”



<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➤ The use of terms such as “some” “many” “a few” (example: “Some nerds ...”, “Some Goths...”) is useful to avoid generalizations and used in the strategy teachers can use to prevent stereotyping. ➤ Invite teachers to reflect on how they will deal with the situation if one or more students in the classroom are in the situation of one of the stereotypes described. What will they do? 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ 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? 	

Evaluation and assessment

	Notes
<p>Student assessment:</p>	
<ul style="list-style-type: none"> ➤ Annex 3 provides a frame for learner assessment, and questions to explore with trainees the usefulness of this evaluation. 	

Training session assessment:	
<p>➤ What has been the key learning for you? Ask some teachers to suggest one thing that has stimulated, interested or surprised them and that they will share with others.</p>	
<p>➤ What aspect(s) of your practice, will change as a result of studying this topic and modeling what you have learned? Ask teachers to focus on knowledge and understanding; skills and competences.</p>	

<p>➤ How can we evaluate this learning? Ask teachers to focus on how to assess gains in knowledge and understanding; skills and competences.</p>	
<p>➤ Work together in pairs and consider how you can put these ideas into action in your school.</p>	

► **Teaching activity: “A community for everyone”**

The teacher divides the class in to groups of four and gives each these cards

Wheelchair user	Disabled
Emotionally disturbed	Immigrant
Gay	Pensioner

Each group gives out roles and each student put’s him/herself in the character’s shoes. The group then describes an ideal community for these individuals and tells the class about their conclusion.

Discussion for trainers:

- Do you need to have a backup activity? Why?
- Does this activity fit with the theme?

Notes

References:

- Andrew. C. (2001), Learning by Doing: <http://www2.glos.ac.uk/gdn/gibbs/index.htm> 20. January 2007
- Council of Europe(2002), “Compass, A manual on HRE with young people”, chap.2-38, CoE, Strasbourg, 2002 – freely available at http://www.eycb.coe.int/Compass/en/chapter_2/2_38.asp
- Ragnarsdóttir G. and Guðmundsdóttir M. (2006). Leikur að lifa Reykjavík. Mál og menning
- Ragnarsdóttir G. and Guðmundsdóttir M. (2007). Leikur að lifa Taken from the web 20. January 2007: www.edda.is/lifsleikni

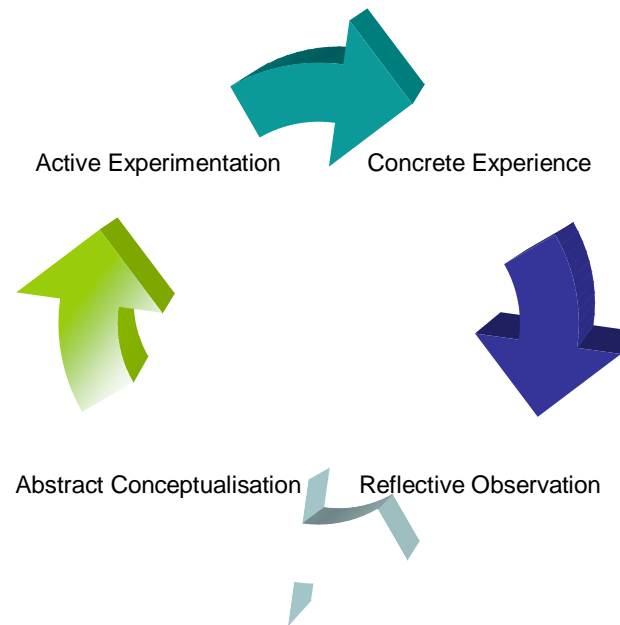
Appendix 1:

Introduction to EDC concepts and methodologies

Experiential learning theory (D. Kolb) (Andrew. 2001)

It is important to experience in order to learn and it is also important to reflect on this experience to remember it better. It is thus important to **do** and also to **think** and link these together.

This is the four-stage Kolb's model. The stages follow each other in a cycle.



Planning for experience (Conceptualisation to Experimentation) – This section is concerned with methods for preparing learners prior to experiences, i.e. action plans, setting objectives, designing experiments, observation checklists, devising criteria or action research.

Note to teachers: this is achieved with the: PowerPoint presentation

Increasing awareness of experience (Experimentation to Experience) – This section is concerned with methods for supporting students' awareness of their experiences: e.g. lectures, reading books, listening exercises, questions, increasing awareness of feelings, silent demonstrations.

Note to teachers: This is attained by: Activity 1 Role game with questions.

Reflecting upon experience (Experience to reflection) – This section is concerned with what happens after learning experiences and how learning points can be drawn out through structured reflection, such as through self-assessment or group-assessment which help students to.....

- ⇒ reflect on experiences they have had.
- ⇒ obtain full accounts of what took place
- ⇒ make value judgements about those events.
- ⇒ categorise experience, and move on to analyse the experience and draw out learning points for the future.

Self-assessment or group-assessment, such as diaries, using video and audio recordings, peer appraisal, structured discussions, structured debriefing, self-assessment, reflection checklists and questionnaires, 'shared time' and 'mutual interviewing', modelling reflection.

Note to teachers: this is done in: Activity 2, part I and part II.

Providing substitute experiences (Reflective to Conceptualisation) – This section is concerned with ways of providing classroom- based experiences as substitutes for work or other experience: for example through case studies, games, simulations, role plays, assessing through substitute experiences.

Note to teachers: this is achieved through the debrief session (sum up, Key learning, impact on practice, follow up activities).

Following your reading, you are invited to reflect on the following questions

1. Does four-stage model Kolb's fit with my unit?
2. What do you think about the four-stage model of Kolb's?
3. Which aspects do you like most about this model?

Participants are invited to bring any notes made to the training session.

Appendix 2:

PowerPoint presentation Ragnarsdóttir G. and Guðmundsdóttir M. (2006). Leikur að lifa.



Culture and a shrinking world!

A citizen in a global village

Pestalozzi EDC – training resources

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Culture and a shrinking world

• **Key questions:**

- What do we mean by “the world is shrinking?”
- What influence does the flow of information and global business have on culture?
- What is culture?
- What is multiculturalism? Interculturalism?
- What is prejudice?
- What is a stereotype?
- What does a community where every member is significant look like?

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What is a multicultural community?
(What is an intercultural community?)

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Multicultural community

- Strives to:
 - Allow growth for each and every one of us, of all cultures and identities
 - Allow for readiness to accept new influences that are deemed positive from other cultures and contribute to the successful adjustment of the old and the new
- Every citizen in each country needs to work together to create a community that plays a part in the developing world as one "global community".

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What is prejudice?

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Prejudice

- Judgement lacking thoughtful or well-founded arguments
 - Judgment based on ignorance
 - Unsubstantiated opinion
- Often on basis of race or religion
 - A learned attitude not innate

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Prejudice

- Often generalization about certain perceived characteristics of those belonging to a group
- Often learned from
 - family, friends, school, media or the community
- Often the result of a misunderstanding
- Creates conflict

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Do you know any examples?

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Prejudiced individuals

- Prejudice is a part of the way of thinking and the world view of individuals
- People have representations (images) of "the other"

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Can someone be without prejudice?

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Most of people have prejudices ... some experience prejudice

- It is important to
 - be aware of the prejudice
 - get to know those we have prejudice against (people and things)
 - review the sentiment in the light of our new knowledge
- because prejudice is based on ignorance

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Unprejudiced

- Prejudice can be prevented with
 - education
 - tolerance
 - understanding
 - and empathy
- Can the rule of law to prevent prejudice? What about economics?

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What is stereotype?



Stereotype

- People are classified by
 - social status
 - class
 - age
 - origins
 - abilities, qualities
 - characteristics
 - etc...
- Ideas (representations) which people have about a typical person that belongs to a certain group
- Ideas and attitudes of the "whole group"
 - In peoples mind everyone is alike

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Can we put everyone in the same mold?

- Although people belong to groups and communities, we can not forget that
 - Individuals are all different
 - People have more than one culture and identity
 - Cultures and identities change all time, they are not fixed in stone

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Each and everyone of us is special

- Variable
 - aspect
 - needs
 - abilities
 - tastes
 - experience
 - education
 - etc...
- We can learn a lot from each other if we allow diversity to flourish

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What is an ideal society?

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Ideal society

- We should create the opportunity for countries to create societies where there is tolerance and equality between human beings and different communities.

=>

Eliminate prejudice and stereotypes!

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Appendix 3:

Peer evaluation

Name of the person that is being evaluated: _____

Name of the person that is doing the evaluation: _____

Product: _____

Date: _____

You should give the learner that you are evaluating a score in the scale from 1-10, with 10 being high and 1 being low. The number you give indicates what he/she deserves, for their work in the group for this project.

Pro-active 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 (focussed, 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 =	
Product:	_____ • 0,25 =	
Grade:		

Comment:

Discussion for trainers:

Is this useful to evaluate student's work?
