



Pestalozzi

Training Resources

Education for Democratic Citizenship (EDC)
How can we reduce prejudice and discrimination?

by

Authors: Katrin Träger - Germany

Renata Miljevic-Ridicki – Croatia

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Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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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: Active citizenship and democracy

Expected outcome

The study of this topic aims to bring teachers and their students:

- To experience what it feels like to be different
- To increase their ability to show empathy for others
- To increase their understanding of the challenges faced by minority groups

Target group

Type of training	School level	Subject area
Initial and in-service training	Lower and upper secondary	Civic education

Brief description of the unit

Following an activity where participants experience being “in others shoes”, teachers and students will analyse the theoretical underpinnings related to prejudice, xenophobia and discrimination and reflect on possible actions to promote understanding and prevention of discrimination.

The unit therefore has a two phase structure: an introductory activity and then a main activity which includes cartoons and role play. The activities have been written for teachers to use with students, and there are notes specifically for teachers at the end of each activity that can be used by trainers who are using these activities to train teachers.

Activity 1 is an exercise for a group of 10 – 30 people. In this practical training exercise the participants can experience what it feels like to be different, discriminated against and marginalized, thus promoting an understanding of inequality.

Activity 2 is a cartoon related role play which highlights everyday discrimination and enables participants to find ways/ideas for solutions.

Methods/techniques used

Role play, dialogical approach, reflective approach

Time 2 hours ½

Introduction	▶ 10 minutes
Activity 1	▶ 50 minutes
Activity 2	▶ 80 minutes
Debriefing	▶ 10 minutes

Tips for trainers: See tips in activities

Resources

A big enough room for the role play

Introduction: Present the training session to learners using the information on page 2 of this document. (10 minutes)

Activity 1 “Step forward”, a role play¹.



50 minutes

	Notes
<p>▶ General aim</p> <ul style="list-style-type: none"> ➤ To raise awareness about the inequality of opportunities in society. 	
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To experience being different, discriminated against and marginalized. 	

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

<ul style="list-style-type: none"> ➤ To help students foster a sense of empathy though placing learners “ in other people’s shoes” 													
<ul style="list-style-type: none"> ▶ Methods /techniques used: <ul style="list-style-type: none"> ➤ Role play, dialogical approach 													
<ul style="list-style-type: none"> ▶ Resources <ul style="list-style-type: none"> ➤ Role cards (12 cards to be multiplied if more than 12 participants) <table border="1" data-bbox="400 520 1536 928" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">I am an immigrant</td> <td style="text-align: center;">I am deaf</td> </tr> <tr> <td style="text-align: center;">I am a male</td> <td style="text-align: center;">I am a President</td> </tr> <tr> <td style="text-align: center;">I am gay</td> <td style="text-align: center;">I am mentally ill</td> </tr> <tr> <td style="text-align: center;">I am a Muslim</td> <td style="text-align: center;">I am 10 years old</td> </tr> <tr> <td style="text-align: center;">I am a teenager</td> <td style="text-align: center;">I am an old age pensioner</td> </tr> <tr> <td style="text-align: center;">I have Down’s syndrome</td> <td style="text-align: center;">I am a woman</td> </tr> </table>	I am an immigrant	I am deaf	I am a male	I am a President	I am gay	I am mentally ill	I am a Muslim	I am 10 years old	I am a teenager	I am an old age pensioner	I have Down’s syndrome	I am a woman	
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I am a Muslim	I am 10 years old												
I am a teenager	I am an old age pensioner												
I have Down’s syndrome	I am a woman												
<ul style="list-style-type: none"> ▶ Practical arrangements: <ul style="list-style-type: none"> ➤ It is important to clear the floor and have a lot of space. 													
<ul style="list-style-type: none"> ▶ Instructions/procedure: <ul style="list-style-type: none"> ➤ The goal is to consider the position of different individuals in society. ➤ Create a silent atmosphere. (Maybe you use relaxing music.) ➤ Distribute the role cards. 													

- Everybody sits down and reads his/her role card.
- Trainer/teacher should help learners grow into his/her role by offering the following supporting questions:
 - What was your childhood like?
 - What games did you play?
 - What jobs did your parents have?
 - Where do you live?
 - How much money do you earn?
 - What is exciting for you and what are you afraid of?
- Everybody should be very silent and line up in a starting line at one end of the room.
- The moderator reads out a list of statements and events.

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.

<ul style="list-style-type: none"> ➤ Whenever one can say “yes” take a step forward. If not – don’t move. ➤ At the end – the participants realize their final position. Everybody should be given time to come out of their role. ➤ Debrief with participants on how they felt though the exercise: <ul style="list-style-type: none"> • How did you feel about your own situation? • How did you feel about the situation of others? ➤ What does this tell us about how society works? <ul style="list-style-type: none"> • Is it just? • What can we do about this? • What can politicians or others 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? 	

Activity 2 Fostering understanding and tolerance through the use of cartoons and role play

h



80 minutes

<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To raise awareness about the inequality of opportunities in society. ➤ To help learners envision ways to promote a more tolerant society. 	<p style="text-align: center;">Notes</p>
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<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To experience what it feels like to be different. ➤ To increase their ability to show empathy for others. 	
<p>▶ Methods/techniques used: Problem solving approach, case study, role play.</p>	
<p>▶ Resources: Cartoon² (appendix 1), one/pair.</p>	
<p>▶ Practical arrangements: Set up the room for group work: tables for groups of 4.</p>	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Trainers can use the cartoon provided in appendix 1, or find other cartoons. ➤ Divide the whole group in groups of four. Distribute 2 cartoons for each group. ➤ 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 and look forward to meeting him. The next day, Anja arrives with her boyfriend. She rings. 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.” <p>Task one: group work discussion (20 min):</p> <ul style="list-style-type: none"> ➤ The groups should consider what they think the cartoon is about. Allow 3 minutes for initial discussion. ➤ Ask participants to briefly share their discussion with whole group 	

² Extract from: FURHING G., LENSING M., Was heißt hier fremd?, Ed. Cornelsen. ISBN 3-464-65020The cartoon is in page 47.

- Then introduce the following statement :
“I believe in equality but I want my daughter to marry someone of her own race”
- Ask each group to discuss this statement using the following questions. Write the questions on the whiteboard:
 - What values are behind this statement?
 - In what way is it racist?
 - What possible suggestions could we make to help this family in this situation right there and then (short term help)?
 - What are the possible long term suggestions for this family?
 - Does race exist? Is it a cultural, political, economic, social construct? Is it a real biological, genetic concept/idea?

Task two: whole class feedback (10 min)

- Take feedback from each group

Task three: group work role play (20 min)

- Ask participants to consider in turn the thoughts and feelings of each of the characters in the cartoon. What was each person thinking and feeling as the door opened?
- Prepare for a role play which focuses on the evening **after** the arrival of the two. The role play should involve Anja, her friend and her parents, so that each person in the group has a part to play.
- The role play should be short (max 5 minutes) and should show how the conflict can be eased.

Task four: whole class (20 – 25 min)

- Each group shows their role play.
- Moderate a general discussion about the different solutions offered.
- Write solutions on the whiteboard

Task five: plenary session (whole class) (15 min)

- What did we learn from this cartoon about people's feelings and actions?
- What did we learn on 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 will treat others?

► Tips to trainers/anticipated difficulties

- The topic of the cartoon can adapted to reflect other discriminatory situations. For example, the boyfriend could be homosexual, politically radical, disabled, Muslim/Jewish/Christian etc.

► Debriefing/reflecting

- 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?

References

- 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
- Extract from: FURHING G., LENSING M., Was heißt hier fremd?, Ed. Cornelsen. ISBN 3-464-65020. The cartoon is on page 47

Appendix 1:

