



Pestalozzi

**Evaluation and assessment of transversal attitudes,
skills and knowledge (EVAL)
The Use of Literary Texts as a Means to Develop
Tolerance and Override Conflicts**

by

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The Use of Literary Texts as a Means to Develop Tolerance and Override Conflicts

Brief description

This training unit consists of three activities including an evaluation session for a group of 15 to 20 participants. It aims to raise awareness related to diversity, different meanings and perspectives, respect for opinions of others, and it aims to promote critical thinking and respectful communication. Literary texts are used to stimulate discussions about tolerance and to find resolutions for conflicts. A peacebuilding evaluation complements the training.

The trainees are encouraged to use collaborative learning, which among other positive impacts will help them see issues from multiple perspectives, require them to negotiate meaning and practice all the skills and behaviors that are necessary in democratic settings and helpful when looking for conflict resolution.

Target group: pre-/in-service teachers

Expected outcomes (cf. TASKs ¹for democracy):

A_EPIST_3 Inclination to see things from different perspectives

A__DIV_3 Willingness to acknowledge other people's feelings

A_COOP_3 Readiness to take responsibility and to be accountable for one's actions and choices

A_SELF_3 Willingness to identify and accept one's own and other people's strengths and weaknesses

S_COOP_3 Aptitude to evaluate situations and issues to look for solutions with all parties involved

S_HR_3 Ability to act against discrimination, stereotypes and injustice

S_EPIST_1 Aptitude to cope with complex issues and avoid one-dimensional answers

K_DIV_1 Understanding of the main concepts related to diversity (e.g. culture, identity, equality, empathy, prejudice, stereotypes, discrimination, racism, citizenship, global interdependence, sustainability)

K_DIV_3 Understanding of the nature of empathy and knowledge about how to develop it

¹ Cf.: MOMPOINT, Pascale and LAZAR, Ildikó: TASKs for democracy. Pestalozzi Series N°4, CoE, 2015.

Activities

	Duration	Methods used
Activity 1. A load of choice: accepting responsibility	70 minutes	Brainstorming, predictions, cooperative learning, cooperative search, cross discussion, debates
Activity 2 We are so different ...	80 minutes	collaborative learning, think/pair /share specialized roles in discussion five W's chart
Activity 3 Evaluation session	50 minutes	Face-to-face discussions

Activity 1: A load of choice: accepting responsibility

Duration: 70 min

Expected outcome

- A_EPIST_3: Inclination to see things from different perspectives
- A__DIV_3: Willingness to acknowledge other people's feelings
- A-COOP_1: Readiness to take responsibility and be accountable for one's actions and choices

Methods/ techniques used

- Cooperative learning
- Predictions from terms
- Think/pair/share method
- Discussion

Resources

- Texts about people (appendix 1)
- Flipchart, paper and markers

Practical arrangements

- Arrange the room for group work
- Make space on a wall for presentations and posters

Procedure

Step 1 (10 min)

Starting point: Form micro groups of 3 - 4, assign social roles as you deem fit for the process and then tell the participants they will read a text doing stops and predicting the plot by using some keywords written on the flipchart.
 Think – Pair – Share: They start individually, then share their ideas with their group and finally with the plenary.

Step 2 (15 minutes)

Reading: The participants each read one part of a story that is divided into five parts. The participants exchange ideas about what they expect from the story, guessing from the headline. Then the person with the part that is being discussed delivers a summary of her part. Again the participants stop and discuss what they expect to happen next, before the next person summarizes his part. When the content of the four parts is shared, participants do one final round of guessing the end before they together read the last part.

When reading is over, the participants are asked what they are feeling now and share their free responses.

Step 3 (15 min):

Shared- Inquiry Discussion: Now a discussion is led beyond the participants' personal associations. They discuss issues prepared in advance. The participants are asked to answer the question written on the flipchart.

Why did the young man walk resolutely to the door pointed out to him?

The participants write out their personal answer for the question before discussing it aloud. Then they are invited to share their ideas. Each group does it in turn.

Debates

After discussing the first question, the participants are introduced to one more question which requires an unambiguous answer.

Was there a tiger behind the door?

Yes / No

The participants make their choice: those who consider *yes* stand to the left and those who think *no* to the right. Now the participants in turn exchange arguments to assert their point of view. End the debate by offering the participants the following quote:

"If you decide which it was - the lady or the tiger – you'll find out what kind of person you are yourself".

Reflection (10 min). Participants are offered to go back to their home groups and write any comments or feelings about the statements they've just heard.

Step 4 - Debriefing (20 min)

Moderate a discussion around the following questions:

- How did you like the activity?
- What was difficult/easy?
- How is it true that your answer reveals what kind of person you are?
- What new thing did you learn about yourself?
- What new thing did you learn about your group members?
- How did you like working in your group?
- How does cooperative learning promote seeing issues from various perspectives?
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Tips for trainers

- ✓ Start the training with an ice-breaker if participants do not know each other (you'll find many suggestions in the TASK book).
- ✓ Start every main activity with a contact activity if you work with micro groups. A contact activity is a short exchange about something private and something positive. It is intended to open up the affective filters of participants, getting them ready to work with their new group members.
- ✓ Avoid answering the questions yourself, echoing the answers and favoring one answer over another.
- ✓ Encourage the participants to share their ideas online to continue the discussion.
- ✓ Invite participants to compose their own ending to the story and share it online.

Activity 2: We are so different ...

Duration: 80 min

Expected outcome

- A_SELF_3: Willingness to identify and accept one's own and other people's strengths and weaknesses
- S_HR_3: Ability to act against discrimination, stereotypes and injustice
- K_DIV_3: Understanding of the nature of empathy and knowledge about how to develop it

Methods/ techniques used

- collaborative learning
- think/pair /share
- specialized roles in discussion
- 5 W's chart (Appendix 3)

Resources

- Texts about people (Appendix 2)
- Flipchart, paper and markers

Practical arrangements

- If the desks can be moved, they can be arranged in clusters for the groups.

Procedure

Step 1 (15 min)

- Form new micro groups of equal size (any grouping method you prefer). Assign social roles (to facilitate working together) as you deem fit and give out a contact activity, e.g. describe yourself with three adjectives.
- Then tell participants to describe the people in the pictures that feature stereotyped characters in movies, cartoons, books (blond women, bullies, gypsies, etc.) using three adjectives.
- Think –pair-share: first they work individually and then share their ideas in the micro groups, each participant should be asked, “Why do you think so?” Let the groups agree on a group result and finally have the groups present their results in plenary.

Step 2 (15 min)

- Now tell participants they will read a text the title of which is “*Good-For-Nothing*”. They are asked to predict the plot of the story filling in a chart with three columns: **Who? Where? What?**
- At first the participants work individually, then they share their ideas with a partner and after that they discuss their predictions with the whole group. When the discussion in groups is over, the trainees are asked to share their mini stories with the others.

Step 3 (25 min)

- **Reading the text.** Each participant is given a copy of the text “*Good-For-Nothing*”. They are asked to read it and compare their own predictions in the chart with the given plot of the story. Now the participants are asked to fill in the chart according to the real plot of the story.
- **Specialized roles in discussions.** Assign specialized roles to the participants, e.g. Neighbour, Granddad, Puppies’ Owner, *Nega*. Then tell participants to take the perspective of this role in the discussion.
- The trainees are sent to **expert groups consisting of members with the same role** to plan ways to teach the material from each role. For example, all the trainees who will be *Neighbours* are sent together to decide what ideas they will share with the others telling them the plot (from the point of view of neighbours) and how they will present it in their home group. (10 min)
- The participants go back to their home groups and take turns to share the results from the expert group.

Step 4 - Debriefing (15 min)

- How and for whom is labeling helpful?
- How does labeling prevent people from fully expressing themselves?
- What attitude would be helpful to overcome labeling?
- How did you feel in your role?
- How did you behave in your role?
- What was easy / difficult?
- How helpful is this activity to find resolutions for problems in real life?
- Would you use this activity in your own class? Why (not)?

Tips for trainers

Watch the groups carefully to make sure the discussions are carried out deeply and at some length.

Activity 3: Evaluation

Duration: 50 min

<p>Expected outcome</p> <ul style="list-style-type: none"> • The participants will be given a chance to reflect on their own learning • The participants will share experience and learn from each others about different ways employed in the teaching process • The participants will disseminate the use of this training unit in the classrooms
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> • Discussion • Critical thinking • Dialogical approach • Survey (Appendix 5) <ul style="list-style-type: none"> • Reflection
<p>Resources</p> <ul style="list-style-type: none"> • prepared evaluation forms • Save the Last Word for Me method (Appendix 4)
<p>Practical arrangements</p> <p>Arrange the tables for micro-groups, hang photos from each workshop on the wall</p>
<p>Procedure</p> <p>Step 1 (15 min)</p> <ul style="list-style-type: none"> • Tell participants to form micro-groups of equal size, assign roles to facilitate group work and allow some time for them to do a contact activity, e.g. Name one positive change within you that is due to this training. • introduction: back to the first workshop – what do you remember from each workshop • Photo presentation (photos from each workshop) ... • Ask participants to fill in their evaluations using the prepared evaluation forms (see Appendix 5) <p>Step 2 Debriefing - (15 min)</p> <p>Allow the groups to have a discussion around the following questions:</p> <ul style="list-style-type: none"> • What was the most important learning for you during this workshop?

- How will you be able to cover these issues in your teaching?
- What kind of methods can you use?
- How can this training help to develop tolerance in learners?
- How can it enable your pupils to find resolutions for conflicts in school?
- What would be the challenges in using this training unit in your classes?
- Do you have any further questions?

Step 3 (10 min)

Evaluation questionnaire

- Distribute the evaluation forms (Appendix 3)
- Allow some time to have participants fill in the forms
- Analyze the answers
- Present the results and discussion

Step 4 - Debriefing (10 min)

Discuss the results of the questionnaire.

The participants evaluate the session using the method “Save the Last Word for Me” (Appendix 4)

Tips for trainers

References

MOMPOINT, Pascale and LAZAR, Ildikó: TASKs for democracy. Pestalozzi Series N°4, Council of Europe, 2015.

Appendices

Appendix 1

LADY OR TIGER

In the old days, a barbaric king lived in a far-off country. He had great power, and he liked to laugh. Also, he liked to play barbaric jokes with the law. Whenever a man broke a law, the king did not always send him to prison. Sometimes he ordered the man to come to the king's arena and then invited all the people to come and watch. After the people were in their seats, the king would sit down on his high throne, and the prisoner would step into the centre of the arena. Opposite him were two doors exactly alike. Behind one door was a hungry tiger. Behind the other door was a beautiful lady. The prisoner could open either door. The choice was his. But he had to open a door. If the tiger came out, it ate the man. Then the people were sad because the man was guilty. If the beautiful lady came out, a priest married the two immediately. Then the people were glad because the man was innocent. Either way, the king was very pleased with himself.

A day came when the king was not pleased. He discovered that his beautiful daughter, the princess, had been in love with the wrong man for many months. The young man was handsome and brave, but he was not the son of a king. His position in life was low. The king was very angry. But he did not send the young man to prison.

He ordered him to come to the arena.

Now the princess loved the young man with all her heart. With the help of gold, she discovered the secret of the two doors. Then she faced a dreadful question. Which did she want for her lover – the lady or the tiger? The lady was beautiful and she smiled at the lover more than once. The princess hated her. And yet the tiger! The blood! And was the lady to have the lover when the princess could not? After many days and nights, she made up her mind.

On the dreadful day, all the people gathered in the arena. The king sat down on his high throne. His daughter, white and silent, sat beside him. The young man walked to the centre of the arena and looked up the princess. His eyes asked, "Which door?" She lifted her hand and made a slight, quick movement to the right. No one but her lover saw it. He turned and walked with a firm and rapid step across the empty space. He went to the door on the right and opened it. ...

(After R. Stockton)

Appendix 2

Good-For-Nothing

by **Boris Ganago**

Nega and Leta were sisters. They were bright, dark-red haired setters. Granddad got them for duck hunting. Actually, he meant to have only one dog but on arrival home he found two puppies in the basket. I will tell you how it happened.

I was six at that time. It happened that I was brought up by my grandparents. Although my childhood coincided with implanting of atheism, the attitude of my Granny to religion didn't change. There were icons in the red corner, Granny went to church on Sundays, prayed and sang me ancient cants about Virgin, angels and prelates. It was as natural for her as to breathe. She didn't teach me anything like that but I simply watched and heard and later it made my way to God easier than that of my friends and acquaintances.

I was a fidget girl at that time. I was often caught because of my tricks. I was punished, my grandparents asked me to think about my bad behavior but everything was in vain. Standing in the corner (as a punishment), I was tearing the old wall paper and thinking of a new mischief instead of repenting thoughts about my misbehavior.

One day Granddad was going to the neighbouring village to take puppies there. He decided to go with me. I was so happy! I jumped and sang "La-la-la..."

Granddad bought me an ice-cream in the village shop and we went to choose a puppy.

The puppies and their chocolate-red mother lived in a shed behind a wooden partition. They were twelve puppies, a kind of whimpering and moving horde.

Granddad took a long time to settle on Nega. The name had been chosen beforehand. He took the puppies for the neck, blew to their noses, watched them very attentively; let the puppies run around on the wooden floor, and rang with his keys for some reason. In the end he claimed:

- Here it is. It's our Nega, - and he put solemnly the puppy into our basket.

I was watching the situation very attentively and when the choice was made, I pulled Granddad's sleeve and decisively required:

"And I'd like to get that one with a white spot on its face!"

Granddad tousled my hair and began to speak to the owner. From their conversation I understood that something was wrong with the puppy I had chosen and Granddad wasn't going to take it. I got sulky. Granddad noticed me be in no mood and promised to buy me my favorite chocolates on the way home.

He left the shed together with the owner and I stayed alone. What do you think I did? I took the puppy with a white spot from behind the enclosure and released it on the floor. The puppy ran around a little and then got into the basket where its puppy-sister Nega was. I only helped it to get inside.

Grandparents took counsel rather long and then Granddad said, "Okey, let this puppy stay here. I'll consider it arranged with the owner. And you think of the name." Her name is Violetta, - I blurted unexpectedly for myself.

Since then Nega and Violetta became our residents. They slept together, embracing each other. And the name Violetta was shortened little by little, and everyone got to name her Leta. Nega was very well-bred. She did everything correctly. She was good at hunting. She behaved well at home. Granddad worshipped her. Leta proved to be her exact antithesis. She could be nasty, break up hens, make a brawl with a cat or steal into the kitchen and pinch something there. Leta was useless when they went out hunting, she ran around the forest, barked out of place because of the fullness of energy and frightened wildfowl.

"Good- for- nothing", - said Granddad about her and hardly ever took her for hunting in the woods.

It turned out that Leta was always with me. We played all day long; we were careless enjoying our freedom. How blessed our childhood is! I have only sweet memories the time full of marvelous light, peace and happiness. Leta lunged hares in the fields, put up grouse and quails, ate strawberries and raspberries directly from the bush. Once she brought a hare to Granddad and put it at his feet. It meant, "I can do something, too".

Several years passed. One day Granddad and Nega went out hunting ducks. Leta tried to go with them; she was whining all the time but was locked in the shed. Granddad didn't come back home on time. The villagers started to look for him at dusk the next morning.

My Granny, me and Leta set out in search of Granddad, too. Granny was praying under her breath and Leta was trailing busily. At last Granddad and Nega were found. It was Leta who found them in a ravine at a distance of ten kilometers from the village. Later we knew that a wounded wild boar attacked Granddad. The beast injured his shoulder and leg. If Nega hadn't been there, Granddad could have been killed. The dog was seized by the huge animal at the withers and the latter shook her until she got thrown off. After that the boar began to tear her out. Granddad couldn't utter any word. Nega was injured badly, the boar had broken her hind legs and

some ribs. But the brave dog diverted the beast's attention letting her owner crawl aside. Granddad was able to bandage his lacerations and started to wait for help.

When we found them, Leta got worried a lot. She either licked Granddad and Nega or growled, smelling the boar's prints.

After that accident Nega couldn't do hunting any more. Leta substituted her. Surprisingly, her character changed a lot. Of course, she didn't give up doing her mischief but she behaved herself during hunting. Granddad praised her. It was very touching to watch Leta take out limping Nega. They slowly went to the lake and sat next to each other watching the water or doing their dog business on the shore.

When Nega died, Leta missed, whined and called for her sister.

Granddad used to say, "Here goes *good-for-nothing!* Do you see how she loves Nega? Oh you, dog's soul," and he patted Leta's head affectionately. Leta put her head on Granddad's knees and....smiled.

This was long ago. My grandparents have long died. Their graves are in the village cemetery. Brave Nega and prankster Leta remained in the distant past. But Leta's great-great-granddaughter red Button with playful hazel eyes and a small white dot near her nose lives with us. My son plays with her and my husband accustoms her to duck hunting.

As for me, Button is a reminder of my grandparents and the two dog-sisters. She is also a reminder of the fact that I used to be a good-for-nothing, mischievous and stupid girl myself. Maybe I haven't changed a lot since then but it became clear in my childhood that even those who are not notable for their blameless behavior may have a faithful, kind and loving heart.

Button is sitting and watching me faithfully. Who knows, it may be because of her heart, like in the heart of everyone, where an inconsumable desire to love and being loved has been laid.

Appendix 3

Fill in each row with details that answer the questions

What happened?

Who was there?

Where did it happen?

When did it happen?

Why did it happen?

Appendix 4

Save the Last Word for Me

Group and Share

Divide the class into groups of 3-5 students. All students in the group are allowed to share one of their answers. The first participant reads one of their questions. However, the participant isn't allowed to make any comments until the other members of the group give their reactions. Therefore, the participant gets the last word in the discussion of the question. This process continues until everyone in the group has shared at least one question and has provided the last word in the discussion. Fill in the boxes below:

First question:
Second question:
Third question:
Fourth question:
Fifth question:

