



Pestalozzi **Training Unit**

**Evaluation and assessment of transversal attitudes,
skills and knowledge (EVAL)
Discrimination**

by

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Title

Discrimination

Brief description

Discrimination is evident almost everywhere and every day. In order to build a better society, it is the role of the teacher to explain the impact discrimination has on individuals and the community. Teachers should be exploring these themes in their teachings, as often as possible.

This training unit provides a session where participants can identify various types of discrimination from recent news articles with various ways of relating participants to the particular situation and offering possible solutions to address these issues.

The next session discusses one type of discrimination in more detail showing how many other forms of injustice appear concurrently, such as bullying, cyberbullying, prejudice towards disabled persons, and other. It is also important to stress whenever we want to help someone it is of utmost significance to include that person or group into finding the best solutions. This can also be a model of how to discuss other types of discrimination in more detail.

The last session offers different types of evaluation and assessment.

Expected outcomes

A HR 4 - Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices

- ✓ S HR 3 –Ability to act against discrimination, stereotypes, injustices
- ✓ K HR 3 – Knowledge about the different forms of discrimination and violence

Activities

	Duration	Methods used
Activity 1 Discrimination is all around us	60 minutes	Individual and group work Cooperative learning Discussion Presentation Debriefing
Activity 2 Being different	60 minutes	Individual and group work Watching a video Discussion Prediction Role-play Debriefing
Activity 3 Assessment/Evaluation of the training session	35 minutes	Individual and group work Cooperative learning Collage Sentence completion Questionnaire Debriefing

Background and context

Discrimination is present all around us and teachers have an important role to constantly remind students of how to recognize it and find the courage and tools to react and make a difference. It is also important to emphasize the need to include all the relevant facts in finding applicable solutions. Sometimes, even when our intentions are good, we may be doing something that the discriminated person does not want. Therefore, asking people who have experienced discrimination, people around us, from our local community is one of the ways to further understand these issues and find better and more productive solutions.

This training unit has been developed within the Pestalozzi Programme Trainer Training “Evaluation of Transversal Skills, Attitudes and Knowledge”. It has been piloted among a group of English language teachers in Croatia.

Activity 1: Discrimination is all around us

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To identify and understand different forms of discrimination ✓ To detect and call attention to explicit hostile attitudes towards people who are perceived as “different” ✓ To have knowledge of the different forms of discrimination ✓ To be able to act against discrimination, stereotypes and injustices
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Individual and group work ✓ Cooperative learning ✓ Storytelling ✓ Discussion ✓ Presentation ✓ Ice-breaker: Pieces of a puzzle ✓ Placemats
<p>Resources</p> <ul style="list-style-type: none"> ✓ Appendix 1: Handout – Racism (green paper) ✓ Appendix 2: Handout – Age & gender discrimination (pink paper) ✓ Appendix 3: Handout – Religion discrimination (blue paper) ✓ Appendix 4: Handout – Disability discrimination (orange paper) ✓ Flip chart ✓ Pictures cut up into a puzzle ✓ Placemats divided into 5 ✓ Highlighter pens ✓ Glue ✓ Council of Europe, Pestalozzi Series no. 4, TASKs for Democracy ✓ Internet ✓ Computer and projector ✓ Instruction slides
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Tables and chairs arranged for group work, 4 participants in a group. ✓ Planned for 16 participants in 4 groups, but if there are more, larger groups are possible.
<p>Procedure</p> <p>Introduction: The Trainer gives participants general information about the Pestalozzi programme</p> <p>Step 1 (15 min)</p> <ul style="list-style-type: none"> ✓ Each participant takes out a piece of a cut out picture from a box or bag and walks around the room and looks for other participants with a piece of the same picture (4 participants – 1 picture) and when they have found their group members, they sit together. (4 groups) The pictures depict some form of discrimination. Any pictures showing discrimination can be used. (suggested: http://www.123rf.com/stock-photo/discrimination.html)



- ✓ Each group glues together pieces of the puzzle in the middle of the “placemat” placed on their table and writes on his/her piece of the placemat words that s/he thinks of while looking at the picture, or a situation when s/he felt like that. Then, using 2 rounds of word rotation (each participant selects two words from the ones s/he has written down) describes the picture using only two of those words. The group agrees on 4 words from the 8 proposed that best describe the situation, and circle them on the placemat.
- ✓ The group nominates a presenter who holds up their placemat and reports on the 4 words they have chosen that best describe the picture and reflect the groups’ views.
- ✓ Post placemats on the wall.

Step 2 (10 min)

- ✓ Each group receives a handout with a particular recent situation describing some form of discrimination (Appendices 1-4). Each group has the same colour of handout.
Group 1 – Racism
Group 2 – Age & gender discrimination
Group 3 – Religion discrimination
Group 4 - Disability discrimination
- ✓ Each participant reads his/her story and highlights key words. Then, retells the story in the first person singular as the character whose name is written on top of his/her handout to the group in order to engage in the story as much as possible and get insight from different perspectives. (Trainer writes the name of characters from the story, reporter, reader of the article or similar on top of the handout in advance).

Step 3 (20 min)

- ✓ Participants form new groups – 4 groups of 4 participants according to the colour of handout where each group member has a different colour and a different story, accordingly. Together they think of a name for their group. Put markers of 4 colours on the tables. Each group, when constituted, will be at one table.
- ✓ Each group member is assigned a role according to the marker: black - time manager (keeps track of time and reminds the group how much time is left), red - encourager (encourages everyone to become involved and makes sure everyone contributes and is focused around the task), blue - recorder/writer (takes notes and prepares a summary of the group’s ideas/thoughts), green - presenter/speaker (speaks for the group and reports back to the class on the thoughts/ideas of the group). The Trainer explains their roles.
- ✓ Participants take turns in telling their story from their previous group. They discuss each story and together decide on which type of discrimination is being presented and agree on appropriate action to be taken. Instruct them to consider both immediate action and indirect action to prevent such

Activity 2: Being different

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To detect and call attention to explicit hostile attitudes towards people who are perceived as “different” ✓ To have knowledge of the different forms of discrimination, prejudice, bullying and violence ✓ To be able to act against discrimination, stereotypes and injustices
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Individual and group work ✓ Ice-breaker ✓ Watching a short video ✓ Interview with a disabled person ✓ Discussion ✓ Predicting what happens next ✓ Role-play ✓ Assessment activity ✓ Think, pair, share
<p>Resources</p> <ul style="list-style-type: none"> ✓ Highlighter pens – 4 different colours x 4 (total of 16) ✓ Pieces of paper with names of characters from the video (4x) ✓ Video “Drowning” – www.equalityhumanrights.com ✓ Video of interview with disabled person ✓ Flip chart ✓ Post-it stickers ✓ Glue ✓ TASKs for Democracy ✓ Internet ✓ Computer and projector ✓ Instruction slides
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Tables and chairs arranged for group work, 4 participants in a group. ✓ Planned for 16 participants in 4 groups, but if more, make larger groups.
<p>Procedure</p> <p>Step 1 (15 min)</p> <ul style="list-style-type: none"> ✓ Participants take a highlighter pen (4 different colours) and form 4 groups with participants each having different colours. Each participant takes a piece of paper previously placed on their table with a name of a person from the video written on it. <p>Participants watch part one of the video “Drowning” http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/videos/1-disability-related-bullying (7 min) paying special attention to one of the people from the video whose name is written on their piece of paper (teacher, Tanya, Dylan, other boys / girls).</p>

- ✓ In groups, participants discuss the behaviour of their person/s, types of discrimination, violence, bullying, stereotypes or any other form of behaviour you have detected. They write their comments on flip chart paper placed in the middle of their table. Then they share ideas with other groups - a volunteer from each group presents the group's views. Trainer writes comments on flip chart and ticks when similar comments appear.
- ✓ Trainer asks participants to predict what will happen next and writes predictions on flip chart.

Step 2 (15 min)

- ✓ Watch part two of the video (5 min.). Ask participants to pay attention to characters but also to other things such as the music, topic of the lesson, environment, etc.
- ✓ Together check the predictions. The Trainer ticks the correct predictions and asks for other things that the participants have observed.
- ✓ Participants predict further behaviour of characters, paying special attention to what action is expected from the teacher and write down on flip chart paper (using the other side of the flip chart paper on their table). Refer to detected discriminating behaviour from Step 1. Use names from Step one and glue them to the paper if necessary.

Step 3 (20 min)

- ✓ Watch an interview with Marija Mraz, president of the Association of Persons with Disability of the Koprivnica-Križevci County in Croatia giving her comments on the video and explaining what action she would appreciate from the teacher.

<https://drive.google.com/open?id=0B7tDMRcLxhwlbkh3ampMdWNkYUE>

Her motto is: "Never about us without us". After watching the video ask participants if they would like to add anything else to their list of predicted behaviour.

- ✓ Role play. Participants in groups role play the next day at school using their lists. Each participant is given a role: teacher, Tanya, Craig, Lisa, James and they put on a post-it sticker with name of their role. One group demonstrates and the Trainer asks others to join in and role play their character if they have created something different.

Step 4 - Debriefing plenary discussion (10 min). Think. Pair. Share.

- ✓ The participants are given pieces of paper with the following questions. They first individually answer the questions then discuss in pairs and share as a group.
 1. How did you feel while doing this activity?
 2. What did you learn from this activity?
 3. Do you know anyone with a disability? How are they treated?
 4. What could you do to raise awareness of bullying and discrimination at your own school?

Tips for trainers

- ✓ Any other form of discrimination could be used and analysed in such form.
- ✓ Prepare slides with step by step instructions and have them displayed during activity.

Activity 3: Assessment / evaluation of the training session

Duration: 35 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To be able to use and reflect on different forms of assessment/evaluation
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Ice-breaker ✓ Logbook ✓ Montage and Mirror ✓ Placemat ✓ Complete the sentences ✓ Questionnaire ✓ Discussion ✓ Ideas 2 go ✓ Assessment activity
<p>Resources</p> <ul style="list-style-type: none"> ✓ Flip chart and flip chart paper ✓ Post-it stickers ✓ Hand-outs with precise instructions for group work ✓ Colored paper cut outs ✓ Glue ✓ Placemat with questions for Group 3 ✓ Handouts for Group 4 ✓ Questionnaire
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Tables and chairs arranged for group work, 4 participants in a group. ✓ Planned for 16 participants in 4 groups, but if more, make larger groups.
<p>Procedure</p> <p>Step 1 (20 min)</p> <ul style="list-style-type: none"> ✓ Participants make a line depending on their date of birth, using all other forms of communication except speaking and then make a circle and divide into groups of four. (total of 5 or 6 groups) ✓ Each group receives a different form of assessment/evaluation activity with clear written instructions: ✓ Group 1: The Logbook (TASKs for Democracy, p. 219) <ul style="list-style-type: none"> a) Write on post-it stickers the answers to these questions and put them on the flip chart paper under these headings and post on the wall: <ol style="list-style-type: none"> 1) Summing up in 3 words 2) Today you have learnt 3) From this lesson I take with me 4) I would like to learn more about b) Analyse as group discussion how useful the assessment/evaluation method is. ✓ Group 2: Montage and Mirror (TASKs for Democracy, p. 290) <ul style="list-style-type: none"> a) Write on different coloured shapes (rectangles, circles, triangles, squares etc.) your short evaluations, reactions, suggestions, or aims, outcomes, atmosphere, techniques, difficulties, plans for the future, feelings.

- b) Discuss what they wrote and make a meaningful collage with the shapes, glue them on flip chart paper.
- c) Post collage on wall.
- d) Analyse as group the assessment/evaluation method and how useful it is.

✓ Group 3: Ideas 2 go

- a) Each participant chooses a different coloured pen and answers questions on a placemat in the following form:

I liked:	I would adapt:
I disliked:	I would include:

- b) Analyse the assessment/evaluation method and how useful it is.

Post placemat on the wall.

✓ Group 4: Complete the sentences (TASKs for Democracy, p. 157) individually.

- 1) Before we talked about discrimination today, I had not been aware of the following
- 2) During the training I remembered an event where I felt discriminated/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: because
- 5) Further comments you would like to add

Analyse the assessment/evaluation method and how useful it is.

Post papers on the wall.

Step 2 Debriefing (15 min)

- ✓ One participant from each group stands in front of their evaluation activity and presents it to others, and answers any questions others may have.
- ✓ Overall discussion on different ways of assessment
- ✓ Assessment of evaluation activities. Each participants walks around the room and ticks the activity that they best like and would like to use in class. They can only tick two activities.
- ✓ Points are added and the best assessment/evaluation activity is selected.

Step 3 Overall evaluation of the session (5 min)

Questionnaire (TASKs for Democracy, p. 219)

The participants are given a questionnaire to individually fill in.

Tips for trainers

- ✓ Other forms of evaluation/assessment can also be used.

References

Mompoin-Gaillard, P., & Lázár, I. (2015). *TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge*. Pestalozzi series no. 4. Strasbourg: Council of Europe.

Internet link to video: <http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/videos/1-disability-related-bullying>

The video “Drowning” is on the EHRC (Equality and Human Rights Commission) website and is protected by copyright, trade-marks and other proprietary rights and laws. The EHCR has granted permission to reproduce the video for teaching purposes under the condition that it cannot be substantially altered or amended. The EHRC invites all the readers to visit their website for further research on the topic.

Newspaper articles from the Internet

Interview with Mrs Marija Mraz, president of the Association of Persons with Disability of the Koprivnica-Križevci County in Croatia,

<https://drive.google.com/open?id=0B7tDMRcLxhwlbkh3ampMdWNkYUE>

Appendix 1 – Activity 1

Apple apologizes after black teens ejected from store

KRISTEN GELINEAU, The Associated Press

Published: November 11, 2015, 11:06 pm Updated: November 12, 2015, 2:26 pm

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SYDNEY (AP) — Apple apologized on Thursday after a group of black teenagers was asked to leave one of its retail stores in Melbourne, where a staffer had expressed concern they would shoplift.

The technology giant faced accusations of racism in a backlash that began after one of the teens posted a video of Tuesday’s incident on his Facebook page, captioning it: “Simply Racism.”

In the video, a staffer is heard telling the teens: “These guys are just a bit worried about your presence in our store. They’re just worried you might steal something.”

“Why would we steal something?” one of the teens asks.

“End of discussion,” the staffer replies. “I need to ask you to leave our store.”

The six teens, who are 10th grade students at nearby Maribyrnong College and are of African or Middle Eastern descent, did nothing to prompt the ejection, said principal Nick Scott, who spoke with the students about the incident.

“What those boys were doing in that Apple store was no different to what every other kid does in that Apple store, which is fawning over really cool devices, playing with them, taking photos of each other,” Scott said. “Just kids being kids and certainly being no different to quite a few other kids at the time.”

In a statement issued Thursday, Apple said: “We’ve looked into the details of the situation and we apologize to the customers involved.”

The Cupertino, California-based company also said, “Inclusion and diversity are among Apple’s core values. We believe in equality for everyone, regardless of race, age, gender, gender identity, ethnicity, religion or sexual orientation. That applies throughout our company, around the world with no exceptions.”

The teens believe they were targeted solely because of the color of their skin, Scott said.

“I’m inclined to agree there was an implicit kind of racist response that just generalized an expectation of how they would behave,” he said.

After hearing about the incident, Scott contacted the store and asked if the teens could speak with the manager to smooth things over, and the store agreed. On Wednesday, the teens met with the manager, who apologized and reassured them they were welcome in the store, Scott said.

AP Technology Writer Brandon Bailey in San Francisco contributed to this story.

Appendix 2 - Activity 1

Mira Katalenić told us the following: “The taxi driver who appeared did not want to take me in the car, he said that he does not drive dogs, I tried to convince him because I was in a hurry, but he was adamant.”

Zagrebancija, the first journalistic portal of Zagreb; Author: Margarita Weisz

Radio Taxi Zagreb refused to drive blind Mira Katalenić because she was accompanied by a guide dog.

- When the taxi driver arrived he did not want to take me into his vehicle, he said he does not drive dogs. I tried begging him because I was in a hurry, but he was adamant - said Mira Katalenić who is also the president of the Croatian Association for training guide dogs and mobility.

The Association of Radio Taxi Zagreb said that their Statute is not clearly specified. It states that blind people have the right to use public transport, but it is not defined whether taxis are included in public transport.

- Of course, Radio Taxi Zagreb drives all blind people accompanied by guide dogs, and we have sent a letter to all organizations that deal with people with disabilities and the blind requesting such persons who require the company of a guide dog or are in wheelchair to emphasize this fact when ordering taxi transport in order to enable the best quality of service - said the secretary of the Association of Radio Taxi Zagreb, Jasenka Šram.

Ms. Katalenić decided to file a criminal complaint because, as she says, this is not the first time that something like this has happened to her or to another blind person.

- I do not want to say that all taxi drivers are bad, but there are those who behave inappropriately. I have decided to file a complaint because I think this is inappropriate behaviour - explains Ms Katalenić.

The Association of Radio Taxi Zagreb commented on her decision.

- It is absolutely her right and I hope that the court will judge on the basis of the law and the facts that are essential in order to make a valid decision. Unfortunately, I have the impression that this situation is quite unclear – concluded Ms Šram.

The situation should always be clear when it comes to people with disabilities no matter whether it is necessary to change the Statute or the awareness of citizens.

Appendix 3 – Activity 1

Miriam O'Reilly's story

“Words cannot describe how happy I feel. It's historic.”

– **Miriam O'Reilly**

In 2011 the Guardian called me one of the most 100 inspirational women in the world, but when I lost my job as a TV presenter of BBC's Countryfile I had little idea that my battle to challenge the UK's national broadcaster at an employment tribunal would result in such an accolade.

Countryfile is now a popular staple of Sunday night TV but when it moved to its new prime-time week-end slot the producer of the show told me that I would not be moving with it as they thought the programme needed 'refreshing'. I had to put up with many embarrassing comments about the colour of my hair and the introduction of high definition television, not something the male presenters on the show had to tolerate.

Deciding to bring a claim for age discrimination and bullying against the BBC was very hard and the whole process had a stressful effect on my family and on my professional relationships. As soon as I began the claim many former friends drifted away. I was determined to stand up for my rights even though offers of work from other sections of the BBC disappeared completely despite the fact that I am an award-winning journalist with many years' experience. I received the offer of a very generous settlement just before the employment tribunal but, tempting though the offer was, I decided to continue with my claim so that the viewing and listening public, as well as other journalists, could see how the BBC operated and that people do not have to put up with bullying behaviour in the workplace.

Having won my claim I felt utterly justified in going through the exhausting and stressful experience. Camilla Palmer of Leigh Day was at my side throughout the claim and a tower of strength and support at a time when I felt isolated and constantly worried about the financial and emotional pressures of the case.

You can see the press conference I gave after the tribunal [here](#).

Appendix 4 – Activity 1

How to rent an apartment in Zagreb, or get a job, if you are Roma or Muslim: Mersiha? I'm sorry. The apartment has already been rented! Autor: Barbara Matejčić

“You are something else”

Among those who rent apartments, 30 percent of them rejected Mersiha and Dilfa. On the other hand, I was not refused by any of them and there was not a single case that they were accepted and I was not, said a reporter, who pretended to want to rent a flat.

A middle-aged woman offered me homemade cakes after a short conversation in her neat two-bedroom apartment in Bleiweisova Street in Zagreb. The apartment rents for 400 euros, "one or two female persons", as announced in the newspaper "Plavi oglasnik".

- All kinds of people came around these days, and I cannot rent my apartment in which I've invested so much to just anyone. Well, now that we've met, you think it over if necessary, and I would be pleased you decide to take it and I have someone local - she says kindly.
- What kind of people have contacted you? - I asked.
- You will not believe it, on the same day I was approached by a Roma woman first and then by a Muslim. And just as I was thinking what kind of luck I have, the next day you called. I have nothing against them, but I do not know them and I do not want any problems.
- Well, you don't know me, either – I mentioned.
- You are different, I see that you are polite, we will get on easily – she answered and slightly laughed.

The lady is a Zagreb resident, economist and has been renting her apartment, which she inherited from her parents, for years. Illegally, like most renters in the unregulated domestic real estate for rent market. Once, it was easy to rent an apartment in the popular western part of the city, but due to the crisis and the deteriorating living standards, the demand has fallen. But she still chooses who to accept. She did not know that I know her conversation with the Roma woman ran smoothly until she learned the woman worked in the association "Roma for Roma". Then she changed her story and said she'd really like a student. She told the Muslim woman the apartment had already been rented when she heard her name, Mersiha. And as for me, there were no conditions, no further questions and the apartment, of course, was free. In fact, she even encouraged me to take it.

Appendix 5: Questionnaire (TASKs for Democracy, p. 219) for Step 3 – Activity 3

TASK SHEET 6

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				