



# Pestalozzi Training Unit

Evaluation and assessment of transversal attitudes,  
skills and knowledge (EVAL)  
**All different, all equal**

by

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## Title

All different, all equal

## Brief description

This training unit helps participants pay more attention to their differences and emphasize the importance of each person's opinion. During the activities they are bound to meet different types of discrimination and have the chance to handle them individually and together.

## Expected outcomes

A-Div-1 Acceptance of diversity as a positive value for the environment and the survival of mankind  
A-Coop-2 Willingness to work together with others and become actively involved A-Coop-2  
A-HR-4 Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice  
S-Coop-1 Ability to learn in a variety of ways from participation in groups  
K-Epist-1 Ability to cope with complex issues and avoid one-dimensional answers  
K-Div-2 Understanding of the changing nature of identities and cultures

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 Who to blame?	<b>60 minutes</b>	Individual work Pair work Group work Semi-structured discussion
Activity 2 The stereotypes fair	<b>90 minutes</b>	Group work Presentation Semi-structured discussion

## Background and context

Discrimination is a concept that can be discovered all around us even among those who consider themselves tolerant. Schools of the 21st century must put emphasis on the topic and give other perspectives for their students. This teaching unit aims to introduce the concept during the first school year in a class of teenagers and hopefully create a context in which it can be easily continued.

## Activity 1: The story of Abigail

Duration: 60 min

Students practice empathy by taking the perspective of different characters from a story discussing a morally controversial scenario...

### Expected outcome

At the end of the lesson students will be able to:

- ✓ work in pairs or smaller groups for a common aim
- ✓ express their thoughts in an adequate way
- ✓ accept different opinions or points of views about the same problem

### Methods/ techniques used

- ✓ Presentation
- ✓ Individual work
- ✓ Pair work
- ✓ Group work
- ✓ Semi-structured discussion
- ✓

### Resources

- ✓ The story of Abigail (<http://interculturalmanagementmartin.blogspot.hu/2014/07/week-1.html>) – Appendix 1
- ✓ Big sheets of paper, markers
- ✓ Appendix 2

### Practical arrangements

- ✓ Chairs around the classroom, later enough space for each pair and group
- ✓ A sheet of paper for each student, a poster (one for each group of fours), stickers, blackboard
- ✓ Participants can stand, sit or move during the group work if they feel this is necessary

### Procedure

#### Step 1 (5 min) – Icebreaker - ‘Fruit salad’

- ✓ Give the instruction to participants:

Facilitator says that they are going to stand in the middle of the circle and make a statement about themselves. The participants have a task to stand up and find another chair if the statement is true for them. As there is always one chair less, the participant, who cannot find a seat, has to make the next statement.’ Do so for a few times until all the participants changed chairs and all / most of them had the opportunity to give a statement

#### Step 2 (10 min) – (Appendix 1)

- ✓ Give the instruction to participants

Participants are seated and a facilitator hands out a piece of paper with five names on the papers. Facilitator explains that he/she is going to read a short story (Appendix 1). Then the participants

have a task to rank the characters on a piece of paper from 1 to 5 according to the question: 'Who has the biggest/smallest responsibility of what has happened in the end?' 1 means the smallest, 5 is the biggest (Appendix 2).

Step 3 ( 10 min) – First discussion round

- ✓ Ask the participants to discuss their list with the fellow participant sitting next to them. First they take turn and each read their rankings and then create their common ranking that most suitably shows both of your opinions.

Step 4 ( 15 min)- Extending the debate

- ✓ Ask each pair of participants to join another pair next to them and have the same discussion and end up with a final ranking. Make sure that all of the participants had the chance to express his/her agreement or doubts. In the end participants are asked to illustrate their result in a hierarchy tree. The most innocent character should be on the top of the tree, the least innocent on the bottom.

Ask the participants to present their results (trees) by sticking them on the wall.

Step 5 (20 min) Debriefing and evaluation

- ✓ Ask the participants to examine each other's trees and try to answer the following questions':

*What was the best / the most difficult thing you have met during this activity?*

*How did you like this exercise?*

*Did you find it useful?*

*Have you discovered something about somebody or yourself?*

- ✓ Ask the participants to create an opinion line. Ask them to stand to the point which the most suitably shows their opinion. Choose a place where participants can stand to express that they found activity great, and if they did not like it or found it useful at all stand on the opposite side. If they have mixed feelings participants should try to symbolize it with the distance from the two points.

- ✓ In the plenary ask the participants the following questions:

*Can you conclude what are the terms of a civilized debate?*

*Let's make a list of some of the criteria.*

*Use the brainstorming method and write down on a piece of paper participants' ideas.*

Tips for trainers

The ideal size of the group is 12 or 16

## Activity 2: The stereotypes fair

Duration: 90 min

Expected outcome

The activity aims:

- ✓ To raise participants' awareness of common stereotypes
- ✓ To enable participants to pay attention to how their choice of words and acts can build or destroy discrimination around them
- ✓ To reflect on what the participants have learned during the training session

Methods/ techniques used

- ✓ Group work
- ✓ Presentation
- ✓ Discussion

Resources

- ✓ Big sheets of paper and markers
- ✓ Post it papers

Practical arrangements

Classroom arranged to be suitable for group work and discussion

Procedure

Step 1 (5 min) – Warming up

- ✓ Ask the participants to stand in a circle and remove all chairs on your ways. Tell the participants that you will create a 'thunderstorm'.  
[https://www.youtube.com/watch?v=DN-hso\\_voel](https://www.youtube.com/watch?v=DN-hso_voel).
- ✓ First with your eyes opened, then close them and rely on your ears.

The order of action is as follows:

1. rub your hands together
2. snap your fingers
3. clap your hands together in an irregular cadence
4. slap your hands on your legs (at this time a student flicks a light switch on and off to represent lightning, while another beats a drum to symbolize thunder)
5. stomp your feet
6. slap your hands on your legs and stomp your feet (represents height of the storm)
7. stomp your feet
8. slap our hands on your legs
9. clap your hands together in an irregular cadence
10. snap your fingers
11. rub your hands together
12. open palms (quiet)

Step 2 (10 min) – Thought shower

- ✓ Ask the participants to sit in a circle and think about the situations when they encountered different types of stereotypes either personally or through the media. Write down examples and create a list of them on a big piece of paper gathering all the ideas participants share in a circle.

- ✓ Now ask the participants to choose four of them they would like to work on. Everyone can vote for one by raising their hands. Ask the participants to think about these four stereotypes they have chosen.
- ✓ Facilitator draws circles on the board.
- ✓ Hand out post it papers to participants and ask the participants to write descriptions of the personal, social characteristics, lifestyle, appearance, hair, dressing etc. and write them on a post it paper. Participants are asked to stand up and to stick them in the circle where participants think they belong.

### Step 3 (15 min) –Group work

- ✓ Prepare cards that are pieces of different images. Distribute one image per participant. Ask participants to find the other 2 or 3 colleagues who have the correspondent images in order to reconstitute the ‘puzzle’. In this way group participants in groups of four.
- ✓ In groups of four participants have to draw a full-size picture of an imaginary person who embodies all those things of his or her type that are on the board. After this participants will have to present their models. Give roles to group members.
- ✓ Within each group there should be:
  - ✓ an artist who is responsible for visualization,
  - ✓ a screenwriter who helps to create the text of the presentation,
  - ✓ a presenter who will present it to the other groups and
  - ✓ a timekeeper who is responsible for the project to be done on time .’

### Step 4 (40 min)- Presentations

- ✓ Each group should present their ‘model’ and describe it for 2 minutes. After presenting it the other groups have the chance to give feedback using the 3 steps of feedback.
- ✓ Feedback step 1: In the first round each group asks a question which helps them understand the presenters’ intentions, in this case the presenters have to give full answers.
- ✓ Feedback step 2: In the second round each group must say something positive about the presentation.
- ✓ Feedback step 3: During the third round each group has to give an advice concerning what they have heard. After the second and the third steps presenters are not allowed to reply, only say ‘Thank you’.

### Step 5 Debriefing and evaluation (20 min) – Semi-structured discussion

Ask the participants to think about the following questions:

- ✓ Can we judge individuals through the social class and / or perceived groups they belong to?
- ✓ What can you do against this kind of classification in school?
- ✓ How do stereotypes and judgements impact your relationships with others?

Evaluate the activities during the workshop. In a plenary ask the following questions:

- ✓ How did you like this activity/ the two training lessons?
- ✓ Ask the participants to write down their opinion on stickers or post it papers and put them to the prepared space on the blackboard or a piece of paper:
- ✓ Mark + on the one side of the paper / blackboard and – on the other side of the board / paper.

Tips for trainers

Duration: 90 min

## References

Intercultural management (2014).

<http://interculturalmanagementmartin.blogspot.hu/2014/07/week-1.html>

Sounds of rain and thunder (2009).

[https://www.youtube.com/watch?v=DN-hso\\_voel](https://www.youtube.com/watch?v=DN-hso_voel)

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.

## Appendix 1:

### Abigail's story

"Abigail loves Tom who lives on the other side of the river. A flood destroyed all the bridges across the river and only spared one boat. Abigail asks Sinbad, the owner of this boat, to take her across the river. Sinbad accepts only on condition that she has sex with him first. Abigail, not knowing what to do, runs to ask her mother for advice but she replies that she does not want to get involved in her daughter's affairs. In despair Abigail accepts Sinbad's demand and he ferries her across the river. Abigail hurries to find Tom, throws her arms around him and tells him everything that has happened. Tom rejects her harshly and she leaves him. Not far from Tom's home, Abigail meets John, Tom's best friend. She tells him the whole story too. John gives Tom a slap in the face and goes off with Abigail."

Taken from Heiko Schmidt - Intercultural Management presentation.

## Appendix 2:

Please rank the characters of the story according to their importance from 1 to 5 according to the question: 'Who has the biggest/smallest responsibility of what has happened in the end?' 1 means the smallest, 5 is the biggest.

Abigail

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Sinbad

Tom

John