



Pestalozzi

From the remembrance of the Holocaust to the prevention of radicalisation and crimes against humanity (PREV2)

Personal values toward and against minorities

by

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Personal values for diversity

Brief description

Behaviour toward minorities and personal values are perceived as causes of discrimination and intolerance.

This training unit describes the causes of why people, more often young people, behave and react against minority groups in the manner they do.

Each of us belongs to several social groups which may have a big impact on our attitudes, behaviour or relation to others for which we are inclined to judge as different, due to predominate norms that we accept in our environment.

Using our personal experience and knowledge through different examples and questions, we have to perceive and consider the most common forms and key words of intolerance and discrimination.

Looking deeply into our inner needs, fears and reasons is a necessary step to understand the other person with the aim of defining the consequences of our reaction toward minorities.

With regard to minorities this unit shows the most devastating humanity beliefs and behaviours such as: Xenophobia, Racism, Anti-Semitism, Romaphobia, Intolerance based on religion or gender or sexual orientation and people with disability.

Expected outcomes

- ✓ To deepen understanding about cultural differences, diversity and minority
- ✓ To develop skills for democratic participation, communication and co-operation
- ✓ To promote responsibility, justice and solidarity
- ✓ To learn about human rights and their relevance for everyone-everywhere
- ✓ To encourage respect for other people and their opinion
- ✓ By fostering awareness of discrimination and prejudice in themselves and the others- teachers/student will feel confident to talking about these issues
- ✓ Teachers will be able to develop intercultural learning skills – implement democratic values, new methods, and teachers techniques

Activities

	Duration	Methods used
Activity 1: Who they are?	45 minutes	<ul style="list-style-type: none">✓ Individual work✓ Group discussion
Activity 2: Who am I?	105 minutes	<ul style="list-style-type: none">✓ Individual work✓ Group work (creation of poster)✓ Plenary discussion
Activity 3: Who are the targets in our society?	65 minutes	<ul style="list-style-type: none">✓ Individual work✓ Group work (analysis of quotes)✓ Plenary discussions
Activity 4: Protect from harm by adherence to human rights principles	85 minutes	<ul style="list-style-type: none">✓ Individual work (in word rotation)✓ Group work (in group rotation)✓ Discussion in plenary
Activity 5: Evaluation and impact assessment	35 minutes	<ul style="list-style-type: none">✓ Individual reflection✓ Sharing in plenary✓ Social networking (Instagram, twitter, facebook)

Activity 1: Who they are?

Duration: 45 min

Expected outcome

- ✓ To identify stereotypical thinking and likely perspectives using known persons (famous) as examples, who are also members of minority groups.
- ✓ To understanding the participants' thoughts on the issues
- ✓ To develop competences of valuing human dignity and human rights, openness and respect to otherness and to other beliefs, world views and practices.

Methods/ techniques used

- ✓ Individual work
- ✓ Group discussion

Resources

- ✓ Photos (Appendix 1)
- ✓ Projector
- ✓ A4 papers (one per participant)
- ✓ Background music (suggestion - L.V.Beethoven, Piano sonata No15)

Practical arrangements

- ✓ Organize working space as a circle

Procedure

Step 1 (10 min)

- ✓ Welcome the participants and ask them to form a circle and take their seats
- ✓ Present a slide with 4 pictures - Esma Redzepova, Ana Frank, George Michael, Jelena Dokic (Appendix 1). You can choose any other famous persons depending on your country. The only rule – those people have to belong to some minority group in your society.
- ✓ Distribute pieces of papers and ask participants to write 3 things they know about the persons from pictures. Where they are from, what is their job, why they are famous and recognisable, etc. It should be a personal feeling or opinion.

Step 2 (10 min)

- ✓ Ask participants to give their papers to the person to their right, and analyse it. Repeat same procedure few times.

Step 3 - Debriefing (25 min)

- ✓ How did you evaluate these persons? How did you choose your answers?
- ✓ How did you decide who they are and which community they belong to?
- ✓ What is the most important characteristic of these people?
- ✓ Was it difficult to explain those persons' ways of life, attitudes, etc?
- ✓ Do you know about the treatment towards minorities in the past (Second World War and after: red triangle, yellow star as marked signs, Holocaust, etc.)?

Tips for trainers

- ✓ Encouraged participants to share their opinions, questions/answers with others if they need to. Allow them to criticize the different ideas – but gently and constructively.
- ✓ If these persons listed in Step 1 are not known to your group the facilitator should offer some explanation from their biography or some facts. Or you can choose any other famous persons depending on your country.

Activity 2: Who am I?

Duration: 105 min

Expected outcome

- ✓ To reflect on self: personal, social and cultural identities in order to inform the others who we really are.
- ✓ To develop analytical and critical thinking skills as well listening and observing skills.

Methods/ techniques used

- ✓ Individual work
- ✓ Group work (creation of poster)
- ✓ Plenary discussion

Resources

- ✓ A4 papers (one per participant).
- ✓ Flipchart papers (one per group)
- ✓ Pencils, markers, etc.

Practical arrangements

- ✓ Prepare tables for group work.

Procedure

Step 1 (10 min)

- ✓ Ask participants to work individually. Give each participant a piece of A4 paper and using a mind map model describe themselves showing their affiliations to various groups, roles they might have in everyday life, or parts of their own identities.

Step 2 (15 min)

- ✓ Ask participants to continue working individually, and answer these questions:
 1. How do you feel when someone ignores one of your specific determinates – one part of your identity/social roles?
 2. What are the reasons why someone might ignore some of your determinates? Give 3 concrete examples.

Step 3 (20 min)

- ✓ Separate participants into groups of 4.
- ✓ Ask participants to share their work results of steps 1 and 2 in groups. Each group member has 5 minutes to share.

Step 4 (30 min)

- ✓ Invite groups to make posters as a summary of what they shared in step 3. It's up to the groups to decide what exactly they will show on their posters, but remind them of these basic rules:
 1. Experiences, opinions, etc. of every group member have to be included
 2. Posters have to express not only the information, but also the feelings (or mood) of being ignored.

Step 5 (10 min)

- ✓ Ask groups to stick their posters on the wall.
- ✓ Give time for every participant to walk freely and analyse every poster individually.

Step 6 - Debriefing (20 min)

- ✓ Was it difficult to talk about yourself with members in the group? If so, why?
- ✓ Which of the statements you have written was the most controversial and why?
- ✓ Would you like to react or ask questions about a poster from another group?
- ✓ What are common points of all the posters?
- ✓ Which human rights were at stake in each of the conclusions or statements?

Tips for trainers

- ✓ The aim of this activity is to allow participants to reflect on their own identities and the norms of society. Encourage them to have the self-confidence to express their own roles and points of view.

Activity 3: Who are the targets in our society?

Duration: 65 min

Expected outcome

- ✓ To analyse concepts of prejudices, stereotypes and discrimination enabling participants to understand behaviour and condemn such inappropriate treatment in a modern, pluralistic, democratic society.
- ✓ To notice, analyse and explain actions and process.
- ✓ To deepen understanding about differences.
- ✓ To develop discussion, cooperative learning, democratic participation and communication skills.

Methods/ techniques used

- ✓ Individual work
- ✓ Group work (analysis of quotes)
- ✓ Plenary discussions

Resources

- ✓ Quotations, one per group (Appendix 2)
- ✓ Sheet of A2 paper (one per group)
- ✓ Markers

Practical arrangements

- ✓ Prepare tables for group work.

Procedure

Step 1 (5 min)

- ✓ Participants create 5 groups, each group chooses 1 of the letters M I N O R
- ✓ Each group gets an A2 sheet of paper with their letter.
- ✓ Representatives from each group choose one of the quotes from appendix 2

Step 2 (20 min)

- ✓ Ask participants to spend a few minutes individually brainstorming their quotes and deciding what is the main point or key word which we can use to identify the problem in this content?
- ✓ Ask group members to discuss their key words and choose one. The selected word should be written as the headline on their A2 sheets of paper.
- ✓ Ask participants to divide the sheet into three sections.

- ✓ In the next step members of the group should agree on and determine the following:
 1. The Cause (What is perceived as the problem?)
 2. Conduct (What's going on?)
 3. Consequences/ effects

Step 3 (20 min)

- ✓ Bring the groups together to present their work
- ✓ Let them to share their reactions in the following way:
Group **M** present their work - group **I** asking questions and give observations, then group **I** present their work and group **N** asks questions and gives observations and so on.

Step 4 - Debriefing (20 min)

- ✓ Was it hard to think about the content you read?
- ✓ Were there any disagreements within the group?
- ✓ Did the activity show you anything new about our actions and responsibilities?
- ✓ How do you feel about the activity and the conclusions?

Tips for trainers

- ✓ Use different colours for each part – that makes group products more attractive and easier to trace the links between sections. Ask every group to use the same colour markers (red, for instance, for cause, blue for conduct and black for consequences).

- ✓ If a group needs help try to provide some examples (ex. Today we are talking about minorities and our behaviour towards them...) Remind the groups about certain graffiti, music, literature etc which can be offensives towards minorities.

Activity 4: Protect from harm by adherence to human rights principles

Duration: 85 min

Expected outcome

- ✓ To reflect on previous activities in relation to Human rights.
- ✓ To promote responsibility, justice and solidarity, valuing human dignity and human rights.
- ✓ To develop discussion, co-operative learning, democratic participation and communication skills.

Methods/ techniques used

- ✓ Individual work (in word rotation)
- ✓ Group work (in group rotation)
- ✓ Discussion in plenary

Resources

- ✓ Universal Declaration of Human Rights (Appendix 3), one per person
- ✓ Worksheets for activity 1.

Practical arrangements

- ✓ Prepare tables for group work.

Procedure

Step 1 (10 min)

- ✓ Invite participants to reflect on activity 1 and analyse their own worksheets once again.
- ✓ Hand every participant a copy of the Declaration of Human rights (appendix 3). Ask participants to interpret and determine the relation between their own attitudes/ opinions and achievements of these human rights.

Step 2 (15 min)

- ✓ Invite participants to think individually about the following questions:
 1. What consequences might occur if people are not valued according to who they are?
 2. What can we do to confront the factors that cause prejudices?

3. What is education's role in forming attitudes among young people for community improvement?

Step 3 (20 min)

- ✓ Ask participants to form groups of 4 (can be same groups as previous activity)
- ✓ Ask them to share in their groups their answers in rotation (every group member shares their answers to question 1, then everyone - to question 2, etc)
- ✓ Inform the groups that they have to be ready to share their summaries to every question in plenary.

Step 4 (20 min)

- ✓ Groups briefly present their summaries in group rotation (each group talks about question 1, then question 2, etc).

Step 5 - Debriefing (20 min)

- ✓ Start with a brief review of how people felt being stigmatized by stereotypes
- ✓ Are your attitudes about minorities different from your parents and friends? If yes, in what way?
- ✓ In some countries laws and social pressure appear to conflict with human rights (individual respect and dignity). How can conflicts such this be solved?
- ✓ What can you personally do to protect human rights?

Tips for trainers

- ✓ Invite participants to feel free to reflect not only on activity 1, but also to all activities in this training unit.
- ✓ In step 4 ask groups to avoid repetition. If their answer is the same or very similar, it's enough to say that.
- ✓ The facilitator should encourage participants to speak openly about topics, their feelings and the activities.
- ✓ It is important to remind participants that the focus is on their reflections of their own behaviour and inner thoughts.

Activity 5: Evaluation and impact assessment

Duration: 35 min

Expected outcome

- ✓ To think independently about social diversity and understand most of the essential needs with regard to minorities
- ✓ To evaluate the personal impact of the workshop

Methods/ techniques used

- ✓ Individual reflection
- ✓ Sharing in plenary
- ✓ Social networking (Instagram, twitter, facebook)

Resources

- ✓ Evaluation form (Appendix 4)
- ✓ Social network notification

Practical arrangements

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Procedure

Step 1 (15 min)

- ✓ Ask participants to fill in the evaluation form (Appendix 4)

Step 2 - Debriefing (20 min)

- ✓ Would you like to share some points, mentioned in your evaluation form?
- ✓ Are you satisfied with what you have done during this training?
- ✓ Can you express what changes you have noticed in your feelings or thoughts?

Tips for trainers

- ✓ Give participants positive feedback on any efforts they made during the activities.
- ✓ Suggest that one evaluation or impression might be shared on social media.

Appendices

Appendix 1

Photos:

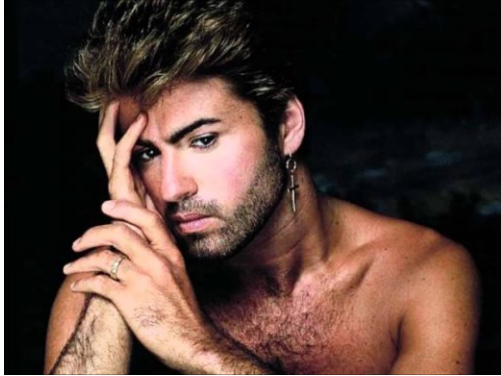
1. Esma Redzepova



2. Ana Frank



3. George Michael



4. Jelena Dokic



Appendix 2

Quotations:

1. "Collective fear stimulates herd instinct, and tends to produce ferocity toward those who are not regarded as members of the herd."
Bertrand Russel
2. "Taking the line of least resistance, we lump the most different people together under the same heading. Taking the line of least resistance, we ascribe to them collective crimes, collective acts and opinions. "The Serbs have massacred...", "The English have devastated...", "The Jews have confiscated...", "The Blacks have torched", "The Arabs refuse...". We blithely express sweeping judgments on whole peoples, calling them "hardworking" and "ingenious", or "lazy", "touchy", "sly", "proud", or "obstinate". And sometimes this ends in bloodshed."
Amin Maalaouf, "Onldendity"
3. "For centuries, as pope and emperor tore each other apart in their quarrels over power, the excluded went on living on the fringe, like lepers, of whom true lepers are only the illustration ordained by God to make us understand this wondrous parable, so that in saying 'lepers' we would understand 'outcast, poor, simple, excluded, uprooted from the countryside, humiliated in the cities.' But we did not understand; the mystery of leprosy has continued to haunt us because we have not recognized the nature of the sign".
Umberto Eko, "The name of Rose"
4. "A defeat for humanity would be the failure to recognize the right for two people to love each other. A defeat for humanity is that people accept such hatred and discrimination into their hearts. A defeat of humanity would be failure of church recognize that nobody can control who a person loves. A victory for humanity would be dissolution of a theocratic dystopia that promotes anti-equality which has no place in a modern society".
Scott A. Batler
5. "Although stigmatized attitudes are not limited to mental illness, the public seems to disapprove with psychiatric disabilities significantly more than persons with related condition such as physical illness. Severe mental illness has been limited to drug addiction, prostitution and criminality. Unlike physical disabilities, persons with mental illness are perceived by the public to be in control of their disabilities and respondents are less likely to pity persons with mental illness, instead reacting to psychiatric disability with anger and believing that help is not deserved"
Patric W. Corrigan. Understanding the impact of stigma on people with mental illness. / World Psychiatry, 2002.

Appendix 3

UNIVERSAL DECLARATION OF HUMAN RIGHTS (ABBREVIATED)

- Article 1 Right to Equality
- Article 2 Freedom from Discrimination
- Article 3 Right to Life, Liberty, Personal Security
- Article 4 Freedom from Slavery
- Article 5 Freedom from Torture and Degrading Treatment
- Article 6 Right to Recognition as a Person before the Law
- Article 7 Right to Equality before the Law
- Article 8 Right to Remedy by Competent Tribunal
- Article 9 Freedom from Arbitrary Arrest and Exile
- Article 10 Right to Fair Public Hearing
- Article 11 Right to be Considered Innocent until Proven Guilty
- Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence
- Article 13 Right to Free Movement in and out of the Country
- Article 14 Right to Asylum in other Countries from Persecution
- Article 15 Right to a Nationality and the Freedom to Change It
- Article 16 Right to Marriage and Family
- Article 17 Right to Own Property
- Article 18 Freedom of Belief and Religion
- Article 19 Freedom of Opinion and Information
- Article 20 Right of Peaceful Assembly and Association
- Article 21 Right to Participate in Government and in Free Elections
- Article 22 Right to Social Security
- Article 23 Right to Desirable Work and to Join Trade Unions
- Article 24 Right to Rest and Leisure
- Article 25 Right to Adequate Living Standard
- Article 26 Right to Education
- Article 27 Right to Participate in the Cultural Life of Community
- Article 28 Right to a Social Order that Articulates this Document
- Article 29 Community Duties Essential to Free and Full Development
- Article 30 Freedom from State or Personal Interference in the above Rights

Appendix 4

Evaluation form

1. Usefulness of workshop, materials and topic 1 2 3 4 5

2. What are the most important things you have learned?

3. Did you find any difficulties and where?

4. What is your biggest impression?

5. Name the activity which was the most valuable for you and why?

6. Suggestions for further work

Recommendation*

Suggest to participants they use social networks (Instagram, Facebook or twitter) to share/express what they have learnt or their impressions. This can be a good way to evaluate the activities.