



# Pestalozzi

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

Empowerment of a teacher  
– against exclusion and labelling

by

**Author:** Ewa RYSINSKA - Poland

**Editor:** Rasa Askinyte Degesiene

Last edition: December, 2017

*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.*

## Empowerment of a teacher – against exclusion and labelling

### Brief description

These activities explore the topic of exclusion, which is experienced not only in the classroom, but also outside the classroom. The question is not how to eliminate this phenomenon, but how to protect oneself in the face of group pressure and how to deal with opinions imposed by one's entourage. The opinions may concern people and actions. It is impossible to eliminate labelling; however it is possible to see the consequences of labelling and efforts to exclude others.

### Expected outcomes

- ✓ To develop a proper image of oneself, one's openness and empathy.
- ✓ To reflect on the phenomenon of labelling, on imposed roles (in the classroom, at home, at work, etc.).
- ✓ To develop critical thinking and analysis, understanding hidden messages.

### Activities

	Duration	Methods used
Activity 1 Is it me?	30 minutes	✓ Individual work ✓ Group discussion
Activity 2 Where is the truth?	60 minutes	Analysis of video by : ✓ Individual work ✓ Group discussion ✓ Plenary discussion
Activity 3 Labelling	65 minutes	✓ Role play ✓ Discussion in plenary
Activity 4 Do All Maps Lie?	45 minutes	✓ Group work
Activity 5 Debriefing /evaluation	40 minutes	✓ Individual reflection ✓ Plenary sharing

## Activity 1: Is it me?

Duration: 30 min

### Expected outcome

- ✓ Self-introduction in a funny way, creating a friendly atmosphere

### Methods/ techniques used

- ✓ Individual work
- ✓ Group discussion

### Resources

- ✓ Green cards (one per participant)
- ✓ Red cards (one per participant)

### Practical arrangements

-

### Procedure

#### Step 1 (20 min)

- ✓ Invite everyone to imagine a material object and add an adjective that describes it, for example: interesting book, boring book, beautiful book.
- ✓ Invite everyone to replace the object with his/her first name and to present the new phrase, for example: Interesting Eva, Boring Eva and Beautiful Eva. Participants have to say do they agree with that accidental definition of selves, and give arguments. If they don't agree, they have to find out, which adjective would describe them better.

#### Step 2 - Debriefing (10 min)

- ✓ Who had a good time? You raise a green card. Give your arguments.
- ✓ Who was not happy with his/her accidental choice? You raise a red card. Give your arguments.
- ✓ How did you feel if the accidental choice did not match you?

### Tips for trainers

- ✓ It is important to understand that a choice may be accidental, and there is no need to stick to it. Everyone can freely choose an adjective, which describes them better.

## Activity 2: Where is the truth ?

Duration: 60 min

### Expected outcome

- ✓ To develop the competence of critical understanding of self

### Methods/ techniques used

Analysis of video by :

- ✓ Individual work
- ✓ Group discussion
- ✓ Plenary discussion

### Resources

- ✓ Projector

### Practical arrangements

- ✓ Prepare a room to work in groups of 4.

### Procedure

#### Step 1 (5 min)

- ✓ Invite participants to watch video <https://youtu.be/s-HqGOCW7UA>

#### Step 2 (15 min)

- ✓ Invite participants to answer these questions individually :
  - Do you think most kids in school have low self-esteem? Why you think so? Give arguments or examples, how low self-esteem directs actions of kids.
  - Do you think many people in society have low self-esteem? Why you think so? Give arguments or examples, how low self-esteem directs actions of people.
  - Why it is bad (or even risky) to have low self-esteem?
  - Do you see a link between low self-esteem and vulnerability to manipulation, radicalization, etc? Give your arguments.

#### Step 3 (15 min)

- ✓ Divide participants into groups of 4.

- ✓ Invited group members to share their answers in their groups in word rotation (all group members one by one share answers to question 1, then to question 2, etc.)
- ✓ Ask groups to prepare short presentations of every answer to the whole group.

Step 4 (15 min)

- ✓ Invite all groups to present their answers in plenary in group rotation (all groups one by one share answers to question 1, then to question 2, etc.)

Step 5 - Debriefing (10 min)

- ✓ How did you feel during this activity? Why?
- ✓ Share your thoughts of this activity. Did you come up with some new thoughts? Give examples.
- ✓ Is this activity linked with activity 1? How?

Tips for trainers

-

### Activity 3: Labelling

Duration: 65 min

#### Expected outcome

- ✓ To reflect on the effect and consequences of labelling.

#### Methods/ techniques used

- ✓ Role play
- ✓ Discussion in plenary

#### Resources

- ✓ Slips of paper with labels (one per player).

#### Practical arrangements

- ✓ Arrange a table for players and free space for observers to move around.

#### Procedure

##### Step 1 (10 min)

- ✓ Ask participants to divide into 2 groups: players and observers.
- ✓ Spread slips of paper with text on the table so that the text is not visible. Slips of paper are cut in order to form a 'crown' on the head. The crowns are labelled:
  - Director – you need to agree with me
  - Expert – heed my expertise
  - Not VIP – disregard my opinion
  - Scapegoat – I am to blame
  - Comedian – make fun of me
- ✓ Ask players to tie the slips around their heads without reading the texts.

##### Step 2 (20 min)

- ✓ Suggest a topic for discussion: A new student comes to school, he doesn't speak the language, some teachers want him to go to another school and some teachers want to work more with the student, but first they acknowledge the necessity of taking part in some in-service teacher training courses, which takes time...
- ✓ Invite players to discuss. Players have to act according to the labels on the heads of their co-players. Observers take notes of the behaviour of the players.

Step 3 (15 min)

- ✓ After finishing the discussion, each player dwells on the approach of the group toward him/her. Each player tries to guess the content of the text on his slip of paper.
- ✓ Observers present their observations about the behaviour of the players.

Step 4 - Debriefing (20 min)

- ✓ How did you feel during the activity? How did other people treat you?
- ✓ Was it difficult treating people according to their label?
- ✓ How did you feel toward the persons who were labelling you?
- ✓ What was the consequence of labelling in this game?
- ✓ What is the consequence of labelling in real life?

Tips for trainers

-

## Activity 4: Do all maps lie?

Duration: 45 min

### Expected outcome

- ✓ Develop an ability to think critically and to look at phenomenon from different perspectives.

### Methods/ techniques used

- ✓ Group work

### Resources

- ✓ Appendix 1 (one set per group)
- ✓ Internet access

### Practical arrangements

- ✓ Prepare a room to work in groups of 4.

### Procedure

#### Step 1 (10 min)

- ✓ Give each group a set of 4 maps (appendix 1). Invite participants to discuss in groups their first impressions. Which map is most widely used? Have you ever seen other maps?

#### Step 2 (15 min)

- ✓ Invite groups to look for information about every map (when they are created? What for?, etc). Suggest that each group member could look for information about one map, then share it in a group).

#### Step 3 - Debriefing (20 min)

- ✓ How did you feel during this activity? Why?
- ✓ Share your thoughts on this activity. Did you come up with some new thoughts? Give examples.
- ✓ Is this activity linked to our formation of our worldview? How?

### Tips for trainers

-



## Activity 5: Debriefing/Evaluation

Duration: 40 min

### Expected outcome

- ✓ To reflect on feelings and thoughts during the workshop.
- ✓ To reflect on values, skills/attitudes and knowledge people have to have to be able to stand against radicalization and crimes against humanity.

### Methods/ techniques used

- ✓ Individual reflection
- ✓ Plenary sharing

### Resources

- ✓ Set of Dixit cards (at least one card per participant)

### Practical arrangements

- ✓ Prepare a space to sit in a circle.

### Procedure

#### Step 1 (20 min)

- ✓ Invite participants to sit in a circle.
- ✓ Ask every participant to take one Dixit card. Give some time to think, then ask every participant to share in plenary their thought and feelings during this activity (in connection to the card they chose).

#### Step 2 - (20 min)

- ✓ Invite every participant to reflect on one essential value, skill/attitude and knowledge people have to have to be able to stand against radicalization and crimes against humanity. It may also be related to the dixit card they chose.
- ✓ Ask everyone to share. You may make a list of proposed values, skills/attitudes and knowledge on 3 separate flipcharts.

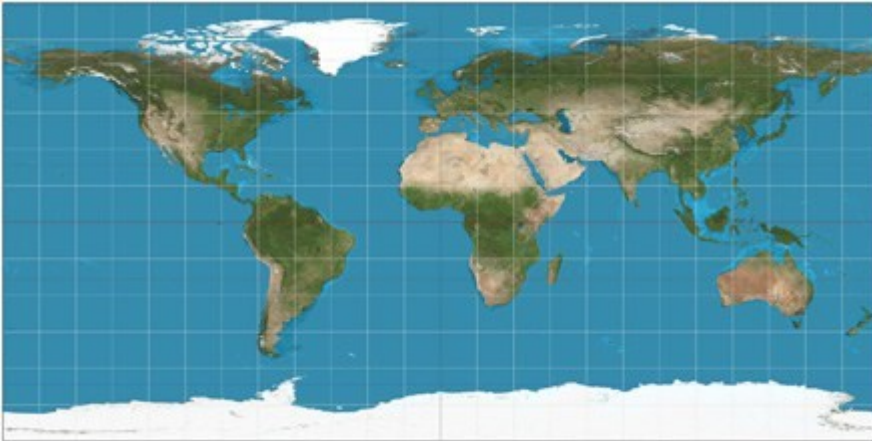
### Tips for trainers

- ✓ If you don't have a set of dixit cards, you may ask participants to choose a card from the internet.

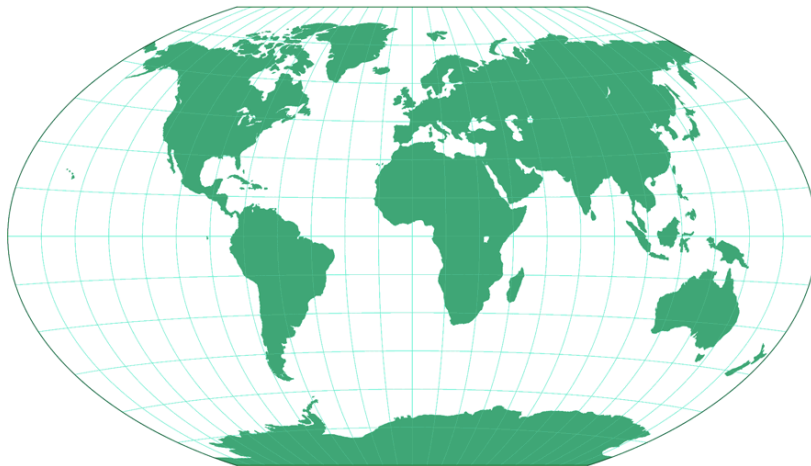
## Appendices

### Appendix 1

1. **Mercator map** : [https://en.wikipedia.org/wiki/Mercator\\_projection](https://en.wikipedia.org/wiki/Mercator_projection)

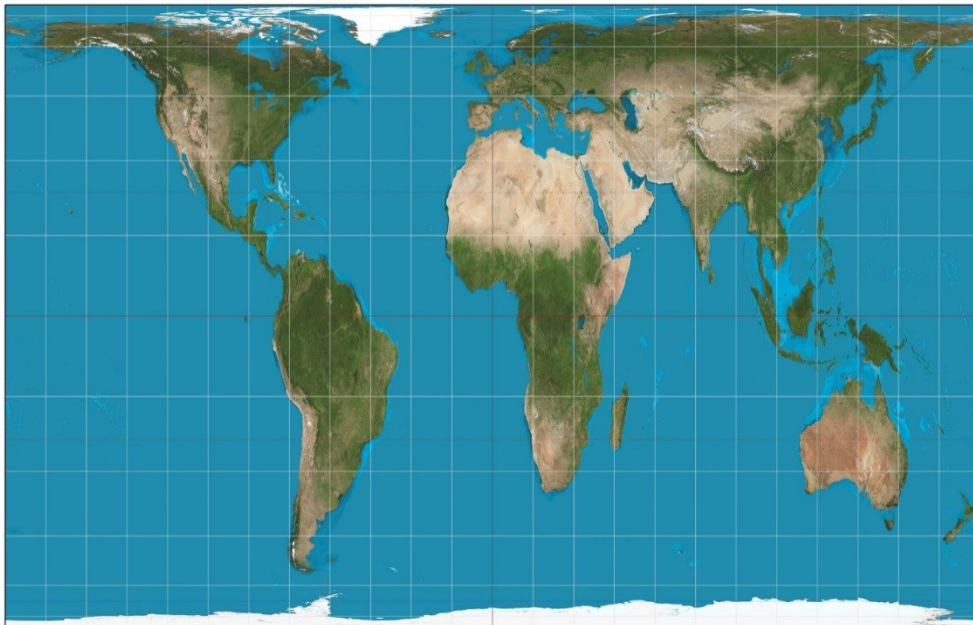


2. **Winkel Tripel Map** : [https://en.wikipedia.org/wiki/Winkel\\_tripel\\_projection](https://en.wikipedia.org/wiki/Winkel_tripel_projection)



**3. Gall-Peters map**

[https://en.wikipedia.org/wiki/Gall%E2%80%93Peters\\_projection](https://en.wikipedia.org/wiki/Gall%E2%80%93Peters_projection)



**4. Dymaxion map:**

[https://en.wikipedia.org/wiki/Dymaxion\\_map](https://en.wikipedia.org/wiki/Dymaxion_map)

