

**Strengthening Education for Democracy (STED)**  
**Stereotypes blind your minds.**  
**Education for democracy improves your**  
**sight**

by

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Last edition: **November 2017**

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## Stereotypes blind your mind. Education for democracy improves your sight.

### Brief description

The training session will focus on democratic values, skills, knowledge and critical understanding. Cooperative learning activities, role plays and discussions are the core of the unit.

### Expected outcomes

- ✓ Participants will understand how to accept different life perspectives.
- ✓ Participants will understand how to accept the new and the different as a positive part of everyday life and as a common and not exceptional event.
- ✓ Participants will raise awareness of personal stereotypes and their consequences in daily life choices.
- ✓ Participants will raise understanding and awareness of prevention discrimination.
- ✓ Participants will understand and recognize good conditions for developing democratic environments.

### Competences

- ✓ Values - Valuing cultural diversity
- ✓ Attitudes - Openness to cultural otherness and to other beliefs
- ✓ Attitudes - Tolerance of ambiguity
- ✓ Knowledge and critical understanding - Knowledge and critical understanding of the world
- ✓ Skills - Analytical and critical thinking

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 - Icebreaker	<b>25 minutes</b>	Group work Plenary discussion
Activity 2 - At first sight	<b>35 minutes</b>	Group work Plenary discussion
Activity 3 - Figuring out the truth	<b>30 minutes</b>	Game
Activity 4 - The GOOSE GAME	<b>90 minutes</b>	Cooperative learning Plenary discussion
Activity 5 - Leadership power vs democratic power	<b>35 minutes</b>	Role play
Evaluation and impact assessment	<b>30 minutes</b>	Questionnaire Plenary discussion

## Background and context

This training session wants to make participants aware of how stereotypes and prejudices can negatively interfere in people's choices and attitudes. Each activity involves participants' thoughts and beliefs and it helps them see situations from a different point of view, in order to be more flexible and able to accept and appreciate otherness. In fact, an open-minded attitude is essential in a perspective of democratic society, because it allows opinion exchange, discussion and mutual enrichment. This training session helps teachers thinking about methodological approaches and democratic contents, both aimed at raising democratic awareness amongst students and at reinforcing a democratic environment at school.

## Activity 1: Guess the identities

Duration: 25 min

### Expected outcome

Helping participants to reflect on stereotypes and prejudice

### Competences

- ✓ Tolerance of ambiguity
- ✓ Valuing cultural diversity
- ✓ Empathy
- ✓ Flexibility

### Methods/ techniques used

- ✓ Group work
- ✓ Plenary discussion

### Resources

- ✓ Cards with pictures of 10 people (see practical arrangements)
- ✓ Glue
- ✓ Paper
- ✓ Envelopes
- ✓ Video : # *Look twice* <https://www.youtube.com/watch?v=MQQNsvoyVco..>

### Practical arrangements

- ✓ You will need to prepare the activity as follows :
  - Take a picture of ten different people.
  - Prepare a grid mentioning: the country of origin of each person (possibly a different for everyone), the occupation, one important thing in life. The information will be randomly listed in each category.
  - Put into an envelope all the pictures and the grid.

## Procedure

### Step 1 (05 min)

- ✓ Divide your class into groups of 4. Give to each group one envelope containing the picture of ten people, and a grid with the origin, the occupation and one important thing in life.
- ✓ Ask each group to assemble three words (one from each list) with each picture, according to their instinct and sense.
- ✓ Ask each group to stick the words on a piece of paper and to hang the poster on the wall.
- ✓ Let people observe the posters and think about the results.

### Step 2 - Debriefing (20 min)

- ✓ Sit in circle and start a plenary discussion. Elicit the discussion with the following questions:
  - Did you immediately agree about the matching (pictures-words)?
  - What criteria did you adopt for your identity matching?
    - a. Your social background
    - b. Your cultural background
    - c. Process of elimination
    - d. Logical assumptions
    - e. Other
  - Were you surprised comparing your “identities” with the others?
  - What did surprise you most?
  - Do you think stereotypes have influenced your choice?

### Tips for trainers

- ✓ If you work with big groups of trainees, you need more time for the debriefing activity. You can also show the correct matching and give explanation about it. It helps in deepening the discussion.
- ✓ Some trainees will think that 5 minutes time for the matching activity is not enough. Explain to them that they have to do it in one go, using their instinct and intuition.

## Activity 2: At first sight, you seem...

Duration : 35 minutes

### Expected outcome

- ✓ This activity raise awareness about negative aspects concerning stereotypes and prejudice

### Competences

- ✓ Knowledge and critical understanding of the world
- ✓ Openness toward cultural diversity and toward other believes
- ✓ Empathy
- ✓ Valuing democracy, justice, equity and the state of law

### Methods/ techniques used

- ✓ Group work
- ✓ Plenary discussion

### Resources

- ✓ Pictures (see practical arrangements)
- ✓ Video : # *Look twice* <https://www.youtube.com/watch?v=MQQNsvoyVco..>

### Practical arrangements

- ✓ You will need to prepare the activity as follows : pick up three pictures dealing with some current issues, such as the ones you can find on this page : [http://www.huffingtonpost.it/2016/07/15/changeorg-omofobia-ragazzo-gay-napoli\\_n\\_11009936.html](http://www.huffingtonpost.it/2016/07/15/changeorg-omofobia-ragazzo-gay-napoli_n_11009936.html)
- ✓ Cut the image in order to show only one part of it to the participants (as an example here : remove the text on the left handside, saying : “I’ve been kicked and beaten because I was holding my boyfriend’s hand”).
- ✓ Keep the second half of the image for the end of the activity.
- ✓ The trainees will be organised in groups of 4. The trainer can randomly form the groups by distributing cards of different colours to the participants. The participants holding the same colour shall gather together.

Procedure

Step 1 (10 min)

- ✓ Give each group a cut picture printed on an A4 paper sheet and ask them to observe it individually and write down their first impression.
- ✓ Each participant present his/her observation to his/her own group (sharing and discussion).

Step 2 (10 min)

- ✓ Show the whole pictures to each group and ask them to think carefully about the result of their prior observation.
- ✓ The whole class sits in circle and a reader for each group reads aloud the notes resulting from the observations (both of the cut and of the whole pictures).

Step 3 - Debriefing (15 min)

- ✓ The participants sit in circle and discuss the results of their observations.
- ✓ Here are some questions that can be used in order to enrich the discussion:  
“Did you guess the situation before seeing the whole picture?” --“Why did you think of that particular stereotype/prejudice?” -- “What have you learned from this activity?” — “How useful would this activity be with your students?”
- ✓ To end the debriefing, watch the video *# Look Twice* and ask students to reflect on how common it is to judge people at first sight.

Tips for trainers

- ✓ If you have enough time, the activity can be followed up by a deeper discussion on how people rely on stereotypes and what the advantages and risks of this natural process are.

## Activity 3: Figuring out the truth

Duration : 30 minutes

### Expected outcome

- ✓ Find out hidden scenarios in a story of alienation

### Competences

- ✓ Openness to cultural otherness and to beliefs, world views and practices
- ✓ Co-operation skills

### Methods/ techniques used

- ✓ Game

### Resources

- ✓ **Video** *Don't judge people you don't know* <https://www.youtube.com/watch?v=GENxFiRBiBA>
- ✓ 12 numbered (from 1 to 12) posters laid on the floor
- ✓ Questions for the game (appendix 1)
- ✓ Questionnaire (appendix 2)

### Practical arrangements

- ✓ Space will be needed for the first part of the activity.

### Procedure

#### Step 1 (20 min)

- ✓ Ask the participants to watch the first part of the video, then stop it and ask them to stand up and to move around a big square sketched on the floor.
- ✓ Read the questions carefully (Appendix 1). For each question read the 3 options given as possible answers and ask the participants to move on the squares according to their answers.
- ✓ Let the participants observe the different final positions. Different positions means different answers and different points of view. After each question, you can ask the participants to justify their positions. You can ask them to write their names on each poster where they



stood.

- ✓ Watch the full video.

Step 2 - Debriefing (10 min)

- ✓ Discuss chorally the group's ideas compared to the second part of the video.
- ✓ Ask the participants to fill in the questionnaire (appendix 2).

Tips for trainers

In order to make the activity more challenging ask the participants to figure out a very impossible scenario.

## Activity 4: The GOOSE GAME

Duration : 90 minutes

### Expected outcome

In this activity participants design and build the board game “Goose Game”, according to the principles of a democratic society. They have to identify and describe principles of democracy, as well as threats to democracy (stereotypes, prejudice). The setting could be the participants’ own country or an imaginary country.

### Competences

- ✓ Knowledge and critical understanding of the world
- ✓ Valuing democracy, justice, fairness, equality and the rule of law
- ✓ Co-operation skills

### Methods/ techniques used

- ✓ Cooperative learning

### Resources

- ✓ A cartoon board, rulers, pens, pencils, multiple coloured markers, A4 paper sheets and felt-tips for groups of 8
- ✓ List of stereotypes (appendix 3)
- ✓ Butterfly poster (appendix 4)

### Practical arrangements

- ✓ Group members are selected randomly. Each participant picks up a little coloured stick from a bag. Each colour represents a team.
- ✓ Each group should draw its own board game (at least 48 boxes), so they need to work in an appropriate space.

### Procedure

#### Step 1 (15 min)

- ✓ Introduction. Ask the participants to think individually about
  - what they think a democracy needs to be healthy and strong and what, instead, prevents its fulfilment. Ask the participants to take a moment to jot down their ideas on a

piece of paper.

- three stereotypes they identify.
- ✓ Organise a plenary discussion, letting the participants explain what they found. Write down on a board the different stereotypes mentioned (if needed, you can use the list in appendix 3 for help) and the criteria for a healthy democracy. Ask the participants to think how stereotypes can affect democracy.
- ✓ End up presenting the Butterfly poster.

Step 2 (50 min)

- ✓ Divide the participants into groups of 8 (according to the instructions given in the “practical arrangement” section) and explain to them that they will work in groups to create a Goose Game about Democracy for a fictitious country or for their own. The Goose Game about Democracy has to follow the same rules as the traditional Goose Game (minimum number of boxes, forward boxes, backward boxes, stop boxes, etc), the poster must be decorated according to the subject. Each group has to share duties and responsibilities amongst the participants (2 labellers, 2 writers, 1 time checker, 3 illustrators). Participants decide freely how to assign roles in their own group.
- ✓ The task starts with sharing and discussing personal ideas. During the discussion, the “labellers” take note of the most important ideas. Then the group invents the name of the game. The illustrators have to design the board game layout; the writers have to make up instructions in the boxes and the time checker has to check time and coordinate the team.
- ✓ Each group presents the results of their work.

Step 3 (25 min) - Debriefing

- ✓ The whole class analyses the Goose Game boards and reflects on the following items:
  - Which elements are common to all the posters?
  - Which elements seem to be the most crucial to democracy?
  - Which elements seem to be the least crucial to democracy?
  - Are there elements that are not defining of democracies, but can be found in other systems?
  - Which elements seem to be working in our country today?
  - Which elements are jeopardizing democracy in our country today?
  - How can we support these principles in our society?

Observations are written down, then the group sits in circle and discusses in a free way.

Tips for trainers

- ✓ If necessary the group sizes can vary according to participants and available time (more groups more time needed).

## Activity 5: Leadership power vs democratic power

Duration : 35 minutes

### Expected outcome

- ✓ This activity helps participants experience leadership power, fight for rights and exclusion through role play, promotes discussion about positive and negative feelings, and develops empathy and multiple perspectives. The role play can easily be adapted to classroom use.

### Competences

- ✓ Openness to cultural otherness and to other beliefs, world views and practices
- ✓ Linguistic, communicative and plurilingual skills
- ✓ Conflict resolution skills

### Methods/ techniques used

- ✓ Role play

### Resources

- ✓ Role cards (appendix 5)

### Practical arrangements

- ✓ Arrange the classroom or training room to have enough space for acting out roles.

### Procedure

#### Step 1 (05 min)

- ✓ Divide the group according to the number of participants into smaller groups. Here three scenarios have been provided. Tell your participants briefly that in the next session they will act out and discuss the situations on the role cards.

#### Step 2 (20 min)

- ✓ Give out the role cards and ask the participants to read, discuss and solve the situations on the role cards. Remind the group that everyone should get a chance to act, therefore a role to every member of the group should be allocated.
- ✓ When the groups are prepared, they should start by first reading out the situation and then acting out their sketch and the solution.

Step 3 - Debriefing (10 min)

- ✓ Ask the participants to tell the whole class about their thoughts and feelings about the situations. You may want to use some of the following questions.
- What was difficult to act out? Which role was annoying? Funny? Etc.
- What did the situation remind you of? Are there any similar situations in your society/surroundings/school?
- ✓ Ask the participants if they can use this role play in their class. What would they change to suit their students' needs and interests better?

Tips for trainers

- ✓ For classroom implementation, other topics can be explored. Let the participants think about them.

## Activity 6: Evaluation

Duration : 30 minutes

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Assess the impact of the training</li> <li>✓ Help the participants in planning their lessons using their new tools and knowledge</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Questionnaire</li> <li>✓ Plenary discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Questionnaire (appendix 6)</li> <li>✓ Lesson plan sheet (appendix 7)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The trainees can be asked to prepare a lesson plan and test it in-between the activities. The evaluation will then integrate a discussion about their activities. Otherwise, the lesson plan sheet can be given as another tool.</li> <li>✓ Devices such as Dropbox, Google Drive may be used in order to share the trainees' class experiences.</li> </ul>
<p>Procedure</p> <p>Step 1 (20 min)</p> <ul style="list-style-type: none"> <li>✓ Give the participants the lesson plan sheet (appendix 7). Let them ask you questions if they have any, in order to help them fill it in if needed.</li> <li>✓ The participants can individually think about a lesson plan involving democratic education.</li> <li>✓ Time is left for each participant to present a sketch of his/her lesson plan. Everyone can react using the following steps :             <ul style="list-style-type: none"> <li>- Clarification questions (if any)</li> <li>- Good ideas</li> <li>- Tips</li> </ul> </li> </ul> <p>Step 2 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Give the participants the questionnaire (appendix 6). Let them fill it in.</li> <li>✓ Conclude the session.</li> </ul>
<p>Tips for trainers -</p>

## References

*Competences for a Democratic Culture*, Council of Europe  
<https://www.coe.int/en/web/education/competences-for-democratic-culture>

*Deliberating in a Democracy in the Americas website*  
[http://www.dda.deliberating.org/index.php?option=com\\_content&view=article&id=91%3Ademocracy-activities&catid=29%3Ageneral&Itemid=2&lang=en](http://www.dda.deliberating.org/index.php?option=com_content&view=article&id=91%3Ademocracy-activities&catid=29%3Ageneral&Itemid=2&lang=en)

## Appendices

### Appendix 1

1. What happened to “him”?
  - a. He died
  - b. He was arrested
  - c. He found a home
  
2. Why did he spend the nights in front of the shop?
  - a. He was looking for a shelter.
  - b. He was keeping guard the shop.
  - c. He was too drunk to get home
  
3. Why did the shop owner get rid of him?
  - a. He was afraid.
  - b. He smelt badly.
  - c. He didn't want to give him any money.
  
4. How did the shop owner feel after realizing the “strange” man disappeared?
  - a. He was happy.
  - b. He was worried.
  - c. He didn't mind.



References to the 12 numbered posters

1 1.a. Keeping guard the shop	2 1.b. He was arrested	3 1.c. He was afraid
4 2.a. He smelt badly	5 2.b. He died	6 2.c. He was looking for a shelter
7 1.a. He was too drunk to get home	8 1.b. He found a home	9 1.c. He didn't want to give him any money
10 4.a. He was happy	11 4.b. He was worried	12 4.c. He didn't mind

Appendix 2

**QUESTIONNAIRE**

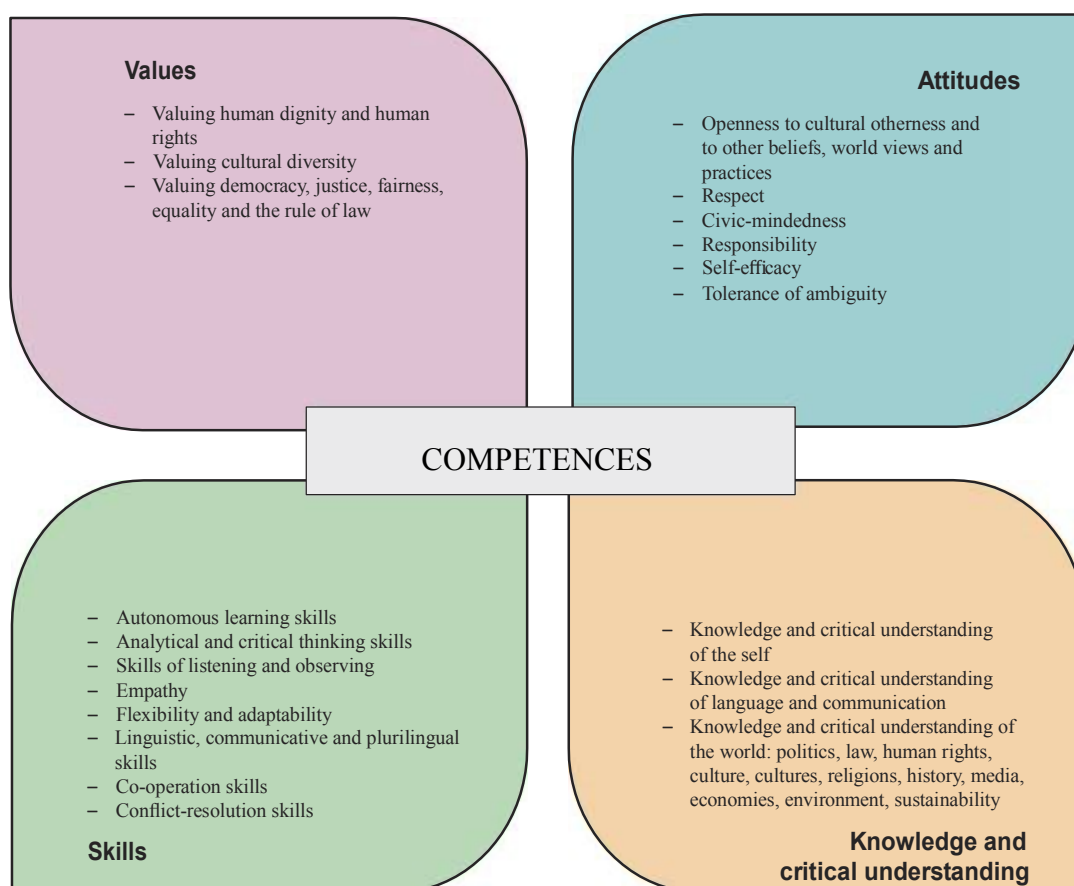
	<i>YES</i>	<i>ENOUGH</i>	<i>NOT ENOUGH</i>	<i>NO</i>
Did you like the video?				
Have you ever heard about stereotypes / prejudice before?				
Do you think stereotype and prejudice can change the way you establish your relationship?				
Did you like the provided activities?				
The provided activities helped you in getting a better knowledge concerning prejudice?				
You think your attitude toward prejudice has changed thanks to these activities?				
Do you think your actions and choices are influenced by prejudice?				

## Appendix 3

### EXAMPLES of STEREOTYPES

- Black people are ghetto
- Germans are Nazis
- British drink tea at 5
- Blonde girls are silly
- Italians are corrupt
- Gays act like girls
- All Muslims are terrorists
- Americans are obese
- Blacks are good athletes and have poor academic abilities
- Chinese eat cats and dogs
- Colombians are drug dealers
- Germans drink too much
- Greek smoke too much
- Irish = Leprechauns
- Italians are fascists
- Italians = pizza and spaghetti
- Jewish love money
- Jewish too gentle
- Russians are spies
- Russian men are always drunk
- Immigrants are poor, dirty, opportunist
- Immigrants are illiterate
- Women are supposed to have “clean jobs”
- Women are supposed to cook and do housework
- Women’s colour is pink
- Men are good drivers
- Men are messy
- Homeless are victims of themselves
- Disabled people cannot have the same opportunity as the normal people

## Appendix 4



## Appendix 5

### SITUATION 1

#### Instructions and materials

1. Choose students for roles A, B and climax roles.
2. Ask them to read out their roles, and then they can start acting.
3. See how they solve the situation, keeping in mind that in democracy, decision making is not perfect, but the final aim is always finding the best possible and equal solutions.

#### Situation

A group of people attending a public assembly discussing newcomers.

#### **Role Card A** (1 participant):

You are the leader of a community and you can take very important decisions about the community life. Unfortunately your decisions are sometimes unpopular because they are antidemocratic. This time the discussion is about a group of immigrants that you don't want in your community.

#### **Role Card B** (2 to 3 participants):

You are the immigrants and you are unhappy because the leader of the community does not accept your arrival.

#### **Role Card Climax role** (5 to 7 participants):

You are a group of people who belongs to the community. Some of you agree with the leader, some don't. Discuss and find a democratic solution.

### SITUATION 2

#### Instructions and materials

1. Choose students for the roles A, B and C.
2. Ask them to read their roles aloud, and then they can start acting. Students B and C follow the hints given.
3. See how they solve the situation.

#### Situation

A group of people from a little rural community are applying for a job. One person is a stranger, nobody knows him/her, and the way s/he is dressed is quite unusual. A group of people start to stare at this person. This person is successful and gets the job. Some people react angrily because they think it's unfair. A stranger shouldn't get local jobs. The employers explain their decision.

**Role Card A** (1 participant)

You are waiting for the job interview. Nobody knows you and they think you're strange, they stare at you and some make fun of you. You hear what they say. You are accustomed to it because you are treated like this everywhere. Try to talk to them and ask them why they think you are funny. Try to persuade them that you are just like them underneath your appearance.

**Role Card B** (3-4 participants)

You stare at the "stranger" judging and making fun of him/her because his/her physical appearance is weird. When you find out he/she gets the job you get angry and violent against the stranger and against the employers.

**Role Card C** (2 participants)

You are the employers and try to explain your decision and persuade the locals that your choice is the best one because the whole community will benefit enormously from it. .

### SITUATION 3

Instructions and materials

1. Choose students for role A and send them out of the classroom.
2. Read out the situation to the classroom. Everyone can make up the language that will be used to represent their community.
4. Invite the role A participants back into the classroom.
5. The rest of the group are role B try to avoid contact with the migrant family represented by role A.
7. See how they solve the situation.

Situation

According to a new legal provision, each town of the county has to guest 10 refugee families coming from an Arabic middle-east country. That sounds very democratic, but some locals think their little town has no resources to host them and that these newcomers can bring with them corruption and criminality. Moreover the locals cannot understand the language spoken by the refugees and it creates a huge social and communicative barrier.

**Role Card A** (3 to 4 participants)

You are the refugees and you have just arrived. But immediately you see the locals don't accept you. You walk in the streets and parks and try to talk to people to explain your situation. You are hungry and tired. Try to explain to them that you are ready to work in

order to get food and a warm place to sleep. But no one speaks your language, so nobody can understand you (remember you speak the official language spoken in the class).

**Role Card B** (6 to 7 participants)

This group has to speak a nonsense language, and pretend not to understand English (or the language usually spoken in the class). Try to avoid contact with the family. Nobody agrees with the laws, it must be followed. The group has to find a way to get in touch with the newcomers and to accept them in the community.

## Appendix 6

Date: \_\_\_\_\_

Title and location of training: \_\_\_\_\_

Instructions: Please indicate your level of agreement with the statements listed below.

Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

1. The objectives of the training were clearly defined. <input type="checkbox"/>
2. Participation and interaction were encouraged. <input type="checkbox"/>
3. The topics covered were relevant to me. <input type="checkbox"/>
4. The content was organized and easy to follow. <input type="checkbox"/> <input type="checkbox"/>
5. The materials distributed were helpful. <input type="checkbox"/>
6. This training experience will be useful in my work. <input type="checkbox"/>
7. The trainer was knowledgeable about the training topics. <input type="checkbox"/>
8. The trainer was well prepared. <input type="checkbox"/>
9. The training objectives were met. <input type="checkbox"/>
10. The time allotted for the training was sufficient. <input type="checkbox"/>
11. The meeting room and facilities were adequate and comfortable. <input type="checkbox"/>

Please answer the following questions

12. What did you like most about this training?

13. What aspects of the training could be improved?

14. How do you hope to change your practice as a result of this training?

15. What additional Education for Democracy trainings would you like to have in the future?

16. Please share other comments or expand on previous responses here:

Thank you for your feedback!



Appendix 7

**EDUCATION FOR DEMOCRACY  
LESSON PLAN**

Teacher	Lesson Focus	Subject	No. students	Age	Date	Mins

Class Profile	Assumptions (Democratic existing knowledge)	Materials

Lesson Aims	Personal Aims
Main aim:  Secondary aim:	

Anticipated Problems	Anticipated Solutions
<p>Management/Instructions:</p> <p>Tasks</p> <p>Other:</p>	<p>Management/Instructions:</p> <p>Tasks:</p> <p>Other:</p>

TIME	STAGE / STAGE AIM	INTERACTING ROLES	PROCEDURE	NOTES

<b>OUTCOME ANALYSIS SHEET</b> <b>ACTIVITY NO. __</b>		
<b>Interest/Participation</b>	<b>Difficulties</b>	<b>Facilitators</b>
<b>Strong points</b>	<b>Weak points</b>	<b>Other</b>