



Pestalozzi

Strengthening education for democracy
(STED)

Shocking Democracy

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Shocking Democracy

Brief description

Maybe because of the models advertised on TV and Social Networks, people are used to being visible and exposed publicly, but the ease of this habit doesn't really apply when listening and truly observing the others. The most evident consequence is that despite living in groups, people remain self-referential, having neglected the skill of listening and the competence of critical understanding of the self and of the world. In the meanwhile, we are undergoing a very fast cultural and social change because of this huge flux of immigrants arriving from the disadvantaged areas of the planet.

Thus, we are obliged to compare ourselves to something different and far from our cultural schemes and roots. Since we are not used to confrontation any more, the inability to comprehend "the other" leads to violence and intolerance.

Having this context in mind, we should focus on a key role of education: to help the value of Democracy grow and evolve. Yet, are teachers ready to accomplish this task?

The training that I am proposing is meant to expose teachers to strong emotional experiences in order to help them revise their set of values and work towards developing a common one. After reflecting on the democratic values and the evident misunderstanding of them, all together, gathered in groups of research, we will hopefully find out strategies and we will build up didactical materials which go towards the same direction and which hope for a similar impact on students. In the end, trainees will be asked to become ambassadors of Democracy, proposing to their audience didactic activities they have tested themselves and have calibrated according to the analysis of their students' needs.

Target group

Type of training	School level / age	Subject area
Italian teachers' training	High school	Courses in Natural Science, Social Science, Electronic and Technology, Vocational Education teachers in hotel and catering

Expected outcomes

Through this training unit the participants are expected to:

- ✓ Provoke reactions and enhance self-analysis of one's system of values about the value of Democracy
- ✓ Develop empathy for cultural diversity and an attitude to equity through collaborative skills
- ✓ Give formats or examples of the activities we could propose to our students
- ✓ Study the topic in depth
- ✓ Develop competences such as valuing human dignity, valuing democracy, justice, equality and the rule of law, openness to cultural otherness, self-efficacy, tolerance of ambiguity, autonomous learning skills, skills of listening and observing, empathy, co-operation skills, Knowledge and critical understanding of the self.

Activities

	Duration	Methods used
Activity 1: I look at me	▶ 3 hours	Learning by doing Cooperative learning
Activity 2: I look at you	▶ 3 hours and 20 min	Learning by doing Cooperative learning
Activity 3: Shocking Democracy	▶ 3 hours and 20 min	Learning by doing Cooperative learning
Activity 4: Evaluation and impact assessment	▶ 12 hours and 30 min (estimated online working time included)	Flipped classroom Learning by doing Cooperative learning Guided meta-reflection

The following material is used in the course of the above activities:

1. A short movie available at:

<https://www.facebook.com/didatticainclusiva/videos/528116240715589/>

(a movie in Italian which will enhance reflection on how people usually look at us and how they usually evaluate us)

2. A short movie available at:

<https://www.facebook.com/SaisTuQuee/videos/1458116540867371/>

(a movie in French will help target teachers think about prejudices and how they can distort our perceptions)

3. A short movie available at:

<https://www.facebook.com/DazedandConfusedMagazine/videos/10154567583564089/> (a rather provoking English speaking movie about the presidential elections in the USA)

4. A didactic game: L'Europe, des Questions de Valeurs

<https://edoc.coe.int/fr/outils-pedagogiques/6782-l-europe-des-questions-de-valeurs.html> (in French)

<https://edoc.coe.int/en/educational-tools/6917-l-europe-des-questions-de-valeurs.html> (in English)

This game will help target teachers to introduce the topic of Democracy in their classes.

5. Materials for Autonomous study:

- ✓ Competences for Democratic Culture, edited by COE
- ✓ Intercultural Competence for All, edited by COE
- ✓ Developing Intercultural Competence through Education, edited by COE and

6. Materials for meta-reflection

- ✓ The butterfly of Competences
- ✓ Groups' logbooks
- ✓ An individual cognitive autobiography
- ✓ An evaluative table shared by both trainees and trainer

Background and context

The area of Sicily where I teach has been receiving immigrants from at least twenty years. Adult men left their own country looking for better economic conditions. After arriving, they settled down and then they invited their families to join them.

Nowadays, besides this first kind of immigration we have experienced so far, a new huge number of refugees keeps coming. Adults and minors are landing on our coasts. Our territory is only a gate, a gate towards the north of Europe where they hope to go one day. The Italian law system obliges minors to attend school at least up to the age of 16. Thus, the school has a new challenge to face: inclusion and integration of those young immigrants. The training which is being proposed targets teachers and has the aim to help them overcome personal prejudices and develop didactic strategies and activities they will apply in their classes.

That's why target teachers are expected to interact through the online platform with teachers working in close to borders schools and in the meanwhile they will be spurred on experiencing directly what democracy involves. The materials foreseen for the training – mostly video and ludic activities – have a double function: to enhance reflection and provide didactic tools on the topic of democracy.

Finally, while planning this training unit I tried to take into consideration the trainees' digital skills so in case they are not so familiar with ITC it might be wise to increase the time allocated for each activity.

Activity 1: I look at me

Duration: 3 hours

Expected outcome

- ✓ provoke reactions and enhance self-analysis of one's system of values about the value of Democracy
- ✓ develop empathy for cultural diversity and an attitude to equity through collaborative skills
- ✓ give formats or examples of the activities we could propose to our students
- ✓ develop the competences of valuing human dignity, openness to cultural otherness, empathy, knowledge and critical understanding of the self and skills of autonomous learning, listening and observing, co-operation

Methods/ techniques used

- ✓ Realizing a digital autobiography
- ✓ Participating in the activities of an online platform

Resources

- ✓ The short movie: La didattica inclusiva
- ✓ Coloured papers
- ✓ Camera
- ✓ Coloured felt-tip pens for white board

Practical arrangements

- ✓ Since participants must realize the slides or shots for the individual digital autobiography referring to training and participate in the online forum, the trainer will check if all the computer stations in the lab have the necessary software to realize slides or to watch and record digital photos;
- ✓ In the classroom, the trainer will check if the computer station and the interactive board work properly in order to avoid any problems while watching the video;
- ✓ The trainer will prepare all the coloured piece of paper and sticker to play "The neighbourhood yard";
- ✓ The trainer will predispose the online platform and will present it to all the participants. He/she will explain how to interact with it and how to exploit the resources or materials available on it.

Procedure

Step 1 (30 min)

- ✓ Target teachers must think about a past event when they made a mistake in the content while giving a lesson. They will try to present through a slide.

Step 2 (30 min)

- ✓ Target teachers will watch the short movie. In the group's logbook I will report their impression.

Step 3 (30 min)

- ✓ We will play at the "turning gift" and at the "neighbourhood yard"

Step 4 - Debriefing (90 min)

- ✓ After playing together, we will try to share the moral of both the games. Target teachers will realize a second slide about what they have learnt through the games and how they feel. They will participate at the forum on the platform, telling what has impressed them the most, and they will fill the evaluative table.

Tips for trainers

- ✓ Since most of the target teachers may not have adequate ICT skills, the trainer can ask them to work in pairs at the same computer station, even if for the individual meta-reflection each one has to produce his/her own slides.
- ✓ Teachers may not be willing to talk about their own bad experiences. If nobody breaks the ice, the trainer can suggest they write their experiences on some pieces of paper without signing them. Then, these will be put inside a box and the trainer will read them in random order.

Activity 2: I look at you

Duration: 3 hours 20 min

Expected outcome

- ✓ provoke reactions and enhance self-analysis of one's system of values about the value of Democracy
- ✓ developing empathy for cultural diversity and an attitude to equity through collaborative skills
- ✓ give formats or examples of the activities we could propose to our students
- ✓ develop the competence of valuing human dignity, openness to cultural otherness, empathy, knowledge and critical understanding of the self and the skills of autonomous learning, listening and observing, co-operation

Methods/ techniques used

- ✓ Accomplishing a team task, finding by themselves the right way to do it
- ✓ Playing the game the "Exchanging values"
- ✓ Roleplay and taking a picture of a group performing democratic/undemocratic classes.

Resources

- ✓ Coloured papers
- ✓ White Board
- ✓ A camera
- ✓ White panels and Colored felt-tip pens

Practical arrangements

- ✓ In the classroom there will be many tables forming little islands in order to help teachers work in groups.
- ✓ In the game of frozen poses some photos will be taken using teachers' smart phones.
- ✓ To realize the frames at a later stage some white cardboard sheets will be brought in the classroom before the beginning of the training and some coloured pens will be needed.
- ✓ For the debriefing the trainer will prepare some questions in order to help the target teachers analyse teams' behaviour and to reflect upon the association between the frozen poses and the frames on the white panel.

Procedure

Step 1 (30 min)

- ✓ Target teachers will reflect upon elements of their pupils' behaviour which are really enervating. Teachers will share and compare their own points of view.

Step 2 (30 min)

- ✓ In order to learn how to point out classes dynamics, teachers will play the game of the “donkey’s tail...revised” in teams. Each team will have its own champion who will be blindfolded. The team must find the best strategies to lead its champion to the goal. After the game, they will analyse the teams’ behaviour (See appendix 4).

Step 3 (20 min)

- ✓ The teachers will play the game “Exchanging values” just to enhance meta-reflection on values and show how to convey them in didactics.

Step 4 (50 min)

- ✓ Teachers will play the “Frozen poses” and take a picture of the group representing democratic and not democratic classes.

Step 5 - Debriefing (70 min)

- ✓ The teachers will paint a frame on the white panel. The frame chosen must convey or add value to what is possible to look through.
- ✓ Trainees will assemble poses and frames in a PPT file. This activity will be led in the computer lab.
- ✓ Teacher trainees will participate in the forum on the platform, discussing about what has impressed them the most, and they will fill the evaluative tables.

Tips for trainers

- ✓ The trainer must try to support trainees as the course may interfere with their usual tasks and they could feel overloaded.
- ✓ The trainer must keep in mind that not all teachers are very familiar with technologies.

Activity 3: Shocking Democracy

Duration: 3 hours 20 min

Expected outcome

- ✓ pprove reactions and enhance self-analysis of one's system of values about the value of Democracy
- ✓ developing empathy for cultural diversity and an attitude to equity through collaborative skills
- ✓ give formats or examples of the activities we could propose to our students
- ✓ develop the competences of valuing human dignity, openness to cultural otherness, empathy, knowledge and critical understanding of the self and the skills of autonomous learning, listening and observing, co-operation

Methods/ techniques used

- ✓ Self-expression
- ✓ Film watching and discussion
- ✓ Creating a poster
- ✓ Realizing a spot
- ✓ Filling cards (see Appendices)

Resources

- ✓ Short movie: La Lessive sale
- ✓ Short movie: My president

Practical arrangements

- ✓ Since this activity will take place in a computer lab and most of the teachers may not have adequate ICT skills to realize this part in a very short time, an ITC expert may be needed to assist them.

Procedure

Step 1 (50 min)

- ✓ Target teachers will watch the short movie "La Lessive Sale" and they will compare the message of the movie to the impact of their frames on the Frozen Poses realised during the previous meeting. To understand the video an Italian translation of the text will be provided.

Step 2 (45 min)

- ✓ Target teachers will watch the short movie "My President". The trainer will provide those who don't know English with an Italian translation of the content.

Step 3 (45 min)

- ✓ After watching the movie, teachers will express their impressions and opinions and they will think about the impact of such a movie on our cultural context.

Step 4 - Debriefing (60 min)

- ✓ Thinking about some fixed topics, teachers divided in groups have to produce a script for a spot on the election of our Prime Minister.
- ✓ Teachers divided in groups have to realize this spot.
- ✓ All the groups will share their spots which will be posted on the forum of the course's platform so that trainees vote for the best one.
- ✓ Each teacher will express his/her opinion about the spots.
- ✓ The law teacher will point out eventual critical points of the spots.

Tips for trainers

- ✓ Target teachers may not have the required skills for exploiting SW for presentation or Movie Maker so the trainer should help them or suggest they use their smartphones to realize the spot. Then the trainer can explain how to realize a sort of planning to realize digital presentations.

Activity 4: Evaluation and impact assessment

Duration: 12 hours 30 min (including estimated preparation and online working time)

Expected outcome

- ✓ provoke reactions and enhance self-analysis of one's system of values about the value of Democracy
- ✓ develop empathy for cultural diversity and an attitude to equity through collaborative skills
- ✓ introduce the topic of Democracy and develop strategies of pig backing
- ✓ develop good practices
- ✓ the logbook of the course

Methods/ techniques used

- ✓ Guided meta-reflection through cards (See appendices)
- ✓ Reporting digitally the different activities accomplished individually or in team
- ✓ Interacting on the online platform according to the topic given during the meetings

Resources

- ✓ The butterfly revised;
- ✓ Tabella per l'osservazione del proprio comportamento
- ✓ Table "How do I feel?"
- ✓ The slides or shots realized during the activities

Practical arrangements

- ✓ The trainer will translate all the resources provided in Italian and will add some new items in order to help the trainees express their mood and feelings about the topic of the training session.
- ✓ The trainer will collect the digital autobiography and will try to fit it in the log book of the course.
- ✓ The activity n. 4 will support the trainees during all the other phases of the training so the materials must be provided during the first meeting and be deposited among the resources of the online platform.
- ✓ The trainer is to launch the platform in advance so that to present the tool to all the participants during the first session.

Procedure

Step 1 (4 hours)

- ✓ The trainer will translate the cards for the debriefing.

Step 2 (5 hours)

- ✓ The trainer will realize a digital story –The logbook - telling the most impressive moments of the training.

Step 3 (3 hours)

- ✓ The trainer will sum up all the results of the monitoring tables. These data must be collected at the end of the last session.

Step 4 - Debriefing (30 min)

This activity, which foresees the issue of the logbook on the platform, will help the trainer understand the critical points of the training, but also the positive ones.

- ✓ As a matter of fact, the training has a circular structure and organization: the first meeting helps the participants with developing an empathic attitude. Then, during the second meeting they realize what the concepts of equality and equity mean in a democratic context. The third meeting completes the circle because after having our approach towards ambiguity and diversity changed, the activities proposed are meant to promote a direct participation and involvement in democratic paths.

Tips for trainers

- ✓ Teachers will need support so that they don't feel under pressure while implementing the demanded tasks on the platform.
- ✓ All the material for the logbook should be collected during the training session. However, in order to have a global vision of the impact the training has on the trainees it is better to collect the tables (see the appendices) at the end of the last session – Activity 3.
- ✓ Activity 4 must be extended, especially for the part referring to the trainees, to the previous activities: at the end of each session – Activities from 1 to 3 – the trainees are asked first to fill the cards to think upon the different phases of the activities done and then to interact on the online platform expressing their own opinions or reporting their experience about some topics proposed during the meetings.
- ✓ It is essential to take pictures of the activities because this allows the trainees to analyze what they are doing as if they were in front of a mirror.

References

Competences for Democratic Culture, edited by COE

<https://rm.coe.int/16806ccc07>

Intercultural Competences for All, edited by COE

https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi2_EN.pdf

Developing Intercultural Competences through Education, edited by COE

<https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi3.pdf>

L'Europe, des Questions de Valeurs

<https://edoc.coe.int/fr/outils-pedagogiques/6782-l-europe-des-questions-de-valeurs.html>

<https://edoc.coe.int/en/educational-tools/6917-l-europe-des-questions-de-valeurs.html>

The logbook in Appendices available at

<https://www.yumpu.com/en/document/view/58996840/logbook-celauro>

Appendices

Appendix 1: The butterfly revised



Appendix 1

PESTALOZZI: "STRENGTHENING EDUCATION FOR DEMOCRACY"

THE BUTTERFLY REVISED <> LA FARFALLA RIVISITATA

QUALI COMPETENZE HAI ACQUISITO DURANTE LA FORMAZIONE?

Competenza	1° incontro	2° incontro	3° incontro	Giudizio globale ¹
Dare valore				
Dare valore alla dignità umana e ai diritti dell'uomo				
Dare valore alla diversità culturale				
Dare valore alla democrazia, alla giustizia, al rispetto reciproco, all'eguaglianza e all'applicazione della legge				
Abilità				
Sapere apprendere in maniera autonoma				
Sapere analizzare e osservare con spirito critico				
Avere un atteggiamento empatico				
Sapersi adattare				
Sapere comunicare in un contesto plurilingue				
Sapere collaborare				
Sapere mediare in situazioni conflittuali				
Atteggiamenti				
Sapere accogliere le altre culture e convinzioni				
Sapere essere rispettosi nei confronti degli altri				
Possedere competenze civiche e di cittadinanza				
Mostrare senso di responsabilità				
Mostrare tolleranza verso situazioni ambigue				
Conoscenza e senso critico				
Conoscere ed essere critici verso se stessi				
Conoscere ed essere critici verso la comunicazione verbale				
Conoscere ed essere critici verso il mondo: politica, leggi, culture, religioni, storia, media, economia, ambiente e sostenibilità.				

Riporta i seguenti simboli nelle caselle a secondo della tua opinione:



Per niente




Così così



Tutto ok

¹ Scegli il simbolo che meglio rappresenta la tua opinione al termine della formazione.

Appendix 2: Tabella per l'osservazione del proprio comportamento



Appendix 2

PESTALOZZI: "STRENGTHENING EDUCATION FOR DEMOCRACY"

TABELLA PER L'OSSERVAZIONE DEL PROPRIO COMPORTAMENTO

QUALE IMPATTO HA LA FORMAZIONE SU DI ME?

(Spunta con il simbolo, che meglio rappresenta il tuo stato d'animo, quegli aspetti comportamentali che secondo te sono stati interessati o avrebbero potuto/dovuto esserlo tramite le attività svolte durante la formazione.)

Riporta i seguenti simboli nelle caselle a secondo della tua opinione:

↓ Per niente ↔ Così così ↑ Tutto ok

+

Comportamento	1° incontro	2° incontro	3° incontro	Giudizio globale ¹
Diversità e empatia				
Non esprimo un giudizio sulle persone e i gruppi se non le conosco bene.				
Sono molto interessata al modo di vivere degli altri.				
Sono sensibile alle necessità degli altri e li aiuto, se posso.				
Quando vedo che qualcuno viene insultato o gli viene fatto del male, intervengo in sua difesa.				
Pongo delle domande per scoprire il perché le persone cambino il loro modo di fare a secondo delle situazioni.				
Mi ribello quando si afferma che il nostro modo di pensare è determinato dalla nostra nazionalità, etnia o altro.				
Cooperazione e partecipazione				
Se posso scegliere, preferisco cooperare piuttosto che competere.				
Esprimo il mio sostegno quando capisco che i componenti del gruppo desiderano cooperare.				
Quando mi trovo in gruppo, mi assicuro che tutti possano esprimere la propria opinione.				
Adatto il mio comportamento a secondo del gruppo in cui mi trovo.				
Metto il risalto le dinamiche di potere mentre si collabora.				
Diritti umani e equità				
Mi oppongo e intervengo quando percepisco odio e				

¹ Scegli il simbolo che meglio rappresenta la tua opinione al termine della formazione.

Appendix 2

discriminazione contro gli altri.				
Cerco di mediare in situazioni conflittuali.				
Segnalo atteggiamenti ostili impliciti o espliciti verso le persone percepite come "differenti".				
Conoscenza e epistemologia				
Sono comprensivo verso atteggiamenti, comportamenti e opinioni differenti dai miei.				
Mi sforzo di capire il punto di vista delle persone e mi confronto con loro, cambiando a volte opinione.				
Non mi aspetto di capire tutto di un argomento, ma cerco di confrontarmi con quanto hanno capito gli altri.				
Rifletto sulla validità degli argomenti forniti.				
Spiego i miei pensieri in modo chiaro e li sostengo con una vasta gamma di argomenti.				
Mi aggiorno per scoprire nuovi modi di fare e nuovi punti di vista.				
Metto in discussione convinzioni, credi e dogma, ricercandone le fonti.				
Io e interazione				
Presto attenzione a come le mie parole e i miei gesti esprimono le mie convinzioni, i miei pensieri e sentimenti.				
Ascolto con attenzione e cerco di capire i pensieri e i sentimenti degli altri prima di commentare le loro azioni.				
Resto in un atteggiamento positivo per la comunicazione anche quando non sono d'accordo con gli altri.				
Accetto le critiche.				
Mi impegno nel mio lavoro e accetto che le gratificazioni arrivino con un certo ritardo.				
Riformulo le idee, opinioni e punti di vista degli altri per verificare di avere ben compreso.				
Riesco a spiegare i miei bisogni e i miei motivi agli altri.				
Interagisco in modo rispettoso anche in contesti ambigui e incerti.				
Quando mi esprimo, uso spesso formule come: "Potrebbe essere...", "Una possibilità è che...", "Sembra che..."				

Appendix 3: How do I feel?

Appendix 3

PESTALOZZI: "STRENGTHENING EDUCATION FOR DEMOCRACY"

HOW DO I FEEL?? ;)

RISPETTO AL PERCORSO...COME MI SENTO?

(Scegli il disegno che meglio rappresenta il tuo stato d'animo. Copialo e incollalo sul tuo diario di bordo. Puoi utilizzare lo stesso più volte.)

Appendix 3

Se nessuna di queste immagini ti rappresenta....disegna la tua!

Appendix 4: Debriefing for the Donkey's tail.....revised!



- 1) Before starting the game, did you define the roles inside your group? Why?
- 2) Would you prefer a more complete explanation about how to accomplish the task?
- 3) Have you chosen the person or the people who helped to reach the goal?
- 4) How did you feel while playing? Did you perceive a competitive atmosphere?
- 5) Was your group helpful to overcome the feeling of competition?
- 6) Exploring your personal feeling and moods while playing, can you make a list of connection between the social dynamics enhanced by the game and democratic attitudes?
- 7) If the game is aimed to teachers, is it possible to analyse through the game the teacher's approach?
- 8) Obviously the title of the game is "the Donkey's tail", but could you find a new title for it?

Appendix 5: The logbook



Pestalozzi programme

Module A – Strengthening Education for Democracy

“Shocking Democracy”

THE LOGBOOK OF THE TRAINING

18th of January – 10th of February 2017