



# PRACTICE

Preventing Radicalism through Critical Thinking Competences

## RADICALISATION PREVENTION PROGRAMME

INTELLECTUAL OUTPUT #2

2019

PRACTICE-SCHOOL.EU



Co-funded by the  
Erasmus+ Programme  
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# INTRODUCTION



In recent years, violent extremism and terrorist attacks have surged across Europe and are posing a threat not only to the safety of its citizens but also to its fundamental values of freedom, democracy, equality, respect for the rule of law, human rights and dignity. The alarming developments stand in direct opposition to the vision of a European society characterised by pluralism, non-discrimination, tolerance, justice, solidarity and gender equality.

The informal meeting of EU Education Ministers and Commissioner Navracsics adopted in Paris on 17 March 2015 – under the common initiative of France and the Latvian Presidency of the Council of the European Union – the ‘Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education’ (the so-called Paris Declaration). The Declaration defines common objectives for Member States and urges the EU to ensure the sharing of ideas and good practice with a view to:

- ⚙️ Ensure that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
- ⚙️ Enhance critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;
- ⚙️ Foster the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
- ⚙️ Promote intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

The Paris Declaration focuses on the teachers’ need to develop new skills & competencies to deal with complex classroom realities & to confidently respond to diversified groups.

Unfortunately, the current Continuing Professional Development (CPD) programmes have been recognised as not always sufficiently relevant to teachers’ needs and challenges they face.

Across Europe, schools have a key role to play in preventing radicalisation by promoting common European values, fostering social inclusion, enhancing mutual understanding & tolerance, and developing students’ critical thinking about controversial and sensitive issues as a key protective factor against radicalisation.

To respond to these needs, the project PRACTICE – Preventing Radicalisation through Critical Thinking Competences (Erasmus + - KA2: Strategic Partnership in the field of school education) wants to innovate CPD approaches whilst responding to relevant need of teaching methods applicable to diverse learners with the aim to prevent radicalisation.

PRACTICE addresses current challenges & needs of preventing radicalisation in school & of supporting opportunities for teachers' CPD in this area, by developing, testing & disseminating an innovative approach, using participatory methods collaborative process, that involve 7 partner organisations from 6 countries (Italy, Austria, Denmark, Greece, Germany and UK) and 35 schools at local, national & EU level. In 3 years time (September 2018 – August 2021) the project will develop a EU-wide CDP addressed to teachers, focussing on promotion of social, civic & intercultural competences and critical thinking for secondary school students.

## PROJECT'S OBJECTIVES

- ⚙️ To develop an innovative and collaborative EU wide CPD programme on radicalism prevention within school education;
- ⚙️ To empower teachers through capacity-building activities aimed to equip them with better tools to address diversity in the classroom and to understand and prevent radicalisation processes in educational settings;
- ⚙️ To enhance the development of critical thinking skills and strengthen citizenship and the common values of freedom, tolerance and non-discrimination through education in secondary schools;
- ⚙️ To foster the inclusion of students from all ethnic, faith and social backgrounds creating a safe space to become active and responsible citizens and open-minded members of society.

## THE RATIONALE OF THE RADICALISATION PREVENTION PROGRAMME

The Radicalisation Prevention Programme is a key product of the project PRACTICE, being the result of work of all the 7 project partners from the above mentioned countries, coordinated by Centro per lo Sviluppo Creativo Danilo Dolci.

During the first phase of the project, a desk and primary research has been carried out to map the current situation regarding radicalisation, critical thinking teaching methods, CPD and existing gaps in the partners' countries as well as the connection between critical thinking and radicalisation prevention in the educational context. Particularly, a field research with interviews and focus groups has been implemented, involving more than 105 teachers, school's directors, professionals and stakeholders: this action has been crucial to detect and analyse the needs of the educational sector in terms of skills & competencies to be developed in teachers and students in order to prevent radicalisation processes. Moreover, some specific topics and thematic areas have been identified as particularly relevant to be addressed: this will allow to equip teachers with the necessary knowledge and self-confidence to involve students in discussing topical subjects and controversial issues that – without a critical approach – can lead to mislead perspective, polarised positions and extreme views.

The Comparative Research Report, as first intellectual output of the project, allowed project's partners to identify some specific recommendations to be followed for the development of a Radicalisation Prevention Programme, a training addressed to secondary school teachers, with the scope to prevent radicalisation developing critical thinking competences in students. The current Programme is based on these recommendations.

## OBJECTIVES OF THE RADICALISATION PREVENTION PROGRAMME

- ⚙️ To develop personal critical thinking skills in pupils
- ⚙️ To promote critical thinking and effective strategies to engage with pupils on local, national and international issues & grievances
- ⚙️ To address effectively controversial issues challenging pupils' misinformed views and perception
- ⚙️ To challenge false myths and stimulate understanding and appreciation of diversities
- ⚙️ To provide basic knowledge on radicalism and tools to identify its first signs.
- ⚙️ To foster freedom of speech through pupil participation, while ensuring a safe environment for vulnerable pupils and promoting critical evidence analysis.
- ⚙️ To promote the values of democracy, active citizenship, pluralistic society, open communication and open mindness
- ⚙️ To develop restorative approaches to resolve personal conflict and repair harm caused

## THE STRUCTURE OF THE PROGRAMME

The PRACTICE Radicalisation Prevention Programme represents an innovative tool for teachers and educational support staff for strengthening critical thinking skills and resilience of students, discussing controversial issues openly. It wants to support the school sector and the professionals working in it to improve their capacity to exploit the potential of new approaches, methodologies and international perspectives, for the prevention of radicalisation through the development of critical thinking and related skill and competences as well as effective practices and knowledge related to the topic.

It is an Open Educational Resource (OER), guaranteeing flexibility and adaptability to its future users. Through this innovative format, it provides them theoretical contents, strategies, innovative approaches, practice exercises and non-formal education activities.



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## What is an Open Educational Resource?

Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.

(Source: UNESCO, <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/>).

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The development of this programme has followed two main guidelines, each one of them taking into consideration two main areas to address in the creation of tools and information to be provided:

- 1) the need of the teachers to understand the factors behind the phenomenon of radicalisation processes; the protective and vulnerability factors at the origin of them; the competences, values and skills to be developed in students to be resilient to these processes; the methods and approaches that can enable them to support their students in the development of critical thinking skills.
- 2) The need of teachers to be better equipped to address controversial and topical issues with students, supporting them in openly expressing and exchange opinions and ideas, challenging misconception, misinformed views and false myths, in order to avoid polarised and extreme positions that can lead to radicalisation processes.

In order to meet these two areas of needs, the current programme has been developed in two main parts, besides an introduction session with the theoretical background laying underneath the whole product.

**Part 1** includes an introduction to the concept of Radicalisation, together with theoretical aspects as well as strategies and methods to develop 6 main areas related to Critical Thinking Skills.

In fact, in order to be a critical thinker it is not only necessary to rationally approach facts and text, and to sharpen the capacity of analysis of logical connections between words and events. It is also necessary to have an open mind and to be prepared to deal with the plurality of our world in a respectful and inclusive way; to approach consciously the sources and means of information especially online; to learn how to effectively communicate and how to manage conflictual situations, peacefully restore them.

For these reasons, **Part 1** is focussed on the following learning areas:

- Critical Thinking
- Digital Awareness
- Active Listening and Open Communication
- Open Mindedness and Creative Thinking
- Intercultural Awareness
- Conflict Resolution

Each module included in **Part 1** is divided in different sections:

- **WHAT?** — Introduction to the general topic
- **HOW?** — How to develop the considered learning area, with approaches, methods, strategies addressed to teachers
- **Supporting Materials** — Exercises, Insights, Articles and other reading suggestions for deepening the topic
- **Challenges and tips** for implementation in different classrooms contexts
- **Tips** for applying the methods to different subjects
- **Bibliography**

**Part 2** includes a catalogue of more than 50 non-formal education activities that teachers can use directly in the classroom to address controversial issues upon which students can have misinformed views and polarised positions. This part wants to equip teachers with practical means to stimulate and moderate exchange of opinions and critical analysis of ideas and perspectives upon delicate topics, making the classroom a safe space for discussing in an open and democratic way. Teaching controversial issues, teachers set the goal of reducing individual prejudices and at the same time building a more tolerant society, through challenging student's misconceptions, making them more resilient towards radicalisation processes.

Non-formal education is an innovative and powerful tool to strengthen students' competences: it is flexible and adaptable enough to be used in almost any context and subject at school, guaranteeing the involvement of all students, engaging them in attractive and cooperative learning.

The topics covered by the **Part 2** of this prevention programme have been selected according to the needs expressed by teachers during the research phase. This second part is structured as follows: a) an introduction module proposing a number of practical ways for stimulating open discussions and exchange of ideas adaptable to any controversial issue that potentially could arise in class, or be perceived by teacher as "hot topic" to be addressed in a controlled and moderated way with students; b) 6 thematic modules going in depth in the analysis of specific topical issues, that are:

- Migration
- Gender
- Culture and Identities
- Online Life, Hate speech and Cyberbullying
- Discrimination and Rights
- Global Conflicts and Human Rights

Each module included in part 2 is divided in different sections:

- Introduction
- Learning Objectives
- Theoretical and Contextual Background
- Description step by step of the Non Formal Education(NFE) activities
- Supporting materials and bibliography

The programme has been developed in two formats:

- 1) online version
- 2) PDF downloadable and printable version



# THEORETICAL BACKGROUND

## RADICALISATION & CRITICAL THINKING

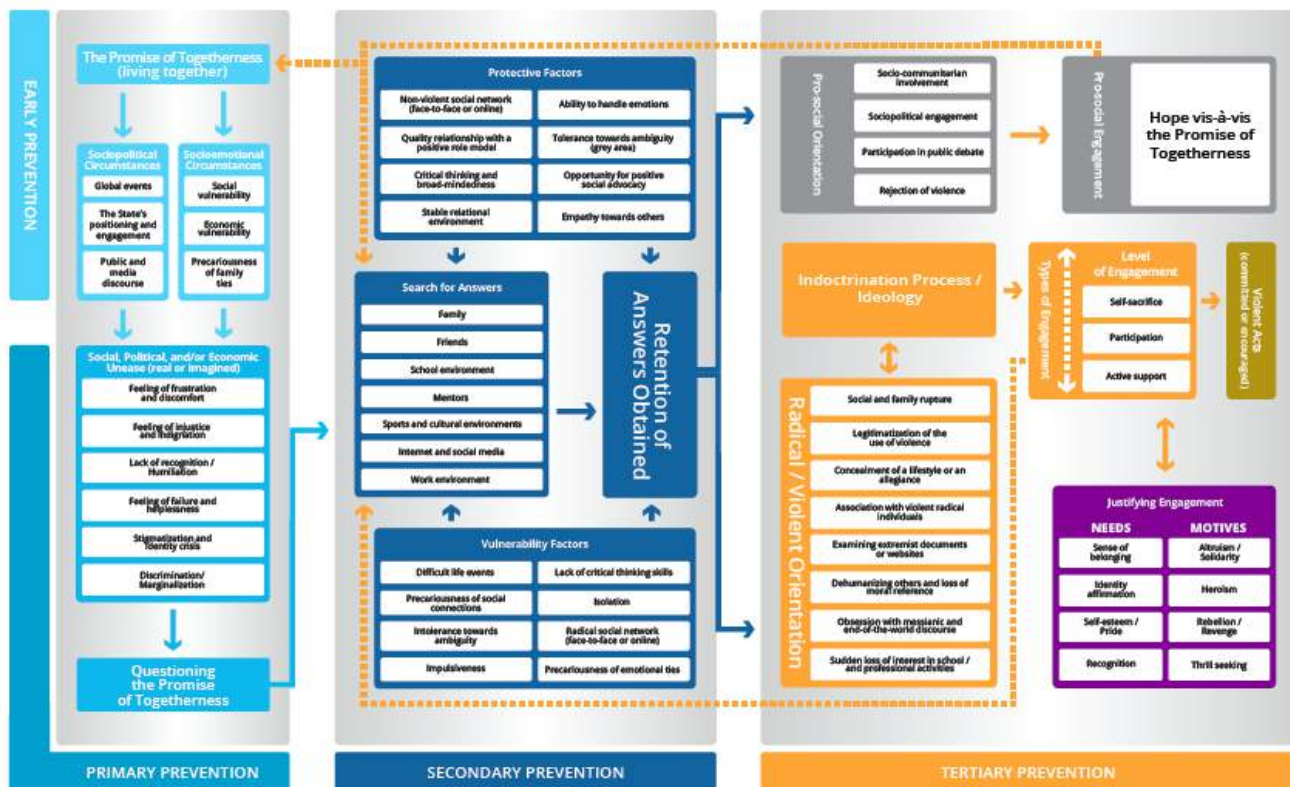
*"Radicalization refers to a short- or long-term process where persons subscribe to extremist views or legitimize their actions on the basis of extremist ideologies."* (Danish Government, 2016 - see the module 1 of part 1: Introduction to Radicalization).

Although there is no final and generally accepted definition of radicalization, the term generally refers to a *process* – either a short or long term one – which sees the progressive adhesion to an extreme ideology, to the point of legitimizing or even perpetrating violent acts. Said process is ignited and enabled by a series of social and personal circumstances which can amount to an increased vulnerability of the individual to the attraction of extremist ideologies and groups (CPRLV, 2016).



CENTRE FOR THE PREVENTION OF RADICALIZATION LEADING TO VIOLENCE

### PROCESS OF RADICALIZATION LEADING TO VIOLENCE



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Such circumstances can be divided in societal and/or contextual circumstances and personal/individual circumstances. Societal circumstances include political and/or economic unrest, heightened political discourse, social conflict; individual circumstances can include psychological or socioeconomic vulnerability, precariousness of family ties and social networks. These circumstances can on one hand encourage

individuals – especially young people – to question the *status quo* and their environment and to embark in a quest for meaning; and on the other, act as enablers for extremist groups to recruit vulnerable individuals and offer them the attractive answers and community. So, where does critical thinking come into play in this picture? Along with social and individual circumstances, it is possible to identify protective factors. These include psychological factors such as empathy, cognitive resources and a feeling of belonging; and social factors such as strong family ties, community, social networks and inclusive environments. Critical thinking is the most important of the necessary cognitive resources that can protect an individual from the affiliation to extremist ideologies or groups.

***“Critical thinking can be defined as the ability to think rationally, exploring issues and ideas and understanding the logical connection between them, before accepting or formulating an opinion or conclusion. It might be also described as the ability to engage in reflective and independent thinking.”*** (Wiley, 2011 - See module 2 of Part 1: Critical Thinking)

The idea of Critical Thinking focuses on teaching students *how* to think rather than *what* to think. Critical thinking is the ability to assess and question information, opinions, ideas, and to determine the validity of arguments and ideologies. It can act as a shield against fake news and biased propaganda, and support individuals in building their own identity and independent opinions. Critical thinking is the foundation of democratic societies, as only critical and informed citizens can fully exercise their right to vote and actively participate in the democratic life of their society.

## THE SCHOOL AS A RESILIENT COMMUNITY

Adolescence is a time of social and emotional vulnerability for most young people, and it is characterized by a quest for answers and for one’s identity. This is particularly true for youngsters who don’t fit the mainstream mold, be it because of their ethnic or socio-economic origin, be it because of their sexual orientation or simply because they have trouble socializing. Schools can in fact turn out to be environments that heighten social anxieties and marginalization.

According to sociologist Charles Horton Cooley, an individual’s self (their identity or perception thereof) is conditioned by the perception said individual has of how the people around see him/her (Rahim, 2010). This concept, named the ***Looking-Glass Self***, is explanatory of feelings of rejection, non-belonging, low self-esteem and marginalization young people who don’t fit socially in school may feel. These feelings can push youngsters towards ideologies and groups which specifically target their vulnerabilities and provide for perceived answers to their quest for meanings and feelings of community, group and kinship, thus reversing the effect of the ***Looking Glass-Self***. It is therefore fundamental that schools turn into positive environments, able to provide community and meaning. The school and/or the classroom should be a ***resilient community***, encouraging individuals to become resilient.

A resilient community can be defined as a group whose characteristics help prevent its members from engaging in extremism leading to violence. The concept of the resilient community focuses on the idea that strong relationships and feelings of belonging reduce individual vulnerability to violent extremist propaganda (Stephens et al., 2019). Teachers have the potential to ensure that their classrooms – and the school in general – become resilient communities instead of hotbeds for marginalization and vulnerability. In order to do so, they should make sure that the classroom is a ***safe space***, where all students feel accepted and listened to. Teachers should encourage their students to exercise emotional intelligence

and empathy by addressing existing conflicts and improving the quality of relationships, and to engage in open dialogue. No topic should be taboo, and everyone should be encouraged to actively participate.

In this respect, critical thinking is a fundamental skill students need in order to learn how to build their own opinions, build arguments and challenge stereotypes. Employing critical thinking in dialogue ensures that students who have outlying opinions or backgrounds are ostracized for who they are, but meet with intellectual challenges to their opinions, rather than exclusion for who they are. This mechanism has the potential for reversing the effect of the *Looking-Glass Self*, with students feeling that their voice is listened to and that they are not the victims of labeling and stereotyping, but full-fledged members of a community of dialogue.

## THE RESILIENT INDIVIDUAL: A CRITICAL THINKER

Resilient communities are meant to foster the development of resilient individuals. Resilient individuals possess the individual psychological, cognitive and relational protective factors previously mentioned. Although there is a diverse body of literature referable to the concept of the *resilient individual*, it is possible to summarize the main positions as focusing on three individual aspects that make an individual resilient:

### Character traits

These include mainly emotional intelligence and empathy. In fact, empathy is fundamental in order to reverse the process of dehumanization of particular group of people (or several), which is often part of extremist propaganda and of radicalization trajectories;

### Values

Several authors point to values such as democracy, pluralism, freedom of speech, human rights, as fundamental in preventing radicalization and improving individual resilience to extremist messages. In fact, providing young people with a strong framework of values and encouraging them to act upon them through civic engagement and in their everyday life, will contribute to filling a void and leave less space to alternative sets of values (stemming from extremist propaganda) to look attractive;

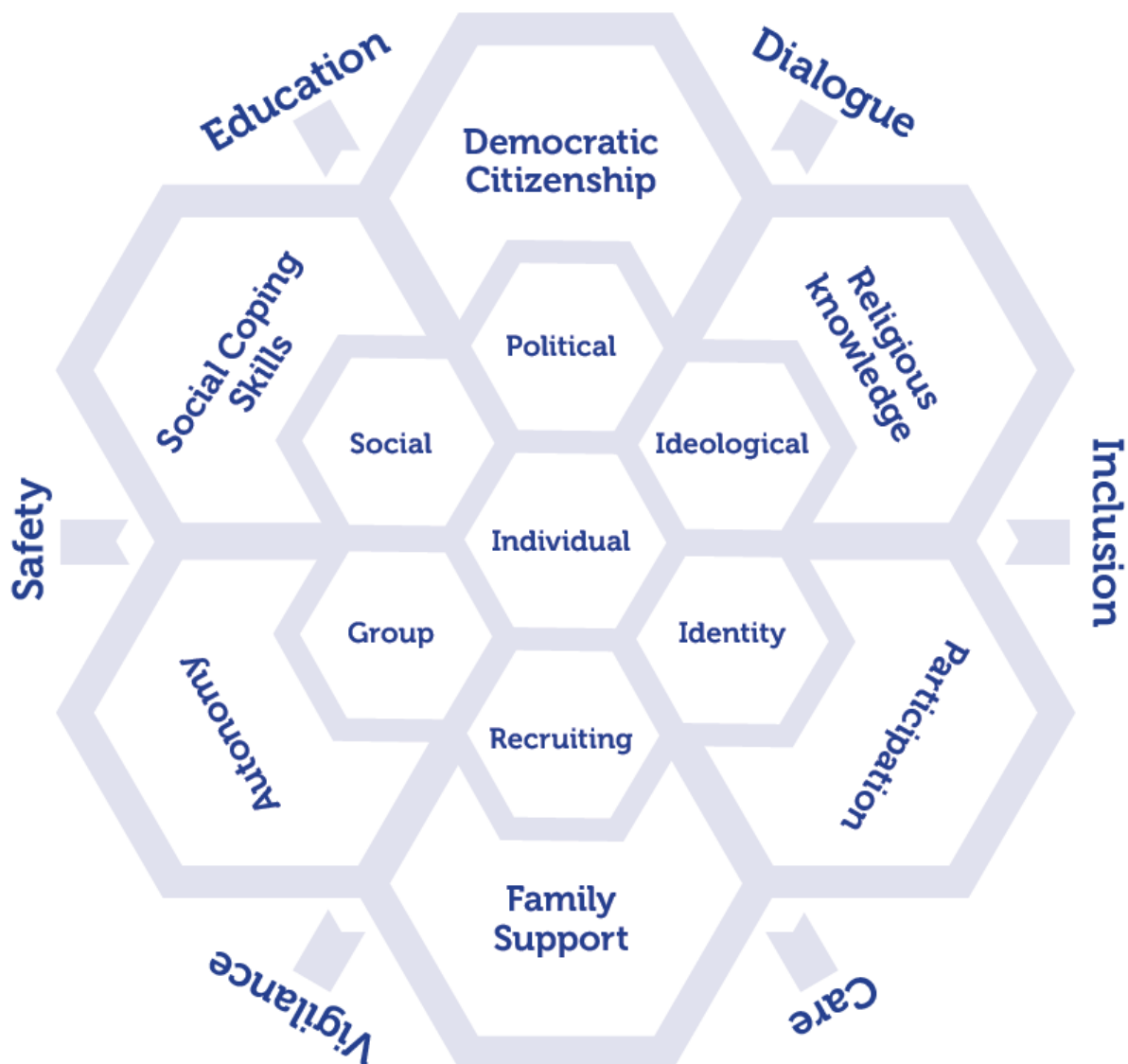
### Cognitive resources

The main cognitive resource that emerges as a means of prevention is critical thinking. Resilient individuals are critical thinkers because they are able to address any topic, they are able to debunk fake or polarizing messages and manichaeistic propaganda through rational analysis of arguments and sources of information.

## A FOCUS ON RISK FACTORS AND PROTECTIVE FACTORS AGAINST RADICALISATION

Another model for the representation of risks and protective factors against radicalisation is the one proposed by Magnus Ranstorp (RAN ISSUE PAPER The Root Causes of Violent Extremism, 2016), a Swedish expert member of the Radicalisation Awareness Network.

According to Ranstorp, around the process of individual radicalisation there is a kaleidoscope of factors intersecting and complexly interconnecting.



*Image from RAN Policy Paper: Transforming Schools into labs for democracy, 2019*

As the image shows, at the centre of the radicalisation process there is the individual. Beside personal risk factors, such as victimhood, anger, personal trauma and feelings of humiliation, Ranstorp identifies other six risk factors that are graphically included in the first level around the individual, indicating external circumstances that can affect the individual pushing it toward a process of extremism and radi-

calisation. They are **social** factors (exclusion, social immobility, crime), **political** factors (foreign policy, islamophobia, war), **ideological/religious** factors (historical missions, ummah), cultural/**identity** factors (lack of belonging, identity crisis, marginalisation), **recruiting** factors (pull of the extremist milieu, social media, targeting of the vulnerable), **group** dynamics (friendship and kinship, groupthink, social media).

For each of these factors, there is a protective factor which can act as a shield between the individual and deviancy. Each protective factor mitigates risk and promotes individual resilience in relation to a particular aspect. The protective factors are represented in the third external level, in connection with the related risk factor.

- ⚙ To protect against political alienation, it is necessary to focus on **democratic citizenship**.
- ⚙ To protect against ideology, it is necessary to offer **religious knowledge** and more in general to promote intercultural awareness and openness to diversity.
- ⚙ To protect against identity crises, it is needed to stimulate personal **participation** and active citizenship.
- ⚙ Against the pull of the extremist milieu, a **supportive family** environment is a strong protective factor.
- ⚙ To help individuals resist negative influences from friendship and kinship, it is fundamental to cultivate **autonomy, self-esteem, social-emotional well-being and life skills**.
- ⚙ To protect from (feelings of) exclusion, **social coping skills** should be enhanced.

In this context, schools have the role to promote citizenship education, by enabling students to actively engage and express themselves in democratic ways by developing peaceful fighting skills and conflict resolution skills.

Finally, the third level of the figure is represented by promotive factors at society level, for the creation of a resilient community, which are:

- 1) Vigilance
- 2) Safety
- 3) Education
- 4) Dialogue
- 5) Inclusion
- 6) Care

(Source: RAN ISSUE PAPER Protective and promotive factors building resilience against violent radicalisation, 2018)



## THE ROLE OF SCHOOLS IN PREVENTION OF RADICALISATION

*“The primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values, but also to help young people - in close cooperation with parents and families - to become active, responsible, open-minded members of society. Children and young people represent our future and must have the opportunity to shape that future. We must combine our efforts to prevent and tackle marginalisation, intolerance, racism and radicalisation and to preserve a framework of equal opportunities for all. We must build on children’s and young people’s sense of initiative and the positive contribution they can make through participation, while reaffirming the common fundamental values on which our democracies are based”.*

(Paris Declaration, 2015)

The Paris declaration, adopted by the European ministers responsible for education, and the Commissioners for education, culture, youth and sport recognises the primary role of education and schools in promoting a more tolerant, pluralistic and open society, safeguarding the common values of freedom of thought and expression, social inclusion and respect for others, as well as preventing and tackling discrimination in all its forms.

Particularly, the declaration identifies as one of the main objectives to be reached by member States in the field of education to **strengthen children’s and young people’s ability to think critically and exercise judgement so that, particularly in the context of the Internet and social media, they are able to grasp realities, to distinguish fact from opinion, to recognise propaganda and to resist all forms of indoctrination and hate speech**, as key factors for preventing radicalisation.

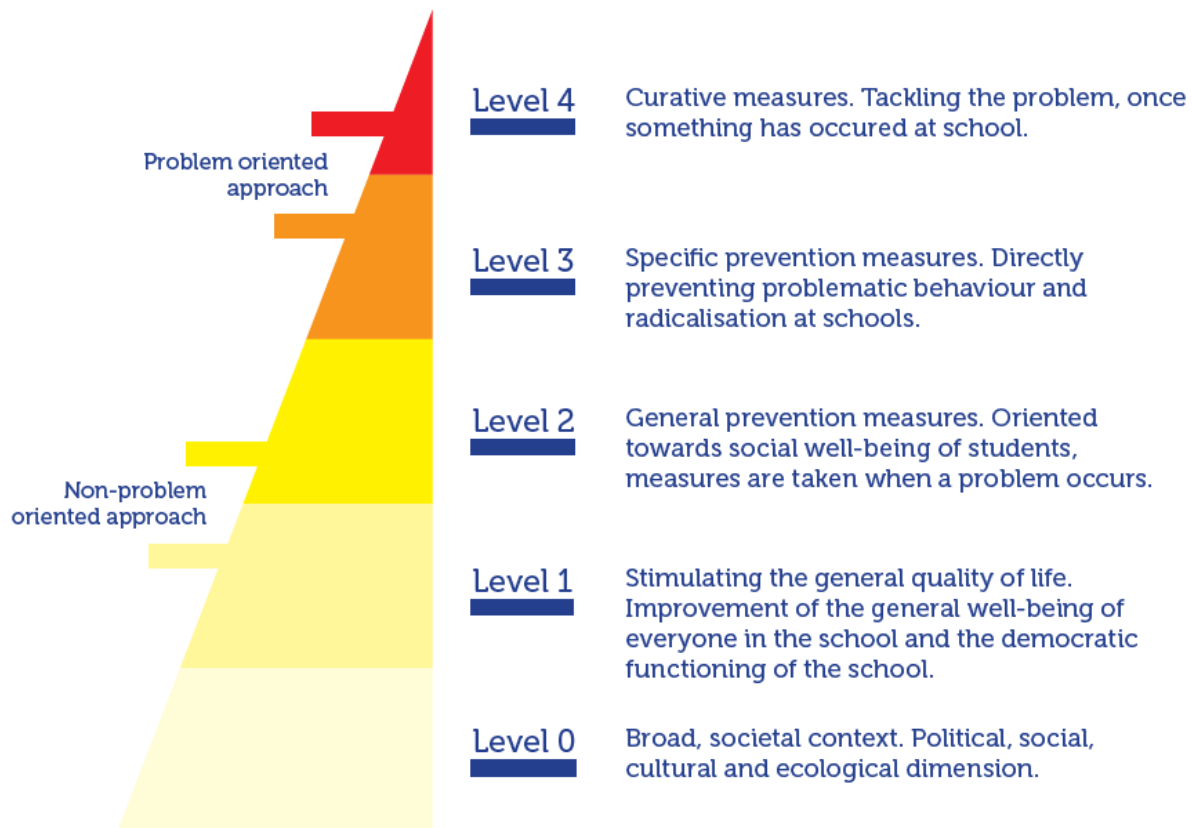
Similarly, the European Agenda for Security, adopted in April 2015, assign to education the key role to play to address the root causes of extremism through preventive measures, countering radicalisation by promoting common European values, fostering social inclusion, enhancing mutual understanding and tolerance, highlighting that inclusive education can make a major contribution in tackling inequalities and preventing marginalization.

These preventive measures represent forms of early or generic prevention, acting as protective factors that can protect pupils like a shield contrasting against the risk factors already analysed in the previous section.

Schools stand at the very forefront in the prevention of radicalisation for several reasons. First of all, because youngsters in the period of their adolescence are regularly subject to concerns, grievances and crisis around their identity and the negotiation of the values laying at the foundation of our society. Secondly, because youngsters often lack of opportunities and space for discussing and creating their own opinion about topics such as immigration, gender, discrimination and international conflicts. Both these elements can create a breeding ground for extremist propaganda. To prevent these seeds to grow, schools need to nurture instead resilience and all the communicative, social and emotional skills needed to tackle the challenges of adolescence, and by providing the space to do it safely.

Schools must provide a safe space for students to develop and voice their views and convictions, explore ideas and their own boundaries.

The roles of schools and education, as thus identified, represent a first level of prevention (or primary or early prevention), aimed at strengthening resilience against risk factors that can lead to radicalisation processes, and raise awareness about this phenomenon. This aim represents the overall objective of education which is to prepare youngsters to responsibly live in a democratic society, respecting its rules and embracing its values.



*RAN Policy Paper – Transforming schools into labs for democracy, 2018*

In this framework, schools have the primary role to nurture an environment where concerns and grievances can be addressed, polarised positions can be mitigated, controversial issues openly discussed and misinformed views and false myth challenged. Particularly, schools can challenge exclusive patterns to identity that can be so attractive in the adolescent phase, since they provide easy and ready-made answers, rigid and unchangeable perspectives, straight and undoubtable paths.

At a higher level, teachers and educational staff within schools can play the fundamental role of noticing early signs of extremism and radicalisation in students, and initiate specific intervention of measures oriented to the case.

*The current Radicalisation Prevention Programme fits into the first level of early prevention, while elements related to the second level will be included in the intellectual output n.3 of the PRACTICE project – Guidelines for Teachers.*

## WHAT CAN SCHOOL DO ?

The role of school in the phase of early prevention of radicalisation processes can be summarised in the following elements (RAN Policy Paper – Transforming schools into labs for democracy, 2018):

### 1. Promoting democratic ethos

- Raising awareness and promoting basic values, rights and freedoms in democratic societies;
- Enabling students to explore their ideas in inclusive settings
- Providing a safe space to address controversial and conflicting issues
- Challenging the idea of absolute leadership and authority conveyed by extremist ideologies that can have an effect of fascination toward youngsters in a phase of identity quest or crisis.
- Opposing to this idea the values of pluralism, acceptance of compromises and contrast of interests and especially the importance of representation of minorities

### 2. Enhancing diversity

- Deconstructing narratives of “us” against “them”
- Valuing the contribution that diversity has given and gives to our pluralistic society
- Addressing topics of culture and identities, gender roles and migration – that are key topic exploited by extremist groups to promote discriminative narratives, hate and violence
- Enhancing anti-biases approaches, countering stereotypes and intercultural awareness

### 3. Fostering Media Literacy

- Raising awareness on the topics of hate speech and fake news with special reference to technical functions and algorithms that shape the reality online
- Providing tools to consciously approach online media via fact-checking and online verification of information
- Addressing information disorder, understanding how it is affecting democracy and empowering pupils in resist to these processes

To be effective, any strategy of radicalisation prevention following these three main pillars, needs to educate students but beforehand empower teachers, challenging their own possible biases.

For this reason, the structure of this programme, as already presented, follows two directions, providing training for teachers, as well as a guide for workshops and activities to be implemented with students.

Go ahead for starting your training in the following sections, navigating through the different topics. Select what is more interesting for you and start learning and practicing!

# PART 1: METHODS AND STRATEGIES FOR TEACHERS

## MODULE 1: INTRODUCTION TO RADICALISATION

*"Radicalisation refers to a short- or long-term process where persons subscribe to extremist views or legitimize their actions on the basis of extremist ideologies."*

*(Danish Government, 2016: "Preventing and countering extremism and radicalization . National Action Plan")*

The concept of radicalisation has been developed to understand why young men, who were born and raised in Western democratic countries, perform actions of terror in Europe as so-called home-grown terrorists – and also what has driven young people to go to Syria and Iraq to fight for Jihad as so called foreign fighters.

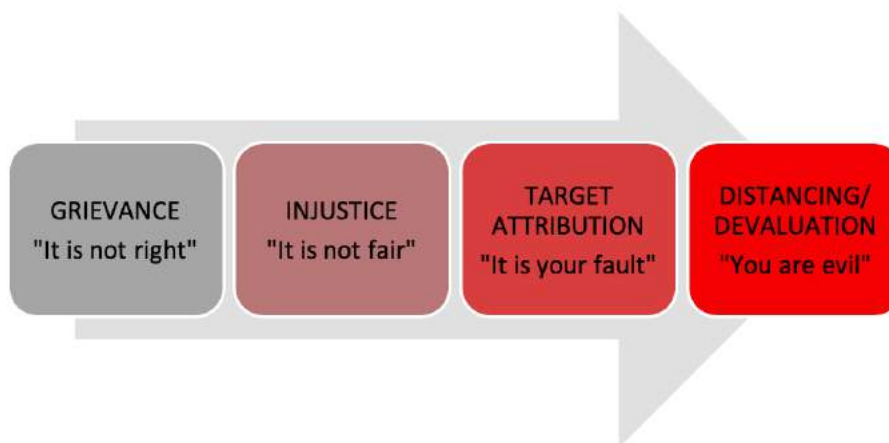
In terms of a clear conceptualisation, there is no commonly agreed definition of radicalization and extremism among researchers and policymakers. Thus, it is not merely a question of real or online-based radicalizers/groomers seducing vulnerable individuals into a process leading to violent extremism. However, there is generally agreement of the fact that no one becomes radicalized over-night, and no one is motivated by a single trigger factor. On the contrary, radicalization is perceived as a process, where individuals gradually develop beliefs and attitudes that depart radically from the mainstream in society. Some individuals transgress the boundary between radical thoughts and violent action. But radical thoughts do not necessarily result in violent behavior. Consequently, some experts distinguish between *cognitive and behavioural* radicalization.

Furthermore, radicalisation and extremism are relative and *context-dependent concepts*. This implies that their significance depends on what is considered as "mainstream", "normal" and "legal" in a given society: "one man's terrorist is another man's freedom fighter".

### THE RADICALISATION PROCESS

During the last 20 years, researchers and practitioners developed a great variety of models to explain the process of radicalization. Among the best-known models are those developed by Randy Borum and Fathali M. Moghaddam (Borum, R., 2011): "Radicalization into violent extremism II". Journal of Strategic Security no. 4 ).

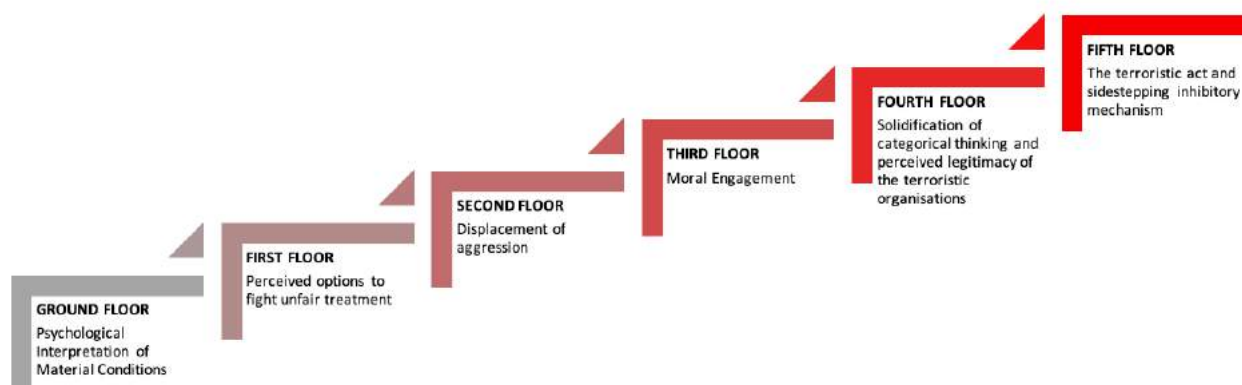
Randy Borum aims to combine the common factors in processes of radicalization in a four-stage model.



*Source: Randy Borum, 2011*

The model illustrates how the experience of grievances, discrimination and vulnerabilities gradually transform into being caused by external factors, be it persons, groups or society in general. Step by step, the young people direct their aggression at some enemy: "target attribution: it's your fault". The last stage involves hatred and demonization and/or dehumanization of the responsible party, and at this stage some individuals may commit violent acts.

Likewise, Fathali M. Moghaddam's model is called the "staircase to terrorism".



*Source: Moghaddam, Fathali M. (2005): "The staircase to terrorism. A psychological explanation". In American Psychologist*

In the staircase model, the process of radicalization initiates with experiences of grievances and injustice. Thus, the ground floor of the model may include a lot of individuals. Many young people would agree to the experience of injustice, and they may often sympathize with and even support, those who choose to act and do something about it.

An increasingly small number of individuals proceed to the higher floors of the staircase model. However, only a very few individuals climb to the final floor, where they "sidestep inhibitory mechanisms" and commit violent acts.

Other models introduce more intermediate steps. However, despite the variations, this type of procedural models generally raises similar, important questions such as:

- ⚙️ Which factors trigger the radicalization process?
- ⚙️ Why do individuals with the same characteristics not become radicalized?
- ⚙️ When and why do some individuals take the last step into violent extremism?
- ⚙️ Is it possible to interrupt the process and perhaps get re-involved on the same or another step later on?
- ⚙️ Which factors and mechanisms are determinative for individuals to stop the process?
- ⚙️ When and why do individuals progress from one phase to the next?

## DRIVERS OF RADICALISATION

The general position among researchers and practitioners today is that there is no single cause for radicalisation, but rather a complex mixture of contextual factors on different levels:

*“Radicalisation is a context-bound phenomenon par excellence. Global, sociological and political drivers matter as much as ideological and psychological ones”.*

*The European Commission, Expert Group on Violent Radicalisation (2008):  
“Radicalisation processes. Leading to Acts of Terrorism”*

There is no single model that can integrate all factors and mechanisms. Research has identified a long list of factors leading to radicalization. For example, Magnus Ranstorp (The Root Causes of Violent Extremism” - RAN Issue Paper 04/01) emphasized the following factors:



### Individual factors

Feelings of alienation from society, humiliation and victimhood, conspiracy theories.



### Social factors

Exclusion and discrimination, isolated communities, unemployment, poor level of education, contact with peers belonging to radical networks.



### Political factors

“Western countries are at war with Islam”, islamophobia.



### **Ideological / Religious factors**

Violent interpretation of Islam, view that Western society is immoral.



### **Culture and identity Crisis**

Lack of belonging, rebellion against values of mainstream society and parents.



### **Trauma and other trigger mechanisms**

PTSD, deceased family members.

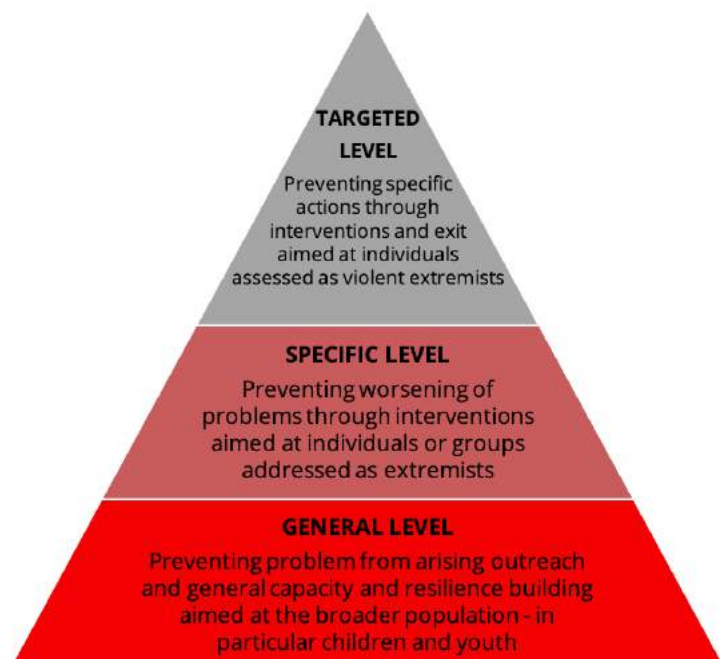
In other interpretations (Mhtconsult 2010 and 2012), the trigger factors have taken their point of departure in concrete and external signs such as:

- ⚙️ **Image-based signs of change:** where young people change their image, for instance in their way of dressing, their use of political-ideological or religious symbols etc.
- ⚙️ **Behavioural signs of change:** where young people change their behavioural appearance in a visible way.
- ⚙️ **Attitude-based signs of change:** where young people change their views, sympathies and sets of values.
- ⚙️ **Relational signs of change:** where young people change, discard their existing circle of acquaintances and become associated with new social, political or religious groups.

Even though there is no complete consensus on what is prevention, many of the risk factors are well known. This knowledge is operationalized into concrete preventive precautions and interventions on the basis of working definitions.

There has been a great emphasis on the need to find effective strategies to combat radicalization by mobilizing and empowering local governments, educators, social and youth workers and civil society. The aim is to create awareness and resilience among non-radicalised individuals against the appeal of violent extremism.

Generally, the preventive activities are divided into 3 types in the so-called prevention triangle (Hemmingsen, A., 2015):



**The general level of prevention** is also called the primary or generic prevention. On this level, the target group is all children and young people as well as - in an indirect way - the professionals working with children and youth in the local community. The emphasis is on creating awareness and knowledge and to reduce potential risk factors by focusing on personal positive resources. Thus, the overall aim of the general prevention efforts is to empower young individuals to become active democratic citizens.

There is a high degree of overlap between the general prevention and the objectives and activities of normal professional activities in education and youth work. General preventive activities can consist of:

- ⚙ The building of resilience
- ⚙ The training of social collaboration and communication
- ⚙ The strengthening of critical thinking and democratic understanding and values

**The specific level of prevention** is also called the secondary or indicated or specific prevention. On this level, the target group is clearly defined and the preventive activities must be designed to match the target group. The target group can be:

- ⚙ Individuals living in risk zones with many cases of radicalisation (for instance Molenbeek in Belgium).
- ⚙ Individuals showing interest in or already in contact with radical movements and groups
- ⚙ Individuals showing worrying behaviour

Activities can be:

- ⚙ To co-produce a prevention programme with a local community from an area with cases of radicalisation in order to empower young people from this area to become spokesmen to-wards local authorities and professionals working in the field of prevention. One example on this level is the COCORA project (2017): "The COCORA Handbook Collection".

**The targeted level of prevention** is also called tertiary prevention. The target group is individuals who are engaged in violent extremism. The objective is to diminish escalation of radicalization (deradicalisation) and supplying exit programmes for those who want to drop out or are estimated to be open to receiving support for dropping out.

The activities can be:

- ⚙ To support change of behaviour patterns and the connection between thought and behaviour by using cognitive dialogue methods.



## NO CLEAR-CUT SIGNS OR PROFILES

As we have seen, there are many backgrounds and very different factors involved in radicalization processes among persons and groups. It is not possible to establish a simple causality and one-dimensional explanation to why persons become radicalized. As shown above, attempts have been made among researchers to establish specific profiles of people, who become radicalized<sup>9</sup>, or to create lists of signs that professionals have to look for, in order to spot persons at risk, or in a process of radicalization (Borum, R., 2004).

Likewise, models of identifiable phases that persons will go through in radicalization processes have been suggested (Silber, M. D. & A. Bhatt, 2007). However, these attempts at creating lists and models have been criticized on several backgrounds from the point of view that there is a danger of simplifying the varied processes among individuals and groups in different contexts. There is a danger of drawing too general conclusions on a narrow base of evidence, derived from few and selected cases of persons who has committed terror attacks, as well as a risk of producing a counterproductive discrimination and stigmatization because of stereotypical profiles based on certain lifestyles, ethnic backgrounds and religiosity, leading to suspicion of large numbers of people (Velthuis, T. & Staun, J., 2009).

In conclusion, it is not reliable to produce a clear-cut list of signs for professionals to use as a screening device. However, a variety of researchers and policymakers point out that professionals in schools play an important role in anticipating and preventing radicalization and extremism (Rambøll, 2016; Asterisk 2016; Soei, A., 2018).

## THE ROLE OF THE SCHOOL IN THE EARLY AND GENERAL PREVENTION OF RADICALISATION

According to researchers and policymakers internationally, the challenge of preventing extremism and radicalization among youth has to be approached through engaging children and youth in their societies and communities, ensuring their possibilities and wish to participate to renew democracy. The school is a formative institution and plays an important role in the continual formation of a vibrant and engaging democratic society. Crucial for this development is the schools succeeding to establish the frames for the students' sense of inclusion and belonging, their trust in being part of the classroom community and the wider society with rights and possibilities to participate, and their development of a critical and questioning sense. As such, it is a school concern if students feel a lack of confidence in the class and the surrounding society, experience discrimination and stigmatization, or if students express negative prejudices about groups of people and perhaps show a legitimation of violence towards parts of the population. These are signs of worry, which the school has a responsibility, as well as a possibility to address.

The question then is how professionals in the school context can work with these important and challenging issues?

A meta-study of 34 studies about interventions in the school context aimed at the prevention of radicalisation, point to five decisive aspects which can activate a positive effect, leading to the prevention of radicalisation (Rambøll, 2016).

These aspects include:

- ⚙️ The establishment of trustful relations between teacher and pupil, and among pupils.
- ⚙️ Space for dialogue, reflexion and critical thinking in the class and school context.
- ⚙️ A teaching environment which contributes to empathy, understanding and tolerance of each other and of viewpoints different from one's own. That different perspectives are being made visible, that pupils are exposed to a variety of viewpoints and lifeforms, gain abilities to see things from the others perspective, and can express their opinions without being met with prejudices.
- ⚙️ That the pupils gain knowledge and competences about human rights, understandings of democracy, conflict and how to tackle conflicts, engaging in political disagreements and a general insight into possibilities and rights as a participating member of society.
- ⚙️ That every pupil experiences a sense of belonging, respect and inclusion in the class and school, and in teaching and learning situations. That the teaching environment hereby supports civic inclusion.

## THE NEED OF CAPACITY BUILDING AND CPD AMONG PROFESSIONALS

The meta-study confirms what other research points to, the fact that capacity building and CPD of teachers and other school staff can have effects on the prevention of radicalization (Bonell, Joe, Phil Copestake a.o., 2011). Capacity building primarily works to prevent radicalization when it aims at qualifying the teachers' ability to support and facilitate reflective debates and dialogue in the classroom in such a way that all the students get room for expressing their viewpoints, in an environment where disagreement and pluralism is seen as a constructive and basic condition in a community (Rambøll, op.cit. Laird Iversen, L., 2014). The teacher must facilitate a context where it is considered fruitful and legitimate to reflect on norms and ideas as well as ideals and lifeforms that are otherwise taken for granted. The teacher must work towards establishing a constructive '*community of disagreement*' in class, to manage divisions and polarization, and to establish a safe space where it is considered constructive to question our everyday prejudices, in order to strive to get behind categories and stereotypes, and build trust and belonging in the class-room as well as in a wider community characterized by pluralism.

This approach and way of thinking is supported by an understanding of *democracy as essentially plural and conflictual*, and of democratic interaction characterized by disagreement, ongoing struggle for ideas and compromise, as opposed to an aim of reaching consensus (Mouffe, Chantal, 2004). Unity based on same-ness and stable consensus would be a contradiction in a democracy and a sign of a democratic crisis. Accordingly, democratic civic engagement is viewed, not as something where you first have to learn certain codes or master certain competences, before you gain access and are allowed to participate as a democratic citizen (Biesta, Gerd, 2013). This would be countering the idea of democracy and equality as human beings and citizens. You are included as a member from the start, and democracy has to be shaped and reshaped by young and new citizens as well as by others, as people engage with their visions and ways of democratic participation. The schools' role in this process is to create the fertile context for this democratic critical societal engagement and belonging to develop among the youth.

## THE SCHOOLS AS CO-CONSTRUCTORS OF MARGINALITY, EXTREMISM AND RADICALISATION

If the school has a vital role to play in the prevention of extremism, some researchers on the contrary point out that schools and teachers actually can participate in the construction of radicalization and oppositional positions among pupils (Gilliam, L., 2010).

The school is based on certain cultural codes, ways of speaking, literature and often a dominant religious identity, that is connected to the middle-class majority population (Bourdieu & Passeron, 1990).

The knowledge that is valued at school and defined as the standard that achievement is measured in relation to, is connected to this part of the population.

Children from ethnic minorities and/or other socio-economic backgrounds than the dominant ones meet this cultural hegemony in school, and experience exclusion and cultural marginalization. The children sense that the majority culture is so dominant, that they feel markedly different if they don't fit within the expectations to the "normal" child. The feeling of being different, not recognized, identified with a questioned religion and ethnicity, and unable to live up to the specific norms and criteria, can lead to the creation of a counter identification. Sometimes an anti-school culture, and sometimes a search for other communities to gain recognition. It can lead to a vicious circle of alienation from the school where you feel you can't succeed and participate, oppositional behavior, further exclusion, etc.

This research points to the risk of the school being part of a construction of marginality, which can lead to the creation of a counterculture, where youth build an identity around being different from what they can't be part of at school. Contrary to this, if the school and teachers are conscious about these mechanisms, their important role as a micro society, and gain capacities and motivation to work towards inclusion, belonging and trust as participating citizens among children and youth across diversities, they can have a tremendous effect, including the anticipation and prevention of radicalization and extremism.

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## MODULE 2: CRITICAL THINKING

### AIM OF THE MODULE

The present module provides a guide for teachers and educational professionals for analysing the basic aspects of thinking processes, in order to support students in creating their own opinions independently, being able to analyse and evaluate the reliability of information, discourses and arguments, questioning assumptions and detecting logical fallacies and thinking biases.

In the era of hyper-connection we are living, we are bombarded with a continuous flow of information and news: young people in particular if not well trained in critical thinking, will tend to absorb any information without reformulating and questioning it, thus ending up believing immediately everything they read or hear. Critical thinking is important especially in a world that is often made of fake news, voluntary distortions of facts or reality and propaganda.

With particular reference to controversial issues, such as migration, terrorism, gender violence and sexual orientations, left to rely on friends and social media for their information, young people can be frustrated or confused about some of the major issues which affect their communities and European society today. In the absence of help from school, they might have no reliable means of dealing with these issues constructively and no one to guide them.

The role of school and teachers becomes fundamental in this sense, to support students in developing their critical thinking, approaching news, data and information in logical and conscious ways, to understand and handle life in pluralist social environments, becoming resilient against extreme views, social polarisation and radicalisation processes.

After the completion of this module, you will be able to:

1. Understand the links between ideas
2. Determine the importance and relevance of arguments and ideas
3. Recognise arguments
4. Identify inconsistencies, weaknesses and errors in reasoning
5. Recognise biases
6. Evaluate sources and data

## WHAT?

Critical thinking can be defined as the ability to think rationally, exploring issues and ideas and understanding the logical connection between them, before accepting or formulating an opinion or conclusion. It might be also described as the ability to engage in reflective and independent thinking.

We all think and we do it continuously. Our thoughts and way of thinking depends on the quality of our life, the choices we made, the way we see and interpret the reality.

But often our thinking is biased, prejudiced, distorted or based on partial information. Having not a full and clear overview of a situation, issue, news, can lead us to assume a different perspective that can affect many aspects of our actions.

Critical thinking is a habit of mind that needs to be cultivated from childhood. Schools and teachers need to support students in developing their ability to reason upon ideas, accustoming them to be active learners rather than passive recipients of information.

Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not.

It requires you to use your ability to reason. The basic unit of reasoning is an argument.

Within the context of “logic” or critical thinking, the word “argument” doesn’t refer to a heated discussion or “fight” between people.

An argument is the linguistic representation of a thinking “step” or act (called the inference), whereby someone comes to accept a statement as true (the conclusion) on the basis of accepting other statements as true (the premise).

Arguments are commonly found in newspaper editorials and opinion columns, as well as magazine essays.

Around a certain issue, a critical thinker is able to understand and analyse arguments and determine if they are “good” in the sense of logically reliable, and therefore if a rational person, upon hearing them, should be convinced. Being able to evaluate an argument allows us to not passively accept opinions and ideas given by others but to analytically, independently and consciously develop our own point of view.

In this module we will analyse what an argument is, how it is built and how to analyse and evaluate it. Furthermore, the module analyses also how our own thought processes can be not always rational but biased, even unconsciously. Not intentionally, biased discourses are used by politics or advertising, to easily persuade people about ideas and opinions, by appealing to the less rational mental processes.

To be aware of biases in our way of thinking and to learn how to recognise and detect them in the communication’s strategies used around us to make a discourse more persuasive, it is a fundamental step of critical thinking.

## HOW?

### WHAT IS AN ARGUMENT?

An argument is an attempt to convince, using reasons (Epstein, 1998). An argument consists of two parts:

- a. The conclusion is the sentence that the argument is arguing for, or that part of the argument that the arguer is trying to convince you of. The conclusion is always a claim.
- b. The premises are sentences that are supposed to support, lead to, provide evidence for, prove or convince that the conclusion is true.

So, an argument is an attempt to convince someone that a certain claim is true, through a set of sentences such that one of them is being said to be true (conclusion) and the other(s) are being offered as reasons for believing the truth of the one (premises).

For example, this is an argument:

**It is Wednesday, Paula always wears a jacket on Wednesday so Paula will be wearing a jacket today.**

The last sentence is the **CONCLUSION**. The other sentences are **PREMISES**.

Here's another example:

**It is important to complete college education. College graduates earn, on average, more money and they report higher achievements in life.**

In this case, the first sentence is the **CONCLUSION**, and the rest are **PREMISES**. You should be able to note this because the other sentences provide reasons to believe the first sentence. That is, they act as premises, or evidence, for the conclusion. Another way to see that this is the conclusion is to ask yourself: what is the person trying to convince me of? It's not "college graduates earn more money." He's telling me that without any evidence. But, if that's true, that's a reason to graduate from college. In other words, it's a premise. The premise is presented as evidence for the conclusion. The premise of an argument is a statement which is used or offered as a reason for accepting another statement as true. The conclusion of an argument is a statement that answers the issue.

### HOW DO I EVALUATE ARGUMENTS?

First of all, it is important to distinguish arguments from assertions. An argument is a set of sentences, one of which is being asserted; an assertion is a single sentence that can be true or false.

In logic, assertions are either true or false, but arguments are neither true nor false. They are either good or bad.

A good argument is one in which:

- (a) the conclusion follows from the premises;
- (b) the premises are all true.



## 1. DEDUCTIVE AND INDUCTIVE ARGUMENTS

There are two main types of arguments: deductive and inductive.

**Deductive arguments** are arguments in which the premises (if true) guarantee the truth of the conclusion. The conclusion of a successful deductive argument cannot possibly be false, assuming its premises are true. This is what it means to label an argument as “valid” in logic. The form or structure of a deductive argument is the essential aspect to consider.

The most famous deductive argument is the aristotelian syllogism:

All men are mortal,  
Socrates is a man,  
therefore: Socrates is mortal.

Here another deductive example:

- 1) All dogs are mammals.
- 2) Buddy is a dog.
- SO) Buddy is a mammal.

**Inductive arguments** are arguments with premises which make it likely that the conclusion is true but don't absolutely guarantee its truth. Inductive arguments are by far the most common type of argument we see in our daily lives. We can assess inductive arguments along a spectrum of successful (stronger) to unsuccessful (weaker). The more successful (stronger) argument is the one in which the premises lead to a conclusion that is probably true, with a high degree of likelihood. It is important to remember that inductive arguments can never fully guarantee the truth of the conclusion.

Inductive Example:

- Premise 1:** The bridge X is regularly inspected by qualified engineers.
- Premise 2:** Vehicles have been driving over it for years.
- Conclusion:** It will be safe to drive over it tomorrow.

Inductive arguments are an essential tool for living in a world where we make decisions based on predictions but without absolute certainty. Inductive arguments cannot logically guarantee the truth of a conclusion. If we can't guarantee truth, the best we can do is use terms like “probable” or “highly likely.” Often, we ignore that in our day-to-day speech and written communication, but it's a key point to remember.

Inductive arguments can't guarantee the truth of a conclusion because they're based on experience, which is always limited.

Inductive arguments move from specific to general. A deductive argument is one that moves from general to specific.

We begin with a general (universal) claim, which happens to be a definition (a dog is a mammal), and we end up with a specific conclusion about an individual dog, Buddy.

With an inductive argument, we start instead with specific pieces of evidence and then we move to a generalization.

The premises of an inductive argument are believed to support the conclusion, but do not ensure it. Thus, the conclusion of an induction is regarded as a hypothesis.

Being able to distinguish between deductive and inductive arguments, and to be aware that no inductive arguments can be logically absolutely true, but at most highly probable, is a first step for the evaluation of an argument.

## 2. LOGICAL FALLACIES

Arguments can be affected by logical fallacies, meaning errors in logic that invalidate the reliability of an argument. Sometimes, writers or speakers purposefully use logical fallacies to make an argument seem more persuasive or valid. To know what fallacies are and how to recognise them, is very important for a critical thinker, because fallacious arguments are very common in newspapers, advertisements, political speeches and other sources and can be quite persuasive, at least to the casual reader or listener.

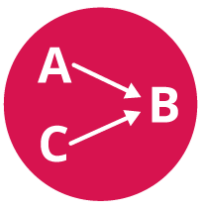
Here below are some of the most common fallacies to be aware of.



### Hasty Generalisation

Making assumptions about a whole group or range of cases based on a sample that is inadequate (usually because it is atypical or just too small), drawing conclusions from too little evidence and often relying on stereotypes.

*A group of teenagers vandalized the park downtown. Teenagers are irresponsible and destructive.*



### Post hoc (false cause)

Assuming that because B comes after A, A caused B. Just because two events chronologically follow each other, does not necessarily mean that a cause and effect relationship exists.

*The president raised taxes, and then the rate of violent crime went up. The president is responsible for the rise in crime.*

*I forgot to do my homework yesterday and we had a pop quiz.*

*I laid out my clothes to dry and it just started to rain.*



### Slippery Slope (Bad Precedent)

Assuming that a proposed step will set off an uncontrollable chain of undesirable events. The arguer claims that a sort of chain reaction, usually ending in some dire consequence, will take place, but there's really not enough evidence for that assumption.

*If you don't stop smoking cigarettes, then you are going to start shooting heroin.*



### Weak Analogy

Many arguments rely on an analogy between two or more objects, ideas, or situations. If the two things that are being compared aren't really alike in the relevant respects, the analogy is a weak one, and the argument that relies on it commits the fallacy of weak analogy.

*Guns are like hammers - they're both tools that could be used to kill someone. If we restrict the purchase of guns, we should restrict the purchase of hammers as well!*



### Red Herring

Partway through an argument, the arguer goes off on a tangent, raising a side issue that distracts the audience from what's really at stake. The arguer avoids the main argument by diversionary tactics such as following tangents and never returns to the original issue.

*I forgot to go grocery shopping for you, but I did buy you a dozen roses because I love you. Yes, my grades are low, but I volunteer a lot of time to the nonprofit sector.*



### False Dichotomy

In false dichotomy, the arguer sets up the situation so it looks like there are only two choices. The arguer then eliminates one of the choices, so it seems that we are left with only one option: the one the arguer wanted us to pick in the first place. It is an oversimplification that assumingly reduces several alternatives to a mere binary opposition. It is a false dilemma that presents a "black and white" kind of thinking when there are actually many shades of grey.

*The school is in bad shape. Either we tear it down and put up a new building, or we continue to risk students' safety. Obviously, we shouldn't risk anyone's safety, so we must tear the building down." (The argument neglects to mention the possibility that we might repair the building or find some way to protect students from the risks in question, for example, if only a few rooms are in bad shape, perhaps we shouldn't hold classes in those rooms).*



### Begging the Question (Petitio Principii)

Premises that are passed on as being valid without supporting evidence. Sometimes the premise is proven by the conclusion itself, making the argument circular, restating the premise in the conclusion rather than proving or disproving.

*President Kennedy was an excellent speech giver because he delivered exceptional speeches.*

### Straw Man

Distorting, misrepresenting or exaggerating someone's position so it's easier to refute. A straw man fallacy occurs when someone takes another person's argument or point, distorts it or exaggerates it in some kind of extreme way, and then attacks the extreme distortion, as if that is really the claim the first person is making, concluding that the original position is incorrect or ridiculous.



A: "Let's go to the movies tonight"  
 B: "No, thank you, I'd rather not today"  
 A: "You never want to have fun!"

Mr. and Mrs. Smith are arguing about cleaning out their basement.  
 Mr. Smith: "Why, we just did it last year. "Do we have to clean it out every day?"  
 Mrs Smith: "You just want to keep everything around forever, and that's ridiculous."



### Common Sense Fallacy

An argument is held to be true because of practical truths and common sense.

*If it looks bad, it tastes bad.*



### Argumentum Ad Hominem

Criticizing the person who's making an argument, rather than the argument itself.

*Candidate A will not maintain his electoral promises: he cheated on his wife!*



### Argumentum ad Ignoratiam

An argument is true because no evidence disproves its validity.

*No one has complained about this public policy, so it is not unjust.*



### Appeal to Fear

This type of fallacy is one that, as noted in its name, plays upon people's fear. In particular, this fallacy presents a scary future if a certain decision is made today.

*Candidate A doesn't understand foreign policy. If you elect her as president, we will be attacked by terrorists.*



### Authority of Tradition

Justify an idea based on tradition.

*We have always written the report this way.*



### Bandwagon

Supporting a claim by stating that “everyone” believes or acts a particular way.

*I support the war, because every patriotic citizen does.*



### Gambler's fallacy

The error of thinking that a random event can be influenced by past random events.

*The lottery was won in this city last year; buying a ticket this year is a waste of money*

## 3. BIASES

Beside the logic fallacies, intentionally or unintentionally used by a speaker to convince the audience about his/her argument making it to seem more persuasive or valid, a critical thinker needs to be aware that our own thought processes are not always clear or rational, but can be altered by a “filter” which is activated in an unconscious, automatic and non-easily controllable way, that can alter how you perceive things and get in the way of making good logical decisions. This “filter” is based on our personal experience and preferences, already existing opinions and pre-built inclinations, and it is called “cognitive bias”. This filter is activated by our brain, to categorise, prioritize and process the vast amount of input it receives.

Newspapers tend to have an organisational ‘view’ or political slant and this affects both what they report and how they report it. In the same way, we all have our opinions and tendencies, coming from cultural norms and belief, and these affect the way we create our opinions and evaluate what we read or hear, leading to systematic deviations from a standard rationality or good judgment.

Communication strategies aimed at convincing people about opinions and ideas, used for example in politics and advertisement can take advantage of our **cognitive** biases to shape our opinions, by leveraging less on evidence, reason and logic and more instead by appeals to our flawed patterns of feeling and thinking.

Being aware of how our brain works in this sense and what kind of biases exist is useful for trying to not to be influenced by them in the development of our own opinions.

Here there is a list of some of the most common cognitive biases, divided in three main categories:

## SELECTION BIASES

Selection biases are caused by choosing non-random data for analysis. The bias exists due to a flaw in the sample selection process. Some information is unconsciously chosen or disregarded, misleading the analyst into a wrong conclusion.



### Confirmation Bias

The tendency to easily accept information that confirms your point of view and ignore or reject information that does not support it.



### Anchoring Bias

The tendency to place excessive weight or importance on one piece of information - often the first piece of information you learned about a topic.



### Absence of evidence

A failure to consider the degree of completeness of available evidence and not addressing the impact of the absence of information on analytic conclusions. The absence of information did not indicate the absence of a problem, but the impossibility of getting the information about a potential issue.

## SOCIAL BIASES

Social biases are a result of our interactions with other people. The way we are processing and analysing information depends on our relations with the persons who provided us with information or hypotheses.



### Attribution error

Overemphasising personality-based explanations for behaviours observed in others, while underemphasising the role and power of situational influences on the same behaviour.

*Thinking that a farmer managed to sell more wheat because he/she is very hard-working, and not because he/she had the opportunities (maybe he/she lives closer to the market), means (maybe he/she used new fertilizers) and support (several members of his/her family help him/her) to achieve such results.*



### Mirror Imaging (also known as projection)

Assuming that others will act the same as we would, given similar circumstances or that the same dynamic is in play when something seems to happen in similar context as in the past.

*At the beginning of the Ebola crisis, humanitarian actors assumed that affected communities would be open to sensitisation campaigns and were surprised by the aggressive attitude of the affected populations.*



### Stereotyping

Expecting a group or person to have certain characteristics without having real information about the person. It allows us to quickly identify strangers as friends or enemies but we tend to overuse it even when no danger is perceivable.

## PROCESS BIASES

Process bias is our tendency to process information based on cognitive factors rather than evidence. When we process information, we often display inherent thinking errors. They prevent an analyst from accurately understanding reality even when all the needed data and evidence are in his/her hand.



### **Negativity**

Paying more attention to and giving more weight to negative rather than positive experience or other kinds of information.



### **Clustering illusion**

Overestimating the value of perceived patterns in random data. The human brain excels at finding patterns and relationships, but tends to overgeneralise. We usually confuse correlation for causation. While the two might be correlated, meaning they appear to follow the same path, they do not cause each other.



### **Framing**

Being influenced in our decisions by how a situation has been presented.

## OTHER COMMON BIASES

### **Functional Fixedness**

Tendency to utilize an object or an idea in only the way it is traditionally used.

### **Not Invented Here Bias**

The tendency to discount information, ideas, standards, or products developed outside of a certain group.

### **Status Quo Bias**

The tendency to want things to stay relatively the same as they have always been.

### **Mere Exposure Effect**

Tendency to like something just because you are familiar with it.



### **Reactance**

The urge to do the opposite of what you are asked to do in order to preserve your freedom of choice.

## SUPPORTING MATERIALS

### PRACTICING CRITICAL THINKING: A GUIDE IN THREE STEPS

#### STEP 1 - FRAMING THE SITUATION

When approaching a text or a speech, it is important to take into consideration many elements, to frame the situation analytically.

You can do so, asking the following questions:

- **Who said it?** Someone known? Someone in a position of authority or power? Does it matter who told you this?
- **What did they say?** Did they give facts or opinions? Did they provide all the facts? Did they leave anything out?
- **Where did they say it?** Was it in public or in private? Did other people have a chance to respond or provide an alternative account?
- **When did they say it?** Was it before, during or after an important event? Is timing important?
- **Why did they say it?** Did they explain the reasoning behind their opinion? Were they trying to make someone look good or bad?
- **How did they say it?** Were they happy or sad, angry or indifferent? Did they write it or say it?

#### STEP 2 - EVALUATION OF THE ARGUMENT

The evaluation of an argument needs to be based upon rational criteria. An evaluation strategy useful for this scope is the one provided by the **F.E.L.T.** criteria below (Fairness, Evidence, Logic, Tone).

##### Fairness

- Is the argument fair and balanced, or does it contain bias?
- Is the argument one-sided?
- Are there alternative points of view not addressed?
- What are the implications of this narrowness?
- Think about the implications of the argument and the author's suggestions. Would implementing the author's suggestions have results that they have not written about, either positive or negative?
- Are there any worthwhile implications, e.g. for policy recommendations or action?
- Are there any undesirable or dangerous implications?

##### Evidence and Logic

- Are the given premises reliable and relevant? Are they thoroughly explained?
- Is the movement from premise to conclusion logical? Does the argument contain gaps in reasoning or logical fallacies?
- Do the premises themselves require further justification? (Bag the question fallacy)



Arguments need to be supported by evidence to be effective. Types of evidence include other authors' ideas, statistics and surveys. When evaluating an argument, think about whether the appropriate type of evidence has been used to support it.

- Is there enough evidence?
- Is the evidence biased?
- Is the considered sample representative?
- Is the evidence used up to date/relevant?

In logic an argument can be valid or invalid. In a valid argument the conclusion follows on from the premises (propositions, statements or assumptions upon which the argument is based). If all the premises in an argument can be proved to be true and the conclusion can be shown to follow on from the premises, then the conclusion will necessarily be true. In examining an argument consider whether the premises (or steps) in an argument follow on from one another, and whether the premises are true.

- Are the prepositions, assumptions or statements upon which the argument is based true?
- Does the conclusion necessarily follow from the premises?

### **Tone**

- Is the attitude of the writer appropriate for the content? For example, is it too serious? Is it too sarcastic or dismissive? Is it overly dramatic? (Tone can reinforce bias.)

In everyday life, we often try to persuade people by using emotive language (by using words such as 'great', 'fantastic'). Emotive language may make an argument appear stronger than it really is, and it is inappropriate in academic writing. As a reader you need to examine the author's argument to make sure it is justified.

- Does the argument use emotional appeal rather than relying on the force of reason?
- Is the author's 'voice' conveyed through unsubstantiated personal opinion rather than through engaging with the argument?

## **STEP 3 - CREDIBILITY AND RELIABILITY OF SOURCES AND DATA**

### **Usability of Data**

Check the available data in support of the argument presented:

- Are they relevant to the topic?
- Are they complete (i.e. across groups, geographical areas or sectors?)
- Are they sufficiently recent?
- Are they representative?
- Are they trustworthy?

### **Reliability of the Sources**

Review the sources of the data and try to assess:

- the qualifications and technical expertise of the source
- its reputation and track record for accuracy
- its objectivity and motive for bias
- its proximity to the original source or event
- Triangulate the information with other sources

### Alternative hypotheses (Devil's Advocacy)

Explore multiple ways in which a situation can develop based on same data. Identify alternative options or outcomes and/or explore the consequences of a specific course of action.

- Brainstorm to identify all possible hypotheses.
- List all significant evidence/arguments relevant to the hypotheses.
- Focus on disproving hypothesis rather than proving one.
- Establish the relative likelihood for hypotheses and report all conclusions.
- Logic Mapping: Mapping the logic underpinning an argument or decision to identify faulty logic.
- Read through the arguments and evidence supporting them.
- Use post-its to identify key elements of the logic. Each post-it should contain one assumption, assertion, key argument, deduction and conclusion.
- Arrange the post-its on a wall/board, clustering similar themes and identify the connecting or linking arguments and key relationships.
- Group each cluster under a theme. Note any isolated post-its or clusters that do not fit into.
- Create a diagram showing the key elements of the arguments.

## TIPS FOR APPLYING THE METHODS TO DIFFERENT SUBJECTS

Critical thinking is a habit of mind that can and should be, developed and applied to any subject and matter.

The specific strategies and methods included in this module particularly fit with analysis of text, speeches and discourses, so they perfectly apply to teaching as languages (native and foreign).

Critical thinking can be easily practiced also, in teaching history, geography, art and literature, social science and similar, but also mathematics and sciences.

For example:

### **In language and literature (national of foreign):**

Teachers can submit a text or a video to students and ask them to analyse it. Particularly effective can be the analysis of articles from newspaper, adverts or political discourses – for example, presidential elections, actual or historical, to detect logical fallacies and biases and evaluate the text in a critical way.

### **In philosophy:**

Analysing a theory that can rise different opinions and positions;

### **In Geography and History:**

Challenge the Eurocentric vision of books and sources, exploring different points of views.

### **In Art and Literature:**

Ask students to analyse and comment on a piece of art, a poem or a passage from a book, asking what the author intended to express and analyse different critics (positive and negative);

### **In Mathematics:**

- Rather than directing students to use a particular strategy to solve an assigned problem, the teacher should work with them to identify various strategies and to develop criteria for choosing a suitable strategy from among the options.

- Error analysis: Teachers can include intentional errors in a formula or in the procedure to solve a problem or an exercise asking students to find the errors and explain the reason why it is incorrect and how the correct version should be.

### **For any teaching subject:**

- Ask students to make autonomous research about a certain topic, asking them to consider at least 3 different sources of information and to analyse the difference between them. Then build the content of the lesson asking the first students to report the result of the research and the others to turn, add further findings and elements.

- Not give pre-built information and opinions but make students create the content of the lesson step-by-step in a peer-learning process, asking questions such as “why?” and “what if...?”;

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## MODULE 3: DIGITAL AWARENESS

### AIM OF THE MODULE

The move to an increasingly digital environment gives students many new ways of expressing themselves and of finding and accessing diverse information and views. At the same time, it also enables an increase in the amount of various kinds of disinformation in circulation. In the framework of the PRACTICE Radicalisation Prevention Programme, The Digital Awareness module explores the spectrum of 'information disorder' and defines how Media and Information Literacy (MIL) helps in combating it, applying the tools related to fact-checking and giving an overview on social media verification, assessing sources and visual content.

After the completion of this module, you will be able to:

1. Understand the different types of misinformation, disinformation and mal-information, as well as where these types sit on the spectrum of 'information disorder'.
2. Understand how 'information disorder' is affecting democracy, open societies as well as the consequences that it has on education, politics, business and private life particularly focusing on teenagers
3. Understand how harm and falsity are ways of thinking about 'information disorder'
4. Understand and critique the role of technology and the 'new gatekeepers' (i.e. social platforms) in enabling the viral distribution of disinformation and misinformation, presented as news
5. Distinguish fact from fiction as well as the legitimacy of potentially diverse narratives and stories within authentic journalism
6. Understand the emergence of fact-checking as a distinct form of journalism as well as the ethics and methodology of the practice
7. Understand the questions to ask when assessing the quality of evidence
8. Understand how to approach a social media verification, assessing sources and visual content

## GLOSSARY

**Clickbait:** a form of false advertisement which uses hyperlink text or a thumbnail link that is designed to attract attention and entice users to follow that link and read, view, or listen to the linked piece of online content, with a defining characteristic of being deceptive, typically sensationalized or misleading.

**Fact-checking:** the act of checking factual assertions in non-fictional text in order to determine the veracity and correctness of the factual statements in the text.

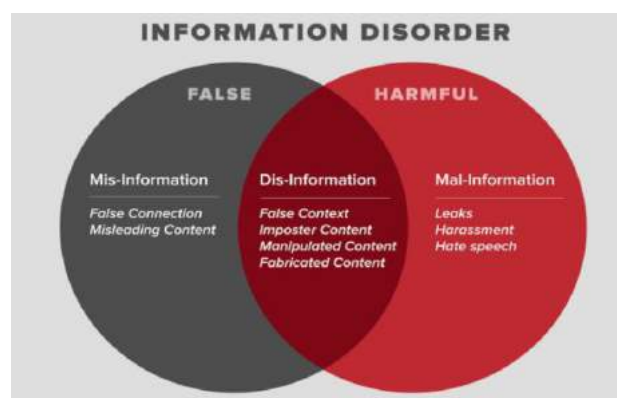
**Fake news:** a type of yellow journalism or propaganda that consists of deliberate disinformation or hoaxes spread via traditional news media (print and broadcast) or online social media.

**Hate speech:** the public incitement to violence or hatred directed to groups or individuals on the basis of certain characteristics, including race, colour, religion, descent and national or ethnic origin.

## WHAT?

### 1. INFORMATION DISORDER

While the impact of fabricated contents has been well documented, contemporary social technology created an information pollution at global scale, a complex web of motivations for creating, disseminating and consuming these 'polluted' messages; a lot of content types and techniques for amplifying content; several platforms hosting and reproducing this content. The phenomenon of Information disorder covers satire and parody, click-bait headlines, and the misleading use of captions, visuals or statistics, as well as the genuine content that is shared out of context, imposter content and manipulated and fabricated content. For the purpose of the Module 3 of PRACTICE Radicalisation Prevention Programme, we consider the notion of information disorder as coined in a recent report commissioned by the Council of Europe. From a theoretical point of view, information disorder spectrum includes three notions: **mis-information** (when false information is shared, but no harm is meant), **dis-information** (when false information is knowingly shared to cause harm) and **mal-information** (when genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere).

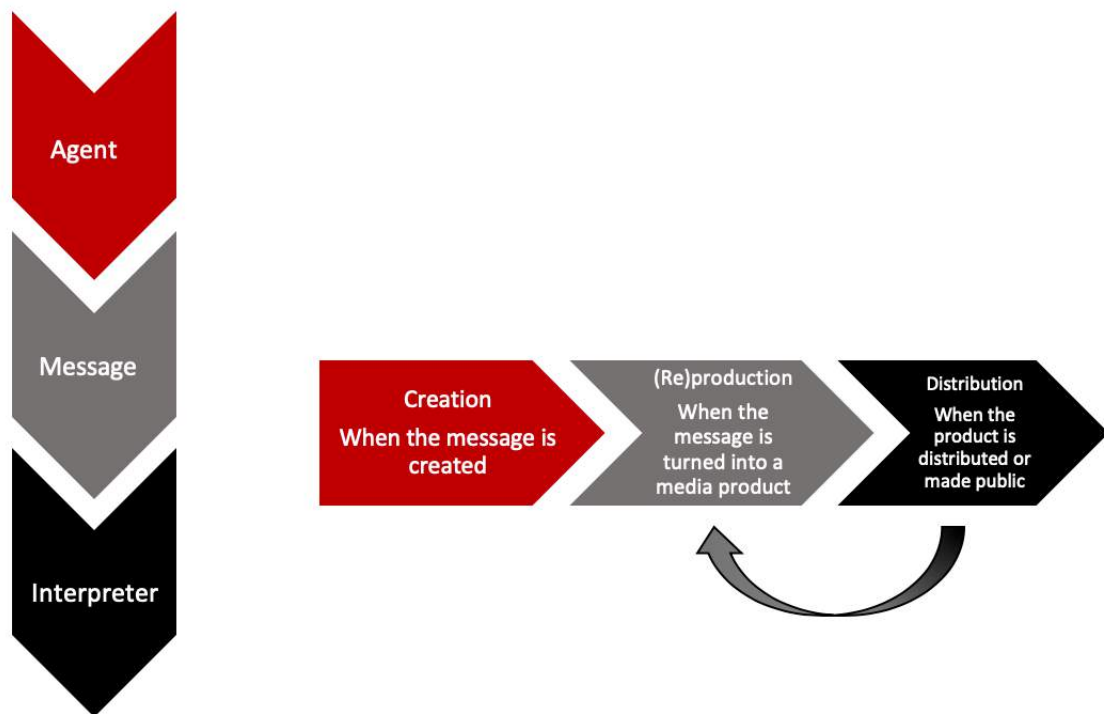


*Types of Information Disorder.  
Credit: Claire Wardle &  
Hossein Derakshan, 2017*

To understand any example of information disorder, it is useful to consider it in three elements:

- 1) **Agent:** who were the 'agents' that created, produced and distributed the example, and what was their motivation?
- 2) **Message:** what type of message was it? What format did it take? What were the characteristics?
- 3) **Interpreter:** when the message was received by someone, how did they interpret the message? What action, if any, did they take?

*Elements and Phases of Information Disorder. Credit: Claire Wardle & Hossein Derakshan, 2017*



In addition, it is also productive to consider the life of an example of information disorder as having three phases: **1) creation**; **2) production**; and **3) distribution**.

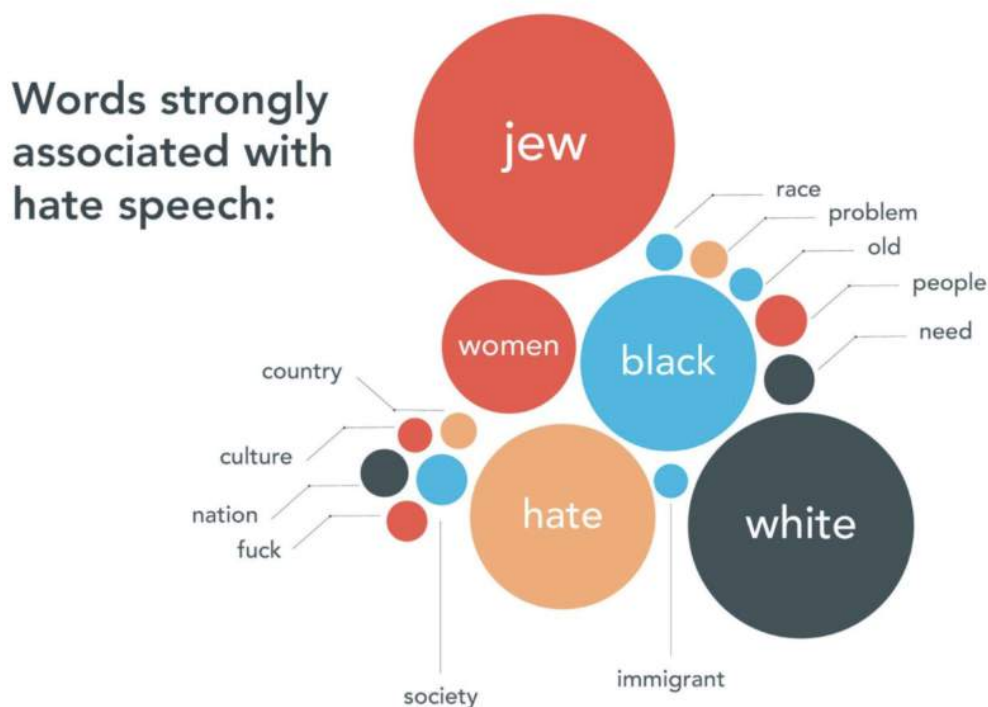
## 2. INFORMATION DISORDER AND HATE SPEECH: HOW TO APPROACH THE ISSUE

An important aspect to underline is the relation between **Information disorder** – in particular mal-information – and **hate speech**. It is important that students recognize the way hate speech is expressed online and the relation between the spreading of false news and hate speech, to be able to identify and report it – if necessary. For example, frequent form of racist hate speech against certain minorities are:

- Contrasting “us” and “them”
- Generalization (“all refugees...” “all Muslims...”) and blanket attributions (e.g. refugees=criminals)
- Normalization of discriminatory attitudes: “It’s no wonder that ...”
- Projecting onto minorities, problems involving all of society like sexism, criminality or housing shortage
- Pejorative designations like “economic migrant”
- Dehumanization of minorities, e.g. equating refugees/Roma/Muslims with insects, parasites, animals etc.

- Lies about minorities and alleged criminality, violence, rapes, forged official papers – often disguised as an alleged personal experience
- Cultural racism (“They simply don’t fit in here”)
- Nationalistic relativizations: “What about our children/homeless/unemployed, etc.?”
- Phrases like “Soon we’ll feel strangers in our own country” and “our way of life is doomed”
- The establishment / the mendacious press-never tell us the truth anyway
- Everyone who cares about minorities is a do-gooder, or quite probably a left-wing extremist
- So am I to be labelled a Nazi/racist/homophobic just because I ... / Where is my own freedom of speech if you delete my comments?

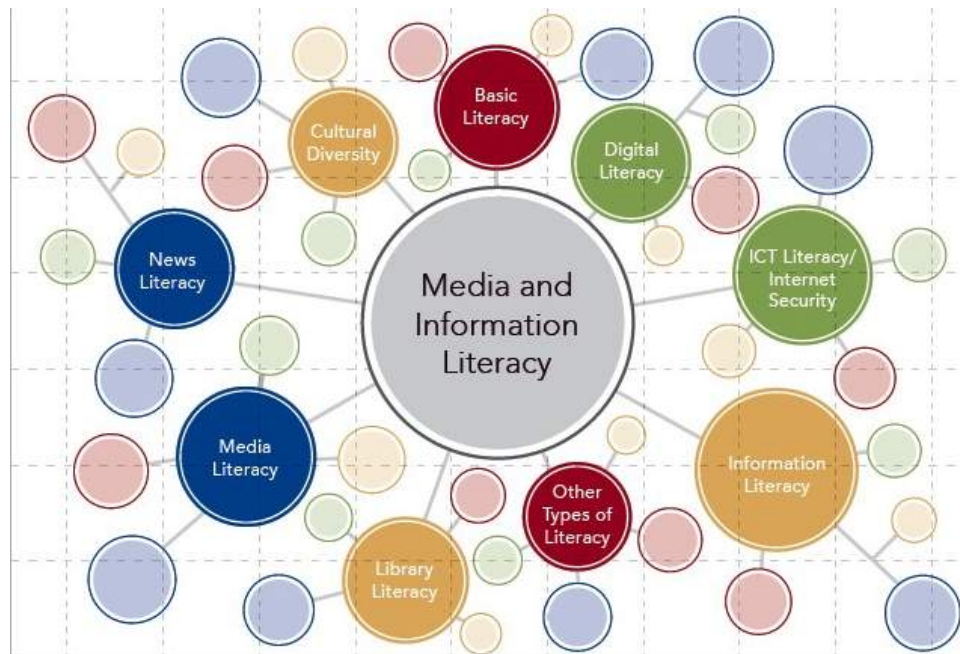
Often, hate speech is also disguised as satire or humour, or subsequently the excuse is proffered that it was only meant as a joke. It is important that students try to examine words, phrases, images, videos and online contents in a critical way, taking their time to analyze the way opinions are expressed and recognizing hate speech, even if it is disguised or it seems to be a “soft” statement. At the same time, it is important that young people know that they must report hate speech found online, to the social platform and/or to the authorities. Another option to explore is counter-speech, for actively engaging with the dissemination of hate speech in social networks. Check this [infographic](http://blog.nohatespeechmovement.org/wp-content/uploads/2016/12/Infographic_4-with-noise-and-grunge-MASK-E-OUTLINES-01.jpg) to understand the difference between hate speech and a bad joke ([http://blog.nohatespeechmovement.org/wp-content/uploads/2016/12/Infographic\\_4-with-noise-and-grunge-MASK-E-OUTLINES-01.jpg](http://blog.nohatespeechmovement.org/wp-content/uploads/2016/12/Infographic_4-with-noise-and-grunge-MASK-E-OUTLINES-01.jpg)).





### 3. MEDIA INFORMATION LITERACY

The concept of **Media and Information Literacy** (MIL) is a commonly accepted one, applied among others by UNESCO, European Commission and Council of Europe, to stress the inter-relatedness of competencies regarding information broadly, and media in particular.



*Composite Concept of Media and Information Literacy, UNESCO 2013,  
Global MIL Assessment Framework, Readness and Competencies, Paris, France*

MIL encompasses “the full range of cognitive, emotional, and social competencies that include the use of text, tools and technologies; the skills of critical thinking and analysis; the practice of messaging composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration. It “relates to the ability to access the media, to understand and critically evaluate different aspects of the media and media content and to create communications in a variety of contexts. In addition, rising levels of hate speech, xenophobia and attacks on refugees or people from “other” religions, ethnicities and of different skin colour, based on stereotypes stoked by concocted statistic, populist rhetoric and misleading media reports, that fail to meet the standards of journalism and add to the toxic mix which MIL needs to counter. In fact, certain knowledge and skills can be particularly important when identifying and responding to online hate speech. MIL is an important educational strategy to represent a structural and sustained response to hate speech, considered in comparison, to the complexities involved in the decision to ban or censor online content or the time and cost that it may take for legal actions to produce tangible outcomes. Many of the initiatives involving MIL as a tool for combating hate speech, have as common denominator, the emphasis on the development of critical thinking skills and the ethically reflective use of social media (based on human rights principles) as a starting points for MIL skills to combat online hate speech.

MIL competencies can enhance the individuals’ ability to identify and question hateful content online, understand some of its assumptions, biases and prejudices, and encourage the elaboration of arguments to confront it.

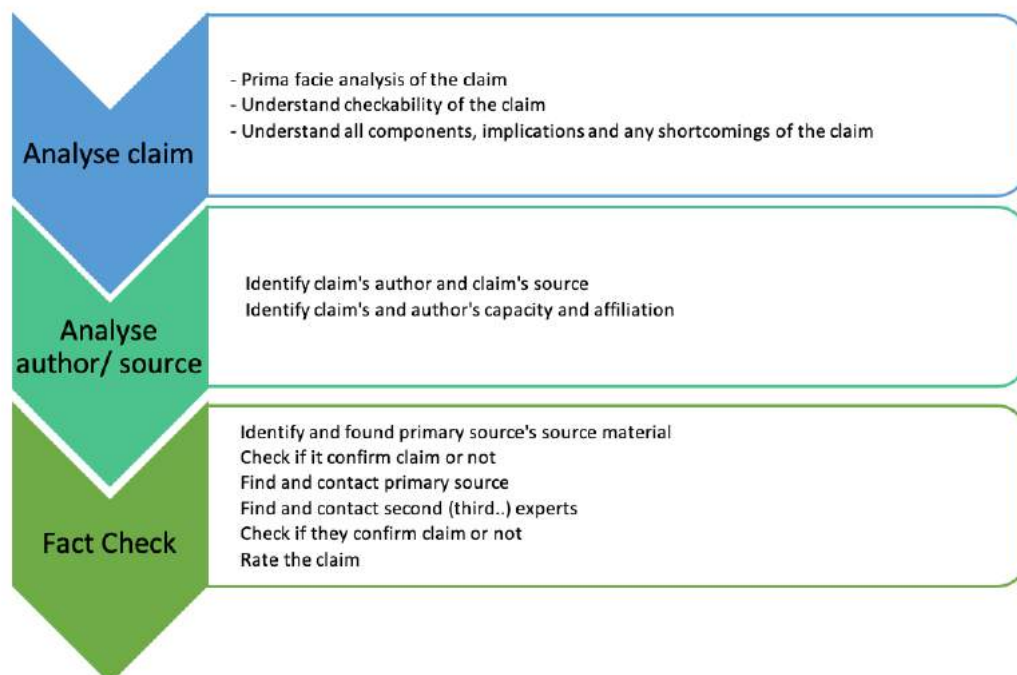
## 4. FACT-CHECKING

Everyone who seeks to convince others, has an incentive to distort, exaggerate or obfuscate the facts. It is important that students are equipped with a methodology to detect fact-checkable claims and evaluate evidence critically. **Fact-checking** can mean a proofread and verification of factual claims made by journalists in their work. However, the fact-checking that is part of this section of PRACTICE Radicalisation Prevention Programme happens not before the content is published, but after. The term describes entirely fabricated sensationalist stories that reach a wide audience by using social media algorithms to their advantage. In 2016 the most searched word on Google was 'fake news'. This new wave concentrated on fact-checking public claims as debunking these viral hoaxes.

Generally speaking, fact-checking is composed by three phases: **1) finding fact-checkable claims**, determining which major public claims (a) can be fact-checked and (b) ought to be fact-checked; **2) Finding the facts** by looking for the best available evidences regarding the claim at hand; and **3) Evaluating the claim** in light of the evidences, usually on a scale of truthfulness. These are obviously general steps, also because fact-checking is not an exact science and there is not a software that will examine documents and flag anytime something has been misstated as fact.

At international level, the *International Fact-Checking Network* (IFCN) has developed a code of principles that help readers discern good fact-checking from bad. These principles rely on non-partisanship and fairness, transparency of sources and funding, transparency of methodology (to select, research, write, edit, publish the facts) and a commitment to an open and honest corrections policy.

At European level, *EUFACHECK* is the fact-checking project of the European Journalism Training Association (EJTA), that intends to build a sustainable curriculum unit on fact-checking within a European network of Journalism schools and nowadays, it gathers fact-checks from more than 150 students and staff from more than 20 EJTA schools. They developed a step-by-step factchecking flowchart to help students and their teachers, to follow a rigorous and uniform methodology in factchecking. The flowcharts are dedicated to:



*Steps of fact-checking, credits EJTA*

*EUFACHECK* provide also a presentation about the general principles of the methodology and some exercises that can be done to get acquainted with their terminology. Tools for factchecking are developed also at national level.

## 5. SOCIAL MEDIA VERIFICATION

It is a matter of fact that social media has changed journalism practice. Real-time audience engagement has given rise to crowdsourcing content, and even reporting tasks like verification can now be outsourced to the audience. The methods of verifying content and sources require constant updating to reflect the impacts of digital technologies, online behaviours and newsgathering practices. Today, eyewitness accounts and visual contents are amongst the most important tools a journalist and/or news publisher can draw on to tell a high impact story. The rapid growth in the amount of visual content uploaded to social platforms, is driven by three main factors: 1) the proliferation of camera-enabled smart and feature phones around the world; 2) increased access to inexpensive/free mobile data; and 3) the rise of global social networks and social messaging platforms, on which anyone can publish content and build its own audience. Thus given, students should be introduced to basic tools and techniques to learn and practice source and content verification such as:

- ⚙️ **Facebook account analysis:** how to exploit online tools (e.g. *Intel Techniques*) to find out more about a source by analysing their Facebook account.
- ⚙️ **Twitter account analysis:** how to use some guides (e.g. *Africa Check*) to find out more about the source by analysing their social history and thereby identify whether it is a bot tweeting.
- ⚙️ **Reverse Image Search:** how to use online tools (e.g. *Google Reverse Image Search*, *TinEye*, *RevEye* and so on) to check if an image has been recycled to support a new claim or event. Reverse image search lets you see if one or more image databases contain an earlier version of the image but even if reverse image search does not return any results, this does not mean the image is original, and you still need to do additional checks.
- ⚙️ **YouTube Data Viewer:** there is no publicly available “reverse video search” – but tools like *Amnesty’s YouTuber Data Viewer*, *InVID* and *NewsCheck* can detect video thumbnails for YouTube videos and a reverse image search on those thumbnails can reveal if earlier versions of the video have been uploaded.
- ⚙️ **EXIF Viewer:** *EXIF* is metadata to visual content that includes a wide range of data created by digital cameras and phone camera’s at the point of capture, including time and date, location metadata, device data and so on. This metadata is extremely helpful in the verification process – even if videos shared on Facebook and Twitter do not display metadata and to verify, you need to have the original image file.

These tools are free and more or less simple to use and require basic skills to be applied. There are also advanced techniques to explore, such as:

- ⚙️ **Geolocation:** the process of determining where a video or image was captured. It is possible if adequate metadata is available: *EXIF* data from mobile phones often reveals coordinates, and social content is occasionally geotagged. Often, geolocation requires cross-referencing visual characteristics and landmarks from the content with satellite imagery, street-view imagery and visual content available from other sources.
  
- ⚙️ **Weather corroboration:** sources such as *WolframAlpha* can reveal historical weather data, allowing us to check if the weather observable in visual content is corroborated by the historical record.
  
- ⚙️ **Shadow analysis:** one line investigation into a photo or video is to examine the internal consistency of any visible shadows (i.e. are there shadows where we should expect them to be?)
  
- ⚙️ **Image forensics:** some tools are able to detect inconsistencies in image metadata that suggest manipulation. Tools such as *Forensically*, *Photo Forensics* and *IziTru* can carry out clone detection and error level analysis that could provide useful insights.

## HOW?

Teachers can approach this Module presenting theoretical learning (e.g. using seminars, readings or lecture-based presentations) and supplemented by practical exercises (e.g. working groups). The main idea is to involve a 60-90 minute theoretical component and a 90 minute-2 hour workshop or practical activities. The sessions can be expanded, contracted and/or divided across different days, depending on the teaching/learning framework of the classroom/students group concerned.

Herewith follow several pedagogical approaches that could be applied:

- ⚙️ **Issue-Enquiry approach.** Issue-enquiry learning is a student-centred learning approach that incorporates many of the features associated with enquiry learning, problem solving and decision making where learners acquire new knowledge and skills through the following enquiry stages: identification of the issue; recognition of underlying attitudes and beliefs; clarification of the facts and principles behind the issue; locating, organizing and analyzing evidence; interpretation and resolution of the issue; taking action and reconsidering the consequences and outcomes from each phase. Examples of the issue-enquiry approach in MIL include: exploring gender and race portrayals through media analysis; exploring privacy and the media through primary and secondary document analysis; exploring cyber-bullying through ethnographic research.
  
- ⚙️ **Problem-based learning (PBL).** It is a curriculum development and instructional system that simultaneously develops students' interdisciplinary knowledge bases and skills, as well as critical thinking and problem solving strategies. It is a highly structured, cooperative learning

mode to enhance both individual and collective knowledge by engaging students in critical and deep enquiry of real-life problems. An example of problem-based learning in MIL includes designing an effective social marketing campaign for a particular audience.

- ⚙️ **Case study.** This method involves an in-depth examination of a single instance or event. It requires a systematic way of looking at the events, collecting data, analyzing information, and reporting the results, which in turn supports enquiry learning among students. Students could undertake a case study of the marketing campaign strategy and release of a very successful film, bestseller book, or other high profile media product.
- ⚙️ **Cooperative learning.** It refers to the instructional approach that puts students together to work towards accomplishing shared goals. Cooperative learning can range from simple paired work to more complex modes such as project learning, jigsaw learning, guided peer questioning and reciprocal teaching. An example of cooperative learning in MIL: Working collaboratively in a wiki space.
- ⚙️ **Textual analysis.** Students learn to undertake textual analysis through identifying the codes and conventions of various media genres. With this type of semiotic analysis, understanding of key concepts can be increased. Example: students could be asked to select a piece of media text that is of interest to them. This could be a news article, a video from YouTube, or a video clip from an online news source. Put students in groups and guide them in analysing the audience, purpose, author, technique/textual features, and context.
- ⚙️ **Translations.** With this approach, students take information presented in one medium and 'convert' it into another medium. This pedagogical approach can take many different forms and be used in a variety of media settings. Students can take a newspaper article they have written about an incident at the university and convert it into a podcast radio news story. Or they view a brief section of a children's film and then work in small groups to draw a storyboard that corresponds to the scene, identifying the shots, angles and transitions that have been used.
- ⚙️ **Simulations.** It is frequently used as a strategy in the film and media curriculum units. The tutor's use simulation to demonstrate to their students what media learning 'looks like'. Examples include: students taking on the roles of a documentary film team producing a youth-oriented television programme, or of radio/Internet-based journalists interviewing a media teacher for a podcast., or of a marketing team from the university, making a promotional video for prospective students about life at university.

## SUPPORTING MATERIALS

### HATE SPEECH

<https://www.noblesvilleschools.org/cms/lib07/IN01906676/Centricity/Domain/120/9-12-unit4-breakingdownhatespeech.pdf> (EN) It is the Unit 4 *Breaking Down Hate Speech* in the framework of *Lesson Plan Digital Literacy and Citizenship in a Connected Culture*, realized by The GoodPlay Project carried out by *Harvard Graduate School of Education*. It brings together essential questions, lesson overview, Learning Objectives, Materials and Preparation about hate speech

<https://paroleostili.it/scuola/> (IT) *Parole O\_Stili* is a non-profit association, founded in Trieste in July 2017 that seeks to build a sense of awareness and responsibility in Internet users, encouraging them to share and maintain the values expressed in the “Manifesto of Non-Hostile Communication”. Their website contains an entire section devoted to educational tools: there are materials, educational events for teachers, book for secondary schools, materials dedicated to children, awareness raising meetings for students in schools and also a book for middle schools (work in progress). The contents are based on the Italian context but are also available in English

<http://www.nohatespeech.it/> (IT) This is the Italian task force of the *Young People Combating Hate Speech Online*, a CoE project aimed at raise the awareness of young people against intolerance and violent speech online. There are materials and contents such as videos and link to other European working groups within the *No Hate Speech Movement*

### INFORMATION DISORDER, FACT-CHECKING AND SOCIAL MEDIA

#### VERIFICATION

<https://factcheckingday.com/> (EN) This is the website created in honor of International Fact-Checking Day (2nd, April). It embeds lessons, articles, quiz and other interesting materials about fact-checking

<https://eufactcheck.eu/wp-content/uploads/2019/03/1AnalyseClaim-001.pdf> (EN) This is the link to the flowchart developed by EJTA within the factcheck.eu project. It is a very interesting and useful tool to analyse claim and guide the reader/user in developing its own idea about the statement/news analyzed in order to properly carry out a fact-checking verification of the contents

<https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf> (EN) This is the report of the analysis carried out by *Stanford History Education Group* in assessing students about their civic online reasoning – the ability to judge the credibility of information that floods young people’s smartphones, tablets and computers. It collects the slides, exercises, questions and materials used to carry out the evaluation thus constituting a valid food for thought

<https://checkology.org/> (EN) It is a virtual platform where students learn how to navigate the challenging information landscape by mastering the skills of news literacy. The virtual classroom’s lessons help educators equip their students with the tools to evaluate and interpret the news and

learn how to determine what news and other information to trust, share and act on. There is a free version that enable a unique teacher login, a teacher guide with national standards alignment and comprehensive blended e-learning strategies, including PBL and civic engagement extensions as well as customer support

<http://factcheckers.it/materiali/> (IT) *Factcheckers* is a cultural association and the first Fact-checking project in Italy. Their website contains materials and resources for different target audience's, such as a card game to enhance critical thinking; an entertaining guide for internet users; an interactive quiz to let people know if they are able to distinguish a fake from a real news, social media account and so on; a guide to recognize fake news; a video for explorers of the Digital Ocean; the decalogue of the news explorer; social cards to be shared on Facebook and Twitter; an handbook for young fact checkers and other more contents.

## MEDIA AND INFORMATION LITERACY

<http://unesco.mil-for-teachers.unaoc.org/modules/> (EN) This website provides access to an international, multimedial and multi-language media and information literacy (MIL) teaching resources tool for educators, researchers and individuals. The resources (13 modules) can be shared, adapted, used and re-uploaded by users at will

[https://www.bricks-project.eu/wp/wp-content/uploads/2015/06/Modulo\\_bricks.pdf](https://www.bricks-project.eu/wp/wp-content/uploads/2015/06/Modulo_bricks.pdf) (IT) This is the learning module related to *BRICKS- Building Respect on the Internet by Combating Hate Speech* project, an EU funded project carried out in five European countries and aimed to combat the spread of online hate speech against migrants and minorities through media literacy and active involvement of web users and web content producers. There are 13 working units and each one is enriched by monitoring and evaluation tools as well as restitution methods. For each unit there is a general overview, objectives, instructions, methodologies, materials, strategies to involve students and so on.

## CHALLENGES AND TIPS FOR IMPLEMENTATION IN DIFFERENT CLASSROOMS CONTEXTS

It is encouraged that teachers incorporate local/regional, linguistically and culturally relevant materials and examples into the activities – both the theoretical and practical ones. At the same time, teachers should leave out things deemed inappropriate/offensive for a certain student/group of students and/or unproductive. Also, the replacement of text or exercise materials which is considered inadequate for whatever reason, is an option. In addition, it is very important to update the examples and the materials given, to make the lessons purposeful, relevant and, if possible, stimulating for the participants. Another important point is to adapt materials, if in the classroom are present native (or near native) level speakers with beginners. In this case, teachers can: rewrite reading texts and grade the language accordingly for different levels; pre-teach difficult vocabulary and leave it written on the board for students to refer to; draw attention to pictures and visual prompts where appropriate; reduce eventual word limit in written exercises; encourage use of dictionaries; pair or group weaker students with stronger ones; give students time to gather their ideas before a role play or discussion; grade students on the effort they make rather than their ability. For learners who need extra support with some tasks, appoint helpers such as peers or a special educator/teaching assistant. They can provide assistance in a variety of ways, depending on the learner's needs: the helper can model the steps of a task before the student performs it on his/her own; helpers can provide additional prompts (verbal, gestual, or partial physical) when students need them; the helper can complete some of the tasks steps with or for the student; the helper can give the student immediate feedback and additional encouragement to reinforce successes. Finally, make sure that the available equipment (e.g. computers, smartphones, interactive whiteboards, tablets and so on) is suitable for the assigned tasks and, if not, tailor the activities on the available ones.



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# MODULE 4: ACTIVE LISTENING AND OPEN COMMUNICATION

## AIMS OF THE MODULE

The module provides an opportunity for teachers and educational support staff to think about how to address current problems arising from the lack of communication and democratic dialogue that lead youth radicalisation and take initiatives to increase the resilience of students and prevent the process of radicalization leading to violence. Moreover, it is envisaged that teachers and educational support staff will be aware of effective teaching tools and approaches on **open communication & active listening** to use them into their daily practices in the school.

This module provides opportunities to explore communication styles that teachers and educational support staff can adapt successful examples in personally and professionally both in academic and non-academic cognitive settings consisting of knowledge, comprehensive, application, analysis, synthesis, evaluation.

At the end of this module, users should be able to be aware of the following topics:

### Active listening

- Listening process and different type of listening,
- Active listening and observing,
- How to be active listener

### Open communication

- Definition of communication & communication processes,
- Open communication and the techniques for open communication,
- barriers preventing communication & how to overcome communication obstacles

### Argumentation & debate

- Openness to cultural differences and other beliefs, world views, self-efficacy
- Socratic method for asking probe questions and Reciprocal Maieutic Approach
- Tips for effective argumentation and debate

## WHAT?

### ACTIVE LISTENING

Listening process and different type of listening

Listening is a process of receiving and responding to spoken and/or nonverbal messages and is based on a circle consisting of these actions; hear, attend, understand, respond, remember.

General types of listening;

**Discriminative Listening** is the most essential form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced.

#### Comprehensive Listening

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as gestures, the tone of voice and other body language behaviours. These non-verbal signals can facilitate communication and comprehension but can also confuse and potentially lead to some misunderstandings. In many listening situations it is necessary to look for clarification and use skills such as reflection and comprehension.

Listening is the most fundamental component of interpersonal communication skills and there are three main types of listening most common in interpersonal communication:

- **Informational Listening** (Listening to Learn)
- **Critical Listening** (Listening to Evaluate and Analyse)
- **Therapeutic and Empathic Listening** (Listening to Understand the Feelings and Emotions of the Speaker).

#### Active listening and observing

Listening is not only hearing what the speaker in the conversation has to say but active listening, which involves paying attention, without judgement, reflecting, clarifying, and sharing, thereby listening with all senses. Poet Alice Duer Miller has a saying about listening "*Listening means taking a vigorous, human interest in what is being told us*".

It is important to focus fully on the speaker, whilst being aware of verbal and nonverbal signs.

#### Verbal Sign of Active Listening

- **Positive reinforcement** - Using positive words and phrases, such as: "I see," "Yes," "Very good," "I understand", etc.
- **Remembering** - Remembering the details about the speaker and ideas on the speech to encourage the speaker.
- **Questioning & Clarification** - By asking relevant questions, it is possible to enable the speaker to think that the listener has an interest in the speech and ensure that the message from the speaker has been received in a correct way. Asking open-ended questions provides better clarification. Open-ended question questions are those which require more thought and more than a simple one-word (yes, no) answer.
- **Reflection** - It is based on closely repeating what the speaker has said, to demonstrate understanding.

### Nonverbal Sign of Active Listening

- **Smile** - Smiling can be a powerful affirmation in affirming that messages are being listened and understood and also it signals that you are approachable, trustworthy and cooperative.
- **Eye contact** - Maintaining eye contact can be powerful to encourage the speaker.
- **Posture** - Open and receptive body posture, it is required that legs are uncrossed, and arms are open with open palm gestures.
- **Mirroring** - It starts by observing a person's facial and physical gestures and then taking the same facial and physical gestures.
- **Distraction** - It is necessary to avoid looking at your watch/phone, playing with hair or picking fingernails.

### How to be active listener

Complying with verbal and nonverbal signs of active listening that have been provided above. Other tips for those who want to be active listener:

- Avoid judging what's being said and make sure you focus on understanding what the speaker means;
- Don't interrupt and wait for ending of delivery of the speaker if you have something to say;
- Resist distractions;
- Give positive feedback;
- Listen with empathy to see the speaker's point of view;
- Summarize and try to see the lines in the speaker's speech;
- Remove distractions from the environment or ignore them;
- Don't finish speaker's sentences;
- Finally, don't forget that active listening is a skill that can be developed with practice.

**Active listening in the classroom:** Active listening is critical to the student/teacher relationship. Knowing their teacher and other deliverers in the school enables students to feel that they are considered important and emotionally connected to their school. Moreover, active listening is an effective way that can be used by teachers in the classroom for; gaining self-understanding, making students feel understood and making the learning process of students easier.

## OPEN COMMUNICATION

### Definition of communication & communication processes

"Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour" (Merriam-Webster, 2019) .

Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location: accurate, effective and unambiguous communication is actually extremely hard.

### Open communication and the techniques for open communication

Open communication occurs when all parties in a conversation or debate are able to express ideas to one another. Open communication is facilitated by effective communication, but it is different from effective communication. Effective communication occurs when the receiver understands the message as intended by the sender.

Techniques for open communication

- **Active listening:** There is a strong link between active listening and open communication, so it is necessary to reinforce active listening for open communication.
- **Giving feedback:** feedback is an important part of open communication to learn how to accept criticism easily and well.
- **Keeping the communication positive:** it is necessary to use positive statements instead of negative statements.
- **Trust, empathy, diversity, respect, patience and sympathy:** it is necessary to be aware of these facts and use them while communicating with somebody.

Barriers preventing open communication & tips to overcome communication obstacles:

- Lack of attention, interest, distractions, or irrelevance to the receiver.
- Differences in perception and viewpoints.
- Lack of trust, empathy, diversity, respect, patience and sympathy.

Moreover, physical barriers, perceptual barriers, cultural barriers, emotional barriers, language barriers, language differences, gender barriers, interpersonal barriers lead communication obstacles.

Tips to overcome communication obstacles

- Be aware of the fact that everyone has different characteristics arising from different educational, social and cultural background and each person can adopt different communication style and know that these differences can lead to barriers in communication (such as identified above) and respect the differences in the classroom
- Use of simple language
- Active listening
- Build trust, empathy, diversity, patience and sympathy while communicating with someone
- Avoid information overload

**Open communication in the classroom:** Open communication gives everyone equal participation in the classroom. Moreover, it makes the learning process easier, enables students to achieve their goals, increases opportunities for expanded learning, strengthens the connection between student and teacher, and creates an overall positive experience for all actors in the learning and teaching process.

Teachers and educational support staff should be aware of listening, perception and oral barriers that prevent open communication.

- **Listening barrier:** The teacher should take care to keep emotional reactions to a minimum and focus on what the student is saying. Outside noise such as telephones or construction noise can sometimes make listening difficult. This outside noise should be minimized in the classroom. Moreover, teachers must teach the necessity of taking time to listen to what other people are saying, to the students.

- **Oral barrier:** Problems in oral communications include using words with ambiguous meanings. The teacher must make sure the students clearly understand the meanings of words.
- **Perception barrier:** Students may receive and hear the same message but interpret it differently. The teacher should also learn to focus on both positive and negative aspects of a conversation in the classroom.

In order to carry out effective, open communication in the classroom, it is necessary to try to understand different perspectives and realise the fact that the other person who you are debating with, is likely to assert different ideas and opinions. So, it is taken into consideration that other opinions have been formed by their experiences different from your own. Never tell someone that he or she is wrong. The first step in learning to appreciate others beliefs and point of views is believing that others can contribute something in your learning process and the perception of each person is unique and it is important to just listen to other people, and perhaps even change your way of thinking. These differences are based on cultural differences that are the various beliefs, behaviours, languages, practices and expressions considered unique to members of a specific ethnicity, race or national origin.

## HOW?

### ACTIVE LISTENING

Here is a pretty clear and simple exercise that could be implemented in the classroom to promote active listening.

**SLANT** is a strategy where you can post this on a chart in your classroom and remind students to LIVE by it.

**S**it up straight and sit as close to the speaker as you can.

**L**isten with your eyes, ears, and heart.

**A**sk and answer questions.

**N**od your head showing that you are receiving.

**T**rack the speaker with your eyes.

### OPEN COMMUNICATION

Communication is a bidirectional process which is close to creativity and human development. Conversely, the concept of transmission in learning is based on a channel connecting a sender and a receiver of a message, thus there is no active participation of the receiver in this case.

It is fundamental in education to foster reciprocal communication as a method to educate oneself and others, as well as a tool to decide all together and to value people as individuals. Planting questions enables answers to germinate.

A useful method to foster open communication in the classroom is the *Socratic method for Probing questions and the Danilo Dolci Reciprocal Maieutic Approach, which derivatives from the first one.*

Socratic method is based on the practice of thoughtful dialogue. Socrates, the early Greek philosopher/teacher, believed that disciplined practice of thoughtful questioning enabled the student to examine ideas logically and to determine the validity of those ideas. In this technique, the teacher professes ignorance of the topic in order to engage in dialogue with the students.

The Socratic Questioning technique is an effective way to explore ideas of students in depth. It can be used at all learning levels and is a helpful tool for all teachers, and also can be used at different points within a unit or project. By using Socratic Questioning, teachers promote independent thinking in their students and give them ownership of what they are learning. Moreover, teachers enable students to increase their skills for effective argumentation and debate in the classroom through Socratic by learning how to ask good questions.

Asking probing questions about key issues and ideas when discussing a work of literature is a useful way to stimulate open communication in the classroom. Questions like, "Is truth absolute or relative?" or "What makes us human?" engage students, even though they're questions impossible to answer in the span of a one-hour class (or a lifetime). To support the argument, students mine the text they are discussing. Within the discussion, multiple viewpoints arise, and the class thinks critically about how the text engages with these core questions.

Basing on the Socratic Method, Danilo Dolci developed a method called "The Reciprocal Maieutic Approach" (RMA): Socrates' Maieutics is unidirectional, while for Danilo Dolci the concept of knowledge comes from experience and a reciprocal relationship is necessary.

RMA is a group communication strategy (Habermas, 1986) that enables all the elements in the group to give their ideas and opinions, contributing through this to the development of a final common idea, in order to make a change in the individual and collective social/political/economic/ educational spheres (Mangano, 1992). It has a wider applicability as an educational approach so it can be adapted to different topics and situations, fostering participatory learning in a non-violent, stimulating and cooperative environment for adult learners.

### **RMA assumptions**

- Dialogue as a tool for reciprocal research and active participation.
- Each person has an inner knowledge that comes from experience.
- Knowledge is dynamic and in constant evolution and it should be built within a group. Everybody being in connection inside a group can be an element of change.

### **Characteristics of the approach**

- Emphasis on the individual and group experience.
- Deep grassroots analysis/participation of everybody in the process whereby we understand our real needs and our responsibility to make a change.
- Connection with reality in order to identify concrete problems, develop reciprocal awareness and find positive solutions.
- Building complex images of reality through the plurality of points of view and everyone's contribution.
- The horizontality of the process: sharing of power instead of domination/concentration of power.
- Active participation. Active listening. Communication. Confrontation. Cooperation. Nonviolence. Creativity. Self-reflection. Openness.

### The RMA learning process

The RMA learning process starts with a long-term process of analysis and discussion about meaningful themes for the group, getting deep into feelings, inner perspectives and needs that people have. The ultimate goal is not to understand some “true meaning”, but rather to verify how meanings “resonate” in many ways to different people and, more importantly, to reconstruct them through a shared experiential process of reciprocal discovery and respect.

Gradually through dialogue, a sense of group emerges as a process in which the participant learns that the group is an organism in which one can be valued as a person and participate in forming a democratic society.

In the RMA process, to educate is intended in the classical meaning of the word, that is “*e-ducere*”, to take out. It aims to discover, resolve, decide, learn, design, think, build together as well as to know themselves more deeply by fully valorising everyone’s contribution.

The educational process happens in two senses: the real discussions that happen and that might have concrete results and the development of competences through the discussions and group meetings. The experience of reaching decisions this way, of learning to modify and coordinate one’s own demands to those of others, and of learning to plan ahead, both personally and in a group, is important for everyone.

Conversation encourages learners to express themselves. The disposition to listen allows the educator to get closer to the learner’s way of thinking and seeing. In this sense, the RMA fosters the development of everybody’s potential to discover, it creates and pushes for essential confrontations and encounters in order to analyse, imagine and experiment the capacity to change reality and act non-violently.

## SUPPORTING MATERIAL

### GUIDE FOR A RMA WORKSHOP

#### Preparation to the RMA workshop

If a specific topic to be discussed is set before the workshop, it is advisable for everyone to prepare (by reading documents, researching, bringing articles, lyrics, pictures etc.). In this case, the subject matter that participants discuss is decided before the session, as it is necessary that everybody agree on the theme.

#### The RMA workshop

In the first meeting, it’s important that participants introduce themselves in a personal way or by presenting their personal dream.

The RMA coordinator introduces the issue or a “good question”. For eg. What is peace according to your personal experience? What is war?

The workshop should begin as a process of dialectical inquiry that should be easy and based on a democratic open structure, without any constraint, imposition, mystical deviations or dogmatic closure.



The RMA coordinator harmonizes the group discussion in order to allow each participant to have the proper amount of time during each session, so that each one can express her/himself on the issue and according to her/his own style and personality.

During the session, participants ask when they want to speak, creating an order that should be respected. It is good practice for all participants to express their opinion on the subject matter as it then calls for the individual responsibility that each of us should have in our own lives.

It is important that everybody listens actively to each other's voice.

The coordinator might also invite participants who are silent, giving them the possibility to accept or refuse the invitation.

However, it is up to the RMA coordinator to allow and even inspire moments of silence where people are not pressed to give necessarily some kind of answer, but rather to silently reflect on what they have just heard from other people and then talk.

It is important to put into practice the mosaic metaphor, to find nexuses, to connect by association of ideas and analogies. The fragments of knowledge, experience, the hypothesis made by everyone, are gradually related to one another, thanks to each contribution.

The RMA coordinator might intervene and give his own contribution in order to enable true reciprocity. However, he should not influence the group discussion by expressing his/her personal opinion on the topic being discussed; but rather, on a more methodological level, he/she should favour reciprocal communication, re-launch the discussion, ask for further explanations and/or examples taken from personal experiences of participants etc.

It is important during the discussion that the RMA coordinator records what the participants say.

At the end of the workshop, the RMA coordinator closes by asking a short evaluation to all participants about their personal experience and about what they have learnt within the group. This final evaluation will allow the participants to have reciprocal feedback.

The RMA coordinator closes the workshop by making a short summary of what has been said during the session and drawing conclusions on what emerged from it.

## CHALLENGES AND TIPS FOR IMPLEMENTATION IN DIFFERENT CLASSROOMS CONTEXTS

### POTENTIAL CHALLENGES FOR IMPLEMENTATION IN DIFFERENT CLASSROOMS CONTEXTS

- Differences in perception: Each student has a different perception of the lesson. Try to learn as much as possible about your students before the communication happens.
- Expectations: The students' expectation from the subject and learning process can vary. It is required that teachers should be aware of different expectations and should determine students' expectations and observe students' progress.
- Emotions: The emotions of both the teacher and the students can seriously interfere with the understanding of the message. That is why the teacher should develop his/her Emotional Intelligence in order to be able to better understand and manage his/her own feeling and the emotions of the students
- Listening: Teachers may be tired or distracted during the learning process, teachers should be aware of different methodologies to decrease the lack of interest or motivation in the classroom.
- Overloaded message: The students cannot process all of the information contained in the message. Teachers shouldn't give too much information and it should be balanced on practical and technical learning processes.

### TIPS FOR IMPLEMENTATION IN DIFFERENT CLASSROOMS CONTEXT

- Build and keep trust with the students in the classroom, keep in mind that trust between teacher and student is crucial to deal with different classroom contexts.
- Strive to learn about the students' language, values, emotional status social customs and learning styles, individual needs, the level of support of their family,
- Adapt different teaching strategies considering the students' needs and expectations and choose strategies and resources that make use of each student's strengths and interests
- Conduct assessment tools to monitor students' progress closely
- Develop a classroom culture that helps to develop self-motivated learners regardless of their learning level, cultural background and interest

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# MODULE 5: OPEN-MINDNESS & CREATIVE THINKING

## AIM OF THE MODULE

This module focuses on two aspects very closely related: open-mindedness and creative thinking. It is divided into two parts. The first part provides general information, benefits, skills, competences and learning objectives of the module. The second part analyses different approaches, methods and strategies, giving resources that can be useful to help teachers to organize, plan and build a creative and open-minded environment.

### Benefits of the module

This module intends to support teachers in the following activities

- Fostering freedom of speech through student's participation while ensuring a safe environment for vulnerable students
- Developing personal students' capabilities
- Increasing students' interest in subject thanks to new teaching perspectives
- Creating an open-mindedness and creative climate in the classroom
- Increasing curiosity to new ideas, approaches, points of view, cultures
- Creating cooperative working environment
- Increasing of self-esteem and problem-solving capabilities
- Enhancing positive problem solving in order to develop life's abilities
- Nuancing polarisations in classrooms

### Competences

- Building positive, non-judgemental relationships with students
- Demonstrating open-mindedness in discussing sensitive issues
- Creating safe, motivating and inclusive learning environments in classrooms

### Skills of the module

- Democratic leadership, active listening
- Management of one's own emotions
- Mediation and conflict transformation

### At the end of this module, you'll be able to:

- Understand the value of creative thinking and open-mindedness in education
- Understand the role of creative thinking and open-mindedness to prevent radicalisation
- Learn challenges and tips to implement creative thinking in classrooms.

## WHAT?

We are all born with a creative instinct and all people have creative potential. Young children naturally engage in play – a state when the imagination is used to ‘try out’ situations and possibilities. As young the use of imagination and creativity is naturally engaged to ‘try out’ situations. During the scholar epoch children mature and stifle their creativity like consequence of other pressures. *Ken Robinson*, British author, speaker and international advisor on education is a promoter of creativity in the school. He argues that in school the students are educated to become good workers, rather than creative thinkers. This happens because the educational system is very old and based on ‘700 century ideas. In a context, where students are fearful of making mistakes in front of teachers because they are educated in a restricted idea of “only one right answer” rather than valid original thinking and ideas (Ken Robinson, TED talk, How schools kill creativity).

To go beyond this restricted view, the role of the teachers is to encourage and disseminate **creativity and open-mindedness thinking**. These two concepts are invaluable skills for college students, to help them to look at problems and situations from a fresh perspective and to be receptive to and appreciate, the diversity of human experience, knowledge and belief systems. The following paragraphs will be providing a framework about the two main concepts that are explored in this module: **Creative thinking** and **open-mindedness**.

## CREATIVE THINKING

A clear definition of what is creative thinking is suggested from Kamylyis and Berki (2014):

‘Creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers’ ideas, final products and processes.’

Therefore, to be a creative thinker means to look at something in a new approach, the actual definition of “thinking outside the box”. This skill involves thinking of things no one else has considered before. One concept related to creativity is *divergent thinking*. This term was introduced for Joy Paul Guilford (1950), in an article, Creativity published in American Psychologist.

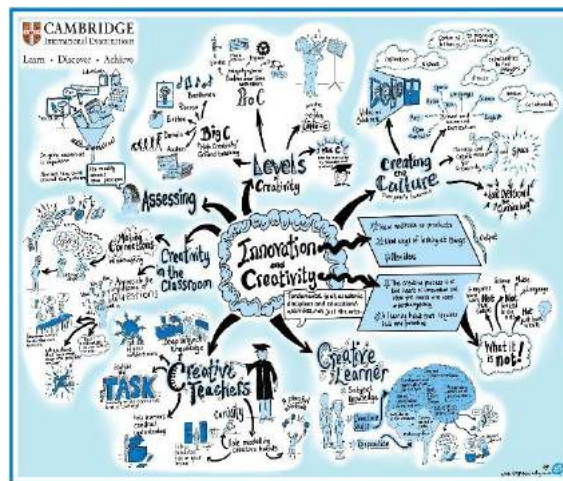


Figure SEQ Figure \\*ARABIC 1. Developing the Cambridge Learner Attributes guide, Cambridge Assessment International Education. 53-74

This concept is associated with creativity and it means the process or method used to generate creative ideas exploring many possible solutions. The process related to creativity was explained later by Edward de Bono, who invented the term “*lateral thinking*” which is a completely synonymous of “*creative thinking*”. Lateral thinking is the mental process of generating various ideas to solve problems,, not in a step-by-step approach but using an indirect and creative approach via reasoning, that is not immediately obvious (Oxford English Dictionary, 2019).

**Open-mindedness** is defined as “the quality of being willing to consider ideas and opinions that are new or different to your own” (Oxford English Dictionary, 2019).

It is close related to creative thinking and that allows students to explore moving beyond barriers.


Education through open-mindedness is a skill for students to rethink assumptions, identify misinformation and consider alternative ways to make decisions. Open-mindedness also gives the opportunity to explore how diverse people across the world think and act, considering experiences, beliefs, values and perspectives, etc. that differ from one’s own. It could be representing an antidote to a potential narrowness of view, that could result from a person only pursuing what interests them and it is a way to solve a problem that is personally and socially relevant, by considering diverse ways of thinking about an issue.

The teacher thrives to create an open-mindedness and creative climate. For that reason, teachers should be looking for creative, imaginative and stimulating possibilities in planning and the structuring of learning. First, it is important to clarify that a creative pedagogy involves an interplay between creative teaching and creative learning so in order to develop creativity in the classroom the teacher should be more creative (Lin Y, 2019).

## HOW?

Creativity and open-mindedness require a safe environment in which to play, exercise autonomy, and take risks. In the promotion of a creative and open-minded climate, teachers are facilitators, responsible for leading learners to develop more creative responses to problems and to establish this kind of enquiring classroom. For that reason, the first way is to incorporate creativity as part of learning, shaping classrooms that enhance and encourage creativity. In a creative approach, teachers should focus on the range of answers, rather than whether they are ‘correct’,, at least until the learners have become comfortable in challenging and answering questions/suggestions. This creates a compassionate and accepting environment. Students need to trust that they can make a mistake (Lin Y, 2019).

The methods and strategies that can be adopted are different. The following paragraph will describe suggestions and examples about didactic methods and creative approaches which expand the horizons of students.

 **Brainstorming** is a way to let flow free ideas around a specific topic or problem. This technique is helpful, especially in group sessions, to increase **solving skills** and to bring out **creative ideas** quickly and efficiently. The time limit stimulates the mind to try to achieve the goals, generating more ideas than when there is no time limit because the mind works under pressure. Also, the brainstorming session helps to respond to new stimuli, when someone suggests

something different, it can suddenly take the mind in another direction, giving new pathways to explore. It is also important in order to achieve possible solutions, to consider **bridging ideas** that offer a different way of thinking about a problem or situation, enabling students to consider alternatives rather than the normal ones. During the brainstorming session the teacher will have the role of facilitator ensuring everybody is involved in the session, creating a warm supportive environment, encouraging full participation in the session without criticism and judgment. It is important also that teachers emphasise the importance of listening to expressed ideas and encourage the students to 'think outside the box.'

The following paragraph will explain how to carry out a brainstorming technique.

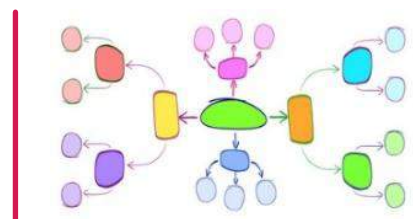
- I. Define topic or problem for the discussion. It is extremely important this is clear if it is to generate a variety of ideas
- II. Set a time limit (around 25 minutes)
- III. During the brainstorming session, the participants express their ideas freely.. The teacher writes them down – usually on a white board or flip-chart for all to see. It is important during the session that everything need to be recorded
- IV. At the end of the brainstorming session, the results will be evaluated. This can be done quickly by a show of hands to rank the ideas. When examining the responses look for any that are repeated or similar, grouping similar concepts together and eliminating responses that definitely do not fit.
- V. At this point you have narrowed down the list ready to discuss the remaining responses as a group and to recognise bridging ideas.

⚙️ **Cooperative learning** is any learning activity in which students of diverse backgrounds work together in groups toward a specific goal. Working in small groups allows students to work closely together, maximizing their own and each other's learning. This contrasts with competitive and individualistic (students work by themselves to accomplish learning goals unrelated to those of the other students) learning.

The benefits of cooperative learning are, for example:

- Motivation to help one another learn
- Practice meaningful conversations and interactions
- Translate “teacher language” to “kid talk”
- See situations and problems from different perspectives
- Increased on-task time
- Build friendships and relationships
- Enhance communication and interaction skills.

⚙️ **Mind mapping** means literally “maps out” your ideas. It is used to generate as many ideas as possible in relation to a specific topic. The difference between mind mapping and other methodologies can be found in the way ideas are recorded. Mind maps stimulate more **associative thinking** since thoughts are not simply listed but noted



down in a more organic pattern. To carry out mind mapping it is important that the key topic is written down in the centre of a piece of paper. The aim is to stimulate ideas relating to the main topic, drawing lines from the centre and between the ideas using colours, images and symbols to visualise one's thoughts. The advantage of mind maps is that they make ideas easier to memorise as opposed to creating a list. Research has shown that using the mind mapping technique involves the use of both halves of the human brain. Thus, many refer to mind mapping as a more holistic way of thinking than other creative thinking techniques (Stankodic, Basic, Papic, Aleksic, 2011).

- ⚙️ **Introduce unconventional learning materials.** Introducing more unconventional learning materials can help students think outside the box and engage more deeply with the lesson. **Podcasts** or design interactive lessons are a useful tool for the internet or social media. Teacher resources that can be used during the lesson to foster creativity. Another suggestion is to create a warm and open-minded atmosphere within the classroom, incorporating the use of visual art and humour within the storytelling thereby creating a flexible and supportive environment.



- ⚙️ **Plan cross-interaction during the lessons**

This approach promotes open-mindedness and creative thinking, giving students the opportunity to interact with peers of other countries. It is possible in projects fostering an iEarn approach (see the interactive resources above) or creating links across different schools in the world. The aim being to encourage the students to be comfortable and interact with people from different cultures and backgrounds. In doing so, students will acquire skills in international communication, be more sensitive to others' cultural values and norms. Cross-cultural interaction leads to rethinking popular stereotypes or misinformation to avoid overgeneralization and prejudice. To develop this type of lessons the teacher can register, or request more information to the iEARN Coordinator in your country.

- ⚙️ **Multi-cultural learning and educate toward multiple perspectives**

Learn about others cultures directly from international resources (video, autobiographies, blog, etc.) or inviting people of different countries to speak directly to students to give their contribution on specific topics. This can be helpful also for the students to see that the teacher values and embraces the stories, reactions, ideas of other countries. This approach allows the students to appreciate seeing events through the eyes of others, even when they do not agree with other people's point of view.

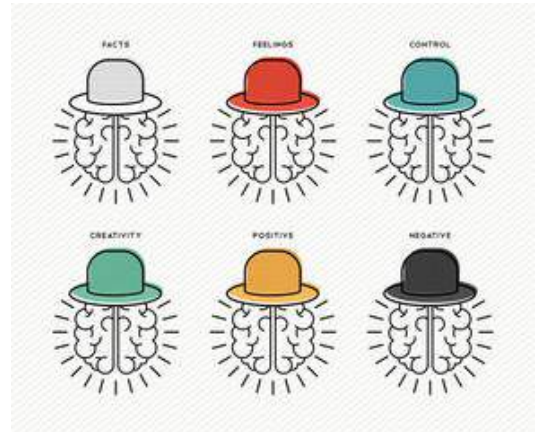




## SUPPORTING MATERIALS

⚙️ **Six Thinking Hats method**, is a technique developed by Edward De Bono. This parallel thinking technique, i.e. looking at something from different angles. This technique provides a structure for students to explore six distinct angles of a complex matter. The group exercise can easily be adapted to various disciplines. This method aims to generate a creative atmosphere, improve communication skills, training students to use a clearer way of thinking giving hints to allow an easy switch in the modes of thinking. The methodology is based on six diverse hats representing a different way of thinking. It is essential that everyone uses the same hat at the same time. This is because the method is not about personal preferences for a style of thinking. The method is designed to encourage parallel thinking, where all participants explore the situation together, rather than take sides in an argument. The six hats represent the following positions:

- **White hat**, neutral and objective
- **Black hat**, powerful and essential hat as it helps ensure we minimise mistakes. It can be overused.
- **Red hat**, focuses on feeling and emotions
- **Yellow hat**, focuses on values of benefits in positive, optimistic way
- **Green hat**, focuses on creativity: possibilities, alternatives, solutions, new ideas
- **Blue hat**, focuses on processes control, timing, action plans



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This technique can be used in both groups and with individuals and it facilitates the transition between different ways to think and to approach a theme. In addition to this, it promotes a rational evaluation of ideas and fosters the constructiveness of comments. When applied in a group, Six Thinking Hats helps to avoid conflicts and inspires everyone to think about a specific topic from a distinct perspective.

### ⚙️ Case study

The following case study is part of Chapter 4 of *Developing the Cambridge Learner attributes, Cambridge Assessment International Education*.

This case study shows that the “*learnerspaces*” can be helpful to develop creative thinking in the students to express themselves in their creativity.

*“St. Andrew’s Scots School, Buenos Aires, Argentina –  
The Learnerspace: a new pedagogy by design”*

Watch the video at <https://vimeo.com/228213052>

*Makerspaces have become ubiquitous in schools all over the world to encourage students to apply creativity and critical thinking through design. A similar approach to learning, transforming a traditional environment into a Learnerspace can also be a great catalyst for moving pedagogy towards a learner-centred model.*

*Of all the many spaces in school, the school library lends itself to becoming an emblem for a new learning paradigm. In that context, we set out to embody the principles of 21st century learning through a transformation that was as profound as it was bold, and that went far beyond architectural modifications.*

*The first dimension of change entailed making true on the principle that learning is continuous, and transcends the physical and chronological boundaries of the classroom. By de-centralising books from the library and sending them out to school corridors and departments, we sent out the message that learning is not restricted in space and time. By allowing students to freely check out books without restrictions or controls, throughout the school, we explicitly stated that learning is a transcendent value that knows no limits or constraints.*

*In moving from a library to Learnerspace, the most important element of change was making sure that the redesign of the space was conducive to joyful learning. Three distinct spaces were created: a large, flexible workspace with furniture that could be rearranged freely to suit multiple configurations; a cave-like, forest-themed silent room; and a collaborative room with two projectors and floor-to-ceiling walls that students can write on. All throughout the Learnerspace, blackened walls invited students to express themselves using chalk.*

*Student reactions surpassed our best expectations. From being a space that students mostly used to seek refuge from cold weather, the library almost immediately became the centre of gravity of the school. Students naturally tended to occupy and make spaces come alive in ways that were hitherto unforeseen.*

*Teachers started delivering their lessons at the Learnerspace, often sharing space with colleagues, and increasingly applying differentiation of teaching to the needs of individual learners.*

*And then the true joy of the learning process gradually emerged. Midday philosophy talks, quiz show-type contests, educational board games, and even a chessboard with a clock for blitz games also became manifestations that learning could be an enjoyable process.*

*The Learnerspace embodies most of the desired learner attributes: students discuss their learning and naturally engage in metacognitive reflections, propitiated by the collaborative environment and the literal writing on the walls; they become less teacher dependent; exercise their creativity by expressing themselves actively within the space; work on the development of creative projects; take possession of the space in meetings related to their leadership roles; and create new extracurricular projects.*

*Many of the community forums and discussions also take place in the agora-like open space, with an openness that inspires the discussions and projects that emerge from such gatherings. The importance of the physical learning environment is often underestimated in how it can truly foster a new learning modality consistent with the modern information-rich world. Sometimes schools are daunted by the magnitude of the change required, but our Learnerspace has joyfully demonstrated that a few changes in the layout can have a substantial and inspiring effect.*

## ⚙ Videos

The video selected in this module can be helpful for teachers to develop creative and open-mindedness in their classroom.

- **Creative thinking** - how to get out of the box and generate ideas: Giovanni Corazza at TEDxRoma  
Duration: 13.38 min  
<https://www.youtube.com/watch?v=bEusrD8g-dM>
- **Are You Open Minded? Three Ways to Break Thinking Patterns** | Paul Sloane | TEDx University of Brighton  
Duration: 15.26 min  
<https://www.youtube.com/watch?v=4vgl3v8rjj8>
- **An Article about creativity and innovation for teachers that contains different videos inside.**  
<https://teacherhead.com/2012/12/16/teaching-for-creativity-and-innovation/>

## ⚙ Interactive Resources

- iEARN: **is an Online school linkages** platform to share good practices, resources, learning projects between teachers and share strategies to help them develop creative thinking. The 150 projects in iEARN, designed and facilitated by teachers and students to fit their curriculum and classroom needs and schedules. To join, participants select an online project and look at how they can integrate it into their classroom. With the project selected teachers and students enter online forum spaces to meet one another and get involved in ongoing projects with classrooms around the world who are working on the same project". <https://iearn.org/about>
- In order to develop creative thinking, **brainstorming** sessions and workshops are very useful to stimulate a collective creative atmosphere both between teachers and in the classrooms. [Realtime Board](#) is an interesting free tool useful to work collectively online. It is an online whiteboard space utilizing virtual post-it notes, images, etc. Popplet is another interesting tool which allows you to visually record your ideas, inspirations and thoughts, as well as upload text, videos, images and draw on your canvas.
- Many online tools facilitate brainstorming helping to reach creative thinking. **Mind Mapping software** is very useful to think collectively and create emulation. Free and open sources software such as [Xmind](#), [FreePlane](#) or [FreeMind](#) can help in this task.
- Open mindedness approach for teachers, [MacMillan Education](#) developed combination of digital and print material with resources for teachers and students learners. The course's communicative and inductive approach with life skills at its core gives students the skills they need to succeed in the real world, and the wealth of support and practice online saves teachers valuable time. Some free sample units of [Open Mind](#) are available [online](#) and provide interesting activities according to different levels and with different support (book, audio, etc).

## CHALLENGES AND TIPS FOR IMPLEMENTATION IN DIFFERENT CLASSROOMS CONTEXTS

Creative thinking and open-mindedness are two approaches that move beyond barriers and stereotypes, working in different contexts. Both approaches are helpful to avoid polarization, one of the radicalization issues. Also, these methods support students in different aspects of their current and future life, not only in the classroom, helping to ignore stereotypes and to develop active citizenship capable of using these processes in all contexts of life.

In summary, the following tips can be helpful for the teachers to educate their students in an open-minded climate and by the use of creative thinking.

- Educate students to analyse different perspectives with an open-minded and respectful view. This is important in training their thinking to be creative.
- Educate students to be able to identify misinformation and stereotypes to avoid radicalization and to create future active citizens.
- To be a creative thinker and open-minded it is important to not allow overgeneralization about different cultures, religions, countries and populations but to be open to know, meet and understand their culture and their point of view.
- Teach to be open-minded and stimulate their thinking providing learning experiences to connect students with people of other countries (for example iERN) or organize meetings to give students the opportunity to interact directly with people from other cultures or those with differing points of views.

## TIPS FOR APPLYING THE METHODS TO DIFFERENT SUBJECTS

The creative process is fundamental to student learning, nurturing creativity is also an aspect of good teaching in all subjects. As Ken Robinson states *"you can be creative in anything – in math, science, engineering, philosophy – as much as you can in music or in painting or in dance."* Open-mindedness and creative teaching can be incorporated in every subject.

A good tip for all subjects, is the use of "Socratic questioning". This method is a trigger for creative thinking. A good question, from the teacher or student, has the power to make students think more widely and is a natural part of the ongoing feedback loop in classrooms, between students and teachers, helping to guide the instructional process. In order to improve the quality of learners' thinking and responses, research shows that the teachers should carefully plan the type of wording and delivery of questions that they are going to ask during the lessons (Budd Rowe M, 1986). Questions that stimulate responses that require complex mental processing can encourage creativity. **What if...?** and **Why...?** questions tend to stimulate creative and critical thinking, especially if followed by more probing questions which encourage the learner to go further. However, it is also essential to encourage learners to think of their own questions. A learner formulating a question can illuminate their current thinking, helping to guide instruction, as well as being a creative activity.

Encouraging learners to ask questions can:

- develop their curiosity about the subject, helping with engagement
- stimulate learners to 'think hard' about a topic
- consolidate a learner's understanding of the material
- enable learners to look at a topic from different perspectives
- clarify a goal or plan for their own investigations
- inspire them to want to find out the answer

## HOW TO DEVELOP CREATIVITY IN MATHEMATICS?

### Finding multiple ways of solving a problem.

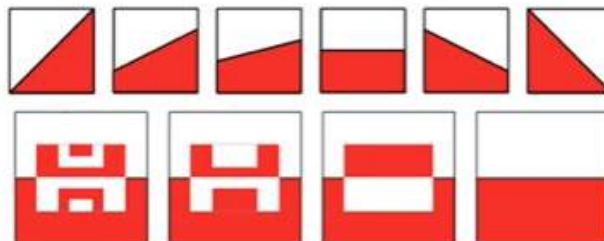
To support students in being creative, teachers offer tasks and activities which allow students to: Find multiple ways of solving a problem.

- Ask their own questions as well as answering the teacher's.
- Discover relationships, patterns and make connections that are new to them.
- Conjecture about the results of making changes.
- Setting up an environment in which mistakes are allowed.

## Halving

Stage: 1 ★ ★

These images show squares split in half:



How might you check that each was correct?  
Can you think of more ways to split a square into two halves?

Figure 2 Developing the Cambridge Learner attributes, Cambridge Assessment International Education, page 74

## HOW TO DEVELOP CREATIVITY IN FOREIGN LANGUAGES?

- Organize project that can involve students of other schools to give the possibility to practice the foreign language
- Youth exchange about specific topic (culture traditions, food tradition, etc.)

Check Erasmus+ opportunities on :

[https://ec.europa.eu/programmes/erasmus-plus/node\\_en](https://ec.europa.eu/programmes/erasmus-plus/node_en)



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## MODULE 6: INTERCULTURAL AWARENESS

### AIMS OF THE MODULE

The overall learning objective of this module will address **how to deal with a multicultural classroom**. This includes the following subtopics/learning objectives:

#### **Part A: Self-reflection for teachers on cultural identity and intercultural sensitivity**

In this part teachers will become aware of the own cultural background and reflect how this is connected to their values and their way of life. They will get to know basic concepts of culture/ cultural identity and intercultural sensitivity.

#### **Part B: Culturally sensitive and anti-biased teaching**

In this part, teachers will learn how they can contribute to a culturally sensitive and anti-biased class climate and how topics like migration and/or racism can be addressed in the classroom.

#### **Part C: How to deal with intercultural conflicts in the classroom**

In this part teachers will learn how to deal with intercultural conflicts in the classroom. They will find examples that are close to real-life situations. They will reflect about their own approaches on how to deal with these kinds of situations and get guidance on possible ways to (re-)act.

### WHAT?

Enhancing intercultural awareness, intercultural sensitivity and intercultural competence are key elements to prevent radicalisation. However it is not only students who need to be trained in this regard, also teachers need to reflect on their way of dealing with diverse cultures in class.

Anti-radicalisation-training for teachers needs to raise teacher's awareness of cultural and religious diversity and encourage teachers to deal in a professional, anti-biased and non-discriminating way with differences. This also includes dealing with different religious beliefs and lifestyles that might challenge teachers' own values and convictions. Teachers need to learn how to deal with situations in this context and how to prevent discrimination or racism in class.

## HOW?

### PART A: SELF-REFLECTION ON CULTURAL IDENTITY AND INTERCULTURAL SENSITIVITY

When teachers are dealing with diverse cultures in class it is essential for them to reflect on their own cultural background. Only if we are aware of our own identity and the values and behaviours that are connected to our own cultural background we can understand what is irritating about other cultures in our view.

Self-reflection is a fundamental competence both in intra- and intercultural interactions, in order not to remain in an ethnocentric worldview. Every person feels that his or her own worldview is what is “normal”, “true” or “real”. Experiencing that there is no objective worldview, but that the way we see the world depends on the cultural background is a fundamental step in becoming more interculturally aware.

In a first step, we must therefore perceive our own world and our own experiences precisely in a self-reflexive process, make ourselves aware of and question the unconscious and the self-evident, and deal with our own values and backgrounds (see exercise 1).

Exercise 1 can be completed as an exercise for self-reflection on your own cultural background.

Another way of stimulating self-reflection can be an intercultural reflective journal where teachers can write down any kind of situation that caused irritation in an intercultural context and reflect on the source of their irritation.

When reflecting on our own cultural background this also leads to the question how to define culture and cultural identity. As a follow-up step basic concepts in the field of intercultural communication will be clarified, such as:

- Concepts of culture / cultural identity (e.g. iceberg model of culture)
- Intercultural sensitivity

In this context Bennett’s model of intercultural sensitivity will be introduced in order to broaden the understanding about what “intercultural sensitivity” means (please see exercise 2).

In addition, the iceberg model of culture will be presented.





## EXERCISE 1 CULTURAL TREE (EXERCISE FOR SELF-REFLECTION)

Draw a tree that shall represent your own personal culture. Please try to find terms that represent your own cultural background for the following three parts of the tree and write them down on your piece of paper/ sheet next to the tree:

- Roots = origin, sense of belonging to cultural groups (e.g. German, European, or other cultural groups like regional cultures, family culture, fan culture etc.)
- Trunk = values that you find important in your cultural context (e.g. tolerance, discipline etc.)
- Leaves = visible signs your cultural background (e.g. a certain meal, a language or a way of communication, a symbol etc.)

After having completed this part please reflect about the following questions:

- Was it easy to define the cultural group that you belong to? Have you chosen several groups?
- Do you feel that the values you have chosen are "typical" for your cultural origin?
- Do you feel comfortable with the visible part of your cultural background or do you prefer to make this as "invisible" as possible? Why? In which situations?
- What would the cultural tree of your class potentially look like?

After having reflected on the questions please read the conclusions of this exercise here below.

### 1. Cultural identity is not the same than nationality or ethnicity:

Many people find it difficult to define a specific cultural group for themselves. In the root part of your tree you may have named your national or ethnic background, but you might also have named a city or a certain region, or even a fan community. This is because we belong to many different cultural groups. Cultural identity is not determined solely by national culture: although there are certainly aspects of national culture, there are also regional cultures (for example, regional differences within a country), urban or rural cultures, family culture, fan culture. So people have a multiple cultural identity, they can also consciously decide to accept or reject cultural practices (personality aspect).

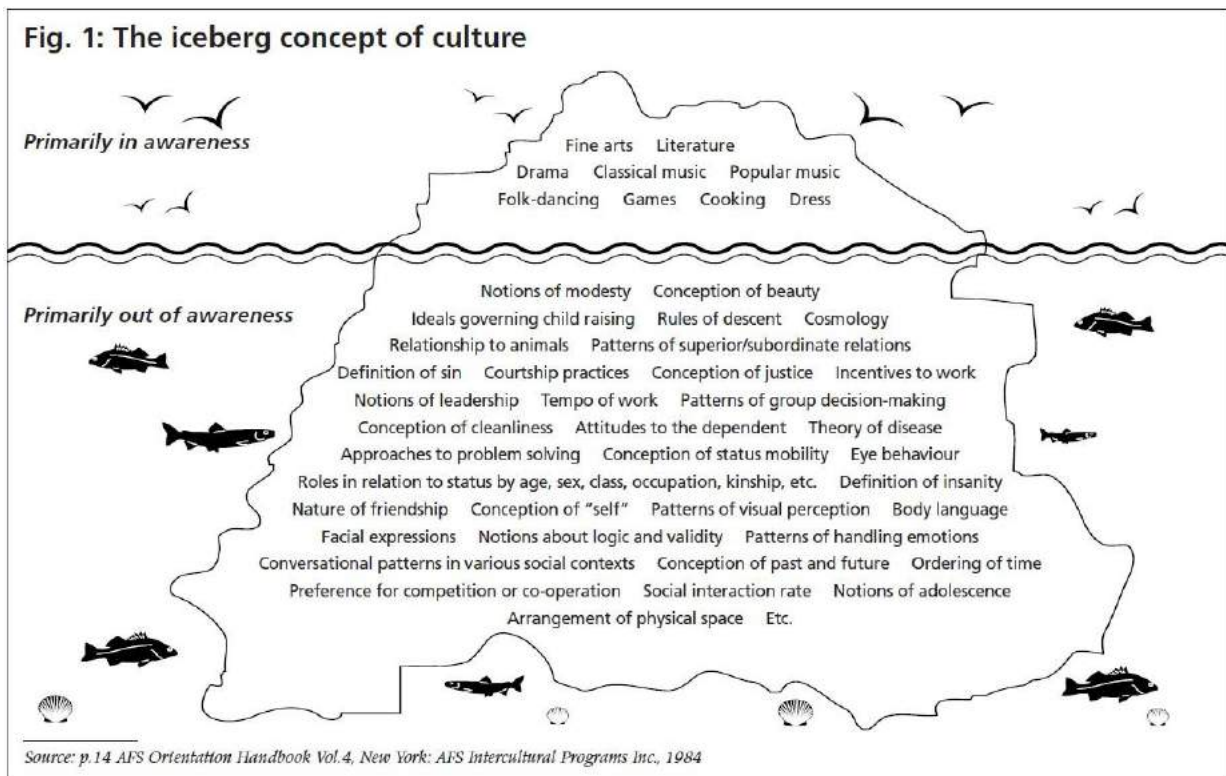
### 2. Culture is dynamic and changeable:

You might also feel that your cultural background and your values have changed during life (for example, values from family tradition vs. values in later adult life, changes in cultural traditions when moving). Culture is not static but dynamic and changeable. We are in a constant learning process in dealing with the culture around us, culture is changing constantly, especially in a globalized world.

### 3. Culture can be associated with stereotypes:

People tend to connect culture with stereotypes. You yourself might have experienced a situation when somebody has made assumptions about you based on your cultural background. At the same time we have to be aware of the assumptions that we make ourselves about other cultural groups. When we meet people from other cultures we tend to draw conclusions from the "visible" part of their culture about their potential behaviour or about their values. These assumptions may bias our perception of other cultures and so are known as cultural bias. Culturally-biased assumptions result in perceptions that impact on your objectivity when working with culturally diverse groups. The consequences are stigma, stereotyping and discrimination. Especially if you work with a culturally diverse classroom you need to reflect about your perception of different cultural groups.

In addition the “iceberg model of culture” can be used to illustrate a model of culture that shows the visible and the invisible elements of culture.



## The Iceberg model of culture

One of the most well-known models of culture is the iceberg. Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover.

The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation. Also in culture, there are some visible parts: architecture, art, cooking, music, language, just to name a few. But the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc.

The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It also points out how difficult it is at times to understand people with different cultural backgrounds – because we may spot the visible parts of “their iceberg”, but we cannot immediately see the foundations that these parts rest upon.



## EXERCISE 2 INTERCULTURAL SENSITIVITY

In this exercise Bennett's model of intercultural sensitivity will be introduced. Before introducing the model, you should first of all please:

- Write down your own definition of intercultural sensitivity
- Describe a person in your environment that you feel is highly sensitive to intercultural issues
- Describe a person you have met who acted insensitive to intercultural issues

Then please try to put the six stages of Bennett's model into the right order.

	<b>Stage - Minimization</b>	The individual acknowledges cultural differences on the surface but considers all cultures as fundamentally similar.
	<b>Stage - Defense</b>	The individual reacts against the threat of other cultures by denigrating the other cultures (negative stereotyping) and promoting the superiority of one's own culture.
	<b>Stage - Integration</b>	The individual expands and incorporates well known worldviews into his own worldview.
	<b>Stage - Denial</b>	The individual denies the difference or existence of other cultures by erecting psychological or physical barriers in the forms of isolation and separation from other cultures.
	<b>Stage - Acceptance</b>	The individual accepts and respects cultural differences with regard to behavior and values. To accept however, does not imply 'to agree'.
	<b>Stage - Adaptation</b>	The individual develops the ability to shift his frame of reference to selected culturally diverse worldviews through empathy and pluralism. To adapt however, does not imply 'to adopt'!

Afterwards please compare your answers with Bennett's model in the correct order.

Stage 6 - Integration
Stage 5 - Adaptation
Stage 4 - Acceptance
Stage 3 - Minimization
Stage 2 - Defense
Stage 1 - Denial

## PART B: CULTURALLY SENSITIVE AND ANTI-BIASED TEACHING

School is not a space that is free from stereotyping, discrimination or racism. Teachers need to become aware of how these mechanisms can play a role in everyday life in their classroom and how they can work against these.

Many students experience discrimination in their lives. They find it harder to find a job because of their name, they have less time to go to a disco in their spare time or they are stared at because of their headscarf. They therefore ask themselves many questions to which they do not always find a fair answer by themselves: Why do migrant students often end up with lower grades than native students? Why does the civil servant talk to my family as if we were uneducated? Why do we find it harder to find an apartment? Why do we have only a limited residence permit for years? Why am I always asked where I come from when I was born here? etc.

Other pupils, both with and without a migration history, come from families in which anti-human ideas or right-wing radical ideas are expressed. A phenomenon that runs through the middle of society, through all social strata and thus also through all school forms and classes. Particularly pupils in puberty, who are in search of identity, repeatedly ask themselves personal and social questions in the thematic area of racism, for which they usually have no adequate space for reflection. Anti-biased teaching approaches and being critical about stereotyping, discrimination and racism is a way of addressing these issues as a teacher.

Last but not least, teachers can act in a discriminating way even if they are not aware of this. Discrimination and racism are often associated with violent Nazis or extreme right wing. Though in school the more hidden forms of discrimination and racism are taking effect. For teachers, questions arise like: Do I really offer the same chances to all of my students? What kind of unconscious stereotypes or biases may effect my teaching? How can I ensure that none of my students feels discriminated against?

The following exercise will help teachers to find answers to these questions.



### EXERCISE 3 ANTI-BIASED TEACHING

Please find below the famous quotation by Pat Parker from the poem “For the white person who wants to know how to be my friend”:

*“The first thing you do is to forget that I’m black. Second, you must never forget that I’m black.” From Movement in Black 1978 by Pat Parker.*

Task/question:

- What does this say about intercultural awareness? Write down the underlying message of these words. What does this have to do with your students in school?

After having completed this task please read the text on “Anti-biased teaching approaches” which will refer to the message of the quotation.

*“Anti-biased teaching approaches” by Ramses Michael Oueslati – “Standhalten: Umriss einer rassistisch-kritischen Didaktik” translated from German and shortened by Leena Ferogh and Sebastian Schwäbe*

*Full text version in German: [https://www.ufuq.de/umriss-einer-rassismuskritischen-didaktik/#\\_ftn1](https://www.ufuq.de/umriss-einer-rassismuskritischen-didaktik/#_ftn1)*

#### **How should teachers deal with cultural diversity, migration and racism in the classroom?**

The quote from Pat Parker that precedes this article reflects for me a central attitude that all those involved in teaching should learn and adopt in dealing with racism and migration. It shows a contradiction, in which not only teachers are involved, so that we should ask ourselves again and again, in which (teaching) situation racism and migration should play a role and in which not. There is no way out here except to accept this ambivalence in a mistake-friendly and yet serious way.

On the one hand, it plays an important role within a school class and in teaching topics whether someone experiences migration and racism or not. Especially teachers without a migration background- but not only these - have to reflect on their privileges, e.g. a European passport and the associated residence title, appearance, access to housing and the labour market, etc., in order not to unconsciously make their milieu, their habitus and their environment with all its implications the yardstick of teaching or even assessment. It is highly recommended for us teachers to do so-called anti-bias training in order to become aware of the significance and consequences of the above characteristics and prejudices of any kind.

On the other hand, there are many situations in which it does not matter where students come from or which cultural group they feel they belong to. Mirza, who is swapping peacefully football cards with Dominik and Cihat - Merve, who tells Celina the news from her last date, and then quickly copies Piotr’s homework, or Sara, whose sister wears a headscarf, while she still herself uses tons of hairspray. Problem-free contacts, in which we teachers are simply not needed, but from whom we can also learn. As teachers, we must therefore learn to perceive the many self-evident and successful moments of immigration societies at our own school.

### How can teachers empower?

“My parents didn’t make it - why me?” A student said this to me even though she was one of the best in the class. In her opinion, her family had given up the belief in a better life. This message was regularly passed on to the children in her family by the parents.

These students are looking for empathic teachers who dare to tell something about their lives and how they mastered situations courageously but not always straightforwardly and had to get up again. Perhaps they don’t have to and shouldn’t be stories of individual cases from (migrant) dishwasher to millionaire. These stories rather hide the fact that school is not designed for everyone to graduate from high school - but they can indeed be inspiring as self-fulfilling prophecy. So it is about sharing realistic life experiences that let you outgrow yourself. You can also do the following to empower students:

- Invite local celebrities from business and politics to the classroom or school auditorium.
- Invite (former) pupils as guests who have achieved outstanding results, e.g. from a recommendation for a lower secondary school leaving certificate to a vocational baccalaureate.
- Invite socially ascended parents and brothers or sisters from formerly underprivileged milieus
- Find a motivating prominent patron for the school
- Include school names in the curriculum - e.g. Nelson Mandela School

### What kind of pedagogical approaches are there?

Racism, economic inequality and gender discrimination are too serious global problems to be successfully dealt with by individual teachers in class. However, there is simply no broad-based empirical research into the effects of emancipatory approaches in pedagogy and on anti-biased teaching. We still do not know exactly which approaches and methods we can use in schools to counter the above-mentioned problems. Reflected practical experience, however, has produced a long-standing and trend-setting pool of literature and materials, which can perhaps be divided into three approaches:

- knowledge acquisition
- sensitisation
- deconstruction

It is unclear whether all three approaches are needed and in which order they should be approached with a school class. But what are the approaches about? Thus it can be briefly summarized that the first approach can also be described as a classical enlightenment approach. Through cognitive knowledge acquisition, students develop new differentiated knowledge (e.g. about nations, cultures, ethnicities and religions) in the hope that stereotypes will be critically questioned or argumentatively refuted.

However, practice has shown that this approach is not sufficient, there is an additional need for awareness and reflection on experience- and emotion-led sensitisation (role-plays on moral courage, biographical learning, group work, tasks switching perspectives, empathy and solidarity skills, or the creation of an anti-biased class climate).

The third, somewhat more recent deconstruction approach has established itself, but contains open questions.

### How do I deal with racist and anti-human rights statements?

This question cannot be answered exhaustively here. Nevertheless, I would like to pass on some practical experience (e.g. in dealing with fanaticism, religiously shaped radicalisation and pupils who tend towards

anti-Semitism). It is vital that teachers are critical of racism and especially important for students who have hardly any space in their world, who reflect on their thoughts and exchange them, or who hear or accept racist attitudes. Teaching in this context can fail because a few pupils do not deviate from their racist statements until the end of the lesson - sometimes only because they do not want to lose face in front of the class. This is usually difficult for teachers to bear and challenges their professional composure.

### **Learning atmosphere instead of moralism**

The most common mistake in such a situation is to cap conflicts anxiously and morally, but that is certainly easier said than done. Such a reaction to (un)reflected attitudes of pupils in the form of political correctness at least does not lead to the dismantling of racism, but racism is simply no longer addressed. Anyone who suspects saying something wrong will hide it, but not necessarily reflect it. The pedagogical opportunity for pupils to encounter opposition from fellow pupils or teachers when racism is expressed is missed. The chance to work towards a change of attitude is also missed. Racism is thus capped in the classroom instead of making rooms for processing it possible. To exaggerate, this approach could be referred to as "shame pedagogy".

### **Offering shelters**

In my opinion, a dialogue in class has its limits when a teacher realises that in the long run a pupil is not open and willing to engage with others. A trusting atmosphere in which teachers (especially those without a migration background) take responsibility, can serve to surface racism and intervene if necessary in a controlled way. In addition, it makes sense to meet those affected by racism at eye level instead of patronising them and providing space for response. This is certainly not an easy mission and will not always run without emotional intensity for all those involved, but in my opinion there is currently no viable alternative, as we also know from anti-bias training with adults. In summary teachers cannot be expected to always act 'correctly', but we can create a culture in which teachers systematically learn from what they do and what they do not do.

### **Building relationships... and keeping them**

We teachers should also practice that we do not see problematic students as tangible racists, but also perceive their needy sides. This is achieved by taking an authentic interest in them and helping them with their problems. This often allows the scapegoat they have identified to recede into the background instead of just discussing with them. Being a model who is acting in a human and competent way and standing by their side can be an element of surprise which makes them question their hate attitude. The pedagogical relationship should therefore never be broken off by the teachers. Otherwise there would be the danger that somebody is left in a fanatic circle of friends or an organisation. Usually these "friends" are not a great help when they are really needed and sometimes they even end up in jail. Then it is even more important that there is still somebody the student can turn to.

I have sometimes experienced that students deviate from their fanatical first opinion and that this process lasted only 20 minutes due to an uncovering attitude of the teacher. Sometimes it takes two years... and sometimes there is no rethinking at all. However, we know from the science-based experiences of right-wing radicals to date that even after many years, drop-outs remember a contradictory but calm and humane teacher. Understanding such a student does not mean justifying ways of thinking or even actions.

### Does it have to be an entire lesson? Didactic principles

Yes and no. Surely a deepening longer occupation with a teaching unit is necessary, meaningful and desirable! But it is not every time about an additional stack of copies with worksheets that are added to the material. If pupils and teachers are compulsively stressed in the permanent state of school time shortage, there is a danger that too much so-called “bulimia learning” takes place. This is drastically understood: Stuffing into the short-term memory, vomiting for the class test and then forgetting.

And: Just as it is not desirable that “we talk about women’s history today” and then continue with the supposedly “normal” history lesson, a narrowly defined and one-off lesson on racism can prevent a self-evident and equal perspective. The impression for pupils that this is only a one-off special topic without really greater relevance is not avoided this way.

### Changing perspectives

It is much more about a changed perspective, which presents the previous teaching topic or method in a new way. If we hang Arno Peters’ world map projection next to the supposedly “normal” Eurocentric Mercator map in the classroom, teachers will also realize that even scientific methods are never neutral. If we know Kant’s racist quotes, teachers will also understand the advancing colonization of the world in the 19th century and will at least not be able to sing the students a one-sided and unrestricted hymn of praise for the Enlightenment. And when we know that in the New Testament “the woman in the congregation has to remain silent”, we can no longer maintain a clear intercultural “we” and the “others” in class, but scratch anti-Muslim racism.

### Enriching units

It also makes sense to enrich all teaching units with global, migrant and other differentiated contents and knowledge. These should be integrated into the current teaching units. For this reason, most of the teaching materials available to you here are also designed as cross-sectional materials. If Goethe is treated in class, his transcultural understanding is treated equally. For example, if history is about the so-called Renaissance, the global and migration-historical perspective should be interwoven in order to illuminate the same topic differently in the next lesson. And a documentary or a textbook is not put aside because Martin Luther King alone is emphasized as a recognized human rights fighter, but the omission of Malcolm X or his condemnation as a perpetrator of violence or even a terrorist is reflected from several perspectives or perspectives (multiperspectivity) and critically from the media.

### What goals and what structure should anti-biased teaching follow?

The following competences should be initiated in the lessons spiral-curricular and should be implemented didactically according to the year:

- Students understand the socially dominant consequences of racism and how an empowering and/or problematic sense of belonging to a group is created (e.g. the powerful problematic division between Orient and Occident, empowering and problematic aspects of Black Culture identities, nationalisms of all kinds).
- Students understand that many people with a migration history feel that they belong to more than one group (e.g. two natives as Turkish and German) and that life worlds are always ambiguous and mixed with other life worlds (e.g. Who actually determines who has to be integrated? When and how are people considered to be integrated at all?)
- Pupils understand the diversity within social groups (e.g. city/country, milieus, minorities/majorities, age, political locations, social class, gender).



- Students understand that, in addition to their experiences of racism and migration history, each student is individually diverse (hobbies, character strengths, gender identity, taste, lifestyle, political convictions, etc.).
- Students position themselves on the fact that in many situations the (family) background is irrelevant
- Pupils behave towards potential positive examples in which individuals and collectives have stood up for others and/or for themselves (e.g. Malcolm X, Nelson Mandela, Gandhi, Muhammad Ali, Rosa Parks, a recent incident in the playground or in the local press).
- Students may be able to act successfully in their local (school, district) and other (city, country, EU) environments (e.g. practice civil courage in role-playing) and be frustration-tolerant with potential failure (e.g. if a school-initiated signature campaign is disregarded by the mayor).

## PART C: HOW TO DEAL WITH INTERCULTURAL CONFLICTS IN THE CLASSROOM

Teachers may be confronted with cultural clashes or intercultural conflicts in class that require a professional handling and mediation between different positions. This can also include situations that challenge their personal values. They need to carefully handle these situations in order to avoid that an atmosphere of mistrust and exclusion which would by mischance favour radicalisation processes.

Teachers may not be prepared to deal with these kinds of situations: How do I react when young people insult others as “victims”? How can I prepare for the next Ramadan or respond to requests for prayer rooms? Is there such a thing as “Germanophobia”? How do I deal with signals that might indicate radicalisation?

In the following exercise (4+5) scenarios will be used to deepen the understanding of intercultural conflicts.

Using scenarios for learning how to deal with intercultural situations is a wide-known and effective method in intercultural training. Scenarios dealing with an intercultural conflict are often called „critical incidents“. The term was originally used by J. C. Flanagan who is known as the developer of the „Critical Incident Technique“ (CIT). Flanagan used this technique to collect information about critical situations to learn about their consequences and thus to develop improvement in the given context. In intercultural education, critical incidents are largely used as learning materials. In this context, the term “critical incidents” is usually used to describe situations in which a misunderstanding, problem or conflict arises due to cultural differences between the interaction partners.

Margalit Cohen-Emerique has developed a diagnostic method for critical incidents that cause feelings of a cultural shock by the persons involved. Cohen-Emerique, defines a cultural shock as the emotional and intellectual experience happening when getting in touch with what is foreign to us. This creates emotions such as incomprehension, fear and surprise. She states that if this cultural shock is not recognized and processed, it can lead to defensive reactions.

In a school open to diversity, there are numerous examples of a critical incidents/cultural shocks every day. How can a condemnation or a retreat of the people involved be avoided here? How can the space for dialogue be preserved? How can methods be developed that respect the expectations and values of all parties? Margalit Cohen-Emerique recommends that pedagogical professionals systematically deal with cultural shocks in order to maintain an open attitude. Denying a culture shock, on the other hand, prevents it from being processed and does not protect against its effects. It is therefore necessary to recognize and identify it in order to avoid a defensive and negative attitude.

Exercise 4 will provide a detailed description of Cohen-Emeriques approach and an example of an intercultural conflict in school and how it can be analysed by means of this approach. After having worked through the example you will have an improved understanding of how to analyse your own conflicts.

Exercise 5 provides exemplary scenarios on how to deal with situations and positions in the context of Islam (from [ufuq.de](http://ufuq.de)) for reflection together with some background information and acting recommendations in order to help teachers to be prepared to similar scenarios.



## EXERCISE 4 CULTURAL SHOCK – a method for addressing intercultural conflicts by M. Cohen-Emerique

The educational approaches and methods of teachers and parents can be different and lead to an unpleasant situation - a culture shock. When facing parental practices that are far removed from their own, teachers may judge the parents (“These parents cannot deal with their child”) or impose their norms (“Here, we do like this; it is the rule”). Both these attitudes are harmful to the child and to the respect for her/his identity because he/she feels that his parents’ cultural belonging is being denied.

These attitudes of judgement spring from an identity threat on the part of professionals, because these shocks have not been addressed. Their professional culture is often centred on theories of child development, which refer to a Western and normative concept of education.

When facing parents who have practices which do not correspond to these models, teachers struggle with a cultural shock. According to Margalit Cohen-Emerique, psychologist and specialist from France in intercultural relations, a cultural shock is the emotional and intellectual experience experienced in contact with what is foreign to us. These results in emotions such as incomprehension, fear and surprise. These cultural shocks can not only remain undetected, but are also not properly processed, which in turn can lead to defensive reactions. Some examples in this context would be:

A father picks up his son and says: “You don’t have to clean up, that’s a woman’s job...” or a mother thinks that it’s perfectly okay if the son eats chips and sweet things instead of fruit and vegetables, or parents have absolutely no problem with the fact that the fourteen-year-old daughter has already incurred debts with her smartphone.

Questions that will arise in this context may be: How can a judgement of behaviour be prevented? Is there an open space to discuss things? Is it possible to develop methods that respect both sides so that all expectations and values can still exist?

At this point, Margalit Cohen-Emerique recommends that a cultural shock should be systematically processed so that there can still be an open mind in this context. The opposite behaviour, denying the cultural shock, prevents any process and cannot protect against the effect. The cultural shock must be recognised, identified and processed.

Please go through the description of the three steps that M. Cohen-Emerique suggests and the example presented below. Then think about a conflict that you have experienced your own that challenged your personal values. Try to go through it by using the three steps introduced.

Margalit Cohen-Emerique (1999) describes three steps that can help to overcome the cultural shock:

### I. Decentration:

First, the shock on the emotional level should be clarified: What do I feel? Fear? Disgust? Outrage? Rejection? Also the background of the shock should be known: space, time, the spoken word, one’s own posture as well as the posture of the other, so what exactly shocked, irritated, disturbed...?

Then it is necessary to explore one's own frame of reference to determine which values and principles were shaken by the shock. The different components of the reference system must be taken into account: ethnic, sexual, social, professional, religious, national and political affiliation. For example, it can be seen that the father, who tells his son not to clean up, endangers gender equality. However, this equality is very important to me as a woman and I attach great importance to it. The father's attitude touches my view of education very sensitively...

This self-reflection contributes to broadening the ability to experience. It helps to practice self-distance, especially with regard to the first emotions triggered by the shock.

## **II. Entering the other person's reference system**

The next step is to give meaning to each other's attitudes by exploring their different cultural affiliations. It is about observing which elements of one's social and ethnic culture can explain one's attitude. This will be achieved by a better knowledge of his values and his system of reference.

In a conversation with the other side, the respective position can be presented. Attitude and point of view should become comprehensible.

If no dialogue is possible, several hypotheses can be put forward to explain his/her attitude and thereby avoid generalising or stereotypical interpretations: the behaviour can be influenced by the country of origin, or an "idol" can be imitated. It is not about maltreating the person.

Through the analysis of the reference system, the attitude of the other is given meaning. This analysis requires openness, as well as personal effort and curiosity, in order to experience the meaning of the other's action from his perspective. What values the other person possesses through his culture, his migration history and his individually experienced adaptation and acclimatisation to the host country.

Through the analysis of the other's reference system, common points of identity are often found which can form a basis for the continuation of the relationship. In this way, they can come into contact again and discover that their disagreement is only about the way they perceive something.

## **III. Negotiation**

Negotiation means neither submission nor passive resistance from one or the other. It is a true encounter in which everyone "let's go" of something in order to approach the other without questioning the essential principles of their own identity. Here it is a matter of finding a new norm, a common field or a "3rd space" in which everyone preserves his or her identity and at the same time enters the path of the other.

## **“CULTURAL IRRITATION” - AN EXAMPLE FROM A GERMAN SCHOOL**

The teachers of a small secondary school in Germany are really angry: A student who is just about to finish school keeps on telling his classmates that he is not willing to get a job or a training after school. His parents are without work. They get 1400 € Hartz IV (social services from the state). When he finishes school they will even receive more money from the state, if he is without work. The family soon wants to go to Lebanon for three months - to build a house in Beirut!

The teachers team reflects on this incident:

### **Step 1: Explore your own frame of reference: What feelings does the case trigger in me? What bothers me? Which of my values are attacked or questioned?**

The teachers take the opportunity to express their indignation and anger. A long list of points is created, which disturbs them. Then the values: The participants name values such as “honesty”, “justice”, “gratitude”, “decency”, “loyalty to the state”, “adherence to the law”, “no hard work, no price” - and begin to discuss. Sometimes honesty is of no use to a person, justice in this country is such a thing, some people cream off quite officially without being diligent, the solidarity community no longer functions for other reasons either...

### **Step 2: Explore each other’s frame of reference and form hypotheses: What do I know about the family’s situation and values? What do I suspect? How do I suspect the student experienced the situation? What do I want to know in order to understand better?**

The participants gather what they know about the family and find that neither the migration history of the family nor their plans for the future are clear to them and they do not know what significance a house in Beirut has. Since they are very well aware of parent’s aspirations for their son’s future (he should learn German, have contact with Germans so that he can have it easier later in school...), they now notice that these are not discussed with the family. The assumed possibility that the family supports relatives in Lebanon puts the anger about the family’s “irresponsibility” into perspective. Perhaps for the student, the family is the community of solidarity for which he feels also responsible for? The student is a “show-off” in financial matters, does he possibly want to keep up his face and his pride, not appear as a loser?

### **Step 3: Have a negotiation - develop a solution: What do I want to achieve with the conversation? What questions do I want to ask? What do I want to say about myself?**

The teachers develop possibilities to address the irritation in role plays. They recognise that they have problems to focus on the main issue or that they tend to moralize. Because it is not so clear to them what they want: Do they want to communicate their personal position on undeclared work? Do they want to show, as representatives of the school, that they perceive illegality and threaten consequences? What is the school’s mission here and what is its role for the head of the school? In the end, the participants find out what the focus should be for them as professionals: They try to focus on the well-being of their students. They develop an approach to talk to the student and his parents without condemnation. They will try to hear their position but at the same time explain to them that they need to take care of the rest of the class who needs to be supported and encouraged in finding a job or a training after school.

*The example was translated and slightly modified on the basis of a text from a German text provided by Kinderwelten Projektmaterial (2007).*



## EXERCISE 5 SCENARIOS – Examples on how to deal with interculturally diverse positions in the classroom

You will be introduced to examples of intercultural conflicts in school. Please reflect for every example on how you would deal with these kinds of situations. After your own reflection you are please read the background information and pedagogical options / acting recommendations and compare it with your own answers.

In the text below you will be introduced to examples of intercultural conflicts in school (Ufuq.de: The kids are alright” translated from German to English by Leena Feroqh and Sebastian Schwäbe). Please reflect for every example on how you would deal with these kinds of situations. After your own reflection please read the background information and pedagogical options / acting recommendations and compare it with your own answers.

### SCENARIO 1: NEW WITH HEADSCARF

After summer holidays a Muslim girl comes to school and she suddenly wears a traditional Muslim scarf covering her hair. Some of the other girls comment on that fact in a negative way.

How would you deal with this situation? Please note your answer. Then compare your answer with the background information and the pedagogical approach below.

#### Background:

You cannot tell if someone is religious by the fact that she is wearing a headscarf. Nevertheless, for many it is a symbol of “Islam” in the public debate: as such, some want to defend it. For others it is an expression of oppression. In everyday life, the motifs and forms for wearing the scarf are very diverse. The daughter wears a headscarf, but her sister or mother does not. No matter whether voluntarily or imposed: The first day of school with a headscarf - for example after the summer holidays - is a big hurdle for everyone.

#### Pedagogical approach:

- Young people usually do not like to be approached about changes that affect their body or personality. If you address girls because they are “new” with a headscarf, then this should show interest and not problem-orientation.
- Make yourself known as a contact person when discrimination occurs.
- Look for pragmatic solutions when problems arise, for example in physical education.
- If girls with or without headscarves are being bullied in school, intervene - but not in relation to religious issues, but because some young people put others under pressure.
- The less girls and families are “pulled”, the more free they are in their decisions.

## SCENARIO 2: REFUSING HANDSHAKE AT THE SCHOOL LEAVING CEREMONY

At the school leaving ceremony a Muslim student refuses to shake hands when a female teacher wants to congratulate.

How would you deal with this situation? Please note your answer. Then compare your answer with the background information and the pedagogical approach below.

Background:

The most Muslims in the world shake hands with other people. But some avoid physical contact with strangers of the opposite sex – as a sign of respect, they say. If young people do not want to shake hands, typical pubertal identity processes often play a role: Who am I? What role does religion play for me? What do they expect of me? In most cases, a refusal to shake hands is not based on a desire for segregation. By not shaking the hand the student might test if you are ready to recognize his “individuality”. This can show up as a provocation, but it is usually an experiment.

Pedagogical approach:

- Do not encourage “we and they discourses” by talking about “our” values and traditions.
- Ask the young people what is important to them about their way of greeting.
- Take up different forms of greeting: What is it about?
- Trace the concerns of the young people, take them seriously, but assume that they are in the process of finding their identity.
- In the case of ideological hardening, seek support.

## SCENARIO 3: INTERNATIONAL CONFLICTS

A political discussion comes up in the classroom and some young people take sides unilaterally when talking about wars and conflicts.

How would you deal with this situation? Please note your answer. Then compare your answer with the background information and the pedagogical approach below.

Background:

Young people are concerned about international conflicts and this sometimes leads to difficult situations - e.g. when young people vehemently take sides. This can have to do with personal/family involvement; with a sense for politically contradictory constellations of interests (e.g. is Saudi Arabia an Islamist dictatorship and yet an ally of “the West”); or generally with protesting against injustice or compassion for victims of war and violence. Even one’s own experiences of discrimination can contribute to young people feeling connected with other “victims” - for example as Muslims. International conflicts then provide a sounding board for confirming one’s own perceptions. Salafists can also make use of this if they represent conflicts in their own sense (Muslims as victims).

Pedagogical approach:

- Take up regular events that are in the news and give young people space for their feelings and thoughts.
- Pay tribute to the empathy/commitment/criticism/protest of the young people!

- The differentiation can follow in a second step: What is the conflict about? Compare conflicts.
- Practice a change of perspective: How do the actors / warring parties see it?
- Talk about justice and injustice: How do we want to live?
- Only interfere when protest and criticism tip over into pejorative ideologies and enemy images.
- Consider what options young people have for dealing with these conflicts (forums, letters to the editor, donations, etc.).

#### SCENARIO 4: "PIERRE VOGEL? I THINK HE' S COOL..."

A student refers positively to Salafism or Islamist preachers.

How would you deal with this situation? Please note your answer. Then compare your answer with the background information and the pedagogical approach below.

Background:

Young people are in searching processes. Religion can become a building block of identity - especially when they feel "their" religion and their affiliation being questioned. This is where Salafist offers can also come in, such as: a community in which they can feel belonging, recognized, strong and superior; religious "knowledge" and orientation, possibilities for self-presentation (attention); and positioning against actual and unavoidable injustices. Thus Salafism can be attractive to all (including non-Muslim youth). It marks a social vacuum: Because if the needs and interests of many young people in society are not sufficiently served, others come and give their answers. If young people refer to this, it is not necessarily an expression of their closeness to Salafism.

Pedagogical approach:

- Deal with references to Salafist preachers (or similar ones) as relaxed as possible. First of all consider provocations as offers of conversation.
- Put the "problematic" of the positions in the foreground (e.g. devaluation). Ask the group about other forms of devaluation.
- Talk about religion and different forms of religiosity.
- Give the young people space: their own thoughts protect them from simple worldviews.
- Do not give the impression that you want to question "Islam". Then you can trust that most "your" youth will reject Salafism and express how embarrassed they find the preachers.
- Always pay attention to changes in young people. Trust in your experiences and your pedagogical intuition.
- If there are indications of radicalisation: Speak to the staff, seek advice.

After having worked through the four examples above please think about an example where you have had difficulties to deal with diverse cultural positions in the classroom. Then go to the the 6-step programme (from [ufuq.de](http://ufuq.de): "The kids are alright") that can be helpful for difficult situations in this context and think about how this could have helped you:

**Step 1:** Do not source difficult positions and conflicts to culture, Islam and Islamism! In other words, do not ask what "problematic" and provocative positions or behaviours of young people might have to do with Islam, culture or Islamism.



**Step 2:** Instead, ask:

- a) What is this actually about? What is the “topic behind the topic”?
- b) Is it perhaps a reaction to experiences that the young person has made in my lessons, in our school or in society?

**Step 3:** Say “yes”, be open and interested in the concern (even if it is expressed in the form of a provocation) and give the young people enough space and time to add and exchange their views and perspectives.

**Step 4:** Say “But...” only in rare occasions, that means intervene only when devaluing and antipluralistic positions as well as absolute claims to truth arise and these remain unchallenged in the group.

**Step 5:** Ask the young people about their wishes and expectations on the respective topics (“How do we want to live?”) and stimulate conversations and discussions.

**Step 6:** If a conversation or discussion in the group succeeds in this topic, we have fulfilled our pedagogical task and can go home satisfied.

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# MODULE 7: CONFLICT MANAGEMENT

## AIMS OF THE MODULE

### Benefits

The present module on 'Conflict Management' provides a restorative approach on peaceful conflict resolution in the school environment. The module will provide education professionals with a restorative method to handle conflicts in the classroom, while promoting the development of students' critical thinking, in contrast to the restrictive punitive model.

This approach can be implemented in the context of all subjects of the educational curriculum, while promoting critical thinking, expression of opinions, exchange of views and respect of different viewpoints.

### Learning Objectives of the Module

The current module provides educators with an innovative approach, as well as resources and materials on how to implement it, aiming at:

- Providing an alternative and efficient approach on handling situations of conflict and crisis in the classroom;
- The creation of a safe and welcoming environment in the classroom;
- Improving interpersonal and inter-group relations;
- Facilitating the reduction of conflicts in the classroom.
- The promotion of students' understanding and respect of different viewpoints and others;
- The promotion of constructive dialogue amongst students;
- Encouraging students' active participation in exchanging opinions and promotion of collective efficacy;
- Encouraging students to actively participate in conflict and problem resolution, developing their critical thinking skills, mitigating prejudices and forming rules and the control system of the school community;
- Development of students' organisation skills, by setting and following the rules of the process;
- Students being more conciliatory, more open-minded in new ideas and approaches, less prejudiced and more open to diversity.

## WHAT?

According to the Cambridge Dictionary, a conflict is *'an active disagreement between people with opposing opinions or principles'* or a *'fight between two or more groups of people or countries'*.

Conflict resolution is a process, by which people resolve a dispute or a conflict, so that their interests are adequately addressed and they are satisfied with the outcome (Association for Conflict Resolution, 2007).

The research conducted in context of the PRACTICE project indicated that, in most cases, students from the participating countries are not willing to participate in discussions and exchange opinions; some tend to express their opinions, but are not willing to listen to an opposite viewpoint. Teachers usually try to resolve conflicts through dialogue and moderated discussions, providing arguments and examples, as well as by encouraging students to look at an issue from an opposite point of view. Nonetheless, education professionals expressed the need of training provision, regarding conflict management and handling of sensitive issues.

Disputes may lead to a climate of imbalance and instability in the classrooms, especially if the educators do not have the right tools and methods to approach students. In addition, this may lead to the adoption of extreme beliefs and violent behaviour. Thus, a concrete, structured procedure is needed for students to peacefully resolve clashes.

## HOW?

Ways the method/approach can contribute to the prevention of radicalisation

### METHOD 1: PEER MEDIATION

Through (peer) mediation, included parties and observers can exchange ideas and understand each other, within a structured process. This method can facilitate understanding opposite points of view, be more conciliatory, whilst using arguments and justification, and, thus, adopting less extreme opinions, while understanding diversity.

As a process, mediation refers to the development of a structured context for the interaction of the main parties, with the participation of an impartial third party without 'power', so that the viewpoints on the incident and the feelings of the parties of the dispute are expressed. The parties of the dispute will, then, propose solutions, which they will commit to follow, aiming to restore the relations and the harm of the victim, as well as to satisfy the sense of justice of the involved parties.

Peer mediation is a process of peaceful resolution of a conflict, in the context of the school life, between two or more disputants with the assistance of a third, impartial student – the mediator, through a structured procedure with specific structure, active participation and direct communication of the parties, aiming at the fruitful resolution of the dispute.

The number of participants and the degree of their participation can be adjusted to the seriousness of the incident. The participants, who were not involved in the incidents, can also express their opinion, as well as their emotions regarding the event. Their presence can facilitate the identification and allocation of the responsibilities of the parties, the sense of remorse and the commitment of the parties to find a solution and follow the required steps to reach it.

### **Peer mediation requires:**

- Self-imposed participation: students shall participate voluntarily and not be pressured by the mediators, teachers or school staff in any step of the process;
- Impartiality: the mediator always works impartially, avoiding prejudices, stereotypes and anything that can favour one of the parties;
- Avoidance of conflict of interests: the mediator shall avoid any cases they have personal interest;
- Confidence: the mediator has confidence and trust in their skills, competences and knowledge, but without showing 'power'. In case they cannot implement the method, they have to interrupt the process;
- Confidentiality: whatever is said during the process has to be confidential and this has to be clarified before the sessions begin;
- Quality of the process: the mediator must handle each case with equality, respect and honesty, following the ground rules that were set beforehand;
- Advertising and promotion: the mediator shall promote the process of mediator, but they must not give promises on any specific results of the procedure, as well as not communicate any cases without permission;
- Advancement of mediation practice: the mediator should try to learn from others' experience, in order to better serve people in conflict and networking with other mediators.

*(Artinopoulou, 2010 & Association for Conflict Resolution, 2007)*

### **The steps of (peer) mediation:**

- Opening of the session and welcoming of the students.
- Presentation of the role and aim of the procedure and its values: the mediator explains the aforementioned values to the students.
- Development of reliability and trust between the parties and towards the procedure: students agree upon the rules and values of the procedure.
- Collecting information: the problem is identified by all included parties and is described by the mediators, so that students understand that they have understood the problem.
- Set of aims and of viewpoints: each party describes the elements that are important to them.
- Expression of feelings: each party explains how the incidents/situation made them feel, as well as how they feel about the other party, following the value of respect.
- Finding a common ground: the mediator facilitates the procedure, so that both parties find and focus on what they have in common. This will be the base of the negotiation that will lead to an agreed solution. It is important that the mediator will only facilitate the procedure and will not propose solutions themselves. In case the participants are not able to work together to find a solution, the mediator may proceed to a proposition, providing that the parties will evaluate it themselves, and it will not be 'imposed' to either party.
- Evaluation of the proposed solutions and conclusion to the final agreement: both parties evaluate the solutions they found together and work to find what is best for both of them. The solution they will conclude to, has to be suitable and benefit both parties.

- Composition of a written agreement and closure: it is better for the parties to agree upon a resolution on paper, so that they are more committed to stick to the agreed plan. They should also agree on a second session, in order to provide feedback on their progress. The mediator congratulates them for their effort and closes the session.

*(Artinopoulou, 2010)*

The teacher has to explain the procedure to their students and should implement it themselves, in order for the students to have a concrete example of how the procedure should take place. They also have to provide constant support to all students.

## METHOD 2: RESTORATIVE CIRCLE

In addition to the method of peer mediation, peacemaking Circles is another restorative justice approach that can be implemented in the classroom. Circles are ideal for conflict resolution, involving more than two students and can also contribute to the development of a safe space in the classroom, in order for everyone to reflect and participate in problem solving. In contrast to peer mediation, circles do not only involve the two immediate parties of the conflict, but also the entire community who may have been affected by the dispute and can support those in conflict.

The aim of the proposed method is for all students to reflect on the conflict, exchange their views, share their perspectives and dialogue as equals. Furthermore, the current practice facilitates community building.

### Restorative Circles require:

- Voluntary participation of all students;
- A facilitator, who will not intervene in the process, but will only facilitate it;
- A talking piece, carefully selected, that will give permission to the person holding it to speak, while everyone else listens to them without interrupting;

### The steps of restorative circles:

- The facilitator invites all students that want to participate in the process to sit in a circle, in order to create a sense of community and selects a talking piece appropriate for all participants. They explain to the students that the talking piece gives the holder the opportunity to speak and express themselves, while it provides the chance to the other participants to listen to the speaker, without the need to respond. Then, they ask all participants whether they agree to respect the talking piece. If all students agree, the procedure begins. In case there are objections, the facilitator hands them the talking piece and asks them to express their objections and discusses them;
- The circle keeper begins the conversation, while holding the talking piece. They share their perspective and introduce the students to the procedure and the conflict that has arisen: e.g. 'Today, we will share our thoughts and feelings about [the problem that has arisen] and try to create a plan on how to show our respect to everyone. I would like to invite everyone to speak from their heart, share their insights and to be open to the ideas and perspectives that are shared in the circle'. The facilitator expresses themselves (e.g. on ways we can show respect to other people) and gives the talking piece to the person sitting next to them;
- They can ask the following questions:
  - o *What were you thinking at the time?*
  - o *What did you think when you realized what happened?*

- o *What have you thought about since?*
- o *Who do you think has been affected?*
- o *What impact has this had on you and others?*
- o *What has been the hardest thing for you?*

The talking piece passes from everyone in turns, so as to have the chance to express themselves, answering some of the aforementioned questioned;

- Then discussion begins, exchanging opinions, in order to find solutions. The facilitator can ask some of the following questions:
    - o *What do you think needs to happen to make things right?*
    - o *What could anyone do to help these harms?*
    - o *What can we do to make sure this doesn't happen again?*
    - o *What are the steps we agree to take as a group and what is our timeline?*
  - The circle closes and the facilitator summarises the most important decisions that were taken.
- Student Piece Alliance (N.D.)*

### METHOD 3: D.E.A.R.

The Describe-Express-Ask-Result (DEAR) method is a technique based on assertiveness. It provides students with a structured procedure, through which they can express their feelings towards a specific incident/conflict and facilitate a resolution plan, in the presence of a facilitator (teacher).

#### The steps of D.E.A.R.

<b>D</b>	<b>DESCRIBE</b>	The student describes the exact incident that resulted in a conflict. They should use neutral wording and small sentences. They also have to keep their focus on the incident and not on the other person involved. The aim is to clearly identify the incident that triggered the conflict, in order to limit relevant situations in the future. For example <i>Student A: 'When you called me gay and laughed in front of the other students...'</i>
<b>E</b>	<b>EXPRESS</b>	At this stage, the student expresses their feelings regarding the conflict/incident, talking in first person. For example <i>Student A: '...I felt embarrassed and humiliated...'</i>
<b>A</b>	<b>ASK</b>	After expressing their feelings, the student clearly states what they wish the other involved party would do, in order to avoid similar incidents in the future and restore the harm caused; the expressing student should refrain from using an imperative tone. For example <i>Student A: '...I appreciate if you stopped mocking me about my sexuality...'</i>
<b>R</b>	<b>RESULT</b>	During this step, the expressing student provides a positive or negative outcome, should the conflicted party chooses to follow or not to follow the request respectively. For example <i>Student A: '...That way we can all hang out together and help each other in school. Otherwise, I will have to speak to the principal'.</i>

After the first student has expressed themselves, following the above mentioned steps, the other student follows the same stages in order to express their perception/viewpoint, identifying the points of agreement/disagreement and try to built up on the agreement and resolve the disagreement. For example:

**Student B:**

- **D.:** *'When you told me how you felt...'*
- **E.:** *'...I felt a little ashamed because it was meant to be a joke...'*
- **A.:** *'...I appreciate it if you always told me what bothers you, but also not take everything to heart...'*
- **R.:** *'...That way we can all have fun.'*

After both students have expressed themselves, repeat the steps until a common resolution has been found. For example:

**Student A:**

- **D.:** *'When you told me your perspective...'*
- **E.:** *'...I felt a little relieved, since your intention was not to hurt me...'*
- **A.:** *'...I appreciate that we all continue to joke together, but this is still a sensitive matter...'*
- **R.:** *'...By avoiding joking on sensitive topics, we can all laugh, without anyone being hurt.'*

**TIPS FOR THE TEACHER:**

- When firstly applying the method, the teacher should introduce this procedure to the students, as well as the aim of the technique.
- The teacher should facilitate the discussion, without intervening. They should encourage the two or more parties of the dispute to use this method to understand each other's boundaries and find a common ground.
- The teacher gives students some time to organise their thoughts and encourages them to speak in turns.

*Adapted from Michel, F & Fursland, A (2008). 'How to behave more assertively'.*



## SUPPORTING MATERIALS

### PEER MEDIATION:

The Association for Conflict [Resolution](#) (2007). Recommended Standards for School-Based Peer Mediation Programmes 2007. Available at:

[https://cdn.ymaws.com/acrnet.org/resource/resmgr/docs/Recommended\\_Standards\\_for\\_Sc.pdf](https://cdn.ymaws.com/acrnet.org/resource/resmgr/docs/Recommended_Standards_for_Sc.pdf)

The stages of mediation: <https://www.youtube.com/watch?v=KTONZIFm1t4>

Peer mediation in simple words: <https://www.youtube.com/watch?v=A-TB3KVhH7s>

Mock Peer Mediation Session, outside the classroom: <https://www.youtube.com/watch?v=ynBhMQDT7Kw>

### RESTORATIVE CIRCLES:

Bintliff, A. (2014). Talking Circles: For Restorative Justice and Beyond. Teaching Tolerance. Available at:

<https://www.tolerance.org/magazine/talking-circles-for-restorative-justice-and-beyond>

Embrace Restorative Justice (RJ) in Schools Collaborative. Community Building Circles:

<https://www.restorativeschoolstoolkit.org/sites/default/files/Community%20Building%20and%20Respect%20Agreements.pdf>

Clifford, A. (N.D.). Teaching Restorative Practices with Classroom Circles. Center for Restorative Process. Available at:

<https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>

Restorative Circles: Creating a Safe Environment for Students to Reflect:

<https://www.youtube.com/watch?v=1-RZYSTJAAo>

## CHALLENGES AND TIPS FOR IMPLEMENTATION IN DIFFERENT CLASSROOMS CONTEXTS

The following challenges may arise:

- Lack of organisation. Students and teachers shall work together to set suitable ground rules, that all will agree with.
- Unwillingness of following the ground rules. Ground rules have to be set before the session begins and both parties have to accept and agree to follow them.
- The parties do not respect each other. One of the main values of this process is respect. All parties need to understand that, upon their agreement to participate, they have to respect each other and follow the ground rules, some of which is not interrupting the other parties, while expressing their opinions, letting them explain their point of view and feelings and trying to understand them, in order to find a solution, suitable for all parties involved.
- Students may find it difficult to get involved in such a procedure. Teachers have to provide constant support to the students, whilst they should be present in each mediator's first sessions. It should also be useful for teachers to implement the procedure, in order to set an example and so that students will be able to see some sessions being implemented.
- The mediator may have the urge to offer parties a solution. It must be clear that the mediator must not intervene in terms of proposing solutions, as the procedure is based on the fact that the two parties will agree on a solution that is suitable for both and is a product of their dialogue.

## TIPS FOR APPLYING THE METHODS TO DIFFERENT SUBJECTS

The concept of mediation can be implemented in the context and during different subjects and with a flexible number of participants; however, it can also take place during a dedicated hour. It can also be used, not only for the peaceful resolution of conflicts, but also for the improvement of relations.

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<https://dictionary.cambridge.org/dictionary/english/conflict>

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<https://www.cci.health.wa.gov.au/~media/CCI/Consumer%20Modules/Assert%20Yourself/Assert%20Yourself%20-%2004%20-%20How%20to%20Behave%20More%20Assertively.pdf>

Students Piece Alliance (N.D.). Restorative Justice Training: Peace Circles - A guide to facilitating and utilizing Peace Circles. Available at: [http://www.studentpeacealliance.org/uploads/2/9/4/4/29446231/peace\\_circles-3.pdf](http://www.studentpeacealliance.org/uploads/2/9/4/4/29446231/peace_circles-3.pdf)

The Association for Conflict Resolution (2007). Recommended Standards for School-Based Peer Mediation Programmes 2007. Available at:

[https://cdn.ymaws.com/acrnet.org/resource/resmgr/docs/Recommended\\_Standards\\_for\\_Sc.pdf](https://cdn.ymaws.com/acrnet.org/resource/resmgr/docs/Recommended_Standards_for_Sc.pdf)

Artinopoulou, V. (2010). Η Σχολική Διαμεσολάβηση: Εκπαιδεύοντας τους μαθητές στη διαχείριση της βίας και του εκφοβισμού. Αθήνα: Νομική Βιβλιοθήκη.

# PART 2: Non-Formal Education Activities for STUDENTS

## MODULE 1: CONTROVERSIAL ISSUES

### INTRODUCTION

The purpose of this module is to provide you as teacher with the opportunity to reflect on a number of aspects associated with teaching controversial issues related to citizenship and rights in the classroom, providing practical approaches and activities which allows students to explore delicate topics which can arise in the daily debates in classrooms, at home, with friends, but in a safe and critical way.

The proposed activities allow a reflection and analysis of students' own pre-existing knowledge and perspectives, initiating constructive and controlled exchanges and dialogue within the classroom, as a safe space for critical analysis and debates about ideas, sensitive topics and current debated issues.

Students are often exposed to news, topics and debates that dominate the discourse and public opinion in a certain time and these topics change from moment to moment, from country to country.

However, young people don't always have the possibility to discuss controversial issues in class, because teachers reason that it is too difficult and challenging to discuss and manage issues that are sensitive in various ways to pupils in class. But if children and youth don't have the possibility to express their frustration and concerns at school, they may turn to other sources, which may include unreliable information. Apart from that, it is part and parcel of democracy, to discuss issues that are important and urgent to people.

But how to facilitate dialogues and discussions on controversial issues in class?

When dealing with controversial and sensitive issues, it is crucial to recognize that **what is controversial and sensitive to one person, is not necessarily controversial to someone else**. This is a fundamental insight that the teacher must recognize, in order to stimulate the same awareness of the students. What is felt and seen as controversial is related to a persons' biographical history, experiences and viewpoints, the persons' position and experiences in society as a majority or a minority in terms of class, ethnicity, religious orientation, gender and sexuality, as well as other complex and intertwined aspects.

At the same time, what might be controversial in one school, with a particular group of students coming from a particular community, may be totally uncontroversial in a different context or at a different time (CDVEC Curriculum Development Unit, 2012). Be it climate and energy sources, gender roles and identities, religious symbols and practises in public or private settings such as religious circumcision of boys, crosses and scarfs in schools, etc. That's the reason why it is important to be prepared and equipped with knowledge and tools to deal with controversy and to be aware of the educational context in which we

are. At the same time, it is important to inject the controversy in the case students don't see it, stimulating debate and discussion.

This implies that the teacher must reflect on her or his own understanding of what are controversial issues and viewpoints. The teacher must bear in mind that understandings of normality, especially of the majority in society, are often taken for granted and invisible. The more necessary it is, to reflect on and make visible, the otherwise self-evident understandings of normality and controversy. The teacher is a bearer of, as well as a creator of norms, and this demands professional reflection.

For this reason, this module intends to provide teachers with simple and specific activities that can be easily used with students in class for stimulate and moderate exchange of opinions and critical analysis of ideas and perspectives, that can be adapted for any topic and making the classroom a safe space for discussing controversial issues in a open and democratic way. Teaching of controversial issues, teachers set the goal of reducing individual prejudices and building a more tolerant society, through challenging and changing the attitudes of students.

## LEARNING OBJECTIVES

The module provides teachers with practical activities to support students in:

- Exploring controversial issues in a «safe» way
- Stimulating Reflection about their own pre-existing knowledge and perspectives on a specific topic
- Creating a safe space to stimulate a critical analysis of sensitive topics and an open exchange and confrontation between ideas and opinions

Particularly, the proposed activities aim at:

- encouraging discussion
- facilitating the debate
- developing critical thinking

## THEORETICAL AND CONTEXTUAL BACKGROUND

**Controversial issues** can be defined as **issues which create strong feelings and tensions in society** ("Teaching Controversial Issues. Professional development pack for teachers". Council of Europe, 2015).

When someone talks about something being controversial, it usually means that it involves more than just simple disagreement between people. The CDVEC Curriculum Development Unit has proposed the following division regarding what kind of issues can be considered controversial:

- Issues that deeply divide society – such as euthanasia, economic cutbacks, social welfare payments, immigration and so on;
- Issues that challenge personally held values and beliefs – strong political positions, racism, gay rights;
- Issues that generate conflicting explanations - historical events, conflicts such as Northern

Ireland, Palestine and Israel;

- Issues that evoke emotional responses - crime and imprisonment, education, abortion, disability;
- Issues that may cause students to feel threatened and confused – where their families have very strong views on an issue, where peer pressure is strongly in favour of one side of an argument.

To address these kinds of issues it is fundamental to create a “safe” space.

In this context, the concept of “safety” refers to:

- **Safety for teachers:** an approach which allows the topic, including its controversy, to be covered, but which does not place the teacher in a difficult or dangerous situation;
- **Safety for students:** an approach which allows students to explore a range of perspectives on an issue, but does not expect them to disclose personal information or encourage them to feel exposed because of their views.

Within the context of discussing controversial issues in class, one first obstacle for teachers is to decide what stance to take.

While some educators advocate that the teacher should always be neutral, this is virtually impossible. We will always reveal our perspective through the tone we use, the language we use, body language. For this reason, it may be better to aim to take an **impartial** stance. However this again is difficult to achieve, particularly if teachers have very strong views on a topic. In the same cases, in fact, it is appropriate to **state your position** on an issue so that the students know where you stand.

Reality also dictates that in many schools, teachers are expected to present the **official view**. In some cases this can be very useful, as it provides the teacher with a foundational position to present to the students.

There also will be times when students’ views need to be challenged and teachers should act as **devil’s advocate** – particularly when the class as a whole appears to hold the same view. In this case you can deliberately inject controversy to ensure that students are

exposed to a wide range of perspectives. On the contrary, it can be necessary to **support** the views of a student who holds a minority view within the class, to ensure his or her view is given due weight.

In conclusion, there is not always a true answer to the question “where should I stand?”. Teachers should reflect and evaluate in each specific context what role to take, to mediate between opinions, stimulate critical thinking of the students, make them free to express their points of view, without imposing any particular opinion, but acting as facilitator.

## SUGGESTIONS FOR THE PREPARATION OF THE ACTIVITIES

### SELECTION OF THE TOPIC

The activities proposed in this module have no particular topic already pre-set, but they are usable and adaptable to any controversial issue, since they aim to facilitate and guide the exchange of ideas between students in a critical and safe way. Therefore, before starting, the teacher should identify the topic to be addressed.

To do so, teacher can:

- Choose the topic according to specific needs of the classroom or, more in general, to address issues particularly relevant for the public opinion in a certain moment in a certain context;
- Propose a set of topics for students to choose from, according to their interest;
- Leave students free to propose any topic by themselves.

Examples of controversial issues are:

- euthanasia;
- abortion;
- death penalty;
- nationalism;
- right to privacy/need of security;
- ius soli/ius sanguinis;
- universal suffrage
- offenders' rights and torture.

### PREPARATORY STUDY

After the identification of the topic to be addressed, both teacher and students should be prepared for the discussion.

According to the content of the activity and the specific objective that teacher want to achieve, he/she can decide to:

- Ask students to deepen the topic by making personal research looking for information in newspapers and websites or talking with their friends and families.
- Ask students to do group research
- Provide material for documentation already prepared for students. In both cases, the analysis of the data should follow the 3 steps for critical thinking presented in the module of part 1.
- Initiate the activities without any preparation, to investigate the pre-existing knowledge of the students.

### SETTING OF GROUND RULES

Before starting discussion about controversial issues, it can be important to set some ground rules, to make sure to create a "safe" space for everyone. Therefore, It is strongly recommended that students spend some time in developing a sort of class agreement, defining common values and behaviours to be taken during the discussions, such as listening, respect etc. Students can be invited to create this agreement in a creative way, drawing, using mind-maps, creating a catch phrase or an acronym etc.

## ACTIVITIES

In the next part you will find 5 different methods to guide a Brainstorming; 5 different ways to guide a debate in class and other 3 interesting activities to facilitate exchange of ideas about controversial issues.

The duration of the activities can vary, depending on: the willingness of the students to express views and exchange ideas as well as the size of the group itself. The estimated duration is from 30 minutes for the simpler activities to 1.30h for the more complex ones.

The material needed is in the majority of the cases nothing. In some cases, papers, pens and flip charts can be required.



### ACTIVITY 1 GUIDED BRAINSTORMING

#### CIRCULAR SINGLE BRAINSTORM

1A

Students stay in a circle; the first student speaks expressing an opinion about the topic selected. The following one continues, linking to something said to incorporate a comment that was referred to by the prior student by either agreeing or disagreeing with the prior student's statement and providing their reasons why. The communication continues around a circle of discussion. This method allows for each student to reflect on their peers' opinions and thoughts while presenting reasons for challenging or not challenging them.

#### BRAINSTORM IN GROUP

1B

Teacher writes four or five issues/questions related to a common topic onto separate sheets of large paper. Each sheet needs to have a different issue, topic or question under discussion. Each sheet is placed on a separate desk or part of the room.

The class is divided into the same number of groups as sheets.

Each group should discuss and record its ideas about the issue/question on the sheet within a limited time.

After a couple of minutes the teacher tells the groups to rotate clockwise to the next sheet. The group should read the ideas generated by the previous group and then indicate with a "+" the ideas they agree with, a "x" those ideas they disagree with, "?" those ideas they are not sure about and/or add or amend other ideas.

This rotation continues until each group returns to its original position. Each group can then feedback to the class the key ideas generated.



## DOUBLE CIRCLE BRAINSTORM

1C

Teacher splits the class into two groups.

One group should form an inner circle (seated or standing) and the other group forms an outer circle. Students should be facing each other.

Teacher poses a question to the class.

The pairs facing each other should exchange views for approximately one minute.

Then the teacher asks the outer circle to rotate clockwise and asks this new pair to discuss the question.

Continue the rotation until students have had an opportunity to discuss the question with a wide range of partners.

During these rotations increase the time available for discussion and encourage students to reflect the views they have heard from others. This encourages them to synthesise ideas and share the opinions of others.

At the end of the rotation debrief the activity: did your opinion change in any way during the carousel? Did you make stronger arguments as you moved to new partners? Did you pick up any interesting views?

## THINK PAIR SHARE

1D

About a certain issue, students should individually write down their ideas/thoughts, then students form pairs and compare their answers, discussing ideas and reaching an agreed position (or compromised position) between them.

This idea should be recorded.

Pairs should then form groups of four and compare their previous agreed positions between the two couples. Again, the groups need to reach an agreed position and record it.

Then, each group of four will merge with another one, forming groups of eight and so on until reaching a final agreed position of the class.

Minority Reports (i.e. dissenting views) should also be recorded if individuals feel very strongly that their view is not adequately represented.

A final debriefing will allow an exchange of views about the process experienced, the positions changed and the emotions felt.

This technique enables students to think about their own responses to issues and gradually reach out to those around them to consider their thoughts on an issue as well.

## THE JIGSAW

1E

Students are divided into groups of four or five. This is their home group. Teacher identifies four or five aspects of a certain issue to be discussed. Each member of the home group is numbered 1-5. All the numbers 1 from each home group meet to discuss one aspect of the topic, assigned by the teacher; the same do all the 2s about another aspect, and so on. Finally, the home groups reassemble and each member provides feedback from their topic group, thus enabling the home groups to hear multiple perspectives on the same issue.

This methodology can be used for three different purposes:

- To help students view an issue from multiple perspectives
- To explore several aspects of an issue
- To help students come up with solutions to a problem or a class action plan



## ACTIVITY 2 GUIDED DEBATE

2A

### SPEED DEBATE

Teacher displays a statement to the class relating to the topic chosen. The statements should be easily understood, but should be selected on the basis that they will invite a degree of disagreement amongst the class e.g. 'War is never acceptable' or 'The government should not be providing aid to other countries when we need the money here'

Teacher asks students to reflect on the statement and to write down on their post-it a number between 1 and 5 based on this scale:

1	'Agree strongly'
2	'Agree'
3	'Not sure'
4	'Disagree'
5	'Disagree strongly'

At this point, the teacher asks the students to show their numbers to each other, to find someone with a different number to them (preferably as different as possible) and to join that person in a pair. The pair then have 5 minutes to discuss why they chose the number they did for the statement.

After this exchange, the teacher takes brief feedback and asks if anyone would change their number and why.

## WALKING DEBATE

2B

Make 3 large signs: AGREE; DISAGREE; NOT SURE.

Place the Agree and Disagree signs at opposite ends of the room, with the NOT SURE sign in the middle, as if along an imaginary line.

Read out one at a time some statements for discussion already prepared about the topic chosen, and ask the students to stand nearest the sign that reflects their opinion on the topic.

Emphasise that it is okay to stay in the middle, listen to the debate and then move according as their opinion is formed.

When students have taken a position ask them to say why they have taken that position.

Encourage dialogue /debate among students to persuade those who don't share their opinion to change sides.

Don't underestimate the importance of a good statement – one that is open ended and will give an opportunity for a variety of opinions. Statements should evoke a range of responses and interpretation.

## OPINION CARDS

2C

Create a long line in the ground using tape or twine.

Put at one end of the line a paper with "AGREE" and one with "DISAGREE" at the other end.

Divide the class in groups of 4 or 5 components and give to each group a set of opinion cards already prepared with different positions and views about a certain topic.

Each person in the group picks a card and reads it out.

The person then places his/her card down on the line.

The other members of the group say whether they agree with the position where the card lies or think it should be moved, and give their reason.

As soon as the group have finalised, the other students can intervene, expressing their opinion about what happened, if they agreed or not.

## SPECTRUM DEBATE

2D

Present the two opposing positions to the class, being careful to ensure that they are equally balanced i.e. that one is not obviously more justifiable than the other.

Using the front of the classroom or other appropriate space, lay a piece of string on the floor

to represent the spectrum of opinions which lie between the two views.

Give each student a few minutes to consider the two views and then to stand along the spectrum in a position which reflects their views.

When they are all in position, ask them to talk to the students nearest to them (maximum 3 students in a group) and explain why they are standing there.

Then, provided there is a reasonable spread of opinion, ask the students to identify someone who is somewhere on the other half of the spectrum i.e. holds a different opinion to them, and to discuss in groups of 2 or 3 why they hold their positions.

Finally ask the students to regroup according to where they now stand after their discussions.

This activity allows students to look at a spectrum of views, within the class, on issues that can be viewed from strongly opposing but justifiable positions, for example, views on imprisonment versus restorative justice for people who have committed a crime.

## OXFORD-STYLE DEBATE

2E

Students are divided into the following three groups: 1. Party in favour; 2. Party against; 3. Voting audience (the majority of students are members of this group).

The teacher will inform that students becoming members of one of the parties will be required to give a short speech.

Each party is given 10 minutes to prepare the first speech of just 3 minutes, defending its position in few points.

The debate can now begin: one 3-minute speech per party – one speaker only - is given to the audience.

The parties make notes of the position of the opposite party in order to prepare the contro-speech. The audience is asked to vote, using the voting paddles (thumb up and thumb down). The teacher makes a note of the results.

Taking into consideration the first phase of the debate, each party is given another 10 minutes to prepare a longest speech of minimum 5 and maximum 8 minutes, arguing in deep its position.

The second phase of the debate takes place: one 5/8-minute speech per party – one speaker only - is given to the audience.

The audience can ask from 1 to 3 questions to each party, to clarify some points. The party can decide to answer all the questions of one or two or none of them.

The audience is asked to express its final vote using the voting paddles (thumb up and thumb down). The winner of the debate needs to hold the majority of votes.



### ACTIVITY 3 THE SILENT FLOOR DISCUSSION

The teacher can show a topic to be discussed, writing it in large letters on a paper and putting it on the floor. Students are asked to write down everything that comes in their mind; it can be a word associated with the one presented, a statement, a question, a doubt, a fact.

Students can also respond to something that has been written by somebody else before them, putting the paper attached to the first one related, giving counter-arguments, making links, answering to a question done or asking further questions.

More people can write at the same time.

The only rule is that no one speaks during the exercise.

After a given time for the exercise (it can be half-an-hour or more, depending on the reactivity of the students), a verbal discussion should start, analysing what is written in the papers.



### ACTIVITY 4 THE DEVIL'S ADVOCATE METHOD

Students act in pairs: two chairs can be placed in the front of the class; each student takes a place in their chair and faces the other student.

One student chooses one side of the argument and then the other student argues the opposite position.

This method can be used when the teacher notes that there are two polarised positions towards a particular topic within the classroom, or between two students, to allow a controlled exchange of views.



### ACTIVITY 5 ROLE PLAY

A useful method for practicing critical thinking in a group consists of starting a parallel thinking process based on role play. This method allows us to easily examine a hypothesis from different angles.

Upon a specific topic or issue, each student (or couple or sub-groups in equal number) is assigned a role to play, a different position to advocate. Suggestions about the role to be played are:

- Neutral position: the person expresses only the facts, with simple points, short and informative, without giving any opinion.
- Position in favour: the person expresses positive opinions, underlying the advantages and benefits of an idea.
- Position against: the person expresses negative opinions, emphasising the risks and dangers.
- Devil's advocate: the person counterattacks the expressed positions in favour and against.
- Creative perspective: the person looks for ideas outside the box, alternative options.

## SUPPORTING MATERIALS AND BIBLIOGRAPHY

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“Domino - A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance”. Council of Europe, Third edition, 2005

## MODULE 2: MIGRATION

### INTRODUCTION

This module looks at the discourses of migration, covering related vocabulary and further providing various narratives surrounding current migration issues. It contains a number of collaborative group projects in the form of non-formal activities designed to foster open discussion and critical debates related to the concept of migration. Furthermore, the format is flexible and can be easily adaptable to diverse school environments, systems and be used with any taught subject (e.g. History, Geography, Civic Education). The content involves a wide range of personal lessons on empathy, respect, understanding, connection and open-mindedness for complex topic engagement.

### LEARNING OBJECTIVES

The aim of the module is to develop the capabilities of students to compare and contrast migration stories of the past with the present. The desired results are for students to obtain effective tools for conducting research, analysing media content (fact-checking) and presenting. It is to foster critical thinking, and cultivate good reasoning skills. Students will additionally, develop individual skills for participating in open communication discussions or argumentations.

### THEORETICAL AND CONTEXTUAL BACKGROUND

In today's increasingly interconnected world, internal and external migration is a global phenomenon with extensive effects on culture, economics, politics, the environment and a range of complex sub-topics. As a consequence, the relocation of populations has generated contradicting responses both politically and socially. In conjunction, increased access to internet information has magnified the media's reach to the public, often contributing to spreading polarizing narratives. There has been concern regarding the misinformation and inaccuracy of the news generated on social media platforms. The rise of "fake news" has had a major impact on how the public views migrants, often threatening migration policies, social cohesion and particularly reinforcing stereotypes which have lasting effects on public opinion.

The youth has been recognized as key partners in the dialogue regarding migration. In recent trends a shift is taking place, calling for youth engagement and encouraging critical thinking. The importance of this engagement is largely to build understanding among the young generation. Moreover, to develop their abilities for filtering false narratives so that they can be better informed. Young children are more likely to fall victim to false narratives at an earlier stage in this digital age. Migration is an important factor at all levels of education as the attitudes which develop around this topic impact interaction in integrated schools and intercultural communities. Youth engagement on serious topics at all levels is fundamental for improved personal developments and constructive thinking skills.

Migration is generally discussed as a survival strategy motivated by a wide range of factors. The broad construct is used to describe flows of populations as voluntary, or the involuntary travel. As a concept migration can be described in patterns which illustrate seasonal or permanent movements. The framework of migration studies has been used to study historic migrant labourers, nomadic groups, journeys of explores missionaries. It has also been used to examine various complex forced migration periods such as, civil wars, the transatlantic slave trade and environmental responses. Drawing from the above definition and historical perspective, relevance from past migration stories can be identified. Further allowing explanations for the hostilities evident in today's society. The ability for the youth to learn from this, allows for open communication and conversations which foster understanding of topics which would otherwise result in conflict.

The recent "refugee crisis" and "migrant crisis" has had additional dimensions and challenges relevant to this period of time. Placing education, knowledge and information as important prerequisites for reasonable individual participation in social, economic and cultural life. There are more young people in the world than ever, 1.8 billion, making it the largest generation in history. Out of these, 258 million are international migrants and around 11 percent of them were below 24 years old in 2017 (The UN Migration Agency World Migration Report 2017). As the future and participants in the upcoming voting process, young people have a key role to play in the policy discussions rising up worldwide. There lies the key reason for involving them as partners in global processes and agents of change. Against this background, the UN in conjunction with the youth have established Youth2030: The United Nations Strategy, which recognizes the potential of the youth to advance progress in many policy areas. In fact, the topic of migration itself has an influence on all policy areas. This means migration policy has to be taken into account in all political decisions which in turn impact our future generations.

Together with the Youth2030 strategy, the UN has involved youth in the 2030 Agenda for Sustainable Development. This strategy has tasked the youth with defining their future aspirations of a sustainable and peaceful world. The goal is to have the young generation realize that their aspirations depend on their empowerment, development, participation and choice. For the development of the human perspectives it is particularly significant to address the topic of migration in a manner which provides youth with the opportunity to develop a mutual societal culture that not only focuses on differences but also what brings them together, allowing them to celebrate different backgrounds and learn from one another.



## ACTIVITIES



### ACTIVITY 1 IT IS ALL RIGHT

**INSTRUCTIONS:** Divide students into groups of 4-5 and provide each with a large flip chart paper. They will have 10-15 minutes to **correctly define to the best of their knowledge as many words from the list**. A representative from every group will then present the answers. The group with the greatest number of correct answers gets a prize. (no google search allowed). As each word is presented, the teacher helps in providing the distinct differences of each term.

**MATERIAL:** Permanent markers, a prize of your choice, flipcharts or worksheet with definitions of terms to handout to students after the discussion.

**TOTAL DURATION:** 30min - 45min

LIST OF WORDS
Migration
Immigration
Emigration
Boarders
Asylum-Seeker
Illegal Immigrant
Freedom of Movement
Integration
International Migration
Migrant Smuggling
Human Trafficking
Internal Migration

#### HAND OUT AFTER ACTIVITY

<https://www.iom.int/key-migration-terms>

WORDS	DEFINITION (related to context)
<b>Migration</b>	The movement of persons away from their place of usual residence, either across an international border or within a State.
<b>Immigration</b>	From the perspective of the country of arrival, the act of moving into a country other than one's country of nationality or usual residence, so that the country of destination effectively becomes his or her new country of usual residence.
<b>Emigration</b>	A person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons.
<b>Boarders</b>	Politically defined boundaries separating territory or maritime zones between political entities and the areas where political entities exercise border governance measures on their territory or extraterritorially. Such areas include border crossing points (airports, land border crossing points)
<b>Refugee</b>	A person who, owing to a well-founded fear of persecution for reasons e.g. of race, religion, being a member of a particular social group or political opinion, seeks asylum in an outside the country. Usually when the basis for leaving is deemed valid, they are granted positive asylum making them refugees.
<b>Asylum-Seeker</b>	An individual who is seeking international protection. In countries with individualized procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognized as a refugee.
<b>Illegal Immigrant</b>	The migration of people into a country in violation of the immigration laws of that country, or the continued residence of people without the legal right to live in that country.
<b>Freedom of Movement</b>	In human rights law, a human right comprising three basic elements: freedom of movement within the territory of a country and to choose one's residence, the right to leave any country and the right to return to one's own country.
<b>Integration</b>	The two-way process of mutual adaptation between migrants and the societies in which they live, whereby migrants are incorporated into the social, economic, cultural and political life of the receiving community. It entails a set of joint responsibilities for migrants and communities and incorporates other related notions such as social inclusion and social cohesion.
<b>Internal Migration</b>	The movement of people within a State involving the establishment of a new temporary or permanent residence.
<b>International Migration</b>	The movement of persons away from their place of usual residence and across an international border to a country of which they are not nationals.
<b>Migrant Smuggling</b>	The procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the irregular entry of a person into a State Party of which the person is not a national or a permanent resident.
<b>Human Trafficking</b>	The recruitment, transportation, transfer, harbouring of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.



## ACTIVITY 2 PACK YOUR MIGRATION BAG

### PART 1: PACKING (10MIN-15MIN)

#### INSTRUCTIONS:

Each student will take on a role of: Asylum seekers, refugee, internal migrant, international migrant and illegal migrant.

Instruction: Ask students to create a migration background for their journey and further express what they hypothetically would pack in their immigration bag according the following criteria:

- Positives feelings/Negative feeling /Fears /Possibilities
- Background (e.g. child migrant, alone, with family); reasons for leaving; difficulties; way of travelling.
- Be prepared to provide a reason. E.g. I would pack sadness /hope because...

**MATERIAL:** handout 1 with images of suitcases or bag to be distributed among students; a stamp.

### PART 2: BORDER CONTROL (10 MIN)

#### INSTRUCTIONS:

**Step 1.** The students will then have to make 2/3 lines in the class and have to go through 'border control', here they will have to tell the teacher and the rest of the class their backstory and what they wrote on their suitcase/bag.

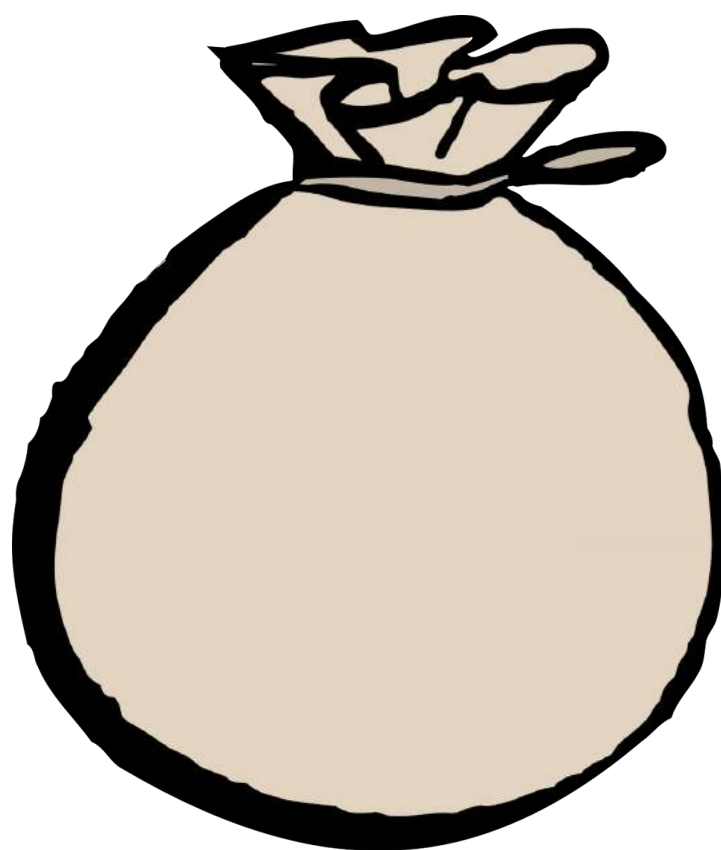
**Step 2.** The teacher should not have to listen to everyone's story (just cut some off and choose to...

- Let some through by giving them a stamp on their worksheet, sending them to their seats.
- Others will be denied entry, no matter their story & have to stand facing away from the class.
- Others will be allowed temporary entrance with the possibility of deportation & have to stand next to their chairs.

Discuss how the students feel after the process. Discuss the concept of free movements and borders. Discuss opinion on refugees, legal and illegal migrants.

**MATERIAL:** Handout with image of a suitcase or bag and a stamp.

**TOTAL DURATION:** 45min









### ACTIVITY 3 GLOBAL KNOWLEDGE

#### INSTRUCTIONS:

The teacher divides the pupils into 3 groups, with 1 group bigger than the other 2; and prepares a map of the world or a globe. After spinning the globe, the teacher chooses a country and assign a task to each group:

1. **Information group:** They are tasked with giving up information about the country selected on the globe (country not continent). The information group has to say as many things they “know, assume or have heard” about the country (no access to the internet or books is allowed).
2. **Critical thinkers:** They will have the greatest number of people so they can be further divided into three groups, with some having the “fake news”, “so true”, or “stereotype” sign. According to what is said by the information group the critical thinkers can judge what they individually think of what is said by waving the signs and give reasons why they did so.
3. **Intelligence agency’s:** These students have to have access to the internet. They are in charge of researching all the countries the informants land on and know nothing about. The then have to provide the class with 3/4 FACTS e.g. continent found, majority population or cultural group.

Discussions may be had in-between if necessary, as some information may fit in more than one category.

DISCUSSION GUIDELINES		
SOMETHING THAT IS ...	EXAMPLE	SIGN
Hard facts	<ul style="list-style-type: none"> <li>- Name of the continent in which the country is found.</li> <li>- Who the majority native population of the country is.</li> </ul>	<b>true</b>
Completely False	<ul style="list-style-type: none"> <li>- Wrong location</li> </ul>	<b>FAKE NEWS</b>
Generalized / Societal Opinion	<ul style="list-style-type: none"> <li>- People there are...</li> </ul>	<b>STEREOTYPES</b>

**TOTAL DURATION:** 30min -45min

**MATERIAL:** Map image or digital map, handout with signs to be printed, access to internet.

# true







## ACTIVITY 4 PHOTOGRAPH CRISES - The power of a single image

### INSTRUCTIONS:

1. The teacher is to divide the students into groups of 4-5.
2. Each group receives an image related to the topic of migration to look at.
3. As a first step, each student has to individually reflect on what he/she see/think and write down his/her thoughts and understanding on the image making notes on:
  - a. Before placing meaning, what you see do you see presented in the image (e.g. a man and his child)?
  - b. After further analysis, how does this picture come across to you?
4. As a second step, working in group and starting from their personal answers, they need to prepare a flip chart to summarize their thoughts as a group and present them to the class. The flip chart has to try and answer the following questions.
  - a. What do you see and how is the image related to the topic of migration?
  - b. What advantage/positive impact or reaction could the image have when used as a newspaper cover picture?
  - c. What disadvantage/negative impact could the image have when used as a newspaper cover picture?
  - d. Do you believe an image tells the whole story, especially without a headline or requires more research/sources? please explain your answer and relate it to your picture if possible.
5. As a final step, a class discussion starts, following these guiding questions:
  - a. Discuss why an image has power.
  - b. What risk an image carries (stereotypes, fake news, bias, what is represented, dangers for individuals an image is used for a campaign).

**MATERIAL:** Handout 3: A printed or digital image for each group.

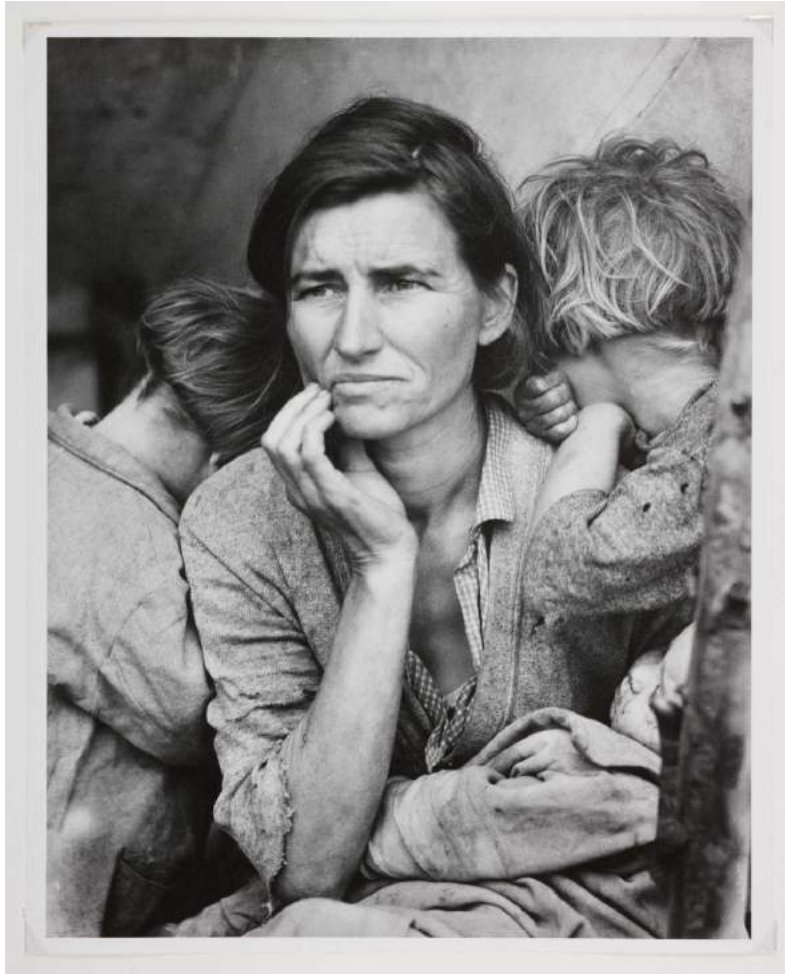
**TOTAL DURATION:** 45min-1hour













## ACTIVITY 5 IMMIGRATION STORIES OF YESTERDAY AND TODAY

### INSTRUCTIONS:

Divide class into 3 or 4 groups. Each group will have to research & present a case of **migration** according to a list of questions.

TIME ALLOCATION		
1	Research	20 min
2	Presentation	10 min
3	Class discussion	5 min

*During the research be critical about the **source** you use; notice the **time** it was written and how/what the **words/text** used & how it would be perceived today. Compare information from your source with other sources as this can increase validity of the information. Please remember some of the subject matter is sensitive so be considerate of fellow students and be willing to listen to others during discussions.*

Topics should relate to cases of migration happening in different and distant parts of the world and historical periods. Examples can be:

1. European refugee migration in the Middle East and North Africa at the beginning of the Second World War (MERRA - Middle East Refugee Administration).
2. Migration phenomenon in Africa linked to colonization - migrant workers & settlers.
3. Mass migration of Jewish refugees from Europe to Israel after the Second World War (1950 - Aliyah).
4. The 3 Major Waves of Swedish immigration to North America.
5. North Africa's climate change and migration.

Guideline questions of research and presentation:

1. Distinguish on a map which regions were involved in the migration e.g. from. to.
2. What factors lead to migration? (1 or more)
  - a. Voluntary Migration/ Forced Migration. Why?
  - b. Exploration, religious, war or conflict, environmental issues, socio-economic.
3. How were the migrants received? Was their presence seen as positive or negative?
4. Discuss or mention the sources of research
  - a. Would you consider this a strong or weak source and why?
  - b. While doing research did you find any contradicting/controversy around the topic?
  - c. Based on the above how do you think bias/perspective shapes the information we read?

The presentation can be prepared using power-point, flipcharts or any other creative method.

General class discussion: What did the migration stories tell or show about how humans relate to their environment and each other?

**MATERIAL:** Computers for research/ laptops; flipcharts.

**TOTAL DURATION:** 45min-60min



## ACTIVITY 6 PANEL DISCUSSION

Teacher assigns to 5 students the following roles:

- **Person 1:** Strongly against migrants –uses stereotypes to justify his/her positions – strong sustainer of national pride.
- **Person 2:** Believes everyone has a right to free legal movement but is strongly against illegal migrants.
- **Person 3:** Has parents that are migrants.
- **Person 4:** Completely understanding to both legal and illegal migrants.
- **Person 5:** Is a migrant.

Come up with a dialogue (e.g. a skit, radio or tv interview) where Individuals with different ideas about migration have to voice the opinions on the subject. Using some of the content you have heard being said or have researched beforehand to develop an argument for your character for or against.

TIME ALLOCATION		
1	Develop each argument	5 min
2	Each groups panel discussion	10 min (2 min per person)
3	Class discussion	5 min

### CLASS DISCUSSION:

Is there a right or wrong argument for the topic of migration and why?

What are your opinions on national migration versus international migration?

Fear is a common trait associated with the topic; can you identify each individual's fear during the discussion?

**TOTAL DURATION:** 45min-60min



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## MODULE 3: GENDER

### INTRODUCTION

As depicted by the research conducted in context of the first intellectual output of the PRACTICE project, gender is one of the sensitive matters that students tend to be misinformed or present extreme opinions about. Specifically, the desk research indicated that there are cases of young people expressing degrading opinions about women, while some education professionals that participated in the field research reported a degree of intolerance towards homosexuality manifested by students. Teachers stressed the need of additional supporting material to be used in the classroom, in order to contribute to the awareness raising, stimulation of respect and understanding of gender issues.

The current module aims to provide teachers with ways to explore gender identity and combat gender stereotypes in the classroom, through non-formal education, as a creative way to prevent and tackle the phenomenon. It consists of a brief introduction to the topic, which teachers can use to inform students and five experiential exercises to be used in the classroom.

### LEARNING OBJECTIVES

- Students will explore, understand and tackle their own stereotypes and prejudices about gender, gender identity and characteristics;
- Students will explore how socially constructed ideas are reproduced;
- Students will explore the influence of gender stereotypes on individuals and specifically young people;
- Increase students' tolerance towards diversity based on gender identity and sexual orientation;
- Raise awareness on gender issues;
- Students will develop critical thinking skills regarding gender related issues, gender stereotypes and gender equality.

## THEORETICAL AND CONTEXTUAL BACKGROUND

According to the European Institute for Gender Equality, sex *'refers to the biological characteristics which define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females'*. On the other hand, gender *'refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context'*. Gender stereotypes are *'preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender'*.

When stereotypes are strictly defined and followed, they can influence individuals' freedom of action, in terms of being imposed to do what is socially acceptable in order not to disturb social balance (Lindsey, 2016). They can also influence people's attitudes and relationships towards others, whilst specifically in the classroom, they can influence students' experience, academic performance, choosing subjects, and can lead to students being treated differently based on their gender (Institute of Physics, 2018). The representations of genders in mass media can affect young people's perceptions of gender, sexuality and relationships with other people (Russo & Pirlott, 2006 & Zhang, Miller & Harrison, 2008).

## ACTIVITIES



### ACTIVITY 1 INTERACTIVE THEORY

**SUMMARY:** students will familiarise with the term 'gender stereotypes' and 'gender identity', as well as some of the aspects of the phenomenon

**MATERIALS:**

- Computer
- Internet Access

**DURATION:** 40 minutes

**INSTRUCTIONS:**

- Explain to the students that you would like to explore gender stereotypes with their assistance.
- Present them the video 'Gender Roles and Stereotypes': <https://www.youtube.com/watch?v=Ulh0DnFUGsk>
- After they watch the video ask them to think on the following questions and initiate discussion [15']:
  - o Do you think a person should follow the preconceived ideas of society? Could you explain?
  - o Have you ever felt that you or any of your friends/acquaintances had to follow such expectations?
  - o How do you think such expectations affect our lives?
- After all students have expressed their opinion on at least one of the abovementioned questions, present them the video 'Gender stereotypes and education': <https://www.youtube.com/watch?v=nrZ21nD9I-0>
- Ask students whether they believe this happens in reality and encourage opinion exchange [15'].
- Explain to the students that stereotypes limit individuals' perception and actions. As shown in the videos, they influence the way we dress, act, make decisions, as well as the careers we choose and the characteristics we have. Many of these stereotypes are reinforced and reproduced every day, in many ways, through television, books, social media etc.
- Present the video 'Range of Gender identities': <https://www.youtube.com/watch?v=i83VQlaDIQw>
- Explain to the students that there is a difference between sex (attributed in birth) and gender (socially constructed). Each person has the right to express themselves the way they want and people need to respect other people's choices. Ask students whether they were aware of the different identities shown in the video and whether they have any questions.



## ACTIVITY 2 CASE STUDIES

**SUMMARY:** students will analyse cases in order to explore and combat gender stereotypes and homophobia

**MATERIALS:**

- Case studies in a powerpoint presentation

**DURATION:** 55 minutes

**INSTRUCTIONS:**

- Explain to the students that you would like to explore some incidents and you would like their opinion.
- Present each case study to the students in a powerpoint and encourage discussion.
- After reading each case, ask students to answer and discuss the relevant questions.
- Each case should be analysed for 15 minutes.

**CASE STUDY 1:** John has recently moved to a different town with his parents, because they found better jobs. As he hadn't had the chance to meet people and make friends yet, he decided to find an extracurricular activity to do after school. He searched for lessons or activities available and he found an incredible offer about some ballet classes. On Wednesday, after school, he went to enrol to the lessons. When he entered the class, the girls that were already there were really surprised and staring at him. After he explained that he wanted to attend the lessons, the girls started pointing at him, laughing. The teacher did not react at all and looked really surprised. John ran out of the class, crying.

**Questions:**

- Do you think there are stereotypes in the case of John? Could you mention some?
- How do you think John feels about this situation?
- Do you think that something like that could happen in real life?
- How do you think you would react if something like that happened in your school?

**CASE STUDY 2:** Laura is running for president of the class. She is really happy that she will have a chance to contribute to the exercise of students' rights and she has made a plan on what she wants to change. One day, five of her male classmates approached her and said *'You can't be the president of our class! You're a girl! Girls cannot be the leaders!'*. Laura was devastated, since she has been trying really hard to find ways in order for all students to be represented by her plan.

**Questions:**

- Do you think there are stereotypes in the case of Laura? Could you mention some?
- How do you think Laura feels about this situation?
- Do you think that something like that could happen in real life?
- How do you think you would react if something like that happened in your school?

**CASE STUDY 3:** Paul is a 17-year-old boy who has been struggling in order to accept himself for the past few years. He understood that he was into boys two years back, but he has been trying to 'fix himself' as he was told. He dated girls, hung out with male classmates and did what other boys his age did. One day, his girlfriend, Sarah, wanted their relationship to go further, but Paul was not into it. Sarah started mocking him and told everyone in their class that he was gay. After one day, the whole school started calling Paul names, telling him that he was a 'weirdo' and that this was not normal.

**Questions:**

- Do you think there are stereotypes in the case of Paul? Could you mention some?
- How do you think Paul feels about this situation?
- Do you think that something like that could happen in real life?
- How do you think you would react if something like that happened in your school?

After the discussion is over and all case studies have been analysed, explain to the students that each individual can do what they want or have different characteristics, irrespective of the preconceived ideas or the attributed characteristics assigned to females and males. There are no feminine or masculine sports and activities or feminine and masculine characteristics. We should support each individual to do what is best for them and respect their choices. Encourage discussion on the aforementioned topics [10 minutes].



### ACTIVITY 3 WHERE DO I STAND?

*Adapted from the exercise 'Where Do You Stand?' from the Compasito manual.*

*Available at: <http://www.eycb.coe.int/compasito/>*

**SUMMARY:** students will express their opinions about stereotypical ideas and will exchange views

#### **MATERIALS:**

- One sign, saying 'AGREE' and another one, saying 'DISAGREE'
- Statements:
  - o *Girls shouldn't play football, or do other male activities.*
  - o *We have to respect LGBTQIA+ people's rights.*
  - o *Boys shouldn't cry.*
  - o *It's only a woman's job to do the chores.*
  - o *A boy who loves pink is gay.*
  - o *Women and men are equal.*

**DURATION:** 45 minutes

#### **INSTRUCTIONS:**

- Separate the classroom in two parts and designate one of them as 'agree' and the other one as 'disagree', putting up the relevant signs.
- Explain to the students that you are interested in their opinions about several statements. Ask them to stand up in the centre of the class and explain to them that you will read some statements; they will have to think whether they agree or disagree with each statement and stand to the designated part of the classroom. The more strongly they agree or disagree with a statement, the further away from the centre they should stand. No one can stand in the middle and no one must speak until all students have made a decision and stood to the relevant space. The aim is for the students that agreed with the statement to convince the students that disagreed to change their opinion and position and vice versa.
- After all students have taken part, ask them why they decided to stand on this specific designated place and encourage as many students as possible to express their opinion [5' per statement].
- After they have expressed themselves, ask whether someone wants to change where they stand.
- After all statements have been read, ask students the following questions [15']:
  - o Was it difficult to take a position in some cases? Which ones?
  - o Did you change your mind for any statement?
  - o Are there any statements you are still uncertain about?
  - o Would you like to discuss something further?
  - o Did you learn anything new from this activity?



## ACTIVITY 4 WHO IS THE PERSON BEHIND THE JOB?

**SUMMARY:** Students will explore the stereotypes of 'female' and 'male' jobs.

**MATERIALS:**

- Papers
- Pens
- Flipchart/ Whiteboard/ Chalkboard
- Markers/ Chalk

**DURATION:** 1 hour

**PROCEDURE:**

- Separate students in six teams and explain them the first part of the exercise: they will be given one profession and they will have to describe the person behind it, in terms of name, gender, where they work and what they do every day. The recommended professions are secretary, babysitter, nail artist, taxi driver, plumber and engineer.
- The teams will have 10 minutes to decide on the description of the professionals.
- When they are finished, each team will have 3-5 minutes to present the person behind the job.
- Write some information on the flipchart, including the name and gender of the person, as well as some things they might do every day.
- After all teams have presented their results, ask the following questions and initiate discussion [15']:
  - o How did you choose this person to do this job?
  - o Do you think a person of the other gender could do this job?
  - o Do you think the idea that there are female and male occupations could influence young people?
  - o Do you think that if a man does a 'female job' will have different treatment? (e.g. do you think that a male nail artist that will be called 'gay'?)
- Explain to the students that gender stereotypes might influence our ideas regarding matters of everyday life, such as skills, competences, characteristics, professions etc. that women and men should or should not have or do.

**Tips for the teacher:**

Some professions (e.g. secretary, babysitter, nail artist) are stereotypically allocated to women, while others (e.g. taxi driver, plumber and mechanic) are stereotypically allocated to men. This socially constructed idea that there are female and male occupations may influence students on choosing a specific career, but also to develop stereotypes about gender; for example, they might think that a woman would not be a good taxi driver or mechanic, or that a man that is a nail artist is gay.

In case students express stereotypical views when discussing the profile of the aforementioned employees, like the fact that women cannot be mechanics, try to encourage the student to explore what has led them to believe so.





## ACTIVITY 5 SEXUAL ORIENTATION AND GENDER IDENTITY (SOGI) AND AUDIO-VISUAL MEDIA

**SUMMARY:** students will explore the reproduction of stereotypes regarding SOGI through music and audio-visual media and will help tackle the phenomenon

### MATERIALS:

- Computer
- Internet access
- 3-4 copies of the lyrics (depending on the number of teams), in both English and the national language

**DURATION:** 1 hour

### INSTRUCTIONS:

- Explain to the students that you will play the song 'God Made Girls' by RaeLynn (<https://www.youtube.com/watch?v=tl1uv6gB4hE>). They will need to listen to it and watch the video clip carefully [5 minutes]. Alternatively and if students in your educational environment manifest extreme views on homosexuality, rather than gender equality, you can play the song 'Ur So Gay' by Katy Perry ([https://www.youtube.com/watch?v=o3mSLW60i\\_k](https://www.youtube.com/watch?v=o3mSLW60i_k)).
- After the song has ended, separate students in 3-4 teams (depending on the number of students) and distribute the lyrics of the aforementioned song, in both English and your national language. The aim of the exercise is for students to change the lyrics –in either English or the national language-, so as to represent both genders and without having any gender stereotypes, or in the alternative version, so as the song understands and promote LGBTQIA+ rights. Note: students do not have to change the lyrics of the entire song; they can change the lyrics of a verse or the chorus.
- Students will have 15 minutes to change the lyrics of the song.
- All teams will present the changes they have made, briefly explaining the new lyrics [20].
- After all teams have presented their results, thank the students for their contribution and explain them that music and audio-visual media reproduce stereotypes and often present a distorted image of both genders and LGBTQIA+ people, but they can also be used as a method to tackle such phenomena. We should try to critically approach the messages that they reproduce, as well as the representations of gender roles, gender characteristics and sexual orientation, and avoid simply accepting, or repeating them. Initiate discussion and ask students whether they know other stereotypes that are frequently reproduced by the music industry or the mass media [20].

**"God Made Girls", by RaeLynn**

[https://www.azlyrics.com/lyrics/raelynn/  
godmadegirls.html](https://www.azlyrics.com/lyrics/raelynn/godmadegirls.html)

Somebody's gotta wear a pretty skirt  
Somebody's gotta be the one to flirt  
Somebody's gotta wanna hold his hand  
So God made girls

Somebody's gotta make him get dressed up  
Give him a reason to wash that truck  
Somebody's gotta teach him how to dance  
So God made girls

He needed something soft and loud  
And sweet and proud  
But tough enough to break a heart  
Something beautiful, unbreakable  
That lights up in the dark

So God made girls, God made girls  
He stood back and told the boys, "I'm 'bout to rock  
your world."  
And God made girls for singing in your front seat  
God made girls for dancin' to their own beat  
He stood back and told the boys, "I'm 'bout to rock  
your world."  
Then God made girls

Somebody's gotta be the one to cry  
Somebody's gotta let him drive  
Give him a reason to hold that door  
So God made girls

Somebody's gotta put up a fight  
Make him wait on a Saturday night  
To walk downstairs and blow his mind  
So God made girls

Something that can wake him up  
And call his bluff  
And drag his butt to church  
Something that is hard to handle  
Somethin' fragile  
To hold him when he hurts

So God made girls, God made girls  
He stood back and told the boys, "I'm 'bout to rock  
your world."

And God made girls for singin' in your front seat  
God made girls for dancin' to their own beat  
He stood back and told the boys, "I'm 'bout to rock  
your world."  
And God made girls

Somebody's gotta wear a pretty skirt  
Somebody's gotta be the one to flirt  
Somebody's gotta wanna hold his hand

So God made girls, God made girls  
He stood back and told the boys, "I'm 'bout to rock  
your world."  
And God made girls for singin' in your front seat  
God made girls for dancin' to their own beat  
He stood back and told the boys, "I'm 'bout to rock  
your world."  
Then God made girls

Somebody's gotta wear a pretty skirt  
Somebody's gotta be the one to flirt  
And God made girls, yeah  
Somebody's gotta wanna hold his hand

So God made girls

## 'Ur So Gay', by Katy Perry

<https://www.azlyrics.com/lyrics/katyperry/ursogay.html>

[Verse 1]

I hope you hang yourself with your H&M scarf  
While jacking off listening to Mozart  
You bitch and moan about LA  
Wishing you were in the rain reading Hemingway  
You don't eat meat  
And drive electrical cars  
You're so indie rock it's almost an art  
You need SPF 45 just to stay alive

[CHORUS]

You're so gay and you don't even like boys  
No you don't even like  
No you don't even like  
No you don't even like boys  
You're so gay and you don't even like boys  
No you don't even like  
No you don't even like  
No you don't even like...

[Verse 2]

You're so sad maybe you should buy a happy meal  
You're so skinny you should really Super Size the deal  
Secretly you're so amused  
That nobody understands you  
I'm so mean cause I cannot get you outta your head  
I'm so angry cause you'd rather MySpace instead  
I can't believe I fell in love with someone that wears  
more makeup than...

[CHORUS]

You're so gay and you don't even like boys  
No you don't even like  
No you don't even like  
No you don't even like boys  
You're so gay and you don't even like boys  
No you don't even like  
No you don't even like

No you don't even like...

[BRIDGE]

You walk around like you're oh so debonair  
You pull 'em down and there's really nothing there  
I wish you would just be real with me

[CHORUS]

You're so gay and you don't even like boys  
No you don't even like  
No you don't even like  
No you don't even like boys  
You're so gay and you don't even like boys  
No you don't even like  
No you don't even like  
Oh no no no no no no no  
You're so gay and you don't even like boys  
No you don't even like  
No you don't even like  
No you don't even like boys  
You're so gay and you don't even like boys  
No you don't even like  
No you don't even like  
No you don't even like... PENIS

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# MODULE 4: CULTURE AND IDENTITIES

## INTRODUCTION

The “Report on the prevention of radicalisation and recruitment of European citizens by terrorist organisations” (European parliament 2015) “notes the importance of empowering teachers to take an active stand against all forms of discrimination and racism; notes the essential role of education and competent and supportive teachers in not only strengthening social ties, encouraging a sense of belonging, developing knowledge, skills, competences, embedding fundamental values, enhancing social, civic and intercultural competences, critical thinking and media literacy but also in helping young people – in close cooperation with their parents and families – to become active, responsible, open-minded members of society; emphasises that schools can build students’ resilience to radicalisation by providing a safe environment and time for debating and exploring controversial and sensitive issues and highlights the importance of interfaith and intercultural dialogue as a tool for social cohesion and inclusion, mediation and reconciliation.”

In this connection teachers need methods in order to foster the intercultural dialogue among their students and create spaces for reflection of sensitive issues in this context. The following module will give teachers access to these kinds of methods.

## LEARNING OBJECTIVES

The objective of this module is to enable teachers to apply methods in the classroom that raise intercultural awareness and foster intercultural dialogue among their students. The learning objectives for the teachers are:

1. Enabling teachers to identify suitable methods for their students for raising intercultural awareness and fostering intercultural dialogue in class
2. Enabling teachers to carry out exercises that enhance intercultural awareness and foster intercultural dialogue of their students.

In order to achieve these goals comprehensive methods will be described that can be carried out by teachers together with their students. The methods will be divided into three different parts each with a different learning objective for the students:

### **Part A: Make it visible: exercises to address cultural diversity in the classroom**

These exercises can be used to make the students reflect on their own and their class mate’s cultural backgrounds and develop intercultural sensitivity and foster intercultural dialogue.

### **Part B: Simulation games on dealing with cultural differences**

These exercises can be used to make students reflect on the way they deal with other cultures and help them to find out which strategies are more constructive and which are less.

### **Part C: Fight racism: Exercises to address exclusion, stereotyping and discrimination**

These exercises can make students reflect on the connection between cultural identity and powerful or less powerful positions in society as well as on mechanisms of stereotyping, exclusion and discrimination and help them to develop empathy.

## **THEORETICAL AND CONTEXTUAL BACKGROUND**

### **Part A: Make it visible: cultural diversity in the classroom**

Today's European schools are culturally diverse. In many schools there is a big part of migrant students or students whose parents have migrated. Usually there are also different religious beliefs represented among the students. In addition student's diversity is reflected by many other aspects: concerning their physical abilities, their financial situation, their family situation etc.

By making this diversity visible and enhancing a respectful way of dealing with these differences can make students perceive this diversity as an enrichment instead of an obstacle.

The activities 1 and 2 make students reflect about central aspects of their cultural identity. Ideally they will experience appreciation for being an individual who is different from the others. It will be the task of the teacher to moderate the exercise in a way differences will be valued.

### **Part B: Simulation games about dealing with cultural differences**

"Simulation games are experiential exercises which, like Alice's looking glass, challenge assumptions, expand perspectives, and facilitate change. (...) Just as Alice experienced the manipulation of time and space in Wonderland and gained personal insights, players of simulation games gain insight as they turn the present in the possible future. (...) Simulation games provide interactive opportunities to practice new behaviours and experiment with new attitudes and points of view in a nonthreatening non-judgemental environment. They are particularly useful in intercultural training, since in a short time they can stimulate cognitive and affective understanding and broaden participant's perspectives." (Sisk 1995 – Simulation Games as training tools. In: Fowler/Mumford – Intercultural Sourcebook: Cross-cultural training methods, S. 81f).

There are many simulation games to be used as a training activity in an intercultural context. One of them is described in Activity 3.

### **Part C: Fight racism: Exercises to address exclusion, stereotyping and discrimination**

Some students never think about potential forms of racism that occur in their everyday lives especially if they are in a privileged societal position. But there are also many students who experience stereotyping, discrimination or feelings of exclusion even in school. Nevertheless these issues are rarely discussed in the classroom. The following exercises are designed to provide a space for reflection on the connection between cultural identity and powerful or less powerful positions in society as well as on mechanisms of stereotyping, exclusion and discrimination. Understanding how these processes are a potential part of the interactions in the own environment and developing empathy towards those that are harmed by stereotyping and discrimination can contribute to reduce their negative impact.

Activity 4 can be used to draw awareness to the phenomenon of stereotype Halloween costumes. Dressing up as a ethnicity, race, or culture that is not your own can be perceived as problematic or racist by people from the culture concerned. This is a controversial issue that can be used to start a complex and multilayer discussion in class.

Activity 5 is an exercise to reflect about minority /majority relationships and can especially be used to develop empathy.

Exercise 6 is an exercise to find out how stereotypes determine the way we perceive people from minority groups.

Please find here a detailed description of the exercises:

## ACTIVITIES



### ACTIVITY 1 THE STORY OF MY NAME

In this activity, the participants are invited to share the story of their own name, its history and its meaning. The students learn more about each other, they learn to value each other's background and they reflect on the connection between name, identity and cultural background.

Teachers can ask their students to inquire information about their name from their parents and to answer the following questions (might also be done as a homework):

- Who chose your name and why?
- Does it have a meaning?
- Was it always like this or has it changed?
- Do people sometimes pronounce or write your name in a wrong way?
- Do you like your name?
- How would you like to be called?
- How do your relatives and friends call you?
- Is there a different way of writing/pronouncing your name in another language?
- In which language version do you like your name most?
- Is there a story connected to your name?

Then the class will come together in a circle in class and the teacher invites the students to share the stories of their names. For this activity a flipchart or a board with the questions should be prepared. Nobody should be forced to answer all questions.

If you have time left, you can invite every participant to write his/her name on a paper and next to each letter of the name something typical for him/her, starting with the corresponding letter. It could be a characteristic, hobby, a person etc. Then everyone presents his/her ideas to the rest of the group.

A similar exercise can be found at: The „Listen“ Project (2019): The LISTEN Manual. [https://listen.bupnet.eu/wp-content/uploads/2019/02/LISTEN\\_IO3\\_Training\\_Manual\\_EN.pdf](https://listen.bupnet.eu/wp-content/uploads/2019/02/LISTEN_IO3_Training_Manual_EN.pdf)





## ACTIVITY 2 PERSONAL HEROES

We all have respect and admiration for people who inspire us. Sometimes they serve as role models. By exchanging feelings about their personal heroes, whether they are living or dead, participants can grow to know each other better and get an insight into different cultures.

### ISSUES ADDRESSED:

- Heroes as elements and symbols of socialisation and culture.
- Different readings of history and different personal preferences and tastes.
- The differences and the things held in common between people from different cultures and ethnic backgrounds.

### AIMS:

- To make participants aware of the differences and similarities within the group.
- To raise participants' curiosity about other people's heroes.
- To get to know each other in the group.
- To be self-critical about one's ethnocentrism (understanding the dominant cultural model vs that of the minority).
- To reflect about the role of history teaching and the media as makers of heroes.

If the group is large, divide the participants into groups of 5 to 6 people. Ask people to start by thinking on their own about three people who are their personal heroes. After about five minutes invite the participants to share their choices and to say what they admire in those people. Allow sufficient time for a real exchange and questioning. Ask each group to list on a flip chart the names of the heroes, their nationality and, if appropriate, the areas in which they became famous e.g. sports, music, culture, politics. In plenary, ask each group to present its flip chart to the other groups.

In a debriefing session you should note down which heroes, if any, are mentioned more than once or appear frequently. Then invite the participants to say if they enjoyed this activity and then to discuss the following questions:

- Were there any surprises or any heroes who were unknown to anybody? Say why.
- Was there a trend in terms of, for example, nationality or sex? If so, why are most heroes from the same nationality, cultural background or gender? Are they nationals or foreigners?
- What is it that makes us appreciate some heroes rather than others?
- Do you think your heroes are universal? Why or why not?

This activity can be made more exciting, if the participants are briefed beforehand so they can bring photos, records or newspaper cuttings of their heroes. As an alternative, collect together magazines or newspapers, especially youth magazines, and leave them for the participants in the room. The principle behind the activity, that our choices of heroes are relative and depend on our culture, works better if the group is multi-cultural. Age and gender differences in the group will also prove interesting. However, a careful look will reveal significant differences in the way the aims are approached.

As an additional element of the exercise you may identify a hero, either local, national or international, who you think should be introduced to your students in this context. The hero could be someone who has shown great strength of character or achieved something special combating racism, xenophobia or anti-semitism, or could be someone you have identified as having contributed to the fight against another issue such as intolerance against people with AIDS.

This exercise was taken from: Council of Europe (2016): Education pack All different All equal. <https://rm.coe.int/1680700aac>



### ACTIVITY 3 **BUILDING BRIDGES – A game about dealing with cultural differences**

This exercise is a game that simulates a situation where different cultures meet and within which it is necessary to develop cultural awareness in order to work together successfully. Typical feelings of insecurity are experienced. Mistakes can be made in the game's space (this should also be clarified beforehand) and different coping strategies can be tried out. The subsequent reflection with the help of the observer group makes it possible to work out successful and less successful communication strategies in dealing with different cultures.

#### **MATERIAL:**

- Handout\_Bridgebuilding Role Cards
- Ideally 2 rooms
- Paper
- 3 Scissors
- 3 pens
- 3 rulers

**DURATION:** 1h/1h30

**PREPARATION PHASE:** The group is divided equally into three groups

- A group of engineers/experts in bridge building from your home country
- A group of members of the people of Veram
- A group of observers

Introduce the scenario to the learners, distributing the role cards to the observers, the experts and the Veram people and give them 20 minutes time for the preparation phase. After the 20 minutes preparation phase, ask the group to meet and start the bridge-building session.

The groups prepare themselves separated from each other by means of their role instructions (Worksheets for engineers and worksheet for Veram people). The aim is for the members of the Veram culture to learn a particular bridge-building technique from the experts. However, both groups speak the same language but the members of the Veram culture have different communication habits (explained in the role instruction), which are not known to the experts. The group of people from Veram needs to study their communication habits. The group of experts needs to study the bridge-building technique described in the role instructions during the preparation phase.

## HANDOUT - BRIDGEBUILDING ROLE CARDS

### ROLE CARD FOR THE EUROPEAN EXPERT TEAM

#### **Your role and your mission:**

You are a European expert in bridge-building. You will soon travel to Veram to teach the people there what you know, so they will then be able to build their own bridge. The culture of the people of Veram is very different from yours. The success of your mission will depend strongly on how empathetic you will be with considering their cultural identity when working together with them. The people in Veram though speak the same language.

#### **Preparation phase for the bridge building session:**

You have 20 minutes to prepare your visit in Veram. You are an expert about using this special technique for building bridges. You will have to practice it before you go to Veram as you will need to make the people of Veram learn this technique. In Veram the material that is needed for the bridge will be available. But the people there do not know how to use it. You have to make them use the material in order to teach them the bridge-building technique.

#### **Technique of building the bridge:**

You will have the following material available: Paper, 3 scissors, 3 glue sticks, 3 rulers, 3 pencils. The bridge will be made out of paper only. It should be at least 40 cm long. It has to be stable and needs to be able to carry a ruler. The bridge will be made from pieces of paper in the format of 14cmx6cm. Every piece of paper needs to be thoroughly measured and cut out. These pieces can be put together any way you like.

#### **Bridge-building session:**

After the 20 minutes preparation phase you will travel to Veram and will have a 30-minute bridge building-session together with the people of Veram. The goal of this session is that the people of Veram have once built a bridge on their own, so they will be able to build more bridges then in Veram.

## HANDOUT - BRIDGEBUILDING ROLE CARDS

### ROLE CARD FOR VERAM PEOPLE

#### **Your role and mission:**

You are a member of the people of Veram who will soon meet a European team of experts in bridge-building. They are supposed to teach you about bridge-building techniques so you will then be able to build a bridge on your own in Veram. Your culture differs a lot from the one of the European experts. Though you speak the same language.

#### **Preparation phase:**

Before you meet the European experts please practice your communication habits. You will have 20 minutes time for this.

#### **Communication rules in Veram:**

Greeting: You greet each other by making a bow. Other forms of greeting are offensive in your view and you will react by saying "Why don't you greet me?".

Touching while speaking: The most important rule in Veram is: The people in Veram always touch the shoulder of the person they talk to while speaking with somebody. If the shoulder is not touched this shows disrespect. If you are not touched by the experts you will put your hands on your ears and stop cooperating. When working together you always touch the shoulder of your cooperation partner as well.

Saying No/yes: In Veram everybody is very friendly and you never use the word "no". If you want to say "no", you say "yes" instead and shake your head at the same time.

Talking about behaviour: In Veram it is very impolite to ask somebody about his/her behaviour. In case the European experts ask you about your behaviour you say: "Why? I do not understand." in order to avoid an unpleasant situation. In general you avoid to explain your behaviour for the same reason.

Division of work: In Veram tasks are very clearly distributed and you are very strict about this. There is one (or more according to your group size) person who cuts and uses the scissors, another one who paints and uses the pencil and another one who measures and uses a ruler. Everybody has only one task and one tool for this task. In no case you will overtake the task of somebody else. Paper can be used by all persons in Veram.

#### **Bridge-building session:**

After the 20 minutes preparation phase you will meet the European experts who will teach you their bridge-building technique.

## HANDOUT - BRIDGEBUILDING ROLE CARDS

### ROLE CARD FOR THE OBSERVERS

You can develop your own concept for the observation or focus on the following aspects:

- Distribute roles: which observers will observe which group or which aspects, e.g. one half of your group can get the task to observe the people of Veram, the other half can be responsible for the experts
- You can also focus on certain aspects of communication and distribute tasks accordingly (body language, spoken language, tone of communication etc.)
- Watch closely which actions are followed by which reactions?
- What can be recognized as an obstacle, what can be a solution?
- Who is dominant in the interaction?
- How are goals communicated?
- How do the interaction partners negotiate?

**PLAYING PHASE:** the groups will have 30 minutes to show the bridge-building technique to the people of Veram. After 30 minutes the game will be stopped even if the goal has not been achieved. If the goal is achieved earlier, you can stop it earlier.

**Hint for the facilitator:** In order to achieve the common goal (to build the bridge) successfully, both sides have to make adjustments. The cultural “codes” must first be understood before communication is even possible. Do not help to find this out but make the culture clash happen!

**DEBRIEFING PHASE:** Each group is asked to describe their feelings in the game from the respective position. The observer group can give feedback from an outside perspective. The trainer works together with the group to extract the most important findings from the game, such as:

- especially in an intercultural context it is important not only to concentrate on the pure factual level (task orientation), but also to deal with the “how” of communication
- in order for communication to succeed in an intercultural context, adaptation is necessary in the form of mutual “negotiation” of the rules of communication
- less successful is a strategy where both groups insist on one’s own habits, this can even lead to breaking up the interaction (ethnocentric approach).
- if communication in an intercultural context does not succeed, this often leads to the degradation of the other group (e.g. “they are rude / limited”) The exercise helps to reflect on the own way of dealing with cultural differences.
- it can be highlighted that intercultural conflicts arise most of the time from the way we interpret “the other” (interpretation as motivated by bad faith? or just different but without being evil/ rude/ignorant etc.?) than from the differences themselves.

Suggestions for the debriefing questions can be:

1. How did you feel during the game? (Start with the experts and then go on with the Veram people)
2. Why was the communication difficult?
3. Who caused the difficulties?
4. What did the observers perceive?
5. What kind of real-life situations are similar to the situation in the game?
6. How could frustration have been avoided?

Usually the groups tend to stick to their own rules and have a lot of difficulties to be flexible. They often focus on the tasks instead of on the “how” of communication. When the other group does not “function” and does not do what they expect, there comes up a lot of frustration and sometimes participants also give comments like “They are so stupid” or “They are impolite”. You as a trainer can work on where these feelings come from and how they could have been avoided.

The game is based on the publication by Kriz & Nöbauer (2002) “Teamkompetenz - Konzepte Trainingsmethoden, Praxis”.

A similar exercise can be found at: Learning from intercultural storytelling – The LISTEN Manual: [https://listen.bupnet.eu/wp-content/uploads/2019/02/LISTEN\\_IO3\\_Training\\_Manual\\_EN.pdf](https://listen.bupnet.eu/wp-content/uploads/2019/02/LISTEN_IO3_Training_Manual_EN.pdf)



## ACTIVITY 4 MY CULTURE IS NOT A COSTUME

In this exercise students get introduced to the campaign „We’re a culture, not a costume “ that was initiated by students from the University of Ohio ([https://www.ohio.edu/orgs/stars/Poster\\_Campaign.html](https://www.ohio.edu/orgs/stars/Poster_Campaign.html)).

The students will be asked to get information on the internet about the campaign. Alternatively the teacher can print different posters from the campaign. The students are then asked to write an essay about the topic addressed by the campaign. The essay can address the following questions (choose only one):

- The people who have started the campaign complain about something. What is it and to what extent do you agree with them?
- What kind of stereotypes are addressed with the poster campaign? How do you feel do these stereotypes affect your own life?
- What is the message of the poster campaign regarding Halloween or other festivals using costumes? Have you been aware of this message before and will the campaign change anything regarding your choice of costumes for Halloween?

You can also think about your own questions for the essay. Another variation can be to distribute roles (according to the people on the posters and other students belonging to the „majority“) and to hold a debate between the different positions.

### Internet sources:

[https://www.ohio.edu/orgs/stars/Poster\\_Campaign.html](https://www.ohio.edu/orgs/stars/Poster_Campaign.html)

<http://www.lspirg.org/costumes>

<https://www.youtube.com/watch?v=d6Y5cARFJw8>





## ACTIVITY 5 FORCE THE CIRCLE

This exercise addresses majority/minority relationships and the social and political mechanisms which divide society. It aims at experiencing being part of a majority group and being in the minority as well as analysing the strategies we use to be accepted by the majority group.

### INSTRUCTIONS:

1. Divide the group into subgroups of 6 to 8 people.
2. Ask each group to choose one person to be the 'observer' and a second to be the 'outsider'.
3. Tell the other members of the group to stand shoulder to shoulder to form as tight a circle as possible so as not to leave any space between them.
4. Explain that the 'outsider' must try to get into the circle while those who form the circle must try to keep them out.
5. Tell the observers to make notes on the strategies used both by the 'outsider' and those in the circle and give them the task to also act as timekeeper.
6. After two or three minutes, and regardless of whether they managed to enter the circle or not, 'outsider' joins the circle and another member has a turn. The activity is over once all the members of the group who wish to have tried to 'force the circle'.

**DEBRIEFING AND EVALUATION:** Bring everyone together to discuss what happened, and how they felt. Start by asking the players: How did you feel when you were part of the circle? How did you feel when you were the 'outsider'? Do those who succeeded in "forcing the circle" feel differently from those who didn't manage it?

**VARIATIONS:** If there are enough people to play with several circles you can, at the very beginning, ask each group to give themselves a name. This will reinforce the feeling of group identity. You can then play so that the outsider always comes from a different group. At the end of each round the 'outsider' should return to their original group whether or not they 'force the circle'. This may also stress the feeling of loneliness when being the 'outsider'.

**SUGGESTIONS FOR FOLLOW UP:** Suggest the participants say how they could be more aware of their own behaviour and when they may, without wanting to, exclude others from the 'group'. For example, are there representatives from all sections of the local community involved in local groups, clubs, societies or organisations? Could they join if they wanted to? What stops them? What would encourage them to join? Decide what action you could take to ensure the opportunity to participate is open to everyone.



## ACTIVITY 6 EURO-RAIL A LA CARTE

This is an exercise about prejudice and the limits of tolerance as well as about images and stereotyping about different minorities. It aims at challenging the student's stereotypes and prejudice about other people and minorities, and about the images and associations the text raises. Students will reflect on the perceptions they have of the minorities. Self-awareness about the limits of tolerance will be raised.

The teacher gives a copy of the learning material to each person, briefly describes the scenario and tells them to read the descriptions of the people travelling on the train.

Then each person is asked to choose individually the three people they would most like to travel with and the three they would least like to travel with. Once everybody has made their individual choices, ask them to form into groups of four to five and to:

- Share their individual choices and the reasons for them.
- Compare their choices and reasons and check where there are similarities
- Come up with a common list (the three pluses and the three minuses) by consensus

In plenary, ask each group to present their conclusions including the reasons for their common choices. They should also say in which "cases" there was most disagreement within the group.

**DEBRIEFING AND EVALUATION:** The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion. You may continue by asking questions such as:

- How realistic are the situations presented?
- Has anyone in the group experienced a similar situation in real life?
- What were the major factors that determined your individual decisions?

You can work with the participants on the fact that there was very little information presented about the persons. People tend to add information then about the travellers based on the stereotypes we have in mind when making our decision.

This activity was taken from: Council of Europe (2016): Education pack All different All equal. <https://rm.coe.int/1680700aac>

## HANDOUT - EURORAIL A LA CARTE

### THE SCENARIO

You are boarding the “Deer Valley Express” train for a week-long ride from Lisbon to Moscow. You are travelling in a couchette compartment, which you have to share with three other people. With which of the following passengers would you prefer to share?

1. A Serbian soldier from Bosnia.
2. An overweight Swiss financial broker.
3. An Italian disc-jockey who seems to have plenty of dollars.
4. An African woman selling leather products.
5. A young artist who is HIV positive.
6. A Roma man (Gypsy or traveller) from Hungary just released from jail.
7. A Basque nationalist who travels regularly to Russia.
8. A German rapper living a very alternative life-style.
9. A blind accordion player from Austria.
10. A Ukrainian student who doesn't want to go home.
11. A middle-aged Romanian woman who has no visa and a 1-year old child in her arms.
12. A Dutch hard-line feminist.
13. A skinhead from Sweden ostensibly under the influence of alcohol.
14. A wrestler from Belfast apparently going to a football match.
15. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and has a basket full of strong cheese.
17. A Kurdish refugee living in Germany who is on his way back from Libya.

### INSTRUCTIONS:

1. Individually select your three first choices of the people you would most like to travel with and the three you would least like to travel with. You have 15 minutes to do this.
2. In groups, share your choices of the 3 best and the 3 worst companions, and discuss the reasons which led to your decisions. Then try to come to a consensus on a common list of the three most favoured and the three least favoured companions. You have 30 minutes for this part of the activity.
3. In plenary, each group presents its conclusions followed by a debriefing and evaluation of the exercise.

## SUPPORTING MATERIALS AND BIBLIOGRAPHY

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# MODULE 5: ONLINE LIFE, HATE SPEECH AND CYBERBULLYING

## INTRODUCTION

This module illustrates five non-formal activities to be done with students during the practical section of PRACTICE Radicalisation Prevention Programme, to explore the issues of cyberbullying, hate speech and the phenomenon of echo-chambers.

## LEARNING OBJECTIVES

1. Understand cyberbullying, its effects and consequences
2. Develop the skills and motivation for participants to recognise online hate speech
3. Understand where lays the balance between fighting hate speech and safeguarding freedom of speech
4. Use technology effectively and stay safe online and when using technological devices to develop and share contents
5. Identify fake news through the analysis of the details
6. Understand and applying principles of netiquette
7. Comprehend when a cyberbullying/hate speech attack is ongoing and respond effectively, being aware of the risks and benefits of responding in different ways (e.g. assertive response, aggressive response, passive response, emotive response and so on)

## THEORETICAL AND CONTEXTUAL BACKGROUND

### Cyberbullying

Cyberbullying refers to bullying and harassment of others by means of new electronic technologies. It can happen through smartphones, computers, tablets and other electronic devices and communication tools like websites, text messages, instant messages, e-mail, social networking sites, applications or chat. Cyberbullying is the most common online risk for teens, can occur to any young person online, and can cause psychosocial outcomes such as depression, anxiety, severe isolation, and even suicide. Cyberbullying of young people can adversely affect the climate of the peer group and school. To effectively deal with cyberbullying attacks, alongside technical skills related to the correct use of technological devices and internet-based tools; students need to improve their social skills, level of empathy, moral reasoning, conflict resolution skills and anger management. At the same time, teachers should be able to intervene effectively in cyberbullying situations, understanding the group dynamics and developing their own digital competences. School environments are (apart from online environments) the most utilized

platforms for cyberbullying prevention and intervention. Key elements of a school-wide approach are building a supportive school culture, development of skills and knowledge about cyberbullying among school staff, students and parents as well as consistent implementation of policy and practice to reduce cyberbullying behaviours.

### **Hate Speech**

Hate speech covers all forms of expression which spread, incite, promote or justify racial hatreds, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin. To effectively address this issue, students should raise their knowledge about social exclusion and discrimination and increase their media literacy skills, as well as teamwork, leadership, communication and conflict management thus contributing to the creation of social inclusive groups and societies. To effectively fight hate speech, students should be encouraged in developing their own multicultural competencies, related to race and culture-specific attributes; media and information literacy's competencies as well as technical skills in order to identify and promptly react to hate speech episodes. On the other hand, schools must provide access to education on a non-discriminatory basis, prevent harassment that interferes with their educational mission and socialize students to live and work in a diverse community – contributing to the delicate balance between right of free speech and the prevention of hate speech among students.

### **Echochambers**

Echochamber is a social phenomenon according to which people use social media to have access to certain types of news and information, selecting the type of content they want to access on the basis of their preferences and orientations. In a "social media echo chamber" people involved in online debates can find their same opinion and way of thinking expressed, supported and repeated more and more, making their own convictions stronger. These closed communities are not always political and do not only happen online. They are the communities formed inside a high school classroom as much as communities formed in an online chatroom. Communities are important in creating a sense of identity and belonging, but they can also prevent us from questioning their knowledge. As our global population becomes more connected, it is of utmost importance to teach young citizens how to navigate ideas and opinions that differ from their own. To fight the normalization of "single thought", students should improve their abilities to examine multiple viewpoints and take thoughtful, nuanced positions also thanks to cultural empathy and cross-ideological communication' skills acquisition.

## ACTIVITIES



### ACTIVITY 1 CYBERBULLYING – BROKEN FRIENDSHIP

Students watch a video clip on the topic of cyberbullying and close student relationships. Then students are asked to give advice in relation to cyberbullying in the context of close relationships.

**MATERIAL:** Video and Large pieces of papers

**DURATION:** 50-65 minutes

#### ACTIVITY DESCRIPTION IN STEPS

- (5-10 minutes) Introduction to the topic of cyberbullying. Start with a brief class discussion on students' experiences with cyberbullying. Prompts could be: Has anyone experienced cyberbullying? Explain the situation. How did you respond to it? If you were the bully, what did the situation teach you? If you were bullied, what did you learn from the situation?
- (2 minutes) Show the "Cyberbullying: Broken friendship" video to the students (<https://www.youtube.com/watch?v=jRByQHxmvD0>).
- (20 minutes) Give time to students to work individually on the "Dear Compy" handout. They need to choose to respond to one of the two letters individually.
- (10-15 minutes) After the students have written their response letters individually, split them into groups of three or four. Assign the groups in such a way so that students are with other students who responded to the same letter. Give each of the groups a large piece of paper. On this paper, have each group list the best part of each of their responses. They should list at least one item from each letter in each group.

#### DEBRIEFING

(10-15 minutes) Post the completed posters around the room and debrief/reflect on the student's responses.

Ask the students to discuss if any of them has used any of the proposed strategies in their real life. If not, how are they considering applying them in a real-life situation in their lives?

Discussion on how students will apply the discussed strategies, advice in relevant real-life situations.

If teacher finds it appropriate, students can be assigned homework which can give them the task to identify an online situation with a friend, relative or another significant other that may have posed an ethical challenge with online behaviour. The homework may require the students to write a summary of the situation and what ethical decision(s) the students made. The summary can be the same or related to what the students discussed in Step 1 in this activity, but encourage them to write down the situation and provide a stronger critical analysis.

## HANDOUT

*Dear Compy is a teen advice column specializing in netiquette. Every month students who are responsible for this column respond to letters. You have been asked to write this month's response. Your editor has provided two letters for you to choose from to respond. You have to choose only one letter to respond to as this is the practice of Compy. You should be sympathetic to the writer's problem, but you also need to make sure that you give the advice that he/she needs.*

### **LETTER #1**

Dear Compy,

I've had the same best friend since preschool. We have never had a major fight or anything to break us apart. But now my friend has done something that I don't think I can forgive her for. Maria (not her real name) gave my email password to this group of girls at school that I call the "beautiful people." They are gorgeous and popular, but they are also pretty mean. They used my email account to send disgusting messages, supposedly from me, to every boy in school. Now I can't even walk down the hall without people laughing at me. What should I do?

- *Betrayed*

### **LETTER #2**

Dear Compy,

I need your advice. I have a great best friend who I've known forever. She's fun to hang out with and we always share everything. Now I have to make a choice. There is a group of really popular girls at school. They have promised to let me into their group, but on one condition. I have to give them Nadya's (not her real name) email password. I know Nadya would be pretty upset if I did this, but I am desperate to be popular for once in my life. What could they do with her email password anyhow? I'll just tell Nadya to change it after I give it to them anyway. Please help!

- *Undecided*





## ACTIVITY 2 ONLINE PARTICIPATION

This activity helps participants to think about the way they use the Internet and how they participate online. Participants will identify and scale their level of online participation and also plan what kind of role they would like to have online in the future. Participants also learn how to address hate speech and how to protect human rights online in a more effective way.

**MATERIAL:** Big cardboards, Flipchart paper, Coloured pens/markers, Post-its; Copies of the handout Ladder of participation.

**DURATION:** 45 minutes

### ACTIVITY DESCRIPTION IN STEPS

- Explain to participants that you have placed cards on the floor of the room and that all the cards represent different online roles: creator, conversationalist / discussor, critic, collector, “joiner”, spectator, inactive, viewer and member. Provide examples of what each role means
- Ask participants to place themselves on one of the cards according to what they do on the Internet “in general”. How do they see their role online? How do they participate online?
- After they have chosen their place, ask them to look around and pay attention to where others have placed themselves. You can also ask for examples of actions participants do online.
- Ask participants to place themselves on the cards again depending on what they do on the Internet regarding combating hate speech online. After they have chosen their place, ask them to look around and pay attention where others have placed themselves. You can also ask for examples of their actions to combat hate speech online.
- Ask participants to place themselves on the cards again, according to where they would like to see their online participation one year from now when it comes to combating hate speech online. After they have chosen their place you can ask for clarification of why they have chosen that specific role.
- Ask participants to form small groups of 2 to 4 people. Ask groups to come up with actions they would like to take to reach the level of participation they have chosen when combating hate speech online.
- Ask groups to share their actions with others.

### DEBRIEFING

- What did you think about the activity?
- How was it to identify your role online? What did you discover about your online behaviour?
- How was it to identify your role online regarding actions against hate speech online?
- How was it to identify what kind of role online you would like to have when combating hate speech? How was it to think of things you could do more of online?
- What do you think about these examples of online participation? What is their link to “offline” participation? Can people participate online as they do offline?
- Is it important to address hate speech online in general? Why or why not?
- How easy did you find it to think of online actions against hate speech?
- Do you feel that you can freely participate online?

## HANDOUT - THE LADDER OF PARTICIPATION

### Creators

- Publish a blog/webpage/videos or music you have created
- Write articles
- Initiate public discussions or peaceful protests
- Start online campaigns

### Conversionalist

- Update status on social network
- Post Updates on Facebook/Twitter...

### Critics

- Post ratings/reviews of products/services
- Comment on someone else's blog
- Contribute to forum/edit articles on a wiki
- Participate in surveys

### Collectors

- Use RSS feeds
- Vote for a website online
- Add "tags" to web pages or photos

### "Joiners"

- Maintain your profile on a social network
- Visit social networks

### Spectators

- Read blogs, online forums, tweets, reviews
- Listen to podcasts
- Watch videos from other users



### ACTIVITY 3 MAPS TO THE FAKE NEWS

Students are grouped in small groups and encouraged by teacher to choose and analyze an online news (found on Facebook, Youtube, Instagram, Snapchat and so on). The exercise should be carried out by steps, as a real map for fake news' hunter.

**MATERIAL:** personal devices (e.g. smartphones, tablets and so on)

**DURATION:** 1 hour

#### ACTIVITY DESCRIPTION IN STEPS:

##### First step: I read.

During this step, it is important to ask myself questions like:

- Did I find the post/news also on other channels?
- Did I read any further information about it on other sources?
- Am I sure that the photo/news has not been manipulated or retouched?
- Have I analyzed the details of the photo/news very well?

##### Second step: I evaluate.

During this step, I continue to ask myself other questions like:

- What exactly is the information conveyed by the photo/news?
- Why should I share it?
- Is the photo/news funny, useful? Is the photo/news not informative and/or irrelevant?

##### Third step:

At this point, if:

- I found the photo/news only on social media
- I did not even find a newspaper in-depth
- I am not sure that the photo/news has not been modified or manipulated
- I cannot decipher what exactly is the information conveyed by the photo/news

*I don't share the news!*



## ACTIVITY 4 WEAR AND SHARE

Participants fill out a diagram to show their preferences in sharing particular information online and discuss ways of being more cautious when sharing personal information online.

**MATERIAL:** Copies of the diagram; Flipchart and marker pens

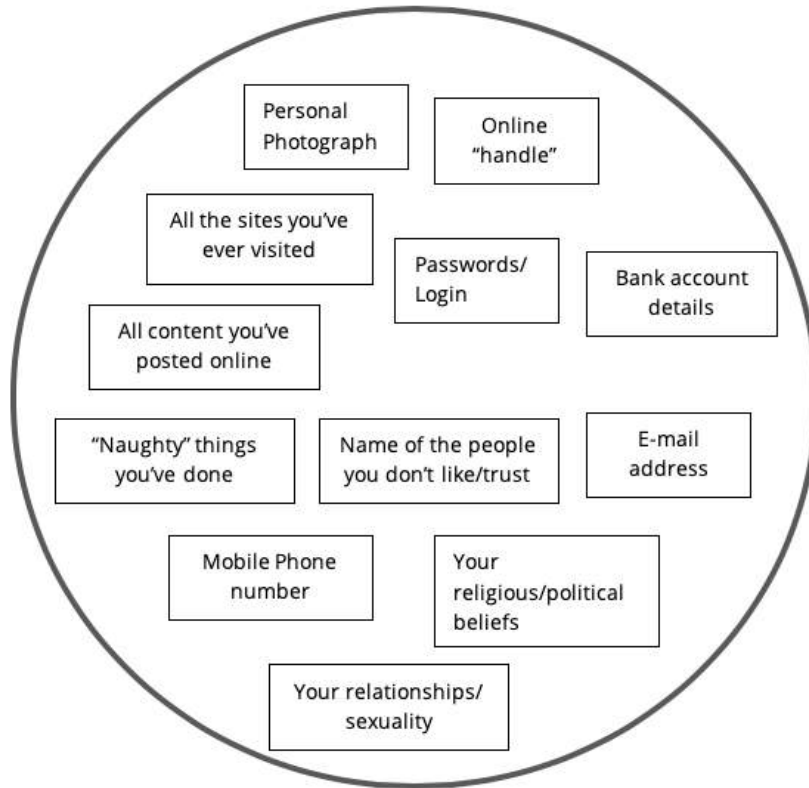
**DURATION:** 40 minutes

### ACTIVITY DESCRIPTION IN STEPS

- Ask participants what precautions they take to protect their privacy with people they don't know, for example, in a shopping centre. Prompt with questions, if necessary:
  - o Do you wear the same clothes as you wear on the beach?
  - o Do you write your mobile phone number on your face?
  - o Do you tell people your password for online activity?
- Explain that these things can seem obvious in 'real' life but we don't always take the same precautions online. Ask participants whether they believe they are as careful online as offline about protecting personal information. Explain that the activity will explore the kind of information we feel ready to share with different people online
- Put a copy of the diagram (or draw on the flipchart) and run through a few examples with participants to indicate how they should approach the task. Explain that responses should be individual because different people may have different things about themselves that they feel ready to share.
- Give them about 15 minutes to complete the task, and then ask them to share their diagram with two or three other people. Participants can either walk around, showing their diagram to others, or you may want to put them into small groups, depending on time / space and the size of the group.
- After they have compared their diagrams with a few others, bring the group together for a general discussion.

## HANDOUT - YOUR SHARING RELATIONSHIP

Who would you tell?



Your best friend

Online "friends"

Your teacher

Mum/ Dad /Carers

An Online game company

Someone you don't trust / like

Anyone surfing on the Internet



## ACTIVITY 5 IT WASN'T MY FAULT - CONFLICT MANAGEMENT

Students watch a video showing a conflict situation and are asked to give their opinion about it, as well as play the role of the characters, thus improving their ability to face conflict in a smooth manner, examine multiple viewpoints as well as improve their empathy and communication skills.

**MATERIAL:** Over-head projector; Scripts with the dialogues

**DURATION:** 90 minutes

### ACTIVITY DESCRIPTION IN STEPS:

- The teacher plays a video of about 15-20 minutes, a fragment of a soccer match, for example, in which a member of a team (X) accidentally (or not!) injures the captain of the opposing team (Y). There is a terrible argument, especially since it seems that team Y is winning, and there is not much time left. The member of the team X not only does not apologize, but he also insults a member of the team Y. The captain, keeping his calm, calls the referee, but the latter is not being very effective in keeping the situation under control.
- Divide the participants in small groups (e.g. 3 participants per group), and are asked to give their opinion on the event. Are they taking any side?
- Then, each group receives a script, and they will act as the characters from the video. They will see if they could sort things out differently.
- Then, they will switch roles, so the member of the X team will now play the member of the Y team.

### DEBRIEFING

Students will brainstorm on things to do and things to avoid doing when people are usually involved in a conflict.

- What conclusions can you draw about communication: why is it often difficult to understand each other?
- Think about competitive games: why do we often attach ourselves to one team rather than another? Is this attachment based on reason? Can you think of any parallels in real life?

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# MODULE 6: DISCRIMINATION AND RIGHTS

## INTRODUCTION

The topic we will focus on in this second module is discrimination and rights for what concerns the methods to prevent radicalization in secondary schools.

Discrimination consists in that behaviour of treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc. (Source: <https://dictionary.cambridge.org/dictionary/english/discrimination>)

In other words we can say discrimination is treating a person unfairly because of who they are or because they possess certain characteristics.

Certainly many sources of law deal with the issue of discrimination, but here we will only analyse those ones in the geographical area of our interest, that is the European Union, then we will make a brief comparison with the main source in the British system.

In the European Union, the regulatory framework in non-discrimination has recorded numerous modifications which have contributed to the creation of a complex body of rules ensuring a broader scope for the prohibition of discrimination in Europe.

Specifically, this prohibition is established today by Article 14 and Protocol No. 12 of the **European Convention for the Protection of Human Rights and Fundamental Freedoms**, by articles 10, 18 and 19 of the Treaty on the functioning of the European Union and by article 21 of the **Charter of Fundamental Rights of the European Union**. In addition, a series of directives has been adopted in order to protect the principle of non-discrimination and in particular we refer to Directives 2000/43/EC, 2000/78/EC, 2004/113/EC and 2006/54/EC.

Article 14 is titled "Prohibition of discrimination" and it says that

*<<The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.>>*

While article 21, titled "Non-discrimination", provides that:

*<<Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.*

*2. Within the scope of application of the Treaty establishing the European Community and of the Treaty on European Union, and without prejudice to the special provisions of those Treaties, any discrimination on grounds of nationality shall be prohibited.>>*

Therefore, we can say that throughout the European Union any kind of discrimination is prohibited



by various sources of law but indeed Equality and human rights in general cannot be defended and promoted only with legal instruments. **Human rights' education** is essential to ensure that they are understood, supported and promoted by everyone.

Taking into consideration what has just been stated, the purpose of this module is to avoid or defeat any kind of discrimination in schools, providing teachers with non-formal materials and activities. This approach usually is flexible, learner-centred, contextualized and uses a participatory approach that is perfect when the final learners of the training are young people.



Source: <https://zenpencils.com/comic/134-the-universal-declaration-of-human-rights/>

## LEARNING OBJECTIVES

This module aims to make students aware of equality among people despite their differences in skin colour, clothes, accent, ways of behavior, religion etc., and therefore deserving the same rights and are held to mutual respect.

Learning objectives are:

1. Making learners aware of the EU legal framework against discrimination;
2. Knowing interesting aspects and curiosities about classmates from different cultures (food, music genre, dance, dresses...);
3. Discovering ways to get along with different cultural customs.

At the end of these activities the students should have understood that the differences are a good thing and a personal enrichment and for this they must be respected.

Moreover, they should realize that equality is a fundamental right that everyone in this world must enjoy.

## THEORETICAL AND CONTEXTUAL BACKGROUND

Discrimination does not only mean treating people differently based on certain characteristics but it can rather manifest itself in many other ways that we often don't even think about.

Discrimination categories, according to EU law, are (Source: Handbook on European non-discrimination law, European Union Agency for Fundamental Rights and Council of Europe, 2018. [https://fra.europa.eu/sites/default/files/fra\\_uploads/fra-2018-handbook-non-discrimination-law-2018\\_en.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-handbook-non-discrimination-law-2018_en.pdf)):

**a. Direct discrimination** (EU Racial Equality Directive, art.2)

Direct discrimination is when a person is treated less favourably on the basis of 'protected grounds'. Less favourable treatment is determined through a comparison between the alleged victim and another person who, in a similar situation, does not possess the protected characteristic.

**b. Indirect discrimination** (Racial Equality Directive, art.2)

It occurs when an apparently neutral rule disadvantages a person or a group sharing the same characteristics. It must be shown that a group is disadvantaged by a decision when compared to a comparator group.

**c. Multiple and intersectional discrimination** (ECHR, art.14 and additional Protocol No. 12)

'Multiple discrimination' describes discrimination that takes place on the basis of several grounds operating separately.

'Intersectional discrimination' describes a situation where several grounds operate and interact with each other at the same time in such a way that they are inseparable and produce specific types of discrimination.

Most often 'multiple discrimination' describes discrimination that takes place on the basis of several grounds operating separately, while 'intersectional discrimination' refers to a situation where several grounds operate and interact with each other at the same time in such a way that they are inseparable and produce specific types of discrimination.

**d. Harassment** (European Social Charter, art.26)

Harassment is a particular manifestation of direct discrimination treated separately under EU law. It features as a specific type of discrimination under the EU non-discrimination directives. It had previously been dealt with as a particular manifestation of direct discrimination. Its separation into a specific head under the directives is based more on the importance of singling out this particularly harmful form of discriminatory treatment, rather than a shift in conceptual thinking.

**e. Special or specific measures** (Racial Equality Directive, Art. 5 and EU Charter of Fundamental Rights, artt.23-26)

To ensure that everyone has equal enjoyment of rights, governments, employers and service providers may need to take special or specific measures to adapt their rules and practices to those with different characteristics.

The terms 'special' or 'specific' measures can be taken to include redressing past disadvantages suffered by those with a protected characteristic. Where this is proportionate, it may constitute a justification for differential treatment.

#### f. Hate crime

Crimes motivated by prejudice, known as hate crimes or bias-motivated crimes, affect not only the individuals targeted, but also their communities and societies as a whole. Crimes such as threats, physical attacks, property damage or even murders motivated by intolerance towards certain groups in society are described as hate crimes or bias crimes. Hate crime can therefore be any crime that targets a person because of their perceived characteristics. The essential element distinguishing hate crimes from other crimes is the bias motive.

#### g. Hate speech

Hate speech is the advocacy of hatred based on one of the protected grounds. It encompasses any public expressions which spread, incite, promote or justify hatred, discrimination or hostility towards a specific group. It is dangerous, as it contributes to a growing climate of intolerance against certain groups. Verbal attacks can convert into physical attacks.

Among the selected areas of protection, we must focus on Education. Under EU law, protection from discrimination in access to education was originally developed in the context of the free movement of persons, particularly directed at the children of workers. Article 14 of the **EU Charter of Fundamental Rights** guarantees the right to education and to access continuing and vocational training. The Court of Justice of the European Union's case law relating to education concerns in particular equal access to educational institutions in another Member State and equal access to education funding.

At this point it would be interesting to compare the legal framework of the EU regarding discrimination with a national one. Here we will analyse the British one.

For what concerns UK the **Equality Act** is the most important source of law about the issue of discrimination. The Equality Act 2010 highlights 9 protected characteristics:

1. Age
2. Gender
3. Race
4. Disability
5. Religion
6. Pregnancy and maternity
7. Sexual orientation
8. Gender reassignment
9. Marriage and civil partnership

Since this module particularly concerns with discrimination in educational contexts, let us see how this can be concretely manifested.

Regarding discrimination in education or at school, specifically there are four main types:

- I. **Direct discrimination** in schools is when a child is treated less favourably on the grounds of gender, disability, race, sexual orientation, religious belief or age. For example, assuming a child may not be able to reach a certain level of work because they are disabled. In these cases the act itself is unlawful, not whether or not someone meant it.

- II. Indirect discrimination** is when policies or practices affect a certain group of children more than others for no good reason. The groups protected by the legislation include groups defined by their gender, race, sexual orientation, religion or belief, or age. When it is related to disability, reasonable adjustments should be made so that indirect discrimination does not take place.
- III. Harassment** can occur when a school engages in unwanted conduct related to a disability which has the purpose or effect of violating a pupil's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil. The pupil concerned may not have a disability but might be associated with someone who has, or is wrongly perceived as having a disability.
- IV. Victimisation** occurs when a school does something which is disadvantageous to a pupil because either the pupil or the pupil's parent or sibling takes, or is thought to be about to take, action under disability discrimination law. This extends to students who are associated with a disability.

In the school environment, firstly, it is the responsibility of the teachers to supervise not to make discriminations against the pupils, and they and the rest of the school staff must be the first to avoid treating students with different characteristics differently.

Beyond the legal context in which discrimination occurs, the most important thing is that the victim reacts and knows which tools do exist.

If a national authority violates the Charter of Fundamental Rights when implementing EU law, national judges (under the guidance of the European Court of Justice) have the power to ensure that the Charter is respected.

All EU countries must designate a national equality body responsible for promoting equal treatment. These bodies must provide independent assistance to the victims of discrimination conduct surveys and studies publish independent reports and recommendations.

## ACTIVITIES

Non-formal education can be summarized with the “**learning by doing**” formula, so let us see now some activities that teachers can propose to their students in order to make them see the multiculturalism that exists in the classroom as an added value for them and society.



### ACTIVITY 1 TAKE A STEP FORWARD

#### MATERIALS NEEDED:

- Role cards
- An open space (a corridor, large room or outdoors)
- Tape or CD player and soft/relaxing music
- A hat

**DURATION:** 60 minutes

#### ACTIVITY DESCRIPTION IN STEPS:

We are all equal, but some are more equal than others. In this activity participants take on roles and move forward depending on their chances and opportunities in life.

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.
4. Now ask them to begin to get into a role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
  - o What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
  - o What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
  - o What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do on your holidays?
  - o What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

9. Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.
- o How did people feel stepping forward - or not?
  - o For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
  - o Did anyone feel that there were moments when their basic human rights were being ignored?
  - o Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
  - o How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
  - o Does the exercise mirror society in some way? How?
  - o Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
  - o What first steps could be taken to address the inequalities in society?

## HANDOUT

Roles (to be printed in different cards and distributed to the students, one each)

<p>You are an unemployed single mother.</p>	<p>You are the president of a party-political youth organisation (whose "mother" party is now in power).</p>	<p>You are the daughter of the local bank manager. You study economics at university.</p>	<p>You are the son of a Chinese immigrant who runs a successful fast food business.</p>
<p>You are an Arab Muslim girl living with your parents who are devoutly religious people.</p>	<p>You are the daughter of the American ambassador to the country where you are now living.</p>	<p>You are a soldier in the army, doing compulsory military service.</p>	<p>You are the owner of a successful import-export company.</p>
<p>You are a disabled young man who can only move in a wheelchair.</p>	<p>You are a retired worker from a factory that makes shoes.</p>	<p>You are a 17-year-old Roma (Gypsy) girl who never finished primary school.</p>	<p>You are the girlfriend of a young artist who is addicted to heroin.</p>
<p>You are an HIV positive, middle-aged prostitute.</p>	<p>You are a 22-year-old lesbian.</p>	<p>You are an unemployed university graduate waiting for the first opportunity to work.</p>	<p>You are a fashion model of African origin.</p>
<p>You are a 24-year-old refugee from Afghanistan.</p>	<p>You are a homeless young man, 27 years old.</p>	<p>You are an illegal immigrant from Mali.</p>	<p>You are the 19-year-old son of a farmer in a remote village in the mountains.</p>

## HANDOUT

### List of Situations

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.





## ACTIVITY 2 WHO ARE I?

### MATERIALS NEEDED:

- Coloured pens and markers, if possible a different colour for each participant
- Enough paper for one sheet per person
- Flipchart paper and markers

**DURATION:** 25 minutes

### ACTIVITY DESCRIPTION IN STEPS:

1. To warm up, ask people to get into pairs to form buzz groups. Ask them to pretend that they are strangers and to introduce themselves to each other.
2. Now ask people to reflect what is interesting or important to know about someone else when you first meet, and brainstorm the general categories of information. For example, name, age, sex, nationality, family role, religion, age, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes and more.
3. Now explain that participants are going to find out how much each of them has in common with others in the group. Hand out the paper and pens and explain that the first step is for each of them to draw a representation of their identity. They should think of themselves like stars; aspects of their identity radiate out into their society. Ask people to consider the eight to ten most important aspects of their identity and to draw their personal star.
4. Tell people to go around and compare their stars. When they find someone else with whom they share a beam or ray, they should write that person's name near the beam. (For example, if John and Kate both have a "rapper" beam, they should write each other's names along that beam). Allow 15 minutes for this.
5. Now come back to the plenary and ask people to talk about how individual each of them was. You could ask:
  - o Which aspects of identity do people have in common and which are unique?
  - o How similar and how different are people in the group? Do people have more in common with each other than they have differences?
6. Finally, do a group brainstorm of the aspects of identity that people choose and those that they are born with. Write these up in two columns on the flip chart.
7. Now move on to discuss what people have discovered about themselves and about each other and the implications for human rights.
  - o What did people learn about themselves? Was it hard to decide which were the ten most significant aspects of their identity?
  - o Were people surprised at the results of comparing stars? Did they have more or less in common than they expected?
  - o How did people feel about the diversity in the group? Did they feel it made the group more interesting to be in or does it make it more difficult to be or work together?
  - o Were there any aspects of other people's identity that participants felt strongly inclined to react to and say, "I am not."? For example, I am not a football fan, not a fan of techno music, not a dog lover, not homosexual or not Christian.

- o How does identity develop? Which aspects are social constructs and which are inherent and fixed?
- o In relation to gender issues in particular, which aspects are social constructs and which are inherent and fixed?
- o Did participants write “woman” or “man”? What do people associate with the words “woman” and “man”? Are the associations the same for both sexes and for all men and all women?
- o How much are people judged by their individual identity and how much by the group that they belong to?
- o To what extent are people free to choose their own identity? What are the implications for themselves and their society, and especially for the human rights of equality and respect?



### ACTIVITY 3 PLAYING WITH PICTURES

#### MATERIALS NEEDED:

- A collection of 20 - 30 photographs, numbered (they can be downloaded at this link: [https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf) )
- A large table
- A wall chart listing the Articles of the UDHR (you can copy it from here: <https://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights> )



**DURATION:** 30 minutes

#### ACTIVITY DESCRIPTION IN STEPS:

1. Lay the pictures out on a large table.
  2. Tell participants to work individually.
  3. Read out one of the articles from the UDHR and write it up on the board/ flip chart.
  4. Ask participants to look at the photographs and to choose the one that, in their opinion, best represents the article.
  5. Then ask each person in turn to say which picture they chose and why.
  6. Make a note of which pictures were chosen; write the numbers on the board.
  7. Do four or five more rounds, naming different articles from the UDHR. (Choose a mixture of the civil and political and social and economic rights.)
  8. Start with a review of the activity itself and then go on to talk about what participants learned.
- Did individuals choose different pictures in the different rounds, or did they think that one or two pictures said it all?
  - Did different people choose the same pictures in the different rounds, or did people have very different ideas about what represented the different rights? What does this tell us about how each of us sees the world?
  - Review the list on the flipchart. Which photographs were chosen most often? What was special about these images? Why were they chosen often? Did the size or colour make a difference, or was it what was in the picture that was significant?
  - Was any individual picture chosen to represent several different rights?
  - Did anyone disagree with anyone else's interpretation of a particular picture?
  - Were there any photos that were never chosen? Could they nonetheless be interpreted to represent a human right? Which?



## ACTIVITY 4 THEMED DAYS

Host 'Jewish day', 'Indian week', 'LGBTQ day' or 'Disability week' and explain your students things about the chosen topic, its history, people, suggested movies and books. Ask students to work in groups and present one of the following topics to the rest of the classroom: food, music, games, facts, videos. Try to embed a topic into each area of your programme.

### Arabic day:

- Wearing something colourful.
- Listening to music: Oum Kolthoum and Cheb Khalid are two of the most popular singers.
- Dancing: belly dance, show a video with Nataly Hay.
- Lunch: prepare mezze, a selection of small dishes served as appetizers and falafel.
- Watching an Arabic movie: "Wajda"

### HOLD DEBATES AND DISCUSSIONS

Divide your class into 2 teams. Provide one team with a statement, e.g. 'I'm a woman working in an office and have been told I can no longer work there because I recently became pregnant'; 'all people should be vegetarians'; 'public prayer should not be allowed in schools'; 'racism no longer exists'...

This team must defend this statement. Ask the other team to give advice and challenge the statement. How do both teams feel afterwards? Which team would they prefer to have been on and why?

## SUPPORTING MATERIALS AND BIBLIOGRAPHY

<https://dictionary.cambridge.org/dictionary/english/discrimination>

[https://fra.europa.eu/sites/default/files/fra\\_uploads/fra-2018-handbook-non-discrimination-law-2018\\_en.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-handbook-non-discrimination-law-2018_en.pdf)

<https://www.gov.uk/discrimination-your-rights>

<http://najc.ca/human-rights-guide/what-are-some-examples-of-discrimination/>

<https://www.citizensadvice.org.uk/family/education/discrimination-in-education/overview-of-discrimination-in-education/>

<https://www.citizensadvice.org.uk/law-and-courts/discrimination/>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://childlawadvice.org.uk/information-pages/radicalisation-in-schools-and-the-prevent-duty/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

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<https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/>

<https://www.coe.int/en/web/compass>

[https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/how-report-breach-your-rights\\_en](https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/how-report-breach-your-rights_en)

<https://www.stephensons.co.uk/site/individuals/education/discriminationasagroundforappeal/>

# MODULE 7: GLOBAL CONFLICTS AND HUMAN RIGHTS

## INTRODUCTION

This material is meant to assist teachers to facilitate learning about international conflicts, human rights and conflict resolutions in the school. Global political conflicts are issues that may be sensitive and controversial to bring up, especially in school classes where students are related or have strong feelings to different sides in a conflict. It is never the less important to create a space for democratic dialogue about controversial issues in the classroom, a place for disagreement, engagement and for different voices to be heard, in order to prevent exclusion and polarization that may lead to extremism.

## LEARNING OBJECTIVES

- Students get an overview of the many current global conflict zones as well as peaceful zones and regions.
- Students develop critical thinking and a nuanced view of global conflicts by getting a sense of A) the variety of reasons and background factors involved in different conflicts, and B) the dynamic dimension of conflicts, i.e. that conflicts are not permanent and static, and can be ended in various ways.
- Students gain knowledge and understanding of human rights, as well as engagement through active participation in activities, as a frame to work for peace and equality.
- Students gain an understanding of conflict solution, peacemaking and peacekeeping work, through practical activity concerning conflict solution.

## THEORETICAL AND CONTEXTUAL BACKGROUND

A basic function of the educational system in a democratic society is to prepare for a democratic citizenship. Schools must provide a safe space for students “where teachers invite students (especially those who are on the margins of society and those who feel marginalized) to explore their ideas in inclusive settings” (RAN 2018).

Controversies, conflicts and a plurality of positions are basic parts of a democratic society and schools have to take up national and international conflicts in an educationally constructive way to make them understandable for students living in a globalized world. It is also the challenge for schools, to create the frames for the students own engagement and perspectives to unfold. The school must stimulate, and be open for, the active engagement of students as they contribute with their ideas on how to create a better local and global world.

Political and ideological factors can play a role in radicalization in a complex interplay with other factors. According to Magnus Ranstorp, political factors “include grievances framed around victimhood against western foreign policy and military intervention.” (RAN 2016). Students may also become mobilized by right-wing political narratives and a xenophobic emphasis on the failure of the conventional political system to defend national identities perceived to be under threat. The process of an open democratic discussion involves “addressing controversial and conflicting interests. Polarization cannot be challenged by disregarding sensitive issues.” (RAN 2018).

International conflicts, politics and military attacks and interventions can also be highly controversial - in various ways for different people.

In your class, you may have students whose family are refugees from warzones or countries, who are or have been targets of military attacks and interventions of American or European troops. Students who may have lost relatives or still have relatives in such targeted and conflict ridden areas. You may also have students with family members who have been soldiers in international military interventions. Other students may have relatives which have joined military groups in war zones. Finally, polarization in class may include students with strong xenophobic attitudes towards certain population groups.

This material aims to be part of the teachers work to create a safe space in the classroom where the students can investigate and have dialogues about issues that occupy them, in a respectful and still open way that takes into account different sensitivities and experiences concerning the subjects. The activities aim to set the basis for a deeper and less sensational understanding of global issues related to peace and conflicts, as well as a basis for the active empowered engagement of students to work towards solutions in the global society.

**DIDACTIC AND METHODOLOGICAL CONSIDERATIONS FOR THE TEACHER:**

- Be aware as a teacher of your own norms, beliefs and values and how these have been shaped, and the potential impact of these on your teaching of controversial issues.
- Be aware and reflect on the pros and cons of revealing your own beliefs and values to students and decide a personal policy on this on the basis of the benefits to students and one's sense of personal integrity.
- You may experiment with different teaching roles and approaches according to circumstance, e.g. the teacher as a 'neutral chairperson', 'balanced' approach, 'devil's advocate' and 'stated commitment'. See: "Teaching Controversial Issues. Professional development pack for teachers". Council of Europe, 2015, pp. 15 - 21) <http://www.worldwiseschools.ie/wp-content/uploads/2018/02/Teaching-Controversial-Issues-Professional-Development-Pack-for-Teachers-Council-of-Europe.pdf>
- Here you can also find ideas on how to establish ground rules with the students in class, and about de-personalizing and distancing strategies, use of structured discussion formats, etc. as well as ideas to turn spontaneous questions and controversial remarks into positive teaching opportunities.
- See also additional suggested approaches and activities on how to deal with controversial topics in class and conflict resolution in the other modules of PRACTICE Radicalisation Prevention Programme.



## ACTIVITIES



### ACTIVITY 1 GLOBAL CONFLICTS

#### MATERIALS NEEDED:

- Atlas
- Blank maps of the world : [www.eduplace.com/ss/maps/](http://www.eduplace.com/ss/maps/) (world countries)
- Copy of "Snapshot of the global state of peace"  
<http://visionofhumanity.org/app/uploads/2019/06/GPI-2019-A3-map-posterweb.pdf>
- Colour pencils ( green and red)
- Post-its
- Large sheets of paper

**DURATION:** 45 minutes

#### ACTIVITY DESCRIPTION IN STEPS

1. Group work: Divide the students in groups. Instruct them to discuss the following questions:
  - a) Which countries do you consider as the most peaceful? Why?
  - b) Which countries do you consider as the least peaceful? Why?
2. Mark the countries on a blank map
3. Place post-its/pieces of paper on/beside a big sheet of paper with a blank map on the wall
4. Each group explains their choice of countries
5. Check the results with Snapshot
6. Name the countries that you missed in A
7. Make a list of the 10 most peaceful and 10 least peaceful countries according to Snapshot
8. Mark the countries on a blank map (peaceful = green, least peaceful=red)



## ACTIVITY 2 WHAT ARE SERIOUS CONFLICTS AND WAR ABOUT? Using critical thinking to understand the causes of international conflict and war

### MATERIALS NEEDED:

- Large blank posters to write on
- Coloured pens
- Post-its
- Tablets and internet access

**DURATION:** between 1 ½ hours and 2 ½ hours

### ACTIVITY DESCRIPTION IN STEPS

1. Agree on definitions: Brainstorm  
For example:  
*War* is the use of violence and force in a conflict in an armed conflict.  
*Serious crisis* is an intense conflict between two states, which can lead to armed action.
2. The students discuss in groups what they consider to be causes of serious conflict and war.
3. Each cause is written on a post-it or a piece of paper, each group explain their choices in plenum and place the post-its on a large piece of paper or the wall
4. Discuss in plenum how to group the causes in categories. If possible with the whole class standing right in front of the board. Alternatively, you may prepare as a teacher to create a poster with categories.
5. The post-its are placed under the relevant categories.

### METHODOLOGICAL SUGGESTIONS TO THE TEACHER

- Examples of causes could for example be:
    - o Persons or groups' ambitions of power, economic gain, nationalism, defence, inequality (political, social, economic), poverty, high unemployment, oppression...
  - Examples of categories of causes could be:
    - o Land or territory disputes
    - o Politics and ideology
    - o Access to resources. (water, oil, metals etc.)
    - o The politicizing of ethnic/cultural/ religious identities
6. Each group selects a serious conflict or war. They may include a war/conflict they have studied before.
  7. The groups propose causes for the chosen conflict/war and explain it in plenary.

They watch a film from You tube or read/write short descriptions (like <https://www.weforum.org/agenda/2018/06/using-human-suffering-as-a-political-tool/> )

### Examples of films:

Seven years of war in Syria explained [https://www.youtube.com/watch?v=CoL0L\\_DbuQQ](https://www.youtube.com/watch?v=CoL0L_DbuQQ)  
Syria's war: who is fighting and why <https://www.youtube.com/watch?v=JFpanWNgfQY>



### ACTIVITY 3

## HUMAN RIGHTS - The rights of human beings in peace and in conflict

#### MATERIALS NEEDED:

- Computer access or print out of the UN Declaration of Human Rights. You may choose the formal declaration or the child friendly version – see links below.
- Large blank papers for group work summaries
- Markers to write the posters

**DURATION:** 1 ½ - 2 hours

#### INFORMATION FOR THE TEACHER ABOUT HUMAN RIGHTS AND ITS RELATION TO VIOLENT CONFLICT:

Human rights are often violated in an armed conflict. Furthermore, violent conflicts very often emerge in situations of a high degree of violations of human rights. For example when specific groups don't have a voice in decision making, without equal access to health, education and the juridical system, with torture in prisons etc.

This means that ***a way to prevent armed conflicts is to develop human rights.***

Human rights violations are a cause of many violent conflicts, and if human rights are improved after a peace agreement is reached, the risk of new violent conflicts is minimized.

#### ACTIVITY DESCRIPTION:

##### STEP 1:

Introduce the activity by explaining the historical context for the creation of the UN Declaration of Human Rights: The aftermath of the Second World War, the deadliest military conflict in history where estimated between 70 and 85 million people lost their lives, involving nearly every country in the world in the war. The Second World War also saw the industrialization of genocide, when 6 million Jews, between 200.000 and 500.000 Romas, as well as disabled and homosexual persons was killed because of an ideology of biological racism.

It was to protect the value of the individual human being and the need for protecting individuals and population groups against assault, that the United Nations Declaration of Human Rights was signed by the member states in 1948.

The rights described in the declaration are fundamental rights, belonging to any individual because of their status as human beings. This implies two basic matters, which are essential when we talk about human rights:

- Human rights are **universal**. They **count for everyone** - every person on earth.
- Human rights are **not dependent on a persons' status**. Be it social, economic, political etc. status. They are **tied to their status as a human being**. Every person is born with human rights.

You can learn more through the library and through these links:

<https://www.un.org/en/universal-declaration-human-rights/>

<https://www.un.org/en/sections/universal-declaration/history-document/index.html>

<https://menneskeret.dk/viden/skoletjenesten/grundskolen/udskoling>

<https://menneskeret.dk/viden/laeringsportalen/film>

**STEP 2:**

- Distribute copies of the Declaration of Human Rights to the students. If they use computers go through this link: <https://www.un.org/en/universal-declaration-human-rights/>  
According to the level of your students, you may choose to distribute this simplified version of United Nations Declaration of Human Rights: <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>  
If the students work with the simplified version, let them know it is a simplified version, and make sure that the formal version is present in the class as well.
- It is recommended that one or both copies are put up on the wall in the classroom after work with this subject to activate the learning experience.
- Instruct the students to read the introduction and the different articles of the Declaration of Human Rights. If your class needs it, go through parts of the declaration and specific articles together. You may choose to skip the introduction (the Preamble).
- Optional: If your students find that the declaration is written in a complicated and inaccessible language, you can work with the declaration as a text type. Give the students the task of reformulating the rights in their own version in a clear and understandable language, which cannot be misunderstood. Divide the students in groups of 3-4 and give each group 4-5 articles to work with. They have to produce a text that:
  - o cannot be misunderstood
  - o must be comprehensible and without loopholes
  - o must be read and understood by people across the world
  - o is formulated in a way that most countries possible will sign it.
- Hang up the students' texts in the classroom.

**STEP 3:**

Divide the students in groups of 2-3. Each group takes notes from their discussions and answers to the questions, and summarizes their most important points and reasons on their poster. The posters will hang the classroom wall afterwards.

Questions for the group-work:

- a) What caught your attention? Were you surprised by any of the articles you read?
- b) What do you think it means that Human Rights are Universal?
- c) Find 3-4 rights that you find especially important. Discuss why you find these rights important.
- d) Research has documented that armed conflicts can be prevented by improving human rights. Which of the rights do you think can especially prevent armed conflicts?

**STEP 4:**

The results from the group work and reflections can either be presented and discussed in plenum or by every group sitting together with another group, presenting and discussing their thoughts and answers to each other.



## ACTIVITY 4 THE IMPACT OF WAR ON CHILDREN AND THEIR FAMILIES

To understand and distinguish the different consequences on civilians

### STEP 1:

Make a list of what children basically need to live a good life. Which needs are most essential?

### STEP 2:

Compare this list with the United Nations Conventions on the Rights of the Child.

- See the film: <https://www.youtube.com/watch?v=TFMqTDIYI2U>
- Rights of the child (film): <https://www.youtube.com/watch?v=qTiCCyfgroE>
- UN rights of the child easy reader: <https://resourcecentre.savethechildren.net/library/un-convention-rights-child-child-friendly-language>

Do you need to supplement you first list?

Which rights and needs to you think would be violated in a war?

Describe the rules of war - the International Humanitarian Law

- Read UN: protecting civilians <https://peacekeeping.un.org/en/protecting-civilians>
- Watch films:
  - o What are the rules of war? <https://www.youtube.com/watch?v=R26ltwNHZ5A>
  - o What is not allowed in war? <https://www.youtube.com/watch?v=vS7hMricwm0>

Make a list of violations of the rules of war.

- Which impacts are the most serious?
- The most long-lasting?
- Try to separate the violation into categories (physical, psychological, economic...)
- Watch films:
  - o Top 10 worst violations of the rules of war: <https://www.youtube.com/watch?v=5aU8ezyjqPM>
  - o Syrian kids explain the war (film): <https://www.youtube.com/watch?v=2iz2tNiRpeY>
  - o Syrian refugee children speak out: <https://www.youtube.com/watch?v=jyscRA5CY68>



## ACTIVITY 5

## CONFLICT SOLUTION, PEACE-MAKING AND PEACE-KEEPING ACTIVITIES

### MATERIALS NEEDED:

- Print outs of the case description (see appendix)
- Computers
- Internet access

**DURATION:** 1 ½ - 2 hours

### ACTIVITY DESCRIPTION IN STEPS:

#### STEP 1:

Show the students the interactive map of United Nations current peacekeeping operations:

<https://peacekeeping.un.org/en/where-we-operate>

Instruct the students to team up in pairs of two, and to click through the map and learn about the different United Nations peacekeeping activities (20-30 minutes)

#### STEP 2:

Give the students printouts of the following case to read:

Two groups in a country have entered into a conflict. The one group, “the orange group”, has through 200 years become dominant in the politics of the country, is by far the most wealthy and dominates in terms of higher education. The other group, “the blue group”, work in jobs that are poorly paid and have not had equal access to education. The two groups live in relatively separate areas in different parts of the country.

One day 6 bombs explode and more than 2000 people are killed. It is found that the people who did it are a partisan group whose members belong to the blue group. Armed conflict spreads and develops into a civil war, which involves the entire population. The blue group gets military support from a neighbouring country. After 2 years, the UN managed to negotiate a ceasefire and at that point, the blue group has control over a small piece of land and the yellow hold control over the remaining larger part of the country. The small piece of land is indeed very small, but it includes the only natural resource in the entire area: large amounts of oil underground which are sold at high costs globally. The large territory that the orange group holds has no resources, but the orange group has educational resources and a wealthy population through many years of economic policy creating economic inequality and unequal access to education in the formerly shared country.

#### STEP 3:

Divide the class into 4 groups. Two of the groups – the peace plan groups - has to work out plans that will convince both the groups to end fighting and lead to a final peaceful solution. Use all relevant information in the case that can help to find compromises that are advantageous for both groups and a sustainable solution. (30 minutes)

The other two groups represent each of the two population groups – the orange people's group and the blue peoples group. Students in each of these groups have to discuss the situation and reach 3-5 demands that they believe, can safeguard the group interests and give justice and peace. (30 minutes).

**STEP 4:**

The groups meet each other two and two: each peace plan group meets up with either the blue or the orange group. The task now is to try to negotiate a solution.

**STEP 5:**

The class meets in a plenum where the negotiating groups (the 2 groups, one peace plan group and one 'population-group') present together the process and results.

## SUPPORTING MATERIALS AND BIBLIOGRAPHY

“Teaching Controversial Issues. Professional development pack for teachers”. Council of Europe, 2015 <http://www.worldwiseschools.ie/resource-item/controversial-issues-conor-harrison/teaching-controversial-issues-professional-development-pack-for-teachers-council-of-europe/>

UN on the history of the right of the child: <https://www.un.org/en/sections/issues-depth/children/>

UN on the principles of the Convention of the rights of the Child: [https://www.unicef.org/rightsite/237\\_202.htm](https://www.unicef.org/rightsite/237_202.htm)

UN Convention on the right of the child in child friendly language: <https://www.unicef.org/rightsite/files/uncrcchild-friendlylanguage.pdf>

A short film about the Convention of the Right of the child (in danish): <https://www.youtube.com/watch?v=kCX1DgZdCes&feature=youtu.be>

[http://humanrightseducation.dk/Temapakker/PDF/Vejledning\\_til\\_forl%C3%B8b\\_3\\_Undervisning\\_i\\_menneskerettigheder.pdf](http://humanrightseducation.dk/Temapakker/PDF/Vejledning_til_forl%C3%B8b_3_Undervisning_i_menneskerettigheder.pdf)

In this report (in danish) you can read the basic information about the interpretation, implementation and surveillance of Human Rights in Denmark:

[https://menneskeret.dk/sites/menneskeret.dk/files/media/dokumenter/udgivelser/status/2015-16/delrapporter\\_med\\_issn/status\\_2015-16\\_-\\_delrapport\\_om\\_introduktion\\_til\\_issn.pdf](https://menneskeret.dk/sites/menneskeret.dk/files/media/dokumenter/udgivelser/status/2015-16/delrapporter_med_issn/status_2015-16_-_delrapport_om_introduktion_til_issn.pdf)

A short film about the International Humanitarian Law: <https://www.icrc.org/en/document/what-are-rules-of-war-Geneva-Conventions>

Compasito manual on Human Rights Education for Children (2009). Available at: <http://www.eycb.coe.int/compasito/>

Materials for teachers about human rights – a resource from Amnesty International (in english and available in other languages): <https://www.amnesty.org.uk/resources/teaching-pack-everyone-everywhere-human-rights-secondary-school#.WHyhiLnz5SU>

On the relation between human rights and armed conflict (in Danish):

<https://samf.ku.dk/presse/kronikker-og-debat/menneskerettigheder-forebygger-vaebnede-konflikter/>

**Short films about Human Rights:** <https://www.youtube.com/watch?v=pRGhrYmUjU4>



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© PRACTICE - Project n° 2018-1-IT02-KA201-048442



Co-funded by the  
Erasmus+ Programme  
of the European Union

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