



Pestalozzi

Training Resources

PESTALOZZI CORE KNOWLEDGE, SKILLS AND ATTITUDES FOR ALL TEACHERS (PCORE) “Discrimination”

by

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Editor: Rasa Askinyte-Degesiene



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Discrimination

Expected outcome

→ To enable teachers to understand more completely the concept of “discrimination”.

Target group

24 people maximum

Type of training	School level / age	Subject area
Initial and in-service training	Any	Any

Brief description of the unit

The accurate understanding of the concept of discrimination is central to the teacher’s development as a professional educator and thus the activities are equally appropriate for initial teacher education and continuing professional development. It may be a part of a whole school policy on such themes as ‘personal and social education’, ‘citizenship education’ or ‘respect for self and others’.

The activities deal with issues of discrimination, and invite to discuss about a right to be different.

The last activity emphasizes the role of teacher, which may make a significant (positive and negative) difference in their students’ lives and their community.

Methods/techniques used

- Individual, circle, pairs or trios, and whole group work
- Reflection
- Discussion
- Interpretive approach
- Watching video

Time 3 hours and 50 minutes

Activity 1	▶ 80 minutes
Activity 2	▶ 80 minutes
Activity 3	▶ 70 minutes

Tips for trainers:

See tips in activities.

Resources

Worksheet “Reasons for liking or disliking”	Appendix 1
Definitions of discrimination	Appendix 2
Quotations about discrimination	Appendix 3
Resources for exercises on discrimination	Appendix 4
Video: “A class divided” and resource materials	Appendix 5

Activity 1 The right to (dis)like



80 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To understand the reasons why people differ in their reasons for liking or disliking things. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To avoid stereotyping. ➤ To understand that not everyone agrees on things the same way. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual work ➤ Group discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flip chart ➤ A4 white papers ➤ Appendix 1: “Reasons for liking or disliking” 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Participants are asked to answer questions (20 minutes): <ul style="list-style-type: none"> • 1a. Write down the name of an animal which you really like – a living creature (it can live in the sea or rivers, on (or under) the land, or in the air). <p><i>I really like...</i></p> <ul style="list-style-type: none"> • 1b. Now, in your own words, describe what it is in the creature that makes you like it so much. <p><i>My reasons for liking the... are...</i></p> <ul style="list-style-type: none"> • 2a. Now, think of an animal which you do not like at all. <p><i>I really do not like...</i></p> 	

- 2b. Now, in your own words, describe what it is in the creature that makes you not liking it at all.

The reasons why I really do not like... are...

- 3. Remember the animal that you really **like**.

Think about some things that you know (or use books or the computer to find out) about this creature that some people might not like and write down at least three of them. These could be reasons why other people might not like your favourite animal.

If you run out of reasons you could ask your classmates (or your teacher) to help you, by asking the question: „Why might someone not like the... ?“. Write down their reasons.

My favourite animal is...

The reasons why some people might not like my favourite animal are...

- 4. Remember the animal that you really **dislike**.

Think about some things that you know (or use books or the computer to find out) about the animal that you really do not like and write down at least three of them. These could be reasons why other people might like the one you did not like (or things that you did not know about the creature before which make it possible to like it).

If you are not able to use the books or a computer you could ask your classmates (or your teacher) to help you by asking the question: „Why might some like the... ?“. Write down their reasons.

The living creature I really dislike is ...

The reasons why some people might like my least-liked animal are ...

- Participants write their answers on a flipchart. They may use the table given in Appendix 1. Post all flipcharts on the wall and read them carefully (10 minutes).
- The participants are asked to write a short story about the creature that they do not like. In this story they should tell the reader about the good things that the creature does and why the creature can be liked. The participants can write a few sentences at the end of the story to show what they have learned about the creature and what the reader should learn and remember from your story (10 minutes).
- The participants read their stories (20 minutes).

► Debriefing/reflecting:

- What was your reaction, if somebody disliked the animal you like? How did you feel?
- What was your reaction, if somebody liked the animal you dislike? How did feel?
- Did somebody change his/her opinion about animals they liked or disliked after arguments from other participants? Why or why not?
- Have you ever thought that other people may like the animal you dislike, and dislike the animal you like?
- What do you notice about the reasons why some people like certain creatures?
- Why do you think there are differences in what people likes and dislikes?
- Did it ever happen in your life that you liked something that others do not like, and disliked things others like?
- Is there a proper set of things we all should like or dislike? (20 minutes).

Activity 2 Discrimination is an old-age issue: “discriminated” or “discriminator”



80 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To understand that knowledge may become a powerful tool for discrimination. ➤ To exchange experiences and to elicit the impact of being discriminated against and the reasons why discrimination occurs. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To reflect on the idea that knowledge can be used as well for “good” as for “evil”. ➤ To think about how “discrimination” is defined and what meanings it may have. ➤ To recognise that discrimination comes in many forms and is practiced by many people in all strata of society and occupations. ➤ To enable the participants to apply the new learning to their teaching and in their daily lives to become models of moral behaviour. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Reflection ➤ Discussion ➤ Interpretive approach 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flip chart ➤ A4 white papers ➤ Appendix 2: Definitions of discrimination ➤ Appendix 3: Quotations about discrimination ➤ Appendix 4: Resources for discrimination exercises 	

► **Instructions/procedure:**

Step 1:

- Ask the participants to write their own definitions of discrimination.
- Ask them to read definitions of discrimination (Appendix 2).
- The few next steps are devoted to overlook few examples of discrimination.
- The first is a literary example. Ask the participants to read an excerpt from Shakespeare's text (Appendix 3). The trainer leads a short discussion in plenary about the quotes. Note the double discrimination illustrated in these extracts. (20 minutes)

Step 2:

- The participants watch a video about the United States in the middle of the last century. Show "Crisis in Levittown; a discrimination issue": <http://www.youtube.com/watch?v=x37QKvuYpGk> (15 minutes 21 seconds).
- The trainer asks the participants to think back in their lives of any incident in which they have been involved and in which they have directly (or indirectly) experienced discrimination. Working individually, the participants write down any incidents of discrimination of which they are aware within school, within social circles (including their family), within employment experience, within the village, town, city, region, state.
- Next task – the participants select one of these (probably the one about which they feel most strongly), which they are prepared to share with a colleague in the group and then to share the impact and feelings about the incident(s) within the whole group.
- After the participants finish their writing, they start working in pairs, sharing the incident in which they have been directly involved (as discriminated or discriminator) or of which they are indirectly aware. (Describe the incident. Explain your role in the incident. Describe your feelings as you felt they were then and how you feel now).
- When both participants in pairs have shared, they find another couple and with them, share not the stories but the feelings which were discussed. Make a list of these for the plenary session. 30 min.

► **Tips to trainers/anticipated difficulties:**

- In order to use the literary example of step 1, you may need to know the story of the play, "The

<p>merchant of Venice” by William Shakespeare, read the specific text and supplementary notes found in the URL below. This will help you to be able to explain in modern English some of the words in the script.</p> <p>http://www.shakespeareswords.com/Plays.aspx?Ac=1&SC=3&IdPlay=18#176210)</p> <ul style="list-style-type: none"> ➤ When the term, “discrimination” is used, people often consider a limited form (race, colour, sexuality): broaden the understanding to areas such as exclusion from a social group, handedness, diet preference (for example, vegetarians and vegans), hair colour, political affiliation, sporting activity, language or form/level of education... ➤ Some of the experiences may be very distressing for the individual and therefore it is important to emphasise that only those episodes which they are comfortable to share with an individual and the group should be shared. ➤ If it is found that someone does become distressed or extremely emotional, you could use this as a learning point after the individual has been “counselled”, and with her or his consent to use the episode as a measure of the impact of discrimination. ➤ In Appendix 4 you may find more resources for discrimination exercises. 	
<ul style="list-style-type: none"> ▶ Debriefing/reflecting: <ul style="list-style-type: none"> ➤ What were the feelings emerging from the experiences? ➤ Did they change over time? ➤ What are the issues for the discriminated? ➤ What are the issues for the discriminators? ➤ What is the role of the teacher in relation to discrimination <ul style="list-style-type: none"> • within the school? • within society? (15 minutes) 	

Activity 3 An experiment in social education or going beyond teaching to educating



70 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To raise the participants' awareness about their possibility, as teachers, to make a difference in their students' lives and in their community, with examples of powerful actions. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To focus on discrimination and to examine the techniques employed to achieve a goal. ➢ To examine the teachers' sense of moral obligation as a prime factor for social change. ➢ To enable participants to explore their own attitudes towards discrimination and the actions they take to prevent discrimination in their schools and in their lives. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Reflection on video ➢ Open discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Computer, data projector. ➢ Video; "A class divided" http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1 ➢ Or "A class divided" brief version http://www.youtube.com/watch?v=-i0rsT5kApA ➢ Appendix 5: Video "A class divided" and resource materials 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ There are three parts in the video: <ul style="list-style-type: none"> • Part 1 lasts 20 minutes and is the original story • Part 2 deals with some of the classes meeting - 7 minutes • Part 3 shows the training within prison environments. 	

► **Instructions/procedure:**

- The participants watch a video about one teacher who took a direct action to educate her class about discrimination.
- The participants are advised to take notes if it helps them not to forget a point they may wish to make when the video stops.
- The trainer asks to pay attention not only to verbal, but also to body language.
- The participants are asked not to talk to their colleagues during the video. Allow everyone to be able to see and hear it without interruption.
- The second part of the video deals with the impact on the pupils' lives and their families. The participants are asked to look for the key words and phrases coming from the people in the movie.
- The third part of the film examines the process being used with adults. The participants are asked to watch carefully for the responses of the school people in the movie and how the teacher deals with these (40 minutes).

► **Tips to trainers/anticipated difficulties:**

- You may wish to prepare printed copies of the full scripts in order that those with English as a second language might refer back but keep their attention on watching the video.
- In Appendix 5 you may find more resource materials about the movie.

► **Debriefing/reflecting:**

- What have we learned from the action of Jane Elliott?
- How do you think, this experiment has a more positive, or more negative influence on children? Why?
- What gave you more information about how children felt – verbal or body language?
- What action will you take to achieve an environment of non-discrimination
 - in your class?
 - in your school?
 - in your community? (30 minutes)

Appendix 1: Reasons for liking or disliking

My name is:			
My favourite living creature is:		My least-liked living creature is:	
<i>Name of creature</i>		<i>Name of creature</i>	
Reasons for liking	Reasons for disliking	Reasons for disliking	Reasons for liking

Appendix 2: Definitions of discrimination (EU training manual, 2005 p. 16-17)

„To discriminate means to differentiate or to treat differently when there is no relevant difference between two persons or situations, or to treat in an identical way situations which are in fact different.“

The two anti-discrimination Directives, which provide the basis for this training, prohibit both **direct** and **indirect** discrimination and provide the same definition of Discrimination.

Direct discrimination

“**Direct discrimination** has occurred if one person is treated **less favourably** than another is, has been or would be treated in a **comparable situation**, on **any of the grounds** on which discrimination is prohibited.“

Indirect discrimination

„The Directives also prohibit **indirect discrimination**. Indirect discrimination occurs where **an apparently neutral** provision, criterion or practice would put persons belonging to a protected group at a **particular disadvantage** compared with other persons. This is so unless the provision, criterion or practice in question is **objectively justified** by a legitimate aim and the means of achieving that aim are appropriate and necessary.“

Positive action

In contrast to positive discrimination, a limited form of “positive action” are permitted under all strands of the discrimination legislation. So, employers are allowed to offer disadvantaged groups access to facilities for training and to encourage job applications from under-represented groups. However, they are not permitted to discriminate in the selection of candidates for employment or promotion or the terms and conditions on which they are employed. The Advisory, Conciliation and Arbitration Service (Acas) provides examples of permitted positive action, including placing advertisements where they are more likely to be seen by the members of a disadvantaged group or “providing computer training courses to those over 60 because they may have had less exposure to training in the past”. Employers must also ensure that before committing to positive action they have evidence to show that the targeted group is under-represented within the workforce or is likely to have a particular disadvantage in taking up or doing that type of work. In addition, for public-sector employers there are now much broader positive duties under sex, race and disability discrimination legislation.

More definitions

<http://en.wikipedia.org/wiki/Discrimination>

Appendix 3: Quotations about discrimination

Literary reference (2) Shakespeare, Merchant of Venice

How like a fawning publican he looks.
I hate him for he is a Christian;
But more, for that in low simplicity
He lends out money gratis and brings down
The rate of usance here with us in Venice.
If I can catch him once upon the hip,
I will feed fat the ancient grudge I bear him.
He hates our sacred nation and he rails
Even there where merchants most do congregate,
On me, my bargains, and my well-won thrift,
Which he calls interest. Cursed be my tribe
If I forgive him.

SHYLOCK

Signor Antonio, many a time and oft
In the Rialto you have rated me
About my moneys and my usances.
Still have I borne it with a patient shrug,
For sufferance is the badge of all our tribe.
You call me misbeliever, cut-throat dog,
And spit upon my Jewish gaberdine,
And all for use of that which is mine own.
Well then, it now appears you need my help.
Go to then. You come to me and you say,
You, that did void your rheum upon my beard
And foot me as you spurn a stranger cur.

Modelling values

“Values cannot actually be seen or heard, and can be observed through attitudes, preferences, decision-making and action”
(Van der Wal et al. 2008: 468)

Concluding premiss

Evil prevails where good people do nothing.

Edmund Burke in his Thoughts on the Cause of Present Discontents (1770):

"When bad men combine, the good must associate; else they will fall one by one, an unpitied sacrifice in a contemptible struggle."

Appendix 4: Resources for discrimination exercises

- **Convention against Discrimination in Education 1960**
http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html
 - **UNESCO**
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/>
 - **British government**
http://www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities/DG_10014458
 - <http://www.advicenow.org.uk/is-that-discrimination/>
Independent organisation; lots of examples of real-life situations for adults. 'Is that discrimination?' is supported by the European Union Programme for Employment and Social Solidarity – PROGRESS 2007–2013. The information on these pages covers England, Northern Ireland, Scotland and Wales.
 - http://www.adviceguide.org.uk/index/your_rights/discrimination/faq_index_discrimination.htm
Citizens Advice Bureau: a charitable organisation
 - **European Commission**
<http://ec.europa.eu/social/main.jsp?catId=423&langId=en>
NB As. The content on this page falls under the portfolio of [Justice, Fundamental rights and Citizenship](#) and will be moved to its website. http://ec.europa.eu/dgs/justice/index_en.htm from 1st January 2011
 - **Government experts of EU member states network**
<http://ec.europa.eu/social/main.jsp?catId=954&langId=en#experts>
It is worth scrolling down this.
 - Page for the EU member state status reports general legislative guidelines and information – rights and obligations.
<http://ec.europa.eu/social/main.jsp?catId=425&langId=en>
-

- International study of positive action measures
<http://ec.europa.eu/social/main.jsp?catId=423&langId=en&pubId=180&type=2&furtherPubs=yes>
- Roma Report
„Improving the tools for social inclusion and non-discrimination of roma in the EU“
<http://tdh-childprotection.org/documents/improving-the-tools-for-the-social-inclusion-and-non-discrimination-of-roma-in-the-eu>

Appendix 5: Video “A class divided” and resource materials

➤ A Class Divided

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

„One day in 1968, Jane Elliott, a teacher in a small, all-white Iowa town, divided her third-grade class into blue-eyed and brown-eyed groups and gave them a daring lesson on discrimination. This is the story of that lesson, its lasting impact on the children and the enduring power thirty years later.”

➤ Introductory script

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

➤ Readings and links with an interesting further article on the impact of labelling and achievement.

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

➤ Jane Elliott today

http://www.uncp.edu/news/2002/jane_elliott_2.htm

➤ An interview with Jane Elliott

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/crusade.html>

➤ Teachers’ Guide: some excellent resources for teachers from this page and the connected pages

<http://www.pbs.org/wgbh/pages/frontline/teach/divided/>

➤ Full script of the video

<http://www.pbs.org/wgbh/pages/frontline/teach/divided/>

➤ Full programme online

<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continuous=1>

➤ A more modern version exists in French:

http://www.dailymotion.com/playlist/x10t2l_Nzwamba_la-lecon-de-discrimination#videold=x9yplr

http://www.dailymotion.com/playlist/x10t2l_Nzwamba_la-lecon-de-discrimination#videold=x9ypdo

http://www.dailymotion.com/playlist/x10t2l_Nzwamba_la-lecon-de-discrimination#videold=x9yp70