



Pestalozzi

Training Resources

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

“How to promote diversity, using non-formal education in formal
educational settings”

by

Author: Veton Sylhasi – Kosovo*

Editor: Rasa Askinyte-Degesiene

* « All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo. »



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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: How to promote diversity, using non-formal education in formal educational settings?

Expected outcome

- To introduce the participants with non-formal education in formal educational settings, using activities based on experiential learning.
- To raise the participants' awareness on the diversity of issues and concepts that go with them; different perspectives, individual experiences, misunderstandings vs. mutual understanding, judgmental attitudes, empathy, etc.
- To push participants into the critical analysis of NFE activities and to develop multiplying skills.

Target group

Type of training	School level / age	Subject area
In-service training	Lower secondary (6-9 grade)	Cross-curricular

Brief description of the unit

The training session is designed for teachers or teacher trainers. Preparatory activity 1 (I am you, you are her, she is him...) and the two first activities ("What do you see in the statue" and "Dear Diary") are providing participants with experiential learning. These activities are easy to be used in classrooms by teachers. Activity 3 (Critical review of the activities) gives a slightly different taste to the whole session, as it provides participants with tools to develop multiplying skills, including evaluation of the activities' relevance and possible adaptations.

In order to assess and evaluate the training session, a visual form of evaluation is used and linked with the second preparatory activity (Gathering expectations), and even more than that.

Methods/techniques used

- Collaborative learning
- Performance
- Storytelling
- Discussion
- Group work
- Presentation

Time 3 hours

Preparatory activity 1	▶ 20 minutes
Preparatory activity 2	▶ 10 minutes
Activity 1	▶ 30 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 50 minutes
Evaluation	▶ 10 minutes

Tips for trainers:

- You will need to split the participants into groups several times during the session. Have in mind to use different splitting techniques (e.g. using colored papers, using numbering, using the birthday orders, solving a puzzle, etc.).
- You will find other tips in the activities.

Resources

A4 sized papers, markers, flipcharts,	
Copies of three stories	Appendix 1
Review template	Appendix 2
Evaluation thermometer	Appendix 3



Preparatory activity 1 I am you, you are her, she is him...



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none">➢ To break the ice between participants and prepare them to work collaboratively.	
<p>▶ Specific aims:</p> <ul style="list-style-type: none">➢ To get to know each other.➢ To test the participants' concentration and memory skills.➢ To get into the workshop climate.	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none">➢ Work in pairs➢ Presentation in plenary, with a lot of dynamics	
<p>▶ Resources:</p> <ul style="list-style-type: none">➢ A4 size papers (one per participant),➢ Markers (several)	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none">➢ The group should be standing or sitting in a circle during the instruction and in the end during the presentation.	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none">➢ The trainer gives to each participant an A4 size paper and asks them to write their names with markers in big capital letters.➢ The participants are asked to form pairs and introduce each other by giving information on their name, age, professional profile, family, hobbies, etc. Or they may ask each other only for one very	



<p>specific detail, he/she may say about himself/herself.</p> <ul style="list-style-type: none">➤ After two minutes, the pairs are asked to change their nametags and with their new identity to find someone else and introduce with him or her. The participants meet three or four people this way, each time getting new nametag and presenting that person.➤ The trainer gives the sign for the end of the introduction phase and asks the participants to keep the nametags they hold. The participants are asked to form a circle now (whether standing or sitting). The trainer asks each of them in turn to present him or herself in plenary. After each presentation, the trainer asks the real person with that name to give feedback on the accuracy of the presentation.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ There may be participants who already know each other. Ask the participants to go and meet people they don't know.➤ It is recommended to keep the debriefing/reflection superficial, as you will have the opportunity to go more in depth with it in activity 2 - "Dear Diary".	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ How did you feel about the activity?➤ Was it hard to remember all the information and to convey them accurately?➤ Is it easier to remember a person by biography details, or by something special the person says about himself/herself?➤ Was the task challenging? Why/why not?	

Preparatory activity 2 **Gathering expectations**



10 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none">➢ To get to know the participants' expectations. <p>▶ Specific aims:</p> <ul style="list-style-type: none">➢ To think of some outcomes of the workshop.➢ To share expectations with the group.	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none">➢ Individual work➢ Plenary discussion	
<p>▶ Resources:</p> <ul style="list-style-type: none">➢ Two flipcharts➢ Post-its➢ Markers	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none">➢ The trainer asks the participants to think of some outcomes they expect from the workshop, then he asks them to write these expectations on post-its. They write each expectation on a separate post-it.➢ The participants in turn read his or her post-its and post them on a wall. The trainer moderates the process, asks for explanations, if the expectations sound very general.	

Activity 1 What do you see in the statue?



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none">➤ To explore different perspectives on the same issue. <p>▶ Specific aims:</p> <ul style="list-style-type: none">➤ To become aware of different points of view.➤ To analyse objective and subjective factors relevant for having a personal perspective.	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none">➤ Performance➤ Discussion	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none">➤ Arrange the chairs in a circle; alternatively arrange the chairs in four corners.	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none">➤ The trainer asks for two or three volunteers. They have to follow the trainer for a minute outside the room. He explains to them that they have to stand in the middle of the room and to perform a statue. Propose them to put something unusual on their bodies, i.e. to hang their glasses on ear, or hold the ring in between lips. They have to be frozen during the activity, just like a statue.➤ The trainer comes back inside the room and ask the participants to close their eyes for few seconds. Bring inside the statue. When everything is ready, the trainer asks the participants to open their eyes.➤ The trainer asks some participants in different parts of the room or in different corners to answer the same questions in regard of the statue: How many eyes do you see? How many feet? How many fingers do you see in right hands? etc.	



<ul style="list-style-type: none">➤ Now, ask some participants to guess what is there in the sides of the statue that they do not see.➤ The trainer invites the participants to switch places so they have to sit in the opposite side of where they were sitting. The trainer asks them to analyse their answers (or its possible to ask them the same questions again).	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ You may want to introduce four corners where participants could sit, or leave them sit in a circle. If you decide on the second option, you don't have to ask questions to each participant in turn, but rather pick four or five of them who have different points of view on the statue.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ How did you like the statue? Was it a good piece of art? Why/why not?➤ Was it easy to answer the questions? Were there any doubts?➤ When you have changed places have you thought of possible answers if the same questions were made to you? Would your answers be different? Why?➤ Where you surprised when you saw the statue from a different position? Why? Did you expect the statue to be created that way?➤ Did you answer any question not relying on what you saw but what you knew from before or based on your imagination? Why did it happen? What does it tell us?➤ Have you ever felt like that in real life, when you "saw" something else in some processes only because you looked at them from different perspectives? Could you give an example?	

Activity 2 Dear Diary



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none">➤ To show how an existing non-formal education activity can be used in formal educational setting to teach intercultural understanding themes.	
<p>▶ Specific aims:</p> <ul style="list-style-type: none">➤ To practice communication and observation skills.➤ To enhance empathy.➤ To become aware of the judgmental attitudes.➤ To understand the subjectivity of individual experience.➤ To discuss some of the Human Rights.	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none">➤ Story-telling➤ Plenary discussion	
<p>▶ Resources:</p> <ul style="list-style-type: none">➤ Appendix 1: Copies of the three stories	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none">➤ The trainer explains that 3 children have permitted us to read their diaries from camp last summer.➤ Divide the participants into 3 groups and give to each group one of the stories to read.➤ After they have read the stories, bring the participants together and go through the events of the campers' day (e.g. solving puzzles, lunch, playing football, building a raft, crossing the river). Stop at each event and ask the participants what their character was doing, thinking and feeling at each point. At this point, avoid getting the participants to explain the reasons for the campers' different reactions and feelings.	

<ul style="list-style-type: none"> ➤ Ask the groups' members to describe the child whose story they read. Discuss how three children could have such different experience of the same events. 	
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<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Be aware of stereotypes and judgmental behaviour these stories may provoke in some participants, both in assumption about privileged children (e.g. "They don't have any problems"; "They are snobs") and about disadvantaged children (e.g. "They don't have supportive families"; "They are lazy"). The importance of these stories is to encourage children to ask why others act as they do instead of jumping to conclusions based on false assumptions. ➤ While debriefing, you have to stress the idea of this activity – because of different background, experience, etc., people see the same situation differently. And no one of those ways is correct or incorrect. The main way to understand each other is to admit, that we all have different, subjective perspectives, and any perspective cannot be taken as granted. 	
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<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What do you think about the three stories? Are these stories realistic? ➤ Can you have friends even when you are poor or unable to read? Why? ➤ Are there some people who are more disadvantaged than others in your community? Who are they? ➤ Do you think the children would have behaved differently if they had known more about each other's lives? How? ➤ What misunderstandings did they have about each other? ➤ Have you ever made mistakes in your opinion of someone else? ➤ What happens when we misjudge other people? ➤ Have you ever felt that way, when people see and describe the same situation in different way? Could you give an example? ➤ Is it possible to say whose perspective (opinion) of seeing things is correct or incorrect, or do we all have a right to see situations from our own perspective? ➤ Is there a way to see a situation objectively, from nobody's perspective? <p>Relate the activity to human rights by asking questions such as these:</p> <ul style="list-style-type: none"> ➤ In these stories what human rights are at stake? ➤ Are the rights of any of these children violated? How will this affect their future? ➤ What can be done to prevent rights violations such as these? 	
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Activity 3 Critical review of the session



50 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none">➤ To use critical review of the session in order to make it fit in the context.	
<p>▶ Specific aims:</p> <ul style="list-style-type: none">➤ To analyse the session in overall and each activity in particular.➤ To think of possible adaptations, based on their context.	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none">➤ Group work➤ Presentation➤ Discussion	
<p>▶ Resources:</p> <ul style="list-style-type: none">➤ Appendix 2: Review template	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none">➤ The trainer divides the participants into four groups. Participants are asked to analyse the flow of the session and come up with a summary of results from their analysis. Ask each group to review the different parts of:<ul style="list-style-type: none">○ Group one – preparatory activities○ Group two – activity one○ Group three – activity two○ Group four – the whole session➤ Give each group a template for review – Appendix 2	



<ul style="list-style-type: none">➤ The trainer invites all the groups together, in order to present their work. Each group presents their work. After each presentation, open the floor for the participants to comment and give feedback.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ You may want to provide the working groups with the activity/session outline, in order to have them considering the aims of the activity/session as well.➤ But have in mind that this might take more time.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ What was the procedure of the work in your group?➤ What were the criteria while analyzing (i.e. your experience during the activities, your background, your target group, etc.)?➤ Do you think that this kind of activity/session is relevant to work in your classrooms? If yes, do you feel confident to design a similar activity/session and implement it?	



Debriefing/ Evaluation and assessment



10 minutes

	Notes
<p>▶ Resources:</p> <ul style="list-style-type: none">➤ The activity Dear Diary is taken from Compasito – Manual on Human Rights Education for Children	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none">➤ Introduce two flipcharts. In each of them a thermometer is drawn. At the top of one of the flipcharts it is written: Expectations. At the top of another one it is written: Usefulness➤ Invite the participants to evaluate the training session. Ask them to take their post-its of expectations and put them on the thermometer of expectations, based on how much these expectations were met.➤ Now invite the participants to take markers and to draw a face in the thermometer of the session's usefulness. They should do it based on how useful the training session was for them.	

Appendix 1: Three stories

Margaret wrote under her bedcovers by torchlight.

Dear Diary,

Oh, what a great day it was. We did many crazy things and I believe it could have been one of the best days in my life. We had exciting activities that were sometimes even dangerous. But I was never afraid. Unlike my friends who did not enjoy everything as I hoped they would. It was a pity Elsa and Ricardo were so strange today.

But to start at the beginning – When we woke up, the leaders divided us into different groups. I was together with Ricardo and Elsa. I like both of them because yesterday we were also in the same group and we laughed so much at all the jokes we were telling each other. The leader gave us 3 messages written in secret codes and we had to find the solutions. I was the first one to find my solution. After a while Ricardo also had his solution, but Elsa was very slow. When I asked her if she needed help, she said she didn't like the activity and that solving the secret code was a boring thing to do. Then I saw that she was holding the paper upside down and I laughed at her saying that she would never find it like this. She gave me an angry look and threw the paper away. "I want to play, not read stuff", she said. I don't think she is very clever. I wonder if she can read at all – strange, because all kids of my age can read and write!

Well, we finally managed to discover the meaning of the 3 messages. Then we went down to the river where we played football against another group of children. That was fun. We almost won but it's all Elsa's fault that we lost. Every time the ball came close to her, she touched it with her hands, kicked the other children and made a lot of mistakes. It was like she had never played football before. That seems weird. We all play football after school. Next time I want to be in a different group from Elsa.

After lunch – the meals here are really disgusting – we had to build a raft to cross the river. And that was cool because we had to look for wood and then make all kinds of knots with ropes. Elsa and I were looking for good strong logs, but Ricardo was always bringing in these skinny sticks. I told him that since he was a boy he should work as hard as we were. He said he was dizzy and his back hurt. I think that was just an excuse not to work. When we finished, our raft was the best ever – even



the leader said this! Then the leader counted “1, 2 and 3” and then we had to jump on the raft and cross the river together. I jumped first but I fell in the water. Brrr... The water was very, very cold and I screamed at first. Luckily the leader helped me out and then we were all laughing. When I told my friends how cold the water really was, Ricardo said he didn’t feel like going anymore. I think he was afraid of the cold water. I didn’t know before that Ricardo was such a loser! First the wood and then the water! When I told him he should be braver, he ran away crying. I don’t think I want to be in the same group with him anymore! Actually, I will ask the leader to put me in another group next time because Elsa is stupid and Ricardo is just a sissy.

I didn’t speak to Elsa and Ricardo again after that and ...oops, I think the leaders are coming to our room. Sleep well, my dear diary. Tomorrow I’ll give you more news.

Love, Margaret

The following diary was written for Elsa, with the help of a leader.

Hello Diary,

You are my first own diary and I am Elsa. I hope you will stay with me for a long time. I asked the leader to write this page for me. He says when I get older; I can read about what I did at camp. I like the idea. We are sitting away from the other children because I don’t want anybody to know that the leader is helping me.

Today was a full day of activities. In the morning I had to be in the same group as Margaret and Ricardo. I like Ricardo more than Margaret. She always thinks she knows better than anybody else!

It all started with the messages in secret code that we had to solve. I don’t like those things because I still can’t read very well, and Margaret was always shouting to hurry up. I wish I could read better. Then I would read all the books in the whole world. But since my daddy left, I have to stay home and take care of the little kids while Mum goes to work. I really want to



go to school, but Mum always says that it's more important to be able to have food than to be able to read a book. I didn't want Ricardo and Margaret to know that I cannot read, so I tried to pretend that I was solving the secret code. But then Margaret laughed at me and I was sad and angry at the same time.

And then it was the same story with football. I really wanted our team to win, but everything I did seemed to be wrong. Everybody knows the game except me. I see the other children always play football when they come back from school. But my mother says, "If you have time to play, you have time to work". So I've never managed to learn how to play.

After the lunch we went to build a boat to cross the river. And here I think I was better than Margaret and Ricardo. I know how to make knots and what kind of wood we needed to make a strong boat. But Ricardo acted so strange. He was almost wetting his pants after Margaret told him how cold the water was.

I hope tomorrow we are again in the same group. I want to prove to them that I can do many things! And I really like the leaders at the camp!

Bye, Diary, till tomorrow.

Elsa

Ricardo has a big diary that he has been writing in for several years. This is what he wrote about 'The Great Adventurous Day'.

My dearest Diary,

Again I am writing to tell you how sad and disappointed I am. In the morning we did activities I liked. The secret code is easy for me as I do them all the time at home. And in football I played the goalie like always.



The lunch was great, probably the best I have ever eaten. I eat a lot here, unlike at home where I always have to wait till my younger brothers and sisters have eaten. Not here! I can even go back for seconds. I like that! I think I am even putting on weight. When I go back home, I won't be the 'skin-and-bones boy' anymore!

But the afternoon was terrible. We had to get very heavy wood and then go in very cold water. I don't like that because I would be ill for sure and I don't want that anymore. My father has told me that the day he finds a new job, he will take me to the hospital and make me healthy again. He says that then I will be able to do all the activities I want and not have to stay in bed all the time. I wish my father could have a new job tomorrow. Then I would get healthy again fast! I don't want to tell this to the other children at camp because then they will know we don't have any money at home and they will tease me about it.

Dear Diary, when will I be healthy again? I want to be like the other children. I want to play and run and jump. I hope it happens soon, but I'm afraid it may never happen.

Sleep well, my dearest Diary. I'll tell you more tomorrow. You are the only one who knows my secrets.

Ricardo

Appendix 2: Review template

Please make your review according to the points given below	
Aims and objectives of the activity/session	Please indicate whether the aims and the objectives were appropriate and to what extent they have been achieved.
Strengths of the activity/session	Please indicate what the strong points of the activity/session are. What could learners best benefit from the activity/session?
Risks/potential problems in a teaching context	Please indicate what would be the potential risks when conducting this activity/session in your teaching context.
Ideas for adaptation	Please indicate how you would adapt the activity/session to the needs of your students? What changes would you introduce?

Appendix 3: The evaluation thermometer

